

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Appropriations

BILL: CS/CS/SB 1664

INTRODUCER: Appropriations Committee; Education Committee; and Senator Legg

SUBJECT: Education Instructional Personnel and School Administrators

DATE: April 21, 2013

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	Klebacha	ED	<b>Fav/CS</b>
2.	Armstrong	Elwell	AED	<b>Fav/CS</b>
3.	Elwell	Hansen	AP	<b>Fav/CS</b>
4.				
5.				
6.				

**Please see Section VIII. for Additional Information:**

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|------------------------------|-------------------------------------|---|
| A. COMMITTEE SUBSTITUTE..... | <input checked="" type="checkbox"/> | Statement of Substantial Changes        |
| B. AMENDMENTS.....           | <input type="checkbox"/>            | Technical amendments were recommended   |
|                              | <input type="checkbox"/>            | Amendments were recommended             |
|                              | <input type="checkbox"/>            | Significant amendments were recommended |

**I. Summary:**

CS/CS/SB 1664 revises the requirements for state approved educator preparation programs, educator and principal certification, and the Florida Teachers Lead Program.

The fiscal impact of this bill on the Department of Education and school districts is minimal. The bill does not affect state appropriations.

Specifically, the bill makes the following changes:

**State-Approved Educator Preparation Program**

- Provides a new framework for the approval of teacher preparation programs that is based on performance outcome metrics and holds all preparation programs accountable.
- Maintains three distinct program types that offer high quality options for those who enter the teaching profession.
- Streamlines the core curriculum so that it is more focused and relevant and allows for deeper preparation in standards-based instruction.

- Requires candidates to demonstrate that they have a positive impact on student learning growth in field experiences before completing a program.

### **Professional Certification**

- Requires the State Board of Education to adopt rules to allow an individual to be eligible for a temporary certificate in educational leadership if he or she passes the Florida Educational Leadership Examination, holds a bachelor's degree or higher degree from an accredited postsecondary institution, provides evidence of successful executive management or leadership experience, and be mentored by a state-certified school administrator.
- Allows the State Board of Education to adopt rules to provide for the acceptance of college course credits recommended by the American Council for Education (ACE) to satisfy specific certification requirements shown on an official ACE transcript.
- Provides a means of demonstrating mastery of professional competency by Teach for America graduates who complete a professional training program and pass the Florida professional knowledge certification exam.

### **Performance Evaluations**

- Revises the criteria for evaluating classroom teachers, other instructional personnel, and school administrators for purposes of the performance pay schedule in current law.

### **Assessments**

- Requires a school district to approve and publish testing administration schedules for district-mandated assessments on its website.

### **Florida Teachers Lead Program**

- Changes the name of the program to the Florida Teachers Classroom Supply Assistance Program.
- Requires that local contributions be added to the funds allocated by the state when calculating each teacher's proportionate share.

### **Professional Development System**

The bill allows rather than requires each school principal to establish and maintain a professional development plan for each employee assigned to the school.

The bill provides and effective date of July 1, 2013.

This bill substantially amends the following sections of the Florida Statutes: 1004.04, 1004.85, 1008.22, 1012.05, 1012.32, 1012.55, 1012.56, 1012.585, 1012.71, and 1012.98

The bill creates an undesignated section of law.

## II. Present Situation:

### Educator Preparation Reform

Educator and principal preparation programs are undergoing an unprecedented degree of scrutiny and challenge. As states implement rigorous common core standards and other college and career ready standards for in-depth student achievement and growth, concerns have been raised that the current policies and practices for educators entering the profession are not sufficient to respond to this challenge.<sup>1</sup> Critics assert that components of the education system have changed without proper attention and adjustments to other aspects of the system, namely support to help teachers and leaders with continuous improvement.<sup>2</sup>

Some suggest that the existing federal reporting and accountability program requirements are not meaningful, in part because the data collected is not based on significant metrics.<sup>3</sup> The need for robust data to inform the public, including prospective candidates and employers, about the effectiveness of programs has been underscored.<sup>4</sup>

One of the key policy levers for states is the program approval process, particularly the reauthorization process.<sup>5</sup> Program approval decisions should hinge on findings that are evidence-based, educationally significant, and clearly related to quality-oriented standards.<sup>6</sup> Educator preparation must shift away from a norm which emphasizes academic preparation and coursework loosely linked to school-based experiences to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.<sup>7</sup> Citing the National Research Council report, *Preparing Teachers: Building Evidence for Sound Policy*, the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning

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<sup>1</sup> *Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession*, Council of Chief State School Officers (CCSSO) Task Force, 2012, readable at: [http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise\\_2012.pdf](http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf). The task force report was developed by current and former CCSSO task force members with input from the National Association of State Boards of Education and the National Governors Association.

<sup>2</sup> *Id.*

<sup>3</sup> *Our Future, Our Teachers*, U.S. Department of Education, September 2011, readable at: <http://www.ed.gov/sites/default/files/our-future-our-teachers.pdf>.

<sup>4</sup> The National Council on Teacher Quality (NCTQ) recently reported on each state's programs and noted that states are not doing enough to ensure that teachers are prepared to be effective in the classroom. The NCTQ reviewed state policy for program admissions, clinical experiences, accountability, and the specific preparation of elementary, middle, and high school teachers, with a special emphasis on exceptional student education teachers. The NCTQ cited Florida as one of four states that earned the highest ratings in the nation for shaping the quality of programs, including holding programs accountable for results. See *2012 State Teacher Policy Yearbook: Improving Teacher Preparation National Summary*, National Council on Teacher Quality, 2012, readable at:

[http://www.nctq.org/stpy11/reports/stpy12\\_national\\_report.pdf](http://www.nctq.org/stpy11/reports/stpy12_national_report.pdf). Additionally, the NCTQ Teacher Prep Review is a rating of the nation's teacher training programs that will be published each year by U.S. News and World Report. See *You Have a Right to Know*, National Council on Teacher Quality, 2012, readable at: <http://www.nctq.org/righttoknow/>.

<sup>5</sup> *Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession*, Council of Chief State School Officers (CCSSO) Task Force, 2012.

<sup>6</sup> *Id.*

<sup>7</sup> *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*, Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, commissioned by the National Council for Accreditation of Teacher Education, November 2010, readable at: [http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise\\_2012.pdf](http://ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf).

notes that clinical preparation (or field experience) is one of three aspects of teacher preparation that are likely to have the highest potential for a positive effect on student outcomes, along with content knowledge and the quality of teacher candidates.<sup>8</sup> Additionally, the importance of qualified clinical educators, coaches, and mentors and diverse clinical settings is being emphasized.<sup>9</sup>

### **Florida-Approved Educator Preparation Programs**

The State Board of Education is required to maintain a system for the development and approval of teacher preparation programs that allows postsecondary teacher preparation institutions to employ a variety of innovative teacher preparation practices while being held accountable for producing graduates with the competencies and skills necessary to achieve the state's education goals.<sup>10</sup>

Florida provides several pathways to meet professional teacher certification requirements, including traditional teacher preparation programs provided by universities and colleges for individuals seeking a degree.<sup>11</sup> The Educator Preparation Institutes (EPI) and school district alternative certification programs provide individuals who already have baccalaureate degrees with professional training on the competencies needed for professional certification.<sup>12</sup>

The DOE reviews and approves educator preparation programs offered by Florida's public and private colleges and universities.<sup>13</sup> There are currently 506 approved traditional teacher preparation programs in Florida, each of which is approved for a specific area of certification, such as Elementary Education Grades K-6 or Mathematics Grades 6-12. These programs are located at 47 institutions, including 12 public universities, 11 Florida College System (FCS) institutions, and 24 private institutions.<sup>14</sup> Candidates must demonstrate all requirements for a Florida professional educator's certificate prior to the completion of the program.

There are currently 28 active EPI programs in 22 FCS institutions and 6 public universities.<sup>15</sup> These institutes serve individuals who already earned at least a bachelor's degree in a field other than education and are interested in being classroom teachers and receiving professional certification. Candidates must demonstrate ability to teach the subject area for which they seek certification and demonstrate mastery of professional preparation and education competence by passing the professional education competency examination prior to completion of the program.<sup>16</sup> Instructors for these programs must hold a master's degree in education or in an

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<sup>8</sup> *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*, Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. See also National Research Council, April 29, 2010, readable at: <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=12882>.

<sup>9</sup> *Id.* See also *Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession*.

<sup>10</sup> s. 1004.04, F.S.

<sup>11</sup> *Id.*

<sup>12</sup> ss. 1004.85 and 1012.56(8), F.S. Individuals can also qualify for a teaching certificate without participating in a formal teacher preparation program by documenting that they have met all requirements for a professional certificate.

<sup>13</sup> s. 1004.04, F.S., Rules 6A-4.003 and 6A-5.066, F.A.C. Programs are approved for seven years.

<sup>14</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.

<sup>15</sup> *Id.*

<sup>16</sup> s. 1004.85(3)(b)3., F.S.

appropriate related field and document teaching experience.<sup>17</sup> Programs must also provide field experience with supervision from qualified educators.<sup>18</sup>

School districts are required to offer competency-based alternative certification programs, using either the DOE model or a district-developed model that is approved by the department.<sup>19</sup> To complete the program and qualify for a professional certificate, participants must pass the professional education portion of the Florida Teacher Certification Examination (FCTE).<sup>20</sup> There are 72 approved district alternative certificate programs in Florida, including 37 that are currently active.<sup>21</sup>

#### *Initial Program Approval*

The criteria differ for initial approval of the traditional, EPI, and district programs. For initial approval, a traditional program must verify that each candidate for admission meets the required grade point average of 2.5 or higher for the general education component of undergraduate studies or completes the requirements for a bachelor's degree with a minimum grade point average of 2.5 and passes the general knowledge portion of the FCTE, College Level Academic Skills Test, a corresponding component of the National Teacher's Examination series, or a similar test.<sup>22</sup> Additionally, an institution with an approved program must provide a uniform core curriculum.<sup>23</sup>

Initial approval of an EPI and district program requires that there is an assessment system and instructional support for teachers to demonstrate specific competencies.<sup>24</sup> An EPI institution must also meet institutional and faculty requirements.<sup>25</sup>

#### *Continued Approval*

The criteria also differ for the continued approval of these programs. At least 90% of a traditional program's graduates who take the required certification examination must pass the exam, for the program to receive continued approval.<sup>26</sup> The program must also have standards that are designed to adequately prepare elementary, middle, and high school teachers to instruct their students in reading and higher level mathematics concepts and the use of technology at the appropriate grade level.<sup>27</sup> Additionally, the program is subject to periodic reviews and must:

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<sup>17</sup> s. 1004.04(5), F.S.

<sup>18</sup> s. 1004.85(3)(a)2., F.S.

<sup>19</sup> s. 1012.56(8)(a), F.S.

<sup>20</sup> The FTCE is composed of the professional education, general knowledge, and subject area exams. See <http://www.fl.nesinc.com/tests.asp> (last visited March 5, 2013).

<sup>21</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.

<sup>22</sup> s. 1004.04(4)(b), F.S. The program is authorized to waive these admissions requirements for up to ten percent of the students admitted, but must implement strategies to ensure that students receive assistance to meet competencies required for certification.

<sup>23</sup> s. 1004.04(2), F.S., and Rule 6A-5.066, F.A.C.

<sup>24</sup> Rule 6A-5.066, F.A.C.

<sup>25</sup> *Id.*

<sup>26</sup> s. 1004.04(5), F.S.

<sup>27</sup> *Id.*

comply with student admissions requirements; receive satisfactory employer ratings for program graduates; and meet additional criteria approved by the State Board of Education.<sup>28</sup>

By contrast, continued approval for an EPI program is contingent upon annual performance evaluations of program effectiveness, which include pass rates on all portions of the FCTE, employment rates, longitudinal retention rates, and employer satisfaction surveys.<sup>29</sup> There are no statutory criteria for continued approval of district programs.<sup>30</sup>

### *Clinical Practice*

The law provides special requirements for peer mentors and postsecondary instructors and school district personnel who instruct and supervise students during their clinical experiences.<sup>31</sup> The NCTQ's report cited Florida as one of three states that have policies requiring evidence of effectiveness for teachers who mentor and support a candidate.<sup>32</sup>

### **Professional Certification**

There are two types of state educator certificates: the temporary certificate and the professional certificate.<sup>33</sup> The temporary certificate is valid for three years and is nonrenewable. A professional certificate is valid for five years, is renewable, and required for teachers who wish to continue teaching in public classrooms. Certification requirements for school-based administrators are specified by law and State Board of Education rule.<sup>34</sup> The requirements for renewing a certificate, including professional development, are specified in law.<sup>35</sup>

Current law provides that an applicant for certification who fails to earn a passing score may review his or her exam and notify the DOE of any errors that may result in a passing score.<sup>36</sup> An individual who takes the FTCE may request a score verification session to review his or her incorrect responses to test items.<sup>37</sup>

Florida's educator evaluation system differentiates among four levels: highly effective; effective; needs improvement or, for instructional personnel in the first three years of employment who need improvement, developing;<sup>38</sup> and unsatisfactory.<sup>39</sup>

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<sup>28</sup> *Id.*

<sup>29</sup> s. 1004.85(4), F.S.

<sup>30</sup> Rule 6A-5.066(2)(b)4., F.A.C., provides that the DOE must periodically review these programs.

<sup>31</sup> ss. 1004.04(6), 1004.85(3)(a)2., and 1012.56(8)(a)3., F.S.

<sup>32</sup> *2012 State Teacher Policy Yearbook: Improving Teacher Preparation National Summary*, National Council on Teacher Quality, 2012.

<sup>33</sup> s. 1012.56, F.S. Districts issue certificates to adjunct teachers, pursuant to s. 1012.57(1), F.S.

<sup>34</sup> Section 1012.55(1), F.S., requires the SBE to designate the certification requirements for all school-based personnel. These requirements are specified in SBE rule and the DOE Course Code Directory and Instructional Personnel Assignments 2012-2013, adopted by reference in Rule 6A-1.09441, F.A.C. See <http://www.flrules.org/Gateway/reference.asp?No=Ref-01551> (last visited April 21, 2013).

<sup>35</sup> s. 1012.585, F.S.

<sup>36</sup> s. 1012.56(9)(d), F.S.

<sup>37</sup> Rule 6A-4.0021(11), F.A.C.

<sup>38</sup> Section 1012.34(3)(a), F.S., requires newly hired teachers to be evaluated at least twice in the first year of teaching.

<sup>39</sup> s. 1012.34(2), F.S.

## Performance Evaluation

The Department of Education must approve each school district's instructional personnel and school administrator performance evaluation system.<sup>40</sup> Components of the performance evaluation system are divided into three parts: performance of students, instructional practice or leadership, (for instructional or administrative personnel, respectively), and professional responsibilities.<sup>41</sup> The Commissioner of Education is required to consult with instructional personnel, school administrators, education stakeholders, and experts in developing the performance levels for the evaluation system.<sup>42</sup>

At least fifty percent of the evaluation for classroom teachers<sup>43</sup> and other instructional personnel are based on student performance for students assigned to them over a 3-year period.<sup>44</sup> For other instructional personnel,<sup>45</sup> a school district may include specific job-performance expectations related to student support and use student learning growth data and other measurable student outcomes specific to the individual's assignment, as long as the student learning growth accounts for at least 30 percent of the evaluation.<sup>46</sup> The remainder of the evaluation must be based on the Florida Educator Accomplished Practices and professional responsibilities.<sup>47</sup>

At least fifty percent of a school administrator's evaluation is based on student performance over a 3-year period.<sup>48</sup> The remainder of the evaluation is based on indicators that include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.<sup>49</sup>

If less than 3 years of student learning growth data is available for an evaluation, the district must include the years for which data is available and may reduce the percentage of the evaluation based on student learning growth to not less than 40 percent for classroom teachers and school administrators and not less than 20 percent for other instructional personnel.<sup>50</sup>

## Assessments

School districts are required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year.<sup>51</sup> School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed.<sup>52</sup>

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<sup>40</sup> s. 1012.34(1)(b), F.S.

<sup>41</sup> s. 1012.34(3)(a), F.S.

<sup>42</sup> s. 1012.34(2)(e), F.S.

<sup>43</sup> See s. 1012.01(2)(a), F.S., excluding substitute teachers.

<sup>44</sup> s. 1012.34(3)(a), F.S.

<sup>45</sup> See s. 1012.01(2)(b)-(e), F.S., which includes student personnel services, librarians and media specialists, other instructional staff, such as learning resource specialists, instructional trainers, and adjunct educators, and education paraprofessionals.

<sup>46</sup> s. 1012.34(3)(a)1.b., F.S.

<sup>47</sup> s. 1012.34(3)(a)2. and 4., F.S.

<sup>48</sup> s. 1012.34(3)(a)1.c., F.S.

<sup>49</sup> s. 1012.34(3)(a)3. and 4., F.S.

<sup>50</sup> s. 1012.34(3)(a)1., F.S.

<sup>51</sup> s. 1012.34(7)(b), F.S.

<sup>52</sup> *Id.*

Additionally, districts are permitted to request alternatives to the growth measure, if justified, through the evaluation approval process.<sup>53</sup>

The law requires school districts, beginning with the 2014-2015 school year, to administer local assessments that measure student mastery of the content.<sup>54</sup> The school district can use statewide assessments, other standardized assessments, including nationally recognized standardized assessments, industry certification examinations, or district-developed or selected end-of-course assessments.<sup>55</sup>

A district that has not implemented an assessment for a course or has not adopted a comparable measure of student learning growth has the discretion to use two alternative growth measures for a classroom teacher who teaches the course: student learning growth on statewide assessments or student learning growth based on measurable learning targets in the school improvement plan.<sup>56</sup> Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.<sup>57</sup>

## **Pay**

Current law provides for a new performance pay salary schedule that requires a base salary schedule with salary increases for a highly effective or effective teacher or school administrator, as determined by his or her evaluation.<sup>58</sup> The law also requires a district school board to adopt a grandfathered salary schedule or salary schedules for use as the basis for paying all school employees hired before July 1, 2014.<sup>59</sup>

## **Other Provisions**

### *Florida Teachers Lead Program*

The program was created to provide each classroom teacher with funds to be expended at the discretion of the teacher to assist teaching and learning in the classroom.<sup>60</sup> Eligible teachers are all certified teachers employed by the district or a charter school on or before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12. This includes full-time media specialists and guidance counselors who serve students in prekindergarten through grade 12 and who are funded in the Florida Education Finance Program (FEFP).<sup>61</sup>

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<sup>53</sup> s. 1012.34(7)(c) and (d), F.S. The DOE approves each school district's instructional personnel and school administrator performance evaluation system

<sup>54</sup> s. 1008.22(8), F.S.

<sup>55</sup> s. 1008.22(8)(b), F.S.

<sup>56</sup> s. 1012.34(7)(d) and (e), F.S.

<sup>57</sup> s. 1012.34(7)(e), F.S.

<sup>58</sup> s. 1012.22(1)(c)4. and 5., F.S.

<sup>59</sup> *Id.*

<sup>60</sup> See s. 18, ch. 97-384, L.O.F., codified at s. 231.67, F.S., and redesignated in 2002 by s. 749, ch. 2002-387, L.O.F., as s. 1012.71, F.S.

<sup>61</sup> s. 1012.71(1), F.S.



Funding for the program is determined by the Legislature in the General Appropriations Act.<sup>62</sup> Funds may be used to purchase classroom materials and supplies used in the instruction of students assigned to the teacher; however, they may not be used to purchase equipment. The Commissioner of Education must calculate each school district's share of the funds based on the school district's share of the total K-12 unweighted full-time equivalent (FTE) student enrollment.<sup>63</sup> Each district school board must calculate an identical amount for each eligible classroom teacher. A job-share classroom teacher may receive a prorated share of the amount provided to a full-time classroom teacher.<sup>64</sup> A district school board and a charter school board must disburse the funds no later than September 30 of each year directly to each teacher.<sup>65</sup> Each board determines how the funds may be disbursed (e.g., direct deposit, check, debit card, or purchasing card).

Classroom teachers must sign a statement acknowledging receipt of the funds, keep receipts for no less than four years to show that funds expended met the statutory requirements, and return any unused funds to the board at the end of the regular school year.<sup>66</sup>

The program was appropriated \$31.9 million for Fiscal Year 2012-2013 in the FEFP, providing approximately \$180 per classroom teacher.<sup>67</sup>

#### *Teach For America (TFA)*

Teach For America is a national corps of college graduates and professionals who commit to teach for two years in urban and rural public schools.<sup>68</sup> There are regional placement areas in Jacksonville and Miami.<sup>69</sup>

#### *American Council on Education (ACE)*

The ACE provides transcripts that convert military experience and training into college credit equivalents. Currently, credit shown on an ACE transcript cannot be applied to meet certification requirements, because only college course credits shown on an official transcript from an accredited institution of higher learning may be used for certification purposes.<sup>70</sup>

#### *Professional Development System*

Current law requires the DOE, public postsecondary institutions, school districts, public schools, state education foundations, consortia, and professional organizations to work towards

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<sup>62</sup> s. 1012.71(2), F.S.

<sup>63</sup> *Id.*

<sup>64</sup> s. 1012.71(3), F.S.

<sup>65</sup> s. 1012.71(3), F.S.

<sup>66</sup> s. 1012.71(4), F.S.

<sup>67</sup> General Appropriations Act for 2012-2013, Specific Appropriations 6 and 84, ch. 2012-118, L.O.F.

<sup>68</sup> See [http://www.teachforamerica.org/sites/default/files/2012-13\\_Press\\_Kit\\_Updated\\_08\\_28\\_12.pdf](http://www.teachforamerica.org/sites/default/files/2012-13_Press_Kit_Updated_08_28_12.pdf), last visited April 18, 2013.

<sup>69</sup> See <http://www.teachforamerica.org/where-we-work/jacksonville/expenses-and-certification> and <http://www.teachforamerica.org/where-we-work/miami-dade/expenses-and-certification>, last visited April 18, 2013.

<sup>70</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.

establishing a coordinated system of professional development.<sup>71</sup> Each district's professional development system must require each school principal to establish and maintain a professional development plan for each employee assigned to the school.<sup>72</sup>

### III. Effect of Proposed Changes:

#### State-Approved Educator Preparation Programs

As a part of Florida's Race to The Top application, the DOE established the Teacher and Leader Preparation Implementation Committee to provide recommendations to the department for developing and implementing performance standards and targets for continued approval of state-approved teacher and school leadership preparation programs.<sup>73</sup> Over the past year, the committee reviewed data to determine how the current state-approved teacher preparation continued approval standards could be changed from programs implementing processes to ensure continuous program improvement to incorporating actual program performance into an accountability system for program approval.<sup>74</sup> The committee recommended specific metrics for continued approval of these programs, including placement rate data, retention rate data, student performance by subgroups, and critical teacher shortage.<sup>75</sup> The committee recommendations for continued approval accountability and many that are related to the uniform core curriculum are included in the bill.

#### *Traditional programs*

The bill requires each state-approved teacher preparation program to include in its uniform core curricula: Florida Educator Accomplished Practices, state-adopted student content standards, reading instruction, content literacy and mathematical practices, strategies for the instruction of English language learners and students with disabilities, and school safety. Institutions would be required to annually report to the DOE the status of each candidate who was admitted into the program under a waiver of admission requirements. The bill also:

- Requires each candidate to:
  - Be instructed and assessed on the uniform core curriculum in his or her program concentration.

<sup>71</sup> s. 1012.98(4), F.S.

<sup>72</sup> s. 1012.98(4)(b)5., F.S.

<sup>73</sup> The committee is comprised of teachers and school leaders from postsecondary institutions and school districts, district administrators, superintendents, and school board members. See [www.fldoe.org/committees/ppt/teacherleaderprep.ppt](http://www.fldoe.org/committees/ppt/teacherleaderprep.ppt) and <http://www.fldoe.org/committees/tlp.asp> (last visited March 3, 2013). Rule 6A-5.081, F.A.C., provides for the DOE's authority to approve school leadership preparation programs. The DOE has requested that the board of the Florida Association of Professors of Educational Leadership (FAPEL) provide input regarding recommendations for an accountability model for school leadership preparation programs. Correspondence from the FAPEL board to the committee, January 10, 2013. See <http://www.fldoe.org/committees/pdf/Feb13ppMemo.pdf> (last visited March 3, 2013).

<sup>74</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.

<sup>75</sup> *Summary of Recommendations*, September 12, 2012. See <http://www.fldoe.org/committees/pdf/sorec.pdf> (last visited March 8, 2013). The recommendations also include changes to the admissions and field experience requirements and the uniform core curriculum.

- Demonstrate his or her ability to positively impact student learning growth during a field experience prior to program completion.
- Demonstrate sufficient mastery of general knowledge as a prerequisite for admission into the undergraduate program, and a baccalaureate degree from an accredited institution for admission into graduate level programs.
- Requires passage of all portions of the Florida Teacher Certification examination prior to program completion.
- For clinical instructors and sites:
  - Specifies the qualifications for instructors in postsecondary teacher preparation programs who instruct or supervise field experience courses or internships in which candidates demonstrate an impact on student learning growth.
  - Specifies the qualifications for district and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships.
  - Requires that the candidate's pre-service field experiences include a diverse population of students in a variety of settings.
  - Requires the selection of school sites for pre-service field experiences to be based on the qualifications of supervisory personnel and the needs of candidates.
- For each program, the bill:
  - Requires each institutional program evaluation plan to include how the institution addresses continuous program improvement.
  - Revises the current requirement that each teacher preparation program provide additional training to a graduate who is employed in a Florida public school. For a graduate who receives a rating of "developing" or "unsatisfactory" on his or her performance evaluation two years immediately following completion of the program or initial certification, his or her teacher preparation program would be required to provide additional training by the program at no expense to the educator or employer.
  - Requires that the continued approval of a program is contingent upon specific performance measures for programs and program completers.
  - Requires institutions and their programs to provide evidence of their capacity to meet requirements for continued approval.

The bill also authorizes the Commissioner of Education to determine continued approval of programs based upon data collected and rules of the State Board of Education.

#### *Educator Preparation Institutes*

The bill provides criteria for the DOE to approve an institute's competency-based certification program. An educational plan would be required for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification. The bill requires students to have field experiences with a diverse population of students in a variety of settings. Additionally, the bill specifies the evidence that program participants must provide prior to completing the program.

Personnel who instruct or supervise field experiences would be required to meet additional qualifications.

The Commissioner of Education would determine continued program approval of each competency-based certification program. Qualified private providers would be permitted to offer competency-based certification programs. Currently, only postsecondary institutions are authorized to offer these programs.<sup>76</sup>

### *District Programs*

The bill allows rather than requires each school district to provide a competency-based professional development certification program. The bill authorizes the Commissioner of Education to determine continued approval of each district's program based upon specified performance measures for programs, as well as program completers.

The bill specifies the professional content knowledge for each participant and requires passing scores on subject area and professional education competency examinations as well as mastery of general knowledge. Under existing law, participants currently must only pass the professional education competency exam.

Currently, there are no statutory requirements for peer mentors. Under the bill, a peer mentor must hold a valid educator certificate, provide evidence of proven effectiveness, have at least three years of teaching experience, or be a peer evaluator under a district's evaluation system.

### **Performance Evaluations and Assessments**

The bill revises the criteria for evaluating classroom teachers, other instructional personnel, and school administrators for purposes of the performance pay schedule in s. 1012.22, F.S. The Department of Education, through the performance evaluation system approval process would ensure that the provisions of the bill are implemented. The student assessment data used in performance evaluations would continue to be based on statewide assessments or school district assessments.

### *Classroom Teachers*

The student learning growth portion of a classroom teacher's evaluation must be based only on the performance of his or her students. For courses associated with a statewide assessment, a student achievement measure may be used, if there is no approved statewide growth formula for the assessment. For courses associated with a school district assessment, a student achievement measure may be used, if it is a more appropriate measure of performance. The remaining portion of the evaluation would continue to be based on instructional practice.

### *Other Instructional Personnel*

The student learning growth portion of the evaluation would be based on student performance data that reflects their actual contributions to the performance of students assigned to their areas of responsibility. The remaining portion of their evaluation would continue to be based on instructional practice and professional and job responsibilities.

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<sup>76</sup>s. 1004.85(1), F.S.

### *School Administrators*

The student learning growth portion of a school administrator's evaluation would be based on the performance of the students attending his or her school. The remainder of the evaluation would continue to be based on indicators that include the recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, other leadership practices that result in improved student outcomes, and professional responsibilities.

### *Assessments*

Under the bill, a school district would be required to approve and publish district-mandated testing administration schedules on its website and report the schedules to the Department of Education by October 1, annually.

## **Other**

### *Certification Requirements*

The State Board of Education must adopt rules to allow for a new pathway for an individual to be eligible for a temporary school administrator certificate. If an individual passes the Florida Educational Leadership Examination, holds a bachelor's degree or higher from an accredited postsecondary institution, and provides evidence of successful executive management or leadership experience, he or she is eligible for the temporary certificate. While functioning as an administrator with temporary certification, the person must be mentored by a state-certified school administrator.

The State Board may adopt rules to provide for the acceptance of college course credits recommended by the American Council for Education (ACE) to satisfy specific certification requirements shown on an official ACE transcript. The DOE does not currently provide for the acceptance of ACE recommendations.

A Teach for America teacher, like any other new teacher candidate, may currently obtain a temporary Florida educator certificate that is valid for three years, provided he or she has a major in the certification subject or passes the Florida subject area test.<sup>77</sup> Once employed all teachers on a temporary certificate must pass the general knowledge certification test in the first year to maintain employment.<sup>78</sup>

Under the bill, a TFA graduate would have a means of demonstrating mastery of professional competency, which is needed to complete the requirements for a professional educator certificate, if he or she completes the TFA's professional training program and passes the Florida professional knowledge certification exam.<sup>79</sup>

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<sup>77</sup> E-mail, DOE, April 19, 2013, on file with the Senate Education Committee.

<sup>78</sup> *Id.*

<sup>79</sup> *Id.*

*Examination Review*

Under the bill, the DOE would revise the current procedures for reviewing examination questions incorrectly answered by an applicant who fails the Florida teacher certification examination. Examination reviews and challenges to the validity of an examination would be based on a range of scores set by State Board of Education rule. According to the DOE, score verification was originally established in a hardcopy environment prior to 2009 when the tests were only administered six times per year and sessions were held in Tallahassee four times a year.<sup>80</sup>

*Florida Teachers Lead Program*

The bill maintains the authority for the program with the following revisions:

- Renames the Florida Teachers Lead Program as the Florida Teachers Classroom Supply Assistance Program.
- Encourages the DOE and school boards to enter into public private partnerships to increase the amount of funds available to classroom teachers.
- Requires that, if a debit card is used, an identifier of the program must appear on the front of the card.
- Repeals the pilot program that was authorized for the 2009-2010 fiscal year.

*Professional Development*

The bill allows rather than requires each school principal to establish and maintain a professional development plan for each employee assigned to the school.

**Other Potential Implications:**

The provisions of the bill could increase accountability for preparing educators to be effective in the classroom and successful in contributing to the academic growth of their students.

**IV. Constitutional Issues:****A. Municipality/County Mandates Restrictions:**

None.

**B. Public Records/Open Meetings Issues:**

None.

**C. Trust Funds Restrictions:**

None.

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<sup>80</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013, on file with the Senate Education Committee.

**V. Fiscal Impact Statement:****A. Tax/Fee Issues:**

None.

**B. Private Sector Impact:**

The bill provides that an applicant for an examination review is responsible for the actual costs. According to the DOE, the current applicant fee of \$25 does not adequately cover the costs associated with administering the score verification system.<sup>81</sup>

**C. Government Sector Impact:**

The DOE notes that school district expenditures to implement the new requirements for district competency-based programs would be absorbed within existing resources. Similarly, the DOE notes that any costs associated with implementing the new framework for the approval of programs would also be absorbed within existing resources.<sup>82</sup>

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Additional Information:****A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

**CS/CS by Appropriations on April 18, 2013:**

The committee substitute:

- Revises the criteria for evaluating classroom teachers, other instructional personnel, and school administrators for purposes of the performance pay schedule in current law.
- Requires a school district to approve and publish testing administration schedules for district-mandated assessments on its website.
- Provides a means of demonstrating mastery of professional competency by Teach for America graduates who complete a professional training program and pass a professional competency exam.
- Makes a conforming change for the provisions in the bill for the Teachers Lead Program.

<sup>81</sup> *Id.*

<sup>82</sup> Florida Department of Education, Legislative Bill Analysis, February 18, 2013, on file with the Senate Education Committee.

- Includes the placement of teacher preparation program completers in private schools as an additional criterion for continued approval of the program.
- Clarifies the timing of the program completer's performance evaluation data that is used for continued approval of the program.
- Requires that individuals who are to hold a temporary certificate of educational leadership must have a bachelor's degree or higher from an accredited postsecondary institution; provide evidence of successful executive management experience; and be mentored by a state-certified school administrator.

**CS by Education on March 18, 2013:**

The committee substitute:

- Allows rather than requires each school principal to establish and maintain a professional development plan for each employee assigned to the school.
- For the Florida Teachers Classroom Supply Assistance Program:
  - Restores current law regarding the means by which a district disburses funds to a classroom teacher for classroom materials and supplies.
  - Encourages the DOE and school boards to enter into public private partnerships to increase the amount of funds available to classroom teachers.
  - Requires that, if a debit card is used, an identifier of the program must appear on the front of the card.

**B. Amendments:**

None.