

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. DOES THE BILL:

- | | | | |
|--------------------------------------|---|--|---|
| 1. Reduce government? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. Lower taxes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. Increase personal responsibility? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. Empower families? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

For any principle that received a “no” above, please explain:

By requiring the DOE to review and approve alternative certification programs offered by the educator preparation institutes, which is an additional state regulatory activity, the bill marginally increases government.

B. EFFECT OF PROPOSED CHANGES:

Background

According to recent estimates by DOE¹, the State of Florida will need to fill nearly 85,000 teacher vacancies over the next five years and nearly 173,000 vacancies over the next 10 years. Florida’s public and private colleges and universities produce approximately 6,000 teacher candidates each year.²

Not all of the vacancies will be filled by beginning teachers or recent graduates of teacher education programs. DOE estimates that 16 – 20% of the vacancies each fall are filled by teachers who taught the prior year in another Florida school district. An unknown number of vacancies are filled by teachers returning to the classroom after an absence of one or more years. Other sources of teachers include recent graduates of programs other than education who might be willing to enter the teaching profession either by satisfying course requirements after graduation or by using an alternative certification program; certified or certifiable college graduates who are not currently teaching; teachers in other states or the private sector who are willing to relocate or transfer; and mature adults without teaching credentials who might be interested in making a career change.

Currently there are three pathways to teacher certification:

- (1) The traditional state approved teacher education programs offered by university colleges of education as well as specific four-year programs offered by three community colleges: St. Petersburg, Miami-Dade and Chipola;
- (2) The course-based alternative certification program which contains coursework (mostly upper-division) offered by community colleges (for lower division courses only) and universities and on-the-job classroom experience; and,
- (3) Alternative certification programs offered by the school districts which are tied to being employed in the district with a temporary certificate, including the use of distance learning technology.

While these programs contribute to the production of teachers, they may not always allow the level of flexibility required by many individuals seeking to transition from one career into another.

Effect of Proposed Changes

¹ *Projected Number of Florida Public School Teachers Needed Through 2020-2021, Florida Department of Education, November 2002.*

² *Trends in the Supply of New Teachers in Florida, Florida Department of Education, December 2003.*

HB 471 w/CS authorizes postsecondary institutions to seek approval from DOE to create educator preparation institutes to provide the following:

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.
- Instruction to assist potential and existing substitute teachers in performing their duties.
- Instruction to assist paraprofessionals in meeting education and training requirements.
- Instruction for baccalaureate degree holders to become certified teachers.

HB 471 w/CS authorizes educator preparation institutes to offer alternative certification programs designed to serve non-education major baccalaureate degree holders who want to become teachers. The institutes may implement programs already approved by DOE or may develop new programs and submit for DOE approval prior to implementation. Instructors for these alternative certification programs must possess a master's degree in education or an education field and document recent teaching experience. An approved institute program may be used by the school district or school districts served by the postsecondary institution to fully satisfy the requirements for the provision of a competency-based professional preparation alternative certification program required by current law. Approved programs must be available for implementation statewide.

DOE has 90 days after the receipt of a request for approval to approve the alternative certification program or issue a statement of deficiencies in the request for approval. An institute program must be approved by DOE if the institute provides sufficient evidence of the following:

- Instruction will be provided in professional knowledge and subject matter content that includes the educator-accomplished practices and competencies; meets subject matter content requirements and professional competency testing requirements; and includes competencies associated with teaching scientifically-based reading instruction.
- The program will provide field experience with supervision from qualified educators.
- The program will provide a certification ombudsman.

HB 471 w/CS specifies criteria for program participants. Program participants must:

- Meet eligibility requirements for temporary teacher certification.
- Participate in an appropriate field experience.
- Fully demonstrate the ability to teach the subject area for which certification is being sought prior to program completion.

Upon completion of an alternative certification program offered by an educator preparation institute, a participant will receive a credential from the sponsoring institution signifying satisfaction of the education certification requirements relating to mastery of professional preparation. Program participants will be eligible for educator certification through DOE upon satisfaction of all requirements for certification set forth in s. 1012.56(2), F.S., including demonstration of mastery of general knowledge, subject area knowledge, and professional preparation and education competence, through testing and other statutorily authorized means.

HB 471 w/CS requires each institute to submit an annual performance evaluation to the DOE that measures the effectiveness of its programs. Performance evaluations must include the pass rates of participants on all examinations required for teacher certification, employment rates, retention rates, and employer satisfaction surveys.

HB 471 w/CS amends current statutory provisions relating to educator certification requirements to identify the alternative certification programs offered by educator preparation institutes as an additional means of demonstrating mastery of professional preparation and education competence for teachers.

C. SECTION DIRECTORY:

Section 1. Creates s. 1004.85, F.S., to authorize postsecondary institutions to seek approval from DOE to create educator preparation institutes; to authorize the institutes to offer competency-based alternative teacher certification programs; to provide for DOE approval of such programs; to provide requirements for program completion, eligibility for funding, and program requirements; and to authorize rulemaking.

Section 2. Amends s. 1012.56, F.S., to provide that successful completion of an alternative certification program offered by an educator preparation institute meets certain educator certification requirements.

Section 3. Provides an effective date of upon becoming law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

See FISCAL COMMENTS.

2. Expenditures:

See FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

See FISCAL COMMENTS.

2. Expenditures:

See FISCAL COMMENTS.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See FISCAL COMMENTS.

D. FISCAL COMMENTS:

HB 471 w/CS states that educator preparation institutes are eligible for state and federal funding for these programs but does not contain a specific appropriation.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.

2. Other:

This bill does not appear to have any constitutional issues.

B. RULE-MAKING AUTHORITY:

HB 471 authorizes the State Board of Education to adopt rules to implement provisions of law relating to educator preparation institutes.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

The Subcommittee on Higher Education recommended a strike-all amendment to the bill on March 29, 2004 and reported the bill favorable. The amendment authorizes postsecondary institutions to seek approval from DOE to create educator preparation institutes and describes the purposes of such institutes; authorizes the institutes to offer alternative certification programs; provides criteria for the alternative certification programs; provides criteria for participants in the alternative certification programs; permits school districts to use the alternative certification programs offered by the institutes; requires annual performance evaluations; and amends educator certification requirements to include the successful completion of an alternative certification program offered by an educator preparation institute and achievement of a passing score on the professional education competency exam required by SBE rule as an acceptable means of demonstrating mastery of professional preparation and education competence.

On March 31, 2004, the Committee on Education K – 20 adopted the strike-all amendment recommended by the Subcommittee on Higher Education and reported HB 471 favorable with a committee substitute.