

Florida State University College of Law

Scholarship Repository

Staff Analysis

Florida Legislative Documents

1989

Session Law 89-298

Florida Senate & House of Representatives

Follow this and additional works at: <https://ir.law.fsu.edu/staff-analysis>



Part of the [Legislation Commons](#)

Recommended Citation

House of Representatives, Florida Senate &, "Session Law 89-298" (1989). *Staff Analysis*. 1091.
<https://ir.law.fsu.edu/staff-analysis/1091>

This Article is brought to you for free and open access by the Florida Legislative Documents at Scholarship Repository. It has been accepted for inclusion in Staff Analysis by an authorized administrator of Scholarship Repository. For more information, please contact efarrell@law.fsu.edu.

B
I
L
L

H
I
S
T
O
R
Y

S 1417 GENERAL BILL/CS/CS/2ND ENG by Appropriations; Education; Gardner (Compare H 253, H 278, H 298, H 533, H 624, CS/H 725, H 831, H 1302, CS/H 1402, H 1537, CS/H 1542, S 219, S 318, CS/S 320, 1ST ENG/S 344, CS/S 421, S 455, CS/CS/S 459, S 614, S 937, 1ST ENG/S 1410, S 1475, CS/1ST ENG/S 1534)
Education; creates K-12 Math, Science, & Computer Educ. Quality Improvement Act; creates Teacher/Quest Scholarship Program & authorizes use of funds from Challenger Astronauts Memorial Scholarship T.F. for such scholarships; authorizes mathematics/science mentor teachers; creates incentives grant program for public high schools; provides for creation of Youth Enhancement Service Centers; revises provisions re exceptional children, etc. Amends F.S. Effective Date: 07/05/89 except as otherwise provided.
04/12/89 SENATE Filed
04/27/89 SENATE Introduced, referred to Education; Appropriations -SJ 214
04/28/89 SENATE Extension of time granted Committee Education
05/08/89 SENATE On Committee agenda—Education, 05/10/89, 2:30 pm, Room-A-(LL-37)
05/10/89 SENATE Comm. Report: CS by Education -SJ 354
05/12/89 SENATE CS read first time -SJ 359; Now in Appropriations -SJ 354
05/18/89 SENATE Extension of time granted Committee Appropriations
05/24/89 SENATE On Committee agenda—Appropriations, 05/26/89, 8:00 am, Room-A-(LL-37) -SJ 437
05/26/89 SENATE Comm. Report: CS/CS by Appropriations, placed on Calendar -SJ 494
05/29/89 SENATE CS read first time -SJ 494
05/31/89 SENATE Placed on Special Order Calendar -SJ 618; Amendments adopted -SJ 671 & -SJ 680; CS passed as amended; YEAS 36 NAYS 0 -SJ 683
05/31/89 HOUSE In Messages
06/03/89 HOUSE Received, placed on Calendar -HJ 1483; Read second time; Amendments adopted; Read third time; CS passed as amended; YEAS 113 NAYS 0 -HJ 1488
06/03/89 SENATE In Messages; Was taken up -SJ 1400; Concurred; CS passed as amended; YEAS 38 NAYS 0 -SJ 1405
06/03/89 Ordered engrossed, then enrolled -SJ 1405
06/20/89 Signed by Officers and presented to Governor
07/05/89 Approved by Governor; Chapter No. ~~89-298~~; See also: SB 344 (Ch. 89-278) & CS/SB 1534 (Ch. 89-364)

NOTES: Above bill history from Division of Legislative Information's *FINAL LEGISLATIVE BILL INFORMATION, 1989 SESSIONS*. Staff Analyses for bills amended beyond final committee action may not be in accordance with the enacted law. Journal page numbers (HJ & SJ) refer to daily Journals and may not be the same as final bound Journals.

REVISED: May 27, 1989BILL NO. CS/CS/SB 1417DATE: May 25, 1989Page 1

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

<u>ANALYST</u>	<u>STAFF DIRECTOR</u>	<u>REFERENCE</u>	<u>ACTION</u>
1. <u>O'Farrell</u>	<u>O'Farrell</u>	1. <u>ED</u>	<u>Fav/CS</u>
2. <u>Hickam</u>	<u>Smith</u>	2. <u>AP</u>	<u>Fav/CS</u>
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____

SUBJECT:

Math, Science, and Computer
Education

BILL NO. AND SPONSOR:

CS/CS/SB 1417 by
Appropriations & Education
Committees & Senator GordonI. SUMMARY:

A. Present Situation:

Section 228.085, F.S., directs the Commissioner of Education to develop a comprehensive plan for mathematics, science, and computer education, that would include procedures for monitoring its implementation. The plan is to be for public schools, university developmental research schools, state community colleges, and state universities. A framework for proposal and program development is to be included, as well as elements to do the following:

1. Identify desired student outcomes, classroom and laboratory practices, testing procedures, and instructional materials;
2. Calculate cost estimates for curricular development and facilities;
3. Identify essential teacher characteristics and model training programs;
4. Define desired student and teacher outcomes and a format for assessing district discrepancies from the desired level, and;
5. Develop related policy modifications.

The plan has been developed and presented to the State Board of Education for approval; however, it has not yet been adopted as state policy.

For a number of years the Legislature has enacted provisions to augment mathematics and science instruction in public schools. The actions have taken the form of new programs and requirements, and appropriations to support the added costs of science instruction. Some examples of these activities would be; the increased number of math and science credits required for high school graduation, summer inservice institutes for teachers to help them upgrade their knowledge in the areas of mathematics and science, and funds for high-cost science lab equipment.

B. Effect of Proposed Changes:

Senate Bill 1417 would continue efforts by the Legislature to enhance the teaching of mathematics and science in the state's schools. Several new programs would be created, and some existing programs would be modified to acknowledge the recommendations of the Commissioner of Education's Comprehensive Plan for Mathematics, Science, and Computer Education.

The legislation would, for example, create a teacher scholarship program, and it would authorize the employment of math and science mentor teachers.

The Committee Substitute for CS/SB 1417, which shall be known as the "K through 12 Mathematics, Science and Computer Education Quality Improvement Act," establishes legislative intent to provide a mechanism for a 10-year program to revitalize instruction in mathematics, science and computer education.

Proposed legislation creates a K through 12 Mathematics, Science and Computer Education Quality Improvement Advisory Council, assigned to the Division of Public Schools in the Department of Education for administrative purposes, to assist in the improvement of mathematics, science and computer education. The council shall be composed of 19 members. The Governor, President of the Senate and Speaker of the House of Representatives shall each appoint three members, one of whom must be a teacher. The President of the Florida Chamber of Commerce shall appoint three members and the Commissioner of Education shall appoint seven members including a district school superintendent, a school principal, a school board member, a curriculum supervisor, a teacher, a representative of a developmental research school and a student.

The council shall develop a plan for implementation of the Comprehensive Plan for Mathematics, Science and Computer Education and shall monitor and review the implementation of the plan. The council shall also disseminate information about model mathematics, science and computer education curricula, educational practices, teacher education programs and innovative instructional approaches; shall review facility and resource requirements; identify measures of successful implementation of the comprehensive plan; recommend modification to teacher preparation programs; and develop a plan for more effective parent involvement. The council shall annually submit to the Legislature a report describing progress toward achieving the goals of the comprehensive plan.

Proposed legislation would direct the Department of Education to review instructional materials in mathematics and science that have already been adopted to determine if they support the comprehensive plan. Findings from the review would be reported to the Legislature by March 1, 1990.

Proposed legislation would create the Teacher/Quest Scholarship Program that would place teachers in jobs in business and industry during the summer to enhance their knowledge of mathematics, science, and computer applications. The bill proposes that funding for the program would come from the Challenger Astronaut Memorial Scholarship Trust Fund. (Senate Bill 937 would also create the Teacher/Quest Program.)

Proposed legislation would amend s. 236.013, F.S., to authorized FTE membership to be calculated for summer enhancement courses in math and science.

Proposed legislation would create a mentor teacher program to assist elementary teachers in improving mathematics and science teaching and learning. It would establish the criteria for becoming a mentor teacher and describe the duties and responsibilities, including: the inservice education of teachers, the development of curricula, demonstration classrooms and lessons, the integration of math and science across the curriculum, and the involvement of parents and the community. The bill would provide for the establishment of model projects and would require documentation, evaluation, and dissemination of each project, including the planning and implementation process, and the results. (The Committee

Substitute for Senate Bill 459 also creates the Mentor Teacher Program.)

Proposed legislation would amend s. 233.09, F.S., to require statewide instructional materials adoption procedures to include the consideration of content and approaches necessary to improve mathematics, science, and computer education as recommended by the comprehensive plan.

Proposed legislation would sunset the Math/Science Mentor Teacher Program, subject to legislative review, on August 1, 1995.

II. ECONOMIC IMPACT AND FISCAL NOTE:

A. Public:

None.

B. Government:

Estimated Costs for the various parts of the bill are as follows:

1. Teacher/Quest. The program would be funded from the Challenger Astronaut Memorial Scholarship Trust Fund to the extent that money is available.
2. Summer School Math and Science Courses. There would be an increase in basic program FTE's beginning in the summer of 1990. Costs can't be determined at this time.
3. Mentor Teacher Program. The Department of Education is recommending \$1 million to start the pilot projects. Using the state average teacher salary of \$25,198, it would cost approximately \$34 million to put a mentor teacher in every elementary school.

III. COMMENTS:

None.

IV. AMENDMENTS:

None.