

STORAGE NAME: h1917s1.grr

DATE: April 9, 1999

**HOUSE OF REPRESENTATIVES
AS REVISED BY THE COMMITTEE ON
GOVERNMENTAL RULES AND REGULATIONS
ANALYSIS**

BILL #: CS/HB 1917

RELATING TO: Teacher Training Centers

SPONSOR(S): Representative Ryan

COMPANION BILL(S): SB 2358(c)

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

- (1) EDUCATION K-12 YEAS 6 NAYS 0
 - (2) GOVERNMENTAL RULES AND REGULATIONS YEAS 5 NAYS 0
 - (3) EDUCATION APPROPRIATIONS
 - (4)
 - (5)
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I. SUMMARY:

HB 1917 establishes teacher training centers for the purpose of providing school districts and teachers with an opportunity to develop systematic, ongoing in-service training programs. Such programs assure the dissemination and application of educational research developments to classroom instruction, and 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) is required to adopt rules that establish criteria and standards for applications. The commissioner is 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 currently allocates \$5.5 million for teacher education centers. Four million of the \$5.5 million is allocated for non-recurring matching grants to assist the development of teacher training institutes. Two million of the \$4 million is earmarked for the Leadership Learning Academy in Polk County. Also, \$1.5 million is earmarked for a residential facility for the Florida Center for Teachers at the University of South Florida.

The committee substitute adopted by the Committee on Governmental Rules and Regulations on April 8, 1999, tightens and limits rulemaking authority in the bill that was identified as permissive and broad.

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 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., by achieving the following:

- (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 school children's motivation to learn; and
- (c) Provide continuous support, rather than temporary intervention, for improving the performance of teachers and others who assist children in their learning.

Under current law, participating organizations share the following responsibilities:

- (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 indicates 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.

B. EFFECT OF PROPOSED CHANGES:

This bill establishes teacher training centers to provide school districts and teachers 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 training centers are to accomplish the following:

- ❖ 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 is required to adopt rules to establish criteria and standards by which applications are evaluated. The evaluative components shall be limited to the following:

- ❖ Compliance with requirements set forth in law.
- ❖ The extent of participation by the teacher training center board in the preparation of the application.
- ❖ The strength of linkages with institutions of higher education and with other cultural and educational institutions which provide learning technology inservice training.
- ❖ Whether the proposed cost is reasonable in relation to expected outcomes.

The commissioner is 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. The 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 BOE is required to adopt rules to establish criteria and standards by which applications are evaluated. The evaluative components shall be limited to compliance with requirements set forth in law; the extent of participation by the teacher training center board in the preparation of the application; the strength of linkages with institutions of higher education and with other cultural and educational institutions which provide learning technology inservice training; and whether the proposed cost is reasonable in relation to expected outcomes.

(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 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 is 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 is 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:

None.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

The Committee on Education K-12 adopted the following amendments:

Two technical amendments correcting grammatical errors were passed. On page 2, line 16, the word "to" was inserted between "teachers" and "improve". On page 4, line 4, a comma was inserted after "planning".

The Committee on Governmental Rules and Regulations adopted a committee substitute for HB 1917 on April 8, 1999:

The committee substitute tightens and limits rulemaking authority that was identified as permissive and broad. The rules relate to the Board of Education's rulemaking authority as they apply to the establishment of criteria and standards by which applications are evaluated. The committee substitute limits the evaluative components to the following:

- ❖ Compliance with requirements set forth in law.
- ❖ The extent of participation by the teacher training center board in the preparation of the application.
- ❖ The strength of linkages with institutions of higher education and with other cultural and educational institutions which provide learning technology inservice training.
- ❖ Whether the proposed cost is reasonable in relation to expected outcomes.

VII. SIGNATURES:

COMMITTEE ON EDUCATION K-12:

Prepared by:

Terri J. Chasteen

Staff Director:

Patricia W. Levesque

AS REVISED BY THE COMMITTEE ON GOVERNMENTAL RULES AND REGULATIONS:

Prepared by:

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