

**STORAGE NAME:** h1917.edk

**DATE:** March 29, 1999

**HOUSE OF REPRESENTATIVES  
COMMITTEE ON  
EDUCATION K-12  
ANALYSIS**

**BILL #:** HB 1917

**RELATING TO:** Teacher Training Centers

**SPONSOR(S):** Representative Ryan

**COMPANION BILL(S):** SB 2358

**ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:**

- (1) EDUCATION K-12
  - (2) GOVERNMENTAL RULES & REGULATIONS
  - (3) EDUCATION APPROPRIATIONS
  - (4)
  - (5)
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**I. SUMMARY:**

This bill establishes teacher training centers to provide school districts and teachers of the state with an opportunity to develop systematic, ongoing in-service training programs. Such programs are intended to assure the dissemination and application of educational research developments to classroom instruction, and to develop new curricula and curricular materials specifically designed to meet the educational needs of students served.

School boards must apply to the Commissioner of Education for funds to plan, establish, or operate a teacher training center. The State Board of Education (BOE) will be required to adopt rules that establish criteria and standards for applications. The commissioner will be required to review applications and recommend approval of centers meeting statutory requirements. The regional distribution of sites may be factored into the decision and applicants who are denied must be notified of the reasons for the denial. A school district may submit a revised application for further consideration. BOE must provide funding for the planning, establishment, or operation of a teacher training center to each school board or consortium of school boards whose application is approved to the extent that an allocation is specifically provided each year in the General Appropriations Act (GAA).

By January 1st of each year, the board of directors of each teacher training center must report to the commissioner on the activities of the center. The report must include an evaluation of the effectiveness of the activities in providing high quality, cost-effective in-service professional development.

Funding for the teacher training centers is subject to legislative appropriation. HB 1789 (GAA - Specific appropriation 52) currently allocates \$5.5 million for teacher education centers. \$4 million of the \$5.5 million is allocated for non-recurring matching grants to assist the development of teacher training institutes. \$2 million of the \$4 million is earmarked for the Leadership Learning Academy in Polk County. \$1.5 million is earmarked for a residential facility for the Florida Center for Teachers at the University of South Florida.

II. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

Section 231.600, F.S., prescribes requirements relating to the School Community Professional Development Act. The Department of Education (DOE), public community colleges and universities, public school districts, and public schools in this state must collaborate to establish a coordinated system of professional development. The purpose of the professional development system is to enable the school community to succeed in school improvement as described in s. 229.591, F.S.

The activities designed to implement this section must:

- (a) Increase the success of educators in guiding student learning and development so as to implement state and local educational initiatives;
- (b) Assist the school community in developing in school children the dispositions that will motivate them to be active learners; and
- (c) Provide continuous support, rather than temporary intervention, for improving the performance of teachers and others who assist children in their learning.

Responsibilities, to be shared by the participating organizations, include the following:

- (a) DOE must develop and disseminate model professional development methods that have demonstrated success in meeting identified student needs. The commissioner must use data on student achievement to identify student needs. The methods of dissemination must include a statewide performance support system, a database of exemplary professional development activities, a listing of available professional development resources, and technical assistance.
- (b) Each district school board must consult with teachers and representatives of college and university faculty, community agencies, and other interested citizen groups to establish policy and procedures to guide the operation of the district professional development program. The professional development system must:
  - 1. Require that schools identify student needs that can be met by improved professional performance, and assist schools in making these identifications;
  - 2. Provide training activities coupled with follow-up support that is appropriate to accomplish district-level and school-level improvement goals and standards; and
  - 3. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- (c) Each public community college and university must assist DOE, school districts, and schools in the design, delivery, and evaluation of professional development activities. This assistance must include active participation in state and local activities required by the professional development system.

Each district school board must provide funding for the system as required by s. 236.081, F.S., and must direct expenditures from other funding sources to strengthen the system and make it uniform and coherent. A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a college or university, especially in preparing and educating personnel.

DOE is required to design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicate progress or lack of progress of all students. If the review of data indicates an achievement level that is unusual, the department may investigate the causes of the success or lack of success, may provide technical assistance, and may require the school district to employ a different approach to professional development. The department must report annually to BOE and the Legislature any school district that, in the determination of the department, has failed to provide an

adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.

Section 231.601, F.S., establishes purposes and intent relating to in-service training. The intent is to specify state policy for the in-service training of instructional personnel. It states that:

Excellence in instruction is paramount to a good school system. The attitudes, skills, and knowledge of instructional personnel are the most important factors in student learning. The improvement of schooling through in-service education is best achieved through the active participation of educational practitioners in initiating, planning, conducting, and evaluating programs. The primary objective of in-service education for instructional personnel is to integrate subject matter knowledge and pedagogy into school and classroom practices which enhance the school experiences of students.

The education of instructional personnel is inherently a career-long process. Teacher education is best carried out through the collaborative efforts of the colleges and universities, the schools, professional educators, and the community.

The responsibility for operating programs for pre-service and in-service teacher education is assigned jointly to the colleges and universities, to the district school boards, and to practicing educators. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida's elementary and secondary schools. Among the purposes of the teacher education centers are:

- (a) To facilitate school district in-service teacher education programs for instructional personnel.
- (b) To respond to state, national, and district policy and program priorities.
- (c) To provide opportunities for district school educators to interact with faculty and staff of the colleges and universities in order to enhance the pre-service and continuing education of instructional personnel.

This section of statutes was to be repealed effective October 1, 1995 by ch. 85-238, L.O.F. and was to be reviewed by the Legislature prior to that date. It remains in statute.

**B. EFFECT OF PROPOSED CHANGES:**

This bill establishes teacher training centers to provide school districts and teachers of the state with an opportunity to develop systematic, ongoing in-service training programs. Such programs are intended to assure the dissemination and application of educational research developments to classroom instruction, and to develop new curricula and curricular materials specifically designed to meet the educational needs of students served. Such centers are to:

Assist teachers in diagnosing learning needs, experimenting with the use of multiple instructional approaches, assessing student outcomes, assessing staff development needs and plans and training other school personnel in effective pedagogical approaches.

Provide demonstration and training sites where instructional personnel are trained specifically in the use of computers as teaching aides and as delivery systems.

Develop and produce curricula and curricular material designed to meet the educational needs of the students being served through the application of educational research, and new or improved teaching methods and practices

Provide training to enable teachers to improve skills.

Provide a location for collaboration and the sharing of resources, ideas, methods, and approaches related to classroom instruction and management.

Retrain teachers and other education personnel to become better qualified to teach in rapidly evolving, high technology disciplines including mathematics, science, and computer technology.

A school board or consortium of school boards must apply to the commissioner for funds to plan, establish, or operate a teacher training center. The BOE will be required to adopt rules that establish criteria and standards for applications. The standards must address a number of areas, including: compliance with requirements set forth in law; the extent of participation by the teacher training center in the preparation of the application; the existence of formally established policies to guide the work of the board in an effective and efficient manner; the adequacy of resources and facilities; and whether the proposed cost is reasonable in relation to expected outcomes.

The commissioner will be required to review applications and recommend approval of centers meeting statutory requirements. The regional distribution of sites may be factored into the decision and applicants who are denied must be notified of the reasons for the denial. A school district may submit a revised application for further consideration. BOE must provide funding for the planning, establishment, or operation of a teacher training center to each school board or consortium of school boards whose application is approved to the extent that an allocation is specifically provided each year in the General Appropriations Act.

Each teacher training center must be operated by a board of directors, the powers and duties of which must include: conducting training needs assessments; formulating policy; employing a center director and staff or consultants; conducting training activities including workshops, seminars, and teacher "exchanges"; developing a budget and controlling the expenditure of funds; making recommendations for subcontracting to secure technical and other types of assistance; and managing and supervising the activities of the center. Each board must include: a majority of members who are elementary and secondary teachers representative of the teachers to be served by the center; individuals designated by the school board; at least one individual designated by the institutions of higher education located in the area served by the center; at least one parent of an elementary or secondary pupil; and at least one representative of a business or industry.

By January 1st of each year, the board of directors of each teacher training center must report to the commissioner on the activities of the center. The report must include an evaluation of the effectiveness of the activities in providing high quality, cost-effective in-service professional development.

C. APPLICATION OF PRINCIPLES:

1. Less Government:

a. Does the bill create, increase or reduce, either directly or indirectly:

(1) any authority to make rules or adjudicate disputes?

Yes. The bill requires BOE to adopt rules relating to teacher training centers.

(2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

Yes. The bill requires the commissioner to evaluate applications for teacher training centers.

(3) any entitlement to a government service or benefit?

No.

b. If an agency or program is eliminated or reduced:

An agency or program is not eliminated or reduced.

(1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

N/A

(2) what is the cost of such responsibility at the new level/agency?

N/A

(3) how is the new agency accountable to the people governed?

N/A

2. Lower Taxes:

a. Does the bill increase anyone's taxes?

No.

b. Does the bill require or authorize an increase in any fees?

No.

c. Does the bill reduce total taxes, both rates and revenues?

No.

d. Does the bill reduce total fees, both rates and revenues?

No.

e. Does the bill authorize any fee or tax increase by any local government?

No.

3. Personal Responsibility:

a. Does the bill reduce or eliminate an entitlement to government services or subsidy?

No.

b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?

No.

4. Individual Freedom:

a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

No.

b. Does the bill prohibit, or create new government interference with, any presently lawful activity?

No.

5. Family Empowerment:

a. If the bill purports to provide services to families or children:

The bill does not purport to provide services to families or children.

(1) Who evaluates the family's needs?

N/A

(2) Who makes the decisions?

N/A

(3) Are private alternatives permitted?

N/A

(4) Are families required to participate in a program?

N/A

(5) Are families penalized for not participating in a program?

N/A

b. Does the bill directly affect the legal rights and obligations between family members?

No.

c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

The bill does not create or change a program providing services to families or children.

(1) parents and guardians?

N/A

(2) service providers?

N/A

(3) government employees/agencies?

N/A

D. STATUTE(S) AFFECTED:

The bill creates s. 231.6015, F.S.

E. SECTION-BY-SECTION ANALYSIS:

Section 1 establishes teacher training centers to provide school districts and teachers of the state with an opportunity to develop systematic, ongoing in-service training programs. Such programs are intended to assure the dissemination and application of educational research developments to classroom instruction, and to develop new curricula and curricular materials specifically designed to meet the educational needs of students served.

A school board or consortium of school boards must apply to the commissioner for funds to plan, establish, or operate a teacher training center. BOE will be required to adopt rules that establish criteria and standards for applications. The standards must address a number of areas, including: compliance with requirements set forth in law; the extent of participation by the teacher training center in the preparation of the application; the existence of formally established policies to guide the work of

the board in an effective and efficient manner; the adequacy of resources and facilities; and whether the proposed cost is reasonable in relation to expected outcomes.

The commissioner will be required to review applications and recommend approval of centers meeting statutory requirements. The regional distribution of sites may be factored into the decision and applicants who are denied must be notified of the reasons for the denial. A school district may submit a revised application for further consideration. BOE must provide funding for the planning, establishment, or operation of a teacher training center to each school board or consortium of school boards whose application is approved to the extent that an allocation is specifically provided each year in the GAA.

Each teacher training center must be operated by a board of directors, the powers and duties of which must include: conducting training needs assessments; formulating policy; employing a center director and staff or consultants; conducting training activities including workshops, seminars, and teacher "exchanges"; developing a budget and controlling the expenditure of funds; making recommendations for subcontracting to secure technical and other types of assistance; and managing and supervising the activities of the center.

By January 1st of each year, the board of directors of each teacher training center must report to the commissioner on the activities of the center. The report must include an evaluation of the effectiveness of the activities in providing high quality, cost-effective in-service professional development.

Section 2 specifies an effective date of July 1, 1999.

### III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

#### A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

Indeterminate.

2. Recurring Effects:

Indeterminate.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

None.

#### B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

Indeterminate.

2. Recurring Effects:

Indeterminate.

3. Long Run Effects Other Than Normal Growth:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

None.

2. Direct Private Sector Benefits:

None.

3. Effects on Competition, Private Enterprise and Employment Markets:

None.

D. FISCAL COMMENTS:

None.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

The bill does not require counties or municipalities to spend funds or take an action requiring the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

The bill does not reduce the authority that counties or municipalities have to raise revenues in the aggregate.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

The bill does not reduce the percentage or a state tax shared with counties or municipalities.

V. COMMENTS:

Two technical amendments are needed. On page 2, line 16, the word "to" should be inserted between "teachers" and "improve". On page 4, line 4, a comma should be inserted after "planning".

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

N/A

VII. SIGNATURES:

COMMITTEE ON EDUCATION K-12:

Prepared by:

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