CS/SB 150 by **ED, Altman (CO-INTRODUCERS) Garcia, Bean, Bradley**; (Similar to CS/1ST ENG/H 0461) Deaf and Hard-of-hearing Students

652992	A	S		RCS	AED, Richter, Bean	Delete L.31: 04/15 03:20 PM

CS/SB 980 by **ED, Flores**; (Similar to H 7141) Public School Personnel

501826	D	S		RCS	AED, Legg	Delete everything after 04/05 04:42 PM

CS/SB 1664 by **ED, Legg**; (Compare to CS/CS/H 0863) Education Instructional Personnel and School Administrators

342926	A	S	L	RCS	AED, Legg	Delete L.240: 04/05 12:05 PM
555444	A	S	L	RCS	AED, Legg	Delete L.254 - 255: 04/05 12:05 PM
893924	A	S	L	RCS	AED, Legg	Delete L.748 - 754: 04/05 12:05 PM

The Florida Senate

COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION
Senator Galvano, Chair
Senator Montford, Vice Chair

MEETING DATE: Thursday, April 4, 2013
TIME: 8:30 —10:00 a.m.
PLACE: *Pat Thomas Committee Room,* 412 Knott Building

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	**CS/SB 150** Education / Altman (Similar CS/H 461)	Deaf and Hard-of-hearing Students; Requiring that a student's language and communication needs, including certain opportunities, be considered in the development of an individual education plan for a deaf or hard-of-hearing student; requiring the Department of Education to develop a model communication plan to be used in the development of an individual education plan for deaf or hard-of-hearing students; requiring the department to disseminate the model communication plan to each school district and provide technical assistance, etc. ED 03/18/2013 Fav/CS AED 04/04/2013 Temporarily Postponed AP	Temporarily Postponed
2	**CS/SB 980** Education / Flores (Similar H 7141)	Public School Personnel; Providing requirements for the performance evaluation of personnel for purposes of the performance salary schedule, etc. ED 03/18/2013 Fav/CS AED 04/04/2013 Fav/CS AP RC	Fav/CS Yeas 11 Nays 1
3	**CS/SB 1664** Education / Legg (Compare CS/CS/H 863, CS/H 1033, CS/CS/H 7001, CS/CS/H 7091, CS/S 1096)	Education Instructional Personnel and School Administrators; Revising the requirements for State Board of Education rules for uniform core curricula for state-approved teacher preparation programs; authorizing a qualified private provider to seek approval to offer a competency-based certification program; requiring the board to adopt rules that allow an individual who meets specified criteria to be eligible for a temporary certificate in education leadership; renaming the Florida Teachers Lead Program as the Florida Teachers Classroom Supply Assistance Program, etc. ED 03/18/2013 Fav/CS AED 04/04/2013 Fav/CS AP	Fav/CS Yeas 11 Nays 2

Other Related Meeting Documents

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 Appropriations Subcommittee on Education

BILL: CS/CS/SB 150

INTRODUCER: Appropriations Subcommittee on Education; Committee on Education; Senator Altman and Others

SUBJECT: Deaf and Hard-of-Hearing Children

DATE: March 26, 2013 REVISED:

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Graf	Klebacha	ED	**Fav/CS**
2.	Armstrong	Elwell	AED	**Fav/CS**
3.				
4.				
5.				
6.				

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE.....	X	Statement of Substantial Changes
B. AMENDMENTS.....		Technical amendments were recommended
		Amendments were recommended
		Significant amendments were recommended

I. Summary:

CS/CS/SB 150 clarifies the considerations that the individual educational plan (IEP) team must address to develop an IEP for a student who is deaf or hard-of-hearing. The bill also requires the Department of Education, in coordination with the Florida School for the Deaf and Blind and with input from stakeholders, to develop a model communication plan for use during the IEP development. The Department of Education must provide technical assistance regarding using the model communication plan.

The bill has a minimal fiscal impact.

The bill has an effective date of July 1, 2013.

This bill amends section 1003.55 of the Florida Statutes.

II. Present Situation:

Federal law requires states to make a free appropriate public education available to all children with disabilities residing in the state between the ages of 3 and 21, including children with disabilities who have been suspended or expelled from school.[1] As the state educational agency, the Department of Education (DOE) must exercise general supervision over all educational programs for children with disabilities in the state, including all programs administered by other state or local agencies, and ensure that the programs meet the educational standards of the state educational agency.[2]

For each eligible student or child with a disability served by a school district, or other state agency that provides special education and related services either directly, by contract, or through other arrangements, an individual educational plan (IEP) or individual family support plan must be developed, reviewed, and revised.[3] In developing an IEP, the IEP team is required to consider a child's strengths, concerns of the parents for enhancing education, results of the initial evaluation or most recent evaluation of the child, and the academic, developmental, and functional needs of the child, as well as special factors.[4]

Current law requires that for a child who is deaf or hard-of-hearing, the IEP team consider: the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.[5] Currently, Florida's IEP process only requires the IEP team to check two boxes and provide brief sentences to indicate that the communications needs have been considered.[6]

In the fall of 2011, 4,098 students were identified as deaf or hard-of-hearing.[7] The DOE has developed, in collaboration with the Florida School for the Deaf and Blind and a statewide leadership team, a draft model communication plan that was disseminated to all 67 school districts in November 2012. Initial feedback is anticipated in late March 2013.[8]

Educational options for students with hearing impairments have expanded significantly in the last 30 years in that students are increasingly attending traditional schools and being educated in general education classrooms.[9] Other developments have changed the classroom experiences of

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[1] 20 U.S.C. s.1400 et. seq., as amended by P.L. 108-446; 34 C.F.R. s. 300.17.
[2] 34 C.F.R. s. 300.149.
[3] Rule 6A-6.03028(3), F.A.C.
[4] 20 U.S.C. s. 1414(d)(3)(A) and (B).
[5] 20 U.S.C. s. 1414(d)(3)(B)(iv) and Rule 6A-6.03028(3)(g)9., F.A.C.
[6] E-mail, Florida Department of Education, Governmental Relations (March 14, 2013), on file with the Committee on Education staff.
[7] Florida Department of Education, *Membership in Programs for Exceptional Students, Fall 2011* (Jan. 2012), *available at* http://www.fldoe.org/eias/eiaspubs/word/esemem1112.doc, at 2.
[8] E-mail, Florida Department of Education, Governmental Relations (March 14, 2013), on file with the Committee on Education staff.
[9] United States Department of Education Institute of Education Sciences, *Facts from NLTS2: The Secondary School Experiences and Academic Performance of Students with Hearing Impairments* (Feb. 2011), http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCSER20113003 (last visited March 13, 2013), at 1.

students with hearing impairments in the last three decades as well, including the evolution of implant technology and technologies such as visual or text communication devices and speech-to-print software. Still, despite advances and efforts to improve the outcomes of students with hearing impairments, evidence suggests that these students continue to lag behind their general education peers in academic achievement.[10]

III. Effect of Proposed Changes:

CS/CS/SB 150 clarifies that to develop an IEP for a student who is deaf or hard-of-hearing, the IEP team must consider:

- The student's language and communication needs;
- Opportunities afforded to the student for direct communication with peers and professional personnel in the student's language and communication mode, and
- The student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The bill requires the DOE, in coordination with the Florida School for the Deaf and Blind and with input from stakeholders, to develop a model communication plan for use during the IEP development. The model communication plan must be adopted in State Board of Education Rule and made available online to all school districts no later than December 31, 2013. The DOE must provide technical assistance regarding using the model communication plan.

The model will provide for a more thorough evaluation of a student's needs. Additionally, parents will be able to utilize the information provided by the model to develop IEPs for students which will likely result in better targeted services for such students.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

[10] *Id.*

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill will have a minimal fiscal impact.

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 by Appropriations Subcommittee on Education on April 11, 2013:
The committee substitute:

- Clarifies that education stakeholders include representatives of the auditory-oral community.

CS by Committee on Education on March 18, 2013:
The committee substitute differs from SB 150 in that the committee substitute:

- Clarifies the considerations that the IEP team must address to develop an IEP for a student who is deaf or hard-of-hearing;
- Requires the DOE, in coordination with the Florida School for the Deaf and Blind and with input from stakeholders, to develop a model communication plan for use during the IEP development;
- Requires the plan to be adopted in rule by the State Board of Education Rule and made available online to all school districts no later than December 31, 2013; and

Requires the DOE to provide technical assistance regarding using the model communication plan.

B. Amendments:

None.

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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/15/2013	.	
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	.	

Appropriations Subcommittee on Education (Richter and Bean) recommended the following:

1 **Senate Amendment**
2
3 Delete line 31
4 and insert:
5 education stakeholders, including representatives of the
6 auditory-oral community, shall develop a model communication
7 plan

By the Committee on Education; and Senators Altman, Garcia, and Bean

581-02637-13 2013150c1

A bill to be entitled

An act relating to deaf and hard-of-hearing students; amending s. 1003.55, F.S.; requiring that a student's language and communication needs, including certain opportunities, be considered in the development of an individual education plan for a deaf or hard-of-hearing student; requiring the Department of Education to develop a model communication plan to be used in the development of an individual education plan for deaf or hard-of-hearing students; requiring the department to disseminate the model communication plan to each school district and provide technical assistance; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (6) is added to section 1003.55, Florida Statutes, to read:

1003.55 Instructional programs for blind or visually impaired students and deaf or hard-of-hearing students.—

(6)(a) In developing an individual education plan for a deaf or hard-of-hearing student, the individual education plan team must consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, and the student's academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

(b) The Department of Education, in coordination with the

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-02637-13 2013150c1

Florida School for the Deaf and the Blind and with input from education stakeholders, shall develop a model communication plan that shall be used during the development of a student's individual education plan. The model communication plan shall be adopted in rule by the State Board of Education and made available online to all school districts no later than December 31, 2013. The department shall provide technical assistance for using the model communication plan.

Section 2. This act shall take effect July 1, 2013.

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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 Appropriations Subcommittee on Education

BILL: CS/CS/SB 980

INTRODUCER: Appropriations Subcommittee on Education; Committee on Education and Senator Flores

SUBJECT: Educational Personnel Evaluations

DATE: March 26, 2013 REVISED:

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

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE.....	X	Statement of Substantial Changes
B. AMENDMENTS.....		Technical amendments were recommended
		Amendments were recommended
		Significant amendments were recommended

I. Summary:

CS/CS/SB 980 revises the criteria for the performance evaluation of classroom teachers and nonclassroom instructional personnel. The student learning growth portion of a classroom teacher's evaluation must only be based on the performance of students assigned to the teacher in the subjects taught by him or her. For nonclassroom instructional personnel, the student learning growth portion of the evaluation is based on performance data that reflects their actual contributions to the performance of students actually assigned to their areas of responsibility.

The bill requires a school district to approve and publish any district-mandated testing administration schedules on its website and report the schedules to the Department of Education by October 1, annually.

The bill has no fiscal impact on state appropriations.

The bill is effective July 1, 2013.

This bill creates an undesignated section of law.

II. Present Situation:

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;[1] and unsatisfactory.[2]

Evaluation Criteria

The Department of Education must approve each school district's instructional personnel and school administrator performance evaluation system.[3] 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.[4] 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.[5]

At least fifty percent of the evaluation for classroom teachers[6] and other instructional personnel are based on student performance for students assigned to them over a 3-year period.[7] For other instructional personnel,[8] 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.[9] The remainder of the evaluation must be based on the Florida Educator Accomplished Practices and professional responsibilities.[10]

At least fifty percent of a school administrator's evaluation is based on student performance over a 3-year period.[11] 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.[12]

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

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[1] Section 1012.34(3)(a), F.S., requires newly hired teachers to be evaluated at least twice in the first year of teaching.
[2] s. 1012.34(2), F.S.
[3] s. 1012.34(1)(b), F.S.
[4] s. 1012.34(3)(a), F.S.
[5] s. 1012.34(2)(e), F.S.
[6] *See* s. 1012.01(2)(a), F.S., excluding substitute teachers.
[7] s. 1012.34(3)(a), F.S.
[8] *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.
[9] s. 1012.34(3)(a)1.b., F.S.
[10] s. 1012.34(3)(a)2. and 4., F.S.
[11] s. 1012.34(3)(a)1.c., F.S.
[12] s. 1012.34(3)(a)3. and 4., F.S.

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.[13]

Assessments

School districts are required to use the state's learning growth model for FCAT-related courses beginning in the 2011-2012 school year.[14] School districts must use comparable measures of student growth for other grades and subjects with the department's assistance, if needed.[15] Additionally, districts are permitted to request alternatives to the growth measure, if justified, through the evaluation approval process.[16]

The law requires school districts, beginning with the 2014-2015 school year, to administer local assessments that measure student mastery of the content.[17] 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.[18]

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.[19] Additionally, a district school superintendent may assign to an instructional team, the student learning growth of the team's students on statewide assessments.[20]

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.[21] 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.[22]

III. Effect of Proposed Changes:

Performance Evaluations

CS/CS/SB 980 revises the criteria for evaluating classroom teachers and instructional personnel for purposes of the performance pay schedule in s. 1012.22, F.S. The Department of Education,

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[13] s. 1012.34(3)(a)1., F.S.
[14] s. 1012.34(7)(b), F.S.
[15] *Id.*
[16] s. 1012.34(7)(c) and (d), F.S. The DOE approves each school district's instructional personnel and school administrator performance evaluation system
[17] s. 1008.22(8), F.S.
[18] s. 1008.22(8)(b), F.S.
[19] s. 1012.34(7)(d) and (e), F.S.
[20] s. 1012.34(7)(e), F.S.
[21] s. 1012.22(1)(c)4. and 5., F.S
[22] *Id.*

through the performance evaluation system approval process would ensure that the provisions of the bill are implemented.

The student learning growth portion of a classroom teacher's evaluation must only be based on the performance of students assigned to the teacher in the subjects taught by him or her. For courses associated with a statewide assessment, a student achievement measure may be used rather than student learning growth, 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 rather than student learning growth, if student achievement is a more appropriate measure of performance. The remaining portion of the evaluation would be based on instructional practice and job responsibilities that are determined by the district and are part of the state approved evaluation system.

For nonclassroom instructional personnel, the student learning growth portion of the evaluation is based on performance data that reflects their actual contributions to the performance of students assigned to their areas of responsibility, as defined in the district-developed or district-selected assessments that are a part of the state approved evaluation system. The remaining portion of their evaluation is based on instructional practice and professional and job responsibilities that are determined by the district and part of the state approved evaluation system.

In addition, the bill requires a school district to approve and publish any district-mandated testing administration schedules on its website and report the schedules to the Department of Education by October 1, annually.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

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 for CS by Appropriations Subcommittee on Education on April 4, 2013:
The committee substitute:

- Clarifies the use of student achievement measures rather than student learning growth for state versus district assessments for teacher evaluations, and
- Requires a school district to approve and publish any district-mandated testing administration schedules on its website and report the schedules to the Department of Education by October 1, annually.

CS by Committee on Education on March 18, 2013:
The committee substitute:

- Removes the provision that allows a school district to reduce the percentage of the performance evaluation of classroom teachers and other instructional personnel which is based on student performance, if the school district uses multiple measures of instructional practice.

B. Amendments:

None.

501826

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/05/2013	.	
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Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause and insert:

Section 1. Notwithstanding any provision to the contrary in ss. 1012.22 and 1012.34, Florida Statutes, regarding the performance salary schedule and personnel evaluation procedures and criteria:

(1) At least 50 percent of a classroom teacher's or school administrator's performance evaluation, or 40 percent if less than 3 years of student performance data are available, shall be based upon learning growth or achievement of the teacher's

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13 students or, for a school administrator, the students attending
14 that school; the remaining portion shall be based upon factors
15 identified in district-determined, state-approved evaluation
16 system plans. Student achievement measures for courses
17 associated with statewide assessments may be used only if a
18 statewide growth formula has not been approved for that
19 assessment or, for courses associated with school district
20 assessments, if achievement is demonstrated to be a more
21 appropriate measure of teacher performance.
22 (2) The student performance data used in the performance
23 evaluation of nonclassroom instructional personnel shall be
24 based on student outcome data that reflects the actual
25 contribution of such personnel to the performance of the
26 students assigned to the individual in the individual's areas of
27 responsibility.
28 (3) For purposes of the performance salary schedule in s.
29 1012.22, Florida Statutes, the student assessment data in the
30 performance evaluation must be from statewide assessments or
31 district-determined assessments as required in s. 1008.22(8),
32 Florida Statutes, in the subject areas taught.
33 Section 2. Paragraph (d) is added to subsection (8) of
34 section 1008.22, Florida Statutes, to read:
35 1008.22 Student assessment program for public schools.—
36 (8) LOCAL ASSESSMENTS.—
37 (d) Each school district shall establish schedules for the
38 administration of any district-mandated assessment and approve
39 the schedules as an agenda item at a district school board
40 meeting. The school district shall publish the testing schedules
41 on its website, clearly specifying the district-mandated

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42 assessments, and report the schedules to the Department of
43 Education by October 1 of each year.
44 Section 3. This act shall take effect July 1, 2013.
45
46 ========== T I T L E A M E N D M E N T ==========
47 And the title is amended as follows:
48 Delete everything before the enacting clause
49 and insert:
50 A bill to be entitled
51 An act relating to education; providing requirements
52 for measuring student performance in instructional
53 personnel and school administrator performance
54 evaluations; providing requirements for the
55 performance evaluation of personnel for purposes of
56 the performance salary schedule; amending s. 1008.22,
57 F.S.; requiring each school district to establish and
58 approve testing schedules for district-mandated
59 assessments and publish the schedules on its website;
60 requiring reporting of the schedules to the Department
61 of Education; providing an effective date.

By the Committee on Education; and Senator Flores

A bill to be entitled

An act relating to public school personnel; providing requirements for the performance evaluation of personnel for purposes of the performance salary schedule; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Notwithstanding any provision of law to the contrary, for purposes of the performance salary schedule in s. 1012.22, Florida Statutes, and personnel evaluation procedures and criteria in s. 1012.34, Florida Statutes:

(1) At least 50 percent of a classroom teacher's performance evaluation shall be based on the student learning growth, or student achievement if student learning growth cannot be measured, that solely reflects such growth or achievement of the students assigned to that teacher, and the remaining portion shall be based on factors identified in district-determined, state-approved evaluation system plans.

(2) The student performance data used in the performance evaluation of nonclassroom instructional personnel shall be based on student outcome data that reflects the actual contribution of such personnel to the performance of the students assigned to the individual in the individual's areas of responsibility.

(3) For purposes of the performance salary schedule in s. 1012.22, Florida Statutes, the student assessment data in the performance evaluation must be from statewide assessments or district-determined assessments as required in s. 1008.22(8),

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

Florida Statutes, in the subject areas taught.

Section 2. This act shall take effect July 1, 2013.

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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 Appropriations Subcommittee on Education

BILL: CS/CS/SB 1664

INTRODUCER: Appropriations Subcommittee on Education; Committee on Education and Senator Legg

SUBJECT: Education Instructional Personnel and School Administrators

DATE: March 26, 2013 REVISED:

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

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE.....	X	Statement of Substantial Changes
B. AMENDMENTS.....		Technical amendments were recommended
		Amendments were recommended
		Significant amendments were recommended

I. Summary:

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.

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, 1012.32, 1012.55, 1012.56, 1012.585, 1012.71, and 1012.98.

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.[1] Critics assert that components of the education system have changed without

[1] *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. 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.

proper attention and adjustments to other aspects of the system, namely support to help teachers and leaders with continuous improvement.[2]

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.[3] The need for robust data to inform the public, including prospective candidates and employers, about the effectiveness of programs has been underscored.[4]

One of the key policy levers for states is the program approval process, particularly the reauthorization process. [5] Program approval decisions should hinge on findings that are evidence-based, educationally significant, and clearly related to quality-oriented standards.[6] 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.[7] 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 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.[8] Additionally, the importance of qualified clinical educators, coaches, and mentors and diverse clinical settings is being emphasized.[9]

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

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[2] *Id.*
[3] *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.
[4] 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. 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/.
[5] *Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession*, Council of Chief State School Officers (CCSSO) Task Force, 2012.
[6] *Id.*
[7] *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.
[8] *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.
[9] *Id. See also Our Responsibility, Our Promise: Transforming Education Preparation and Entry into the Profession.*

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.[10]

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.[11] 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.[12]

The DOE reviews and approves educator preparation programs offered by Florida's public and private colleges and universities.[13] 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.[14] 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.[15] 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.[16] Instructors for these programs must hold a master's degree in education or in an appropriate related field and document teaching experience.[17] Programs must also provide field experience with supervision from qualified educators.[18]

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.[19] To complete the program and qualify for a professional certificate, participants must pass the professional education portion of the Florida Teacher Certification Examination (FCTE).[20]

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[10] s. 1004.04, F.S.
[11] *Id.*
[12] 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.
[13] s. 1004.04, F.S., Rules 6A-4.003 and 6A-5.066, F.A.C. Programs are approved for seven years.
[14] Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.
[15] *Id.*
[16] s. 1004.85(3)(b)3., F.S.
[17] s. 1004.04(5), F.S.
[18] s. 1004.85(3)(a)2., F.S.
[19] s. 1012.56(8)(a), F.S.
[20] 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).

There are 72 approved district alternative certificate programs in Florida, including 37 that are currently active.[21]

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.[22] Additionally, an institution with an approved program must provide a uniform core curriculum.[23]

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

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.[26] 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.[27] Additionally, the program is subject to periodic reviews and must: comply with student admissions requirements; receive satisfactory employer ratings for program graduates; and meet additional criteria approved by the State Board of Education.[28]

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.[29] There are no statutory criteria for continued approval of district programs.[30]

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[21] Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.
[22] 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.
[23] s. 1004.04(2), F.S., and Rule 6A-5.066, F.A.C.
[24] Rule 6A-5.066, F.A.C.
[25] *Id*.
[26] s. 1004.04(5), F.S.
[27] *Id.*
[28] *Id.*
[29] s. 1004.85(4), F.S.
[30] Rule 6A-5.066(2)(b)4., F.A.C., provides that the DOE must periodically review these programs.

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. [31] 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.[32]

Professional Certification

There are two types of state educator certificates: the temporary certificate and the professional certificate.[33] 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.[34] The requirements for renewing a certificate, including professional development, are specified in law.[35]

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.[36] An individual who takes the FTCE may request a score verification session to review his or her incorrect responses to test items.[37]

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.[38] 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).[39]

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[31] ss. 1004.04(6), 1004.85(3)(a)2., and 1012.56(8)(a)3., F.S.
[32] *2012 State Teacher Policy Yearbook: Improving Teacher Preparation National Summary*, National Council on Teacher Quality, 2012.
[33] s. 1012.56, F.S. Districts issue certificates to adjunct teachers, pursuant to s. 1012.57(1), F.S.
[34] 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 5, 2013).
[35] s. 1012.585, F.S.
[36] s. 1012.56(9)(d), F.S.
[37] Rule 6A-4.0021(11), F.A.C.
[38] *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.
[39] s. 1012.71(1), F.S.

Funding for the program is determined by the Legislature in the General Appropriations Act.[40] 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.[41] 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.[42] 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.[43] 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.[44]

The program was appropriated $31.9 million for Fiscal Year 2012-2013 in the FEFP, providing approximately $180 per classroom teacher.[45]

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.[46]

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 establishing a coordinated system of professional development.[47] 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.[48]

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[40] s. 1012.71(2), F.S.
[41] *Id.*
[42] s. 1012.71(3), F.S.
[43] s. 1012.71(3), F.S.
[44] s. 1012.71(4), F.S.
[45] General Appropriations Act for 2012-2013, Specific Appropriations 6 and 84, ch. 2012-118, L.O.F.
[46] Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.
[47] s. 1012.98(4), F.S.
[48] s. 1012.98(4)(b)5., F.S.

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.[49] 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.[50] 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.[51] 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.
  - 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.

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[49] 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 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).

[50] Florida Department of Education, Legislative Bill Analysis, February 18, 2013. On file with the Senate Education Committee.

[51] *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.

- 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.[52]

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.

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.

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

[52] s. 1004.85(1), F.S.

were only administered six times per year and sessions were held in Tallahassee four times a year.[53]

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.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

[53] Florida Department of Education, Legislative Bill Analysis, February 18, 2013, on file with the Senate Education Committee.

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. [54]

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.[55]

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 for CS by the Appropriations Subcommittee on Education on April 4, 2013:
The committee substitute:

- 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 a 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 Committee on 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.

[54] *Id.*
[55] Florida Department of Education, Legislative Bill Analysis, February 18, 2013, on file with the Senate Education Committee.

- 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.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

342926

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/05/2013	.	
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	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

1 **Senate Amendment**
2
3 Delete line 240
4 and insert:
5 positions in Florida public schools and private schools, if
6 available.
7 Delete line 639
8 and insert:
9 positions in Florida public schools and private schools, if
10 available.

555444

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/05/2013	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

1 **Senate Amendment**
2
3 Delete lines 254 - 255
4 and insert:
5 e. Results of program completers' annual evaluations in
6 accordance with the timeline as set forth in s. 1012.34.
7 Delete lines 653 - 654
8 and insert:
9 5. Results of program completers' annual evaluations in
10 accordance with the timeline as set forth in s. 1012.34.
11 Delete lines 876 - 877
12 and insert:

555444

13 d. Results of program completers' annual evaluations in
14 accordance with the timeline as set forth in s. 1012.34.

893924

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/05/2013	.	
	.	
	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

1 **Senate Amendment**
2
3 Delete lines 748 - 754
4 and insert:
5 2. Documenting 3 years of successful experience in an
6 executive management or leadership position; and
7 3. Documenting receipt of a bachelor's degree or higher
8 from an accredited institution of higher learning.
9
10 A person operating under a temporary certificate must be under
11 the mentorship of a state-certified school administrator during
12 the term of the temporary certificate.

By the Committee on Education; and Senator Legg

581-02625-13 20131664c1

A bill to be entitled

An act relating to education instructional personnel and school administrators; amending s. 1004.04, F.S.; revising legislative intent; revising the requirements of State Board of Education rule for uniform core curricula for state-approved teacher preparation programs; revising the process for initial approval of state-approved teacher preparation programs; revising the requirements for continued approval of state-approved teacher preparation programs; requiring the State Board of Education to adopt rules for continued approval of teacher preparation programs; requiring the Commissioner of Education to determine the continued approval of each program; providing requirements for a report that certain public and private institutions prepare regarding their teacher preparation programs; requiring the Department of Education to report to the Governor, the Legislature, the State Board of Education, the Board of Governors, the Commissioner of Education, each Florida postsecondary teacher preparation program, each district school superintendent, and the public the results of each approved program's annual progress and the current approval status of each program; revising the requirements for preservice field experience; amending s. 1004.85, F.S.; revising the definition of the term "educator preparation institute"; authorizing a qualified private provider to seek approval to offer a competency-based certification program; revising the

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-02625-13 20131664c1

criteria for approval of preparation programs; requiring the department to approve a certification program under certain circumstances; revising the requirements for program participants; revising the criteria for continued approval of programs; revising the requirements for personnel that participate in field experiences; amending s. 1012.32, F.S.; conforming cross-references and conforming provisions to changes made by the act; amending s. 1012.55, F.S.; requiring the State Board of Education to adopt rules that allow an individual who meets specified criteria to be eligible for a temporary certificate in education leadership; amending s. 1012.56, F.S.; authorizing the State Board of Education to adopt rules that allow for the acceptance of college course credits recommended by the American Council for Education; authorizing a school district to provide a professional development certification program; specifying the components of the program; revising requirements for demonstrating mastery of professional education competence; requiring the Commissioner of Education to determine the continued approval of the programs; requiring the Department of Education to provide a review procedure for an applicant who fails a certification examination; requiring the applicant to bear the actual cost in order for the department to provide an examination review; amending s. 1012.585, F.S.; conforming a cross-reference; amending s. 1012.71, F.S.; renaming the Florida Teachers Lead

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

Program as the Florida Teachers Classroom Supply Assistance Program; providing that the calculation of funds for each teacher includes local contributions; requiring that a teacher's proportionate share of funds be provided by any means determined appropriate, including a debit card; providing requirements for the debit card; authorizing the Department of Education and the district school boards to enter into public-private partnerships; deleting provisions relating to a pilot program established for the 2009-2010 fiscal year; amending s. 1012.98, F.S.; authorizing rather than requiring each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1004.04, Florida Statutes, is amended to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—

(a) The Legislature recognizes that effective ~~skilled~~ teachers make an important contribution to a system that allows students to obtain a high-quality education.

(b) The intent of the Legislature is to require the State Board of Education to maintain ~~attain~~ a system for development

and approval of teacher preparation programs which ~~that~~ allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers ~~graduates~~ with the competencies and skills necessary to achieve the state education goals; help all students in the state's diverse student population~~, including students who have substandard reading and computational skills and students with limited English proficiency,~~ meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which ~~that~~ establish uniform core curricula for each state-approved teacher preparation program.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. The Florida Educator Accomplished Practices.

2. The state-adopted content standards. ~~a State Board of Education identified foundation in~~

3. Scientifically researched reading instruction.~~, knowledge-based reading~~

4. Content literacy and mathematics practices. ~~computational skills acquisition; classroom management;~~

5. Strategies appropriate for the instruction of English language learners.

117 6. Strategies appropriate for the instruction of students
118 with disabilities.
119 7. School safety~~; professional ethics; educational law;~~
120 ~~human development and learning; and understanding of the~~
121 ~~Sunshine State Standards content measured by state achievement~~
122 ~~tests, reading and interpretation of data, and use of data to~~
123 ~~improve student achievement~~.
124 (c) Each candidate must receive instruction and be assessed
125 on the uniform core curricula in the candidate's area or areas
126 of program concentration during course work and field
127 experiences ~~These rules shall not require an additional period~~
128 ~~of time to degree but may be phased in to enable teacher~~
129 ~~preparation programs to supplant courses, including pedagogy~~
130 ~~courses, not required by law or State Board of Education rule~~
131 ~~with the courses identified pursuant to paragraph (b)~~.
132 (d) Before program completion, each candidate must
133 demonstrate his or her ability to positively impact student
134 learning growth in the candidate's area or areas of program
135 concentration during a prekindergarten through grade 12 field
136 experience and must pass each portion of the Florida Teacher
137 Certification Examination required for a professional
138 certificate in the area or areas of program concentration.
139 ~~(3) DEVELOPMENT OF TEACHER PREPARATION PROGRAMS.—A system~~
140 ~~developed by the Department of Education in collaboration with~~
141 ~~postsecondary educational institutions shall assist departments~~
142 ~~and colleges of education in the restructuring of their programs~~
143 ~~in accordance with this section to meet the need for producing~~
144 ~~quality teachers now and in the future.~~
145 ~~(a) The system must be designed to assist teacher educators~~

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146 ~~in conceptualizing, developing, implementing, and evaluating~~
147 ~~programs that meet state adopted standards. These standards~~
148 ~~shall emphasize quality indicators drawn from research,~~
149 ~~professional literature, recognized guidelines, Florida~~
150 ~~essential teaching competencies and educator accomplished~~
151 ~~practices, effective classroom practices, and the outcomes of~~
152 ~~the state system of school improvement and education~~
153 ~~accountability, as well as performance measures.~~
154 ~~(b) Departments and colleges of education shall emphasize~~
155 ~~the state system of school improvement and education~~
156 ~~accountability concepts and standards, including Sunshine State~~
157 ~~Standards.~~
158 ~~(c) State approved teacher preparation programs must~~
159 ~~incorporate:~~
160 ~~1. Appropriate English for Speakers of Other Languages~~
161 ~~instruction so that program graduates will have completed the~~
162 ~~requirements for teaching limited English proficient students in~~
163 ~~Florida public schools.~~
164 ~~2. Scientifically researched, knowledge based reading~~
165 ~~literacy and computational skills instruction so that program~~
166 ~~graduates will be able to provide the necessary academic~~
167 ~~foundations for their students at whatever grade levels they~~
168 ~~choose to teach.~~
169 (3)~~(4)~~ INITIAL STATE PROGRAM APPROVAL.—
170 (a) A program approval process based on standards adopted
171 pursuant to this subsection and subsection ~~subsections~~ (2) ~~and~~
172 ~~(3)~~ must be established for postsecondary teacher preparation
173 programs~~, phased in according to timelines determined by the~~
174 ~~Department of Education, and fully implemented for all teacher~~

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175 ~~preparation programs in the state~~. Each program shall be
176 approved by the department, consistent with the intent set forth
177 in subsection (1) and based ~~primarily~~ upon evidence of the
178 institution's and the program's capacity to meet the
179 requirements for continued approval as provided in subsection
180 (4) and by the rules of the State Board of Education
181 ~~significant, objective, and quantifiable graduate performance~~
182 ~~measures~~.
183 (b) Each teacher preparation program approved by the
184 Department of Education, as provided for by this section, shall
185 require students to meet, at a minimum, the following as
186 prerequisites for admission into the program:
187 1. Have a grade point average of at least 2.5 on a 4.0
188 scale for the general education component of undergraduate
189 studies or have completed the requirements for a baccalaureate
190 degree with a minimum grade point average of 2.5 on a 4.0 scale
191 from any college or university accredited by a regional
192 accrediting association as defined by State Board of Education
193 rule or any college or university otherwise approved pursuant to
194 State Board of Education rule.
195 2. Demonstrate mastery of general knowledge sufficient for
196 entry into the program, including the ability to read, write,
197 and perform in mathematics ~~compute~~, by passing the General
198 Knowledge Test of the Florida Teacher Certification Examination
199 or, for a graduate level program, obtain a baccalaureate degree
200 from an institution that is accredited or approved~~, the College~~
201 ~~Level Academic Skills Test, a corresponding component of the~~
202 ~~National Teachers Examination series, or a similar test~~ pursuant
203 to the rules of the State Board of Education.

204
205 Each teacher preparation program may waive these admissions
206 requirements for up to 10 percent of the students admitted.
207 Programs shall implement strategies to ensure that students
208 admitted under a waiver receive assistance to demonstrate
209 competencies to successfully meet requirements for certification
210 and shall annually report to the Department of Education the
211 status of each candidate admitted under such a waiver.
212 (c) Each teacher preparation program approved by the
213 Department of Education, as provided for by this section, shall
214 provide a certification ombudsman to facilitate the process and
215 procedures required for graduates to obtain educator
216 professional or temporary certification pursuant to s. 1012.56.
217 (4) ~~(5)~~ CONTINUED PROGRAM APPROVAL. ~~Notwithstanding~~
218 ~~subsection (4), failure by a public or nonpublic teacher~~
219 ~~preparation program to meet the criteria for continued program~~
220 ~~approval shall result in loss of program approval. The~~
221 ~~Department of Education, in collaboration with the departments~~
222 ~~and colleges of education, shall develop procedures for~~
223 ~~continued program approval that document the continuous~~
224 ~~improvement of program processes and graduates' performance.~~
225 ~~(a)~~ Continued approval of a ~~specific~~ teacher preparation
226 program shall be based upon evidence that the program continues
227 to implement the requirements for initial approval and upon
228 significant, objective, and quantifiable measures of the program
229 and the performance of the program completers.
230 (a) The criteria for continued approval must include each
231 of the following:
232 1. Documentation from the program that each program

233 candidate met the admission requirements provided in subsection
234 (3).
235 2. Documentation from the program that the program and each
236 program completer have met the requirements provided in
237 subsection (2).
238 3. Evidence of performance in each of the following areas:
239 a. Placement rate of program completers into instructional
240 positions in Florida public schools.
241 b. Rate of retention for employed program completers in
242 instructional positions in Florida public schools.
243 c. Performance of students in prekindergarten through grade
244 12 who are assigned to in-field program completers on statewide
245 assessments using the results of the student learning growth
246 formula adopted under s. 1012.34.
247 d. Performance of students in prekindergarten through grade
248 12 who are assigned to in-field program completers aggregated by
249 student subgroup, as defined in the federal Elementary and
250 Secondary Education Act (ESEA), 20 U.S.C. s.
251 6311(b)(2)(C)(v)(II), as a measure of how well the program
252 prepares teachers to work with a diverse population of students
253 in a variety of settings in Florida public schools.
254 e. Results of a program completer's annual performance
255 evaluation pursuant to s. 1012.34.
256 f. Production of program completers in statewide critical
257 teacher shortage areas as identified in s. 1012.07 ~~programs at~~
258 ~~each public and nonpublic postsecondary educational institution~~
259 ~~within the state is contingent upon the passing of the written~~
260 ~~examination required by s. 1012.56 by at least 90 percent of the~~
261 ~~graduates of the program who take the examination~~. ~~The~~

262 ~~Department of Education shall annually provide an analysis of~~
263 ~~the performance of the graduates of such institution with~~
264 ~~respect to the competencies assessed by the examination required~~
265 ~~by s. 1012.56.~~
266 (b) The State Board of Education shall adopt rules for
267 continued approval of teacher preparation programs which include
268 the program review process, the continued approval timelines,
269 and the performance level targets for each of the continued
270 approval criteria in paragraph (a). Additional criteria ~~for~~
271 ~~continued program approval for public institutions~~ may be
272 approved by the State Board of Education. Such criteria may
273 include a ~~must emphasize instruction in classroom management and~~
274 ~~must provide for the evaluation of the teacher candidates'~~
275 ~~performance in this area. The criteria shall also require~~
276 ~~instruction in working with underachieving students. Program~~
277 ~~evaluation procedures must include, but are not limited to,~~
278 program completer's ~~graduates'~~ satisfaction with instruction and
279 an employer's satisfaction with, and the program's
280 responsiveness to, local school districts. The Commissioner of
281 Education shall determine the continued approval of each program
282 based on the data collected pursuant to this section and the
283 rules of the State Board of Education ~~Additional criteria for~~
284 ~~continued program approval for nonpublic institutions shall be~~
285 ~~developed in the same manner as for public institutions;~~
286 ~~however, such criteria must be based upon significant,~~
287 ~~objective, and quantifiable graduate performance measures.~~
288 ~~Responsibility for collecting data on outcome measures through~~
289 ~~survey instruments and other appropriate means shall be shared~~
290 ~~by the postsecondary educational institutions and the Department~~

291 ~~of Education. By January 1 of each year, the Department of~~
292 ~~Education shall report this information for each postsecondary~~
293 ~~educational institution that has state approved programs of~~
294 ~~teacher education to the Governor, the State Board of Education,~~
295 ~~the Board of Governors, the Commissioner of Education, the~~
296 ~~President of the Senate, the Speaker of the House of~~
297 ~~Representatives, all Florida postsecondary teacher preparation~~
298 ~~programs, and interested members of the public. This report must~~
299 ~~analyze the data and make recommendations for improving teacher~~
300 ~~preparation programs in the state.~~
301 (c) Each program must prepare and submit to the Department
302 of Education ~~Continued approval for a teacher preparation~~
303 ~~program is contingent upon the results of periodic reviews, on a~~
304 ~~schedule established by the State Board of Education, of the~~
305 ~~program conducted by the postsecondary educational institution,~~
306 ~~using procedures and criteria outlined in~~ an institutional
307 program evaluation plan ~~approved by the Department of Education~~.
308 Each institutional program evaluation ~~This~~ plan must incorporate
309 the criteria established in paragraphs (a) and (b) and may
310 include additional data chosen by the program. The plan must
311 provide information on how the institution addresses continuous
312 program improvement and must include provisions for involving
313 primary stakeholders, such as program completers ~~graduates~~,
314 public ~~district~~ school personnel, classroom teachers,
315 principals, community agencies, and business representatives in
316 the evaluation process. ~~Upon request by an institution, the~~
317 ~~department shall provide assistance in developing, enhancing, or~~
318 ~~reviewing the institutional program evaluation plan and training~~
319 ~~evaluation team members.~~

320 (d) ~~Continued approval for a teacher preparation program is~~
321 ~~contingent upon standards being in place that are designed to~~
322 ~~adequately prepare elementary, middle, and high school teachers~~
323 ~~to instruct their students in reading and higher-level~~
324 ~~mathematics concepts and in the use of technology at the~~
325 ~~appropriate grade level.~~
326 ~~(e) Continued approval of teacher preparation programs is~~
327 ~~contingent upon compliance with the student admission~~
328 ~~requirements of subsection (4) and upon the receipt of at least~~
329 ~~a satisfactory rating from public schools and private schools~~
330 ~~that employ graduates of the program.~~ Each teacher preparation
331 program must ~~shall~~ guarantee the high quality of its program
332 completers ~~graduates~~ during the first 2 years immediately
333 following completion of ~~graduation from~~ the program or following
334 initial certification, whichever occurs first. Any program
335 completer who is employed in a Florida public school during this
336 2-year period and who earns an evaluation result of developing
337 or unsatisfactory on the school district's evaluation system
338 implemented under s. 1012.34 ~~educator in a Florida school who~~
339 ~~fails to demonstrate the essential skills specified in~~
340 ~~subparagraphs 1.-5.~~ shall be provided additional training by the
341 teacher preparation program at no expense to the educator or the
342 employer if requested by the employing school district or
343 charter school. Such training must consist of an individualized
344 plan agreed upon by the school district and the postsecondary
345 educational institution which ~~that~~ includes specific learning
346 outcomes. The postsecondary educational institution assumes no
347 responsibility for the educator's employment contract with the
348 employer. ~~Employer satisfaction shall be determined by an~~

~~annually administered survey instrument approved by the Department of Education that, at a minimum, must include employer satisfaction of the graduates' ability to do the following:~~

~~1. Write and speak in a logical and understandable style with appropriate grammar.~~

~~2. Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.~~

~~3. Use and integrate appropriate technology in teaching and learning processes.~~

~~4. Demonstrate knowledge and understanding of Sunshine State Standards.~~

~~5. Maintain an orderly and disciplined classroom conducive to student learning.~~

(e)~~(f)1.~~ Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved ~~these~~ programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements. The state reporting requirements must minimize a program's reporting burden whenever possible without compromising data quality. The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph, and may include other information chosen by the institution or program. ~~This~~

~~information shall be reported in a uniform and comprehensible manner that is consistent with definitions and methods approved by the Commissioner of the National Center for Educational Statistics and that is approved by the State Board of Education. This information must include, at a minimum:~~

~~a. The percent of graduates obtaining full time teaching employment within the first year of graduation.~~

~~b. The average length of stay of graduates in their full-time teaching positions.~~

~~c. Satisfaction ratings required in paragraph (c).~~

~~2. Each public and private institution offering training for school readiness related professions, including training in the fields of child care and early childhood education, whether offering career credit, associate in applied science degree programs, associate in science degree programs, or associate in arts degree programs, shall annually report information regarding these programs to the state and the general public in a uniform and comprehensible manner that conforms with definitions and methods approved by the State Board of Education. This information must include, at a minimum:~~

~~a. Average length of stay of graduates in their positions.~~

~~b. Satisfaction ratings of graduates' employers.~~

~~This information shall be reported through publications, including college and university catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.~~

(f) By January 1 of each year, the Department of Education

407 shall report the results of each approved program's annual
408 progress on the performance measures in paragraph (a) as well as
409 the current approval status of each program to:
410 1. The Governor.
411 2. The President of the Senate.
412 3. The Speaker of the House of Representatives.
413 4. The State Board of Education.
414 5. The Board of Governors.
415 6. The Commissioner of Education.
416 7. Each Florida postsecondary teacher preparation program.
417 8. Each district school superintendent.
418 9. The public.
419
420 This report may include the results of other continued approval
421 requirements provided by State Board of Education rule and
422 recommendations for improving teacher preparation programs in
423 the state.
424 (5) ~~(6)~~ PRESERVICE FIELD EXPERIENCE.—All postsecondary
425 instructors, school district personnel and instructional
426 personnel, and school sites preparing instructional personnel
427 through preservice field experience courses and internships
428 shall meet special requirements. District school boards may ~~are~~
429 ~~authorized to~~ pay student teachers during their internships.
430 (a) All instructors in postsecondary teacher preparation
431 programs who instruct or supervise ~~preservice~~ field experience
432 courses or internships in which candidates demonstrate an impact
433 on student learning growth must ~~shall~~ have each ~~at least one~~ of
434 the following: specialized training in clinical supervision; a
435 valid professional teaching certificate pursuant to ss. 1012.56

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436 and 1012.585; and ~~or~~ at least 3 years of successful teaching
437 experience in prekindergarten through grade 12.
438 (b) All school district personnel and instructional
439 personnel who supervise or direct teacher preparation students
440 during field experience courses or internships in which
441 candidates demonstrate an impact on student learning growth must
442 have evidence of "clinical educator" training, a valid
443 professional certificate issued pursuant to s. 1012.56, and at
444 least 3 years of teaching experience in prekindergarten through
445 grade 12 and must have earned an effective or highly effective
446 rating on the prior year's performance evaluation under s.
447 1012.34 or be a peer evaluator under the district's evaluation
448 system approved under s. 1012.34 ~~successfully demonstrate~~
449 ~~effective classroom management strategies that consistently~~
450 ~~result in improved student performance~~. The State Board of
451 Education shall approve the training requirements.
452 (c) Preservice field experience ~~programs~~ must include
453 candidate practice ~~provide specific guidance~~ and demonstration
454 of the uniform core curricula specific to the candidates' area
455 or areas of program concentration with a diverse population of
456 students in a variety of settings ~~effective classroom management~~
457 ~~strategies, strategies for incorporating technology into~~
458 ~~classroom instruction, strategies for incorporating~~
459 ~~scientifically researched, knowledge based reading literacy and~~
460 ~~computational skills acquisition into classroom instruction, and~~
461 ~~ways to link instructional plans to the Sunshine State~~
462 ~~Standards, as appropriate~~. The length of structured field
463 experiences may be extended to ensure that candidates achieve
464 the competencies needed to meet certification requirements.

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(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice field experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools located in urban settings. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

~~(7) STANDARDS OF EXCELLENCE. The State Board of Education shall approve standards of excellence for teacher preparation. These standards must exceed the requirements for program approval pursuant to subsection (4) and must incorporate state and national recommendations for exemplary teacher preparation programs.~~

~~(8) NATIONAL BOARD STANDARDS. The State Board of Education shall review standards and recommendations developed by the National Board for Professional Teaching Standards and may incorporate those parts deemed appropriate into criteria for continued state program approval, standards of excellence, and requirements for inservice education.~~

~~(9) FLORIDA COLLEGE SYSTEM INSTITUTIONS. To the extent practical, postsecondary educational institutions offering teacher preparation programs shall establish articulation agreements on a core of liberal arts courses and introductory professional courses with field experience components which shall be offered at Florida College System institutions.~~

~~(10) SHORT TERM EXPERIENCES AS TEACHER ASSISTANTS. Postsecondary institutions offering teacher preparation programs and Florida College System institutions, in collaboration with school districts, may develop and implement a program to provide short term experiences as teacher assistants prior to beginning a teacher preparation program or alternative certification program. The program shall serve individuals with baccalaureate degrees who are interested in the teaching profession. This experience may be accepted for use in teacher preparation programs and competency-based alternative certification programs, where applicable.~~

(6) ~~(11)~~ RULES.—The State Board of Education shall adopt necessary rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Section 2. Section 1004.85, Florida Statutes, is amended to read:

1004.85 Postsecondary educator preparation institutes.—

(1) As used in this section, the term "educator preparation institute" means an institute created by a postsecondary institution or a qualified private provider and approved by the Department of Education.

(2)(a) Postsecondary institutions that are accredited or approved as described in State Board of Education rule may seek approval from the Department of Education to create educator preparation institutes for the purpose of providing any or all of the following:

1. ~~(a)~~ Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.

523 2.~~(b)~~ Instruction to assist potential and existing
524 substitute teachers in performing their duties.
525 3.~~(c)~~ Instruction to assist paraprofessionals in meeting
526 education and training requirements.
527 4.~~(d)~~ Instruction for baccalaureate degree holders to
528 become certified teachers as provided in this section in order
529 to increase routes to the classroom for mid-career professionals
530 who hold a baccalaureate degree and college graduates who were
531 not education majors.
532 (b) A private provider that has a proven history of
533 delivering high-quality teacher preparation, which is based on
534 evidence provided from other state recipients of its services
535 and data showing the successful performance of its completers
536 based on student achievement, may seek approval to offer a
537 competency-based certification program under subsection (3).
538 (3) Educator preparation institutes approved pursuant to
539 this section may offer competency-based ~~alternative~~
540 certification programs specifically designed for noneducation
541 major baccalaureate degree holders to enable program
542 participants to meet the educator certification requirements of
543 s. 1012.56. ~~Such programs shall be competency-based educator~~
544 ~~certification preparation programs that prepare educators~~
545 ~~through an alternative route.~~ An educator preparation institute
546 choosing to offer a competency-based ~~an alternative~~
547 certification program pursuant to the provisions of this section
548 must implement a program previously approved by the Department
549 of Education for this purpose or a program developed by the
550 institute and approved by the department for this purpose.
551 Approved programs shall be available for use by other approved

552 educator preparation institutes.
553 (a) Within 90 days after receipt of a request for approval,
554 the Department of Education shall approve a preparation ~~an~~
555 ~~alternative certification~~ program pursuant to the requirements
556 of this subsection or issue a statement of the deficiencies in
557 the request for approval. The department shall approve a ~~an~~
558 ~~alternative~~ certification program if the institute provides
559 ~~sufficient~~ evidence of the institute's capacity to implement a
560 competency-based program that includes each of the following:
561 1.a. Participant instruction and assessment in the Florida
562 Educator Accomplished Practices.
563 b. The state-adopted student content standards.
564 c. Scientifically researched reading instruction.
565 d. Content literacy and mathematical practices.
566 e. Strategies appropriate for instruction of English
567 language learners.
568 f. Strategies appropriate for instruction of students with
569 disabilities.
570 g. School safety.
571 2. An educational plan for each participant to meet
572 certification requirements and demonstrate his or her ability to
573 teach the subject area for which the participant is seeking
574 certification, which is based on an assessment of his or her
575 competency in the areas listed in subparagraph 1 ~~Instruction~~
576 ~~must be provided in professional knowledge and subject matter~~
577 ~~content that includes educator accomplished practices and~~
578 ~~competencies specified in State Board of Education rule and~~
579 ~~meets subject matter content requirements, professional~~
580 ~~competency testing requirements, and competencies associated~~

581 ~~with teaching scientifically based reading instruction and~~
582 ~~strategies that research has shown to be successful in improving~~
583 ~~reading among low performing readers~~.
584 3.~~2.~~ Field experiences appropriate to the certification
585 subject area specified in the educational plan with a diverse
586 population of students in a variety of settings under the
587 ~~program must provide field experience with~~ supervision of ~~from~~
588 qualified educators.
589 4.~~3. The program must provide~~ A certification ombudsman to
590 facilitate the process and procedures required for participants
591 who complete the program to meet any requirements related to the
592 background screening pursuant to s. 1012.32 and educator
593 professional or temporary certification pursuant to s. 1012.56.
594 (b) Each program participant must:
595 1. Meet certification requirements pursuant to s.
596 1012.56(1) by obtaining a statement of status of eligibility in
597 the certification subject area of the educational plan and meet
598 the requirements of s. 1012.56(2)(a)-(f).
599 2. Participate in coursework and field experiences that are
600 ~~experience that is~~ appropriate to his or her educational plan
601 prepared under paragraph (a).
602 3. Before completion of the program, fully demonstrate his
603 or her ability to teach the subject area for which he or she is
604 seeking certification by documenting a positive impact on
605 student learning growth in a prekindergarten through grade 12
606 setting and achieving ~~demonstrate mastery of professional~~
607 ~~preparation and education competence by achievement of~~ a passing
608 score on the professional education competency examination, the
609 basic skills examination, and the subject area examination for

610 the subject area certification which is required by state board
611 rule ~~prior to completion of the program~~.
612 (c) Upon completion of all requirements for a ~~an~~
613 ~~alternative~~ certification program approved pursuant to this
614 subsection, a participant shall receive a credential from the
615 sponsoring institution signifying that the participant has
616 completed a state-approved competency-based certification
617 program in the certification subject area specified in the
618 educational plan ~~satisfaction of the requirements of s.~~
619 ~~1012.56(6) relating to mastery of professional preparation and~~
620 ~~education competence~~. A participant is ~~shall be~~ eligible for
621 educator certification through the Department of Education upon
622 satisfaction of all requirements for certification set forth in
623 s. 1012.56(2)~~, including demonstration of mastery of general~~
624 ~~knowledge, subject area knowledge, and professional preparation~~
625 ~~and education competence, through testing or other statutorily~~
626 ~~authorized means~~.
627 ~~(d) If an institution offers an alternative certification~~
628 ~~program approved pursuant to this subsection, such program may~~
629 ~~be used by the school district or districts served by that~~
630 ~~institution in addition to the alternative certification program~~
631 ~~as required in s. 1012.56(8).~~
632 (4) Continued approval of each program approved pursuant to
633 this section shall be determined by the Commissioner of
634 Education based upon a periodic review of the following areas:
635 (a) Documentation from the program that each program
636 completer has met the requirements of paragraphs (3)(a)-(c);
637 (b) Evidence of performance in each of the following areas:
638 1. Placement rate of program completers into instructional

639 positions in Florida public schools.
640 2. Rate of retention for employed program completers in
641 instructional positions in Florida public schools.
642 3. Performance of students in prekindergarten through grade
643 12 who are assigned to in-field program completers on statewide
644 assessments using the results of the student learning growth
645 formula adopted under s. 1012.34.
646 4. Performance of students in prekindergarten through grade
647 12 who are assigned to in-field program completers aggregated by
648 student subgroups, as defined in the federal Elementary and
649 Secondary Education Act (ESEA), 20 U.S.C. s.
650 6311(b)(2)(C)(v)(II), as a measure of how well the program
651 prepares teachers to work with a diverse population of students
652 in a variety of settings in Florida public schools.
653 5. Results of a program completer's annual performance
654 evaluation pursuant to s. 1012.34.
655 6. Production of program completers in statewide critical
656 teacher shortage areas as identified in s. 1012.07.
657 (5)~~(4)~~ Each institute approved pursuant to this section
658 shall submit to the Department of Education annual performance
659 evaluations that measure the effectiveness of the programs,
660 including the pass rates of participants on all examinations
661 required for teacher certification, employment rates,
662 longitudinal retention rates, and employer satisfaction surveys.
663 The employer satisfaction surveys must be designed to measure
664 the sufficient preparation of the educator to enter the
665 classroom. These evaluations shall be used by the Department of
666 Education for purposes of continued approval of an educator
667 preparation institute's ~~alternative~~ certification program.

668 (6)~~(5)~~ Instructors and supervisors of field experiences in
669 which participants demonstrate an impact on student learning
670 growth for a ~~an alternative~~ certification program approved
671 pursuant to this section must meet the same qualifications as
672 those required in s. 1004.04(5) ~~possess a master's degree in~~
673 ~~education or a master's degree in an appropriate related field~~
674 ~~and document teaching experience~~.
675 (7)~~(6)~~ Educator preparation institutes approved pursuant to
676 this section and providing approved instructional programs for
677 any of the purposes in subsection (2) are eligible for funding
678 from federal and state funds, as appropriated by the
679 Legislature.
680 (8)~~(7)~~ The State Board of Education may adopt rules
681 pursuant to ss. 120.536(1) and 120.54 to implement the
682 provisions of this section, including performance targets for
683 the measures used for continued program approval described in
684 subsection (4).
685 Section 3. Paragraph (d) of subsection (2) of section
686 1012.32, Florida Statutes, is amended to read:
687 1012.32 Qualifications of personnel.—
688 (2)
689 (d) Student teachers and~~,~~ persons participating in a field
690 experience pursuant to s. 1004.04(5) ~~s. 1004.04(6)~~ or s.
691 1004.85~~, and persons participating in a short term experience as~~
692 ~~a teacher assistant pursuant to s. 1004.04(10)~~ in any district
693 school system, lab school, or charter school must, upon
694 engagement to provide services, undergo background screening as
695 required under s. 1012.56.
696

697 Fingerprints shall be submitted to the Department of Law
698 Enforcement for statewide criminal and juvenile records checks
699 and to the Federal Bureau of Investigation for federal criminal
700 records checks. A person subject to this subsection who is found
701 ineligible for employment under s. 1012.315, or otherwise found
702 through background screening to have been convicted of any crime
703 involving moral turpitude as defined by rule of the State Board
704 of Education, shall not be employed, engaged to provide
705 services, or serve in any position that requires direct contact
706 with students. Probationary persons subject to this subsection
707 terminated because of their criminal record have the right to
708 appeal such decisions. The cost of the background screening may
709 be borne by the district school board, the charter school, the
710 employee, the contractor, or a person subject to this
711 subsection.
712 Section 4. Subsection (1) of section 1012.55, Florida
713 Statutes, is amended to read:
714 1012.55 Positions for which certificates required.—
715 (1)(a) The State Board of Education shall classify school
716 services, designate the certification subject areas, establish
717 competencies, including the use of technology to enhance student
718 learning, and certification requirements for all school-based
719 personnel, and adopt rules in accordance with which the
720 professional, temporary, and part-time certificates shall be
721 issued by the Department of Education to applicants who meet the
722 standards prescribed by such rules for their class of service.
723 (b) Each person employed or occupying a position as school
724 supervisor, school principal, teacher, library media specialist,
725 school counselor, athletic coach, or other position in which the

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726 employee serves in an instructional capacity, in any public
727 school of any district of this state shall hold the certificate
728 required by law and by rules of the State Board of Education in
729 fulfilling the requirements of the law for the type of service
730 rendered. Such positions include personnel providing direct
731 instruction to students through a virtual environment or through
732 a blended virtual and physical environment.
733 (c) The Department of Education shall identify appropriate
734 educator certification for the instruction of specified courses
735 in an annual publication of a directory of course code numbers
736 for all programs and courses that are funded through the Florida
737 Education Finance Program. However, the state board shall adopt
738 rules authorizing district school boards to employ selected
739 noncertificated personnel to provide instructional services in
740 the individuals' fields of specialty or to assist instructional
741 staff members as education paraprofessionals.
742 (d) The State Board of Education shall adopt rules pursuant
743 to ss. 120.536(1) and 120.54 to allow an individual who meets
744 the following criteria to be eligible for a temporary
745 certificate in educational leadership under s. 1012.56(7):
746 1. Earning a passing score on the Florida Educational
747 Leadership Examination;
748 2. Documenting 3 years of successful experience in a
749 management or leadership position; and
750 3. Documenting receipt of a bachelor's degree or higher
751 from an accredited institution of higher learning or from a
752 nonaccredited institution of higher learning that the Department
753 of Education has identified as having a quality program that
754 results in a bachelor's degree, or higher.

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

755 Section 5. Paragraph (c) of subsection (2), subsection (8),
756 and paragraph (d) of subsection (9) of section 1012.56, Florida
757 Statutes, are amended to read:
758 1012.56 Educator certification requirements.—
759 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
760 certification, a person must:
761 (c) Document receipt of a bachelor's or higher degree from
762 an accredited institution of higher learning, or a nonaccredited
763 institution of higher learning that the Department of Education
764 has identified as having a quality program resulting in a
765 bachelor's degree, or higher. Each applicant seeking initial
766 certification must have attained at least a 2.5 overall grade
767 point average on a 4.0 scale in the applicant's major field of
768 study. The applicant may document the required education by
769 submitting official transcripts from institutions of higher
770 education or by authorizing the direct submission of such
771 official transcripts through established electronic network
772 systems. The bachelor's or higher degree may not be required in
773 areas approved in rule by the State Board of Education as
774 nondegreed areas. The State Board of Education may adopt rules
775 that, for purposes of demonstrating completion of specific
776 certification requirements, allow for the acceptance of college
777 course credits recommended by the American Council for Education
778 (ACE), as posted on an official ACE transcript.
779 (8) PROFESSIONAL DEVELOPMENT ~~PREPARATION ALTERNATIVE~~
780 CERTIFICATION AND EDUCATION COMPETENCY PROGRAM.—
781 (a) The Department of Education shall develop and each
782 school district may ~~must~~ provide a cohesive competency-based
783 professional development ~~preparation alternative~~ certification

784 program by which members of a school district's instructional
785 staff may satisfy the mastery of professional preparation and
786 education competence requirements specified in this subsection
787 and rules of the State Board of Education. Participants must
788 hold a state-issued temporary certificate. A school district
789 that implements the program shall provide a competency-based
790 ~~alternative~~ certification ~~preparation~~ program developed by the
791 Department of Education or developed by the district and
792 approved by the Department of Education. The program shall
793 include the following components:
794 1. A minimum period of initial preparation before ~~prior to~~
795 assuming duties as the teacher of record.
796 2. An option for collaboration between school districts and
797 other supporting agencies or educational entities for
798 implementation.
799 3. Experienced peer mentors. Each individual selected by
800 the district as a peer mentor must hold a valid professional
801 certificate issued pursuant to s. 1012.56, must have earned at
802 least 3 years of teaching experience in prekindergarten through
803 grade 12, and must have earned an effective or highly effective
804 rating on the prior year's performance evaluation under s.
805 1012.34 or be a peer evaluator under the district's evaluation
806 system approved under s. 1012.34.
807 4. An assessment of teaching performance aligned to the
808 district's system for personnel evaluation under s. 1012.34
809 which ~~that~~ provides for:
810 a. An initial evaluation of each educator's competencies to
811 determine an appropriate individualized professional development
812 plan.

813 b. A summative evaluation ~~postevaluation~~ to assure
814 successful completion of the program.
815 5. Professional education preparation content knowledge
816 that includes, but is not limited to, the following:
817 a. The state-adopted student content standards, including
818 content literacy and mathematical practices, for each subject
819 identified on the temporary certificate ~~Requirements specified~~
820 ~~in state board rule for professional preparation~~.
821 b. The educator-accomplished practices approved by the
822 state board.
823 c. A variety of data indicators for monitoring student
824 progress.
825 d. Methodologies for teaching students with disabilities~~,~~
826 ~~including technology based methodologies, for teaching subject~~
827 ~~content that supports the Sunshine State Standards for students~~.
828 e. Methodologies for teaching English language learners
829 appropriate for each subject area identified on the temporary
830 certificate ~~Techniques for effective classroom management~~.
831 f. Techniques and strategies for operationalizing the role
832 of the teacher in assuring a safe learning environment for
833 students.
834 ~~g. Methodologies for assuring the ability of all students~~
835 ~~to read, write, and compute.~~
836 6. Required achievement of passing scores on the subject
837 area and professional education competency examination required
838 by State Board of Education rule. Mastery of general knowledge
839 must be demonstrated as described in subsection (3).
840 (b)1. Each school district must and a state supported
841 public school or a private school may develop and maintain a

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842 system by which members of the instructional staff may
843 demonstrate mastery of professional education competence as
844 required by law. Each program must be based on classroom
845 application of the Florida Educator Accomplished Practices and
846 instructional performance and, for public schools, must be
847 aligned with the district's evaluation system approved under s.
848 1012.34 ~~must include a performance evaluation plan for~~
849 ~~documenting the demonstration of required professional education~~
850 ~~competence~~.
851 2. The Commissioner of Education shall determine the
852 continued approval of programs implemented under this paragraph,
853 based upon the department's review of performance data. The
854 department shall review the performance data as a part of the
855 periodic review of each school district's professional
856 development system required under s. 1012.98.
857 (c) The Commissioner of Education shall determine the
858 continued approval of programs implemented under paragraph (a)
859 based upon the department's periodic review of the following:
860 1. Evidence that the requirements in paragraph (a) are
861 consistently met; and
862 2. Evidence of performance in each of the following areas:
863 a. Rate of retention for employed program completers in
864 instructional positions in Florida public schools.
865 b. Performance of students in prekindergarten through grade
866 12 who are assigned to in-field program completers on statewide
867 assessments using the results of the student learning growth
868 formula adopted under s. 1012.34.
869 c. Performance of students in prekindergarten through grade
870 12 who are assigned to in-field program completers aggregated by

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871 student subgroups, as defined in the federal Elementary and
872 Secondary Education Act (ESEA), 20 U.S.C. s.
873 6311(b)(2)(C)(v)(II), as a measure of how well the program
874 prepares teachers to work with a variety of students in Florida
875 public schools.
876 d. Results of a program completer's annual performance
877 evaluation pursuant to s. 1012.34.
878 e. Production of program completers in statewide critical
879 teacher shortage areas as defined in s. 1012.07.
880 (9) EXAMINATIONS.—
881 (d) The department shall provide procedures for an
882 applicant who fails an examination developed by the department
883 or by an entity under contract with the department to review his
884 or her examination questions and his or her incorrectly answered
885 responses to the questions. The applicant bears the actual cost
886 for the department to provide an examination review pursuant to
887 this subsection. Notwithstanding any other provisions of law,
888 only an applicant who fails an examination within a score range
889 established by rule of the State Board of Education is entitled
890 to an examination review under this paragraph or to challenge
891 the validity of the examination ~~If an applicant takes an~~
892 ~~examination developed by this state and does not achieve the~~
893 ~~score necessary for certification, the applicant may review his~~
894 ~~or her completed examination and bring to the attention of the~~
895 ~~department any errors that would result in a passing score~~.
896 Section 6. Paragraph (a) of subsection (3) of section
897 1012.585, Florida Statutes, is amended to read:
898 1012.585 Process for renewal of professional certificates.—
899 (3) For the renewal of a professional certificate, the

900 following requirements must be met:
901 (a) The applicant must earn a minimum of 6 college credits
902 or 120 inservice points or a combination thereof. For each area
903 of specialization to be retained on a certificate, the applicant
904 must earn at least 3 of the required credit hours or equivalent
905 inservice points in the specialization area. Education in
906 "clinical educator" training pursuant to s. 1004.04(5)(b) ~~s.~~
907 ~~1004.04(6)(b)~~ and credits or points that provide training in the
908 area of scientifically researched, knowledge-based reading
909 literacy and computational skills acquisition, exceptional
910 student education, normal child development, and the disorders
911 of development may be applied toward any specialization area.
912 Credits or points that provide training in the areas of drug
913 abuse, child abuse and neglect, strategies in teaching students
914 having limited proficiency in English, or dropout prevention, or
915 training in areas identified in the educational goals and
916 performance standards adopted pursuant to ss. 1000.03(5) and
917 1008.345 may be applied toward any specialization area. Credits
918 or points earned through approved summer institutes may be
919 applied toward the fulfillment of these requirements. Inservice
920 points may also be earned by participation in professional
921 growth components approved by the State Board of Education and
922 specified pursuant to s. 1012.98 in the district's approved
923 master plan for inservice educational training, including, but
924 not limited to, serving as a trainer in an approved teacher
925 training activity, serving on an instructional materials
926 committee or a state board or commission that deals with
927 educational issues, or serving on an advisory council created
928 pursuant to s. 1001.452.

929 Section 7. Section 1012.71, Florida Statutes, is amended to
930 read:
931 1012.71 The Florida Teachers Classroom Supply Assistance
932 ~~Lead~~ Program.—
933 (1) For purposes of the Florida Teachers Classroom Supply
934 Assistance ~~Lead~~ Program, the term "classroom teacher" means a
935 certified teacher employed by a public school district or a
936 public charter school in that district on or before September 1
937 of each year whose full-time or job-share responsibility is the
938 classroom instruction of students in prekindergarten through
939 grade 12, including full-time media specialists and guidance
940 counselors serving students in prekindergarten through grade 12,
941 who are funded through the Florida Education Finance Program. A
942 "job-share" classroom teacher is one of two teachers whose
943 combined full-time equivalent employment for the same teaching
944 assignment equals one full-time classroom teacher.
945 (2) The Legislature, in the General Appropriations Act,
946 shall determine funding for the Florida Teachers Classroom
947 Supply Assistance ~~Lead~~ Program. The funds appropriated are for
948 classroom teachers to purchase, on behalf of the school district
949 or charter school, classroom materials and supplies for the
950 public school students assigned to them and may not be used to
951 purchase equipment. The funds appropriated shall be used to
952 supplement the materials and supplies otherwise available to
953 classroom teachers. From the funds appropriated for the Florida
954 Teachers Classroom Supply Assistance ~~Lead~~ Program, the
955 Commissioner of Education shall calculate an amount for each
956 school district based upon each school district's proportionate
957 share of the state's total unweighted FTE student enrollment and

958 shall disburse the funds to the school districts by July 15.
959 (3) From the funds allocated to each school district and
960 any funds received from local contributions for the Florida
961 Teachers Classroom Supply Assistance ~~Lead~~ Program, the district
962 school board shall calculate an identical amount for each
963 classroom teacher, which is that teacher's proportionate share
964 of the total amount allocated to the district from state funds
965 and funds received from local contributions. A job-share
966 classroom teacher may receive a prorated share of the amount
967 provided to a full-time classroom teacher. The district school
968 board and each charter school board shall provide each classroom
969 teacher with his or her total proportionate share by September
970 30 of each year by any means determined appropriate by the
971 district school board or charter school board, including, but
972 not limited to, direct deposit, check, debit card, or purchasing
973 card~~, notwithstanding any law to the contrary~~. If a debit card
974 is used, an identifier must be placed on the front of the debit
975 card which clearly indicates that the card has been issued for
976 the Florida Teachers Classroom Supply Assistance Program.
977 Expenditures under the program are not subject to state or local
978 competitive bidding requirements. Funds received by a classroom
979 teacher do not affect wages, hours, or terms and conditions of
980 employment and, therefore, are not subject to collective
981 bargaining. Any classroom teacher may decline receipt of or
982 return the funds without explanation or cause. ~~This subsection~~
983 ~~shall apply retroactively to July 1, 2007.~~
984 (4) Each classroom teacher must sign a statement
985 acknowledging receipt of the funds, keep receipts for no less
986 than 4 years to show that funds expended meet the requirements

987 of this section, and return any unused funds to the district
988 school board at the end of the regular school year. Any unused
989 funds that are returned to the district school board shall be
990 deposited into the school advisory council account of the school
991 at which the classroom teacher returning the funds was employed
992 when that teacher received the funds or deposited into the
993 Florida Teachers Classroom Supply Assistance ~~Lead~~ Program
994 account of the school district in which a charter school is
995 sponsored, as applicable.
996 (5) The statement must be signed and dated by each
997 classroom teacher before receipt of the Florida Teachers
998 Classroom Supply Assistance ~~Lead~~ Program funds and shall include
999 the wording: "I, ...(name of teacher)..., am employed by the
1000 ....County District School Board or by the ....Charter School as
1001 a full-time classroom teacher. I acknowledge that Florida
1002 Teachers Classroom Supply Assistance ~~Lead~~ Program funds are
1003 appropriated by the Legislature for the sole purpose of
1004 purchasing classroom materials and supplies to be used in the
1005 instruction of students assigned to me. In accepting custody of
1006 these funds, I agree to keep the receipts for all expenditures
1007 for no less than 4 years. I understand that if I do not keep the
1008 receipts, it will be my personal responsibility to pay any
1009 federal taxes due on these funds. I also agree to return any
1010 unexpended funds to the district school board at the end of the
1011 regular school year for deposit into the school advisory council
1012 account of the school where I was employed at the time I
1013 received the funds or for deposit into the Florida Teachers
1014 Classroom Supply Assistance ~~Lead~~ Program account of the school
1015 district in which the charter school is sponsored, as

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1016 applicable."
1017 (6) The Department of Education and district school boards
1018 may, and are encouraged to, enter into public-private
1019 partnerships in order to increase the total amount of Florida
1020 Teachers Classroom Supply Assistance Programs funds available to
1021 classroom teachers ~~For the 2009-2010 fiscal year, the Department~~
1022 ~~of Education is authorized to conduct a pilot program to~~
1023 ~~determine the feasibility of managing the Florida Teachers Lead~~
1024 ~~Program through a centralized electronic system~~. ~~The pilot~~
1025 ~~program must:~~
1026 ~~(a) Be established through a competitive procurement~~
1027 ~~process;~~
1028 ~~(b) Provide the capability for participating teachers to~~
1029 ~~purchase from online sources;~~
1030 ~~(c) Provide the capability for participating teachers to~~
1031 ~~purchase from local vendors by means other than online~~
1032 ~~purchasing;~~
1033 ~~(d) Generally comply with the provisions of this section;~~
1034 ~~(e) Be subject to annual auditing requirements to ensure~~
1035 ~~accountability for funds received and disbursed; and~~
1036 ~~(f) Provide for all unused funds to be returned to the~~
1037 ~~state at the close of each fiscal year.~~
1038
1039 ~~Any participation in this pilot program by school districts and~~
1040 ~~individual teachers must be on a voluntary basis. The department~~
1041 ~~may limit the number of participating districts to the number it~~
1042 ~~deems feasible to adequately measure the viability of the pilot~~
1043 ~~program. The department is not required to implement this pilot~~
1044 ~~program if it determines that the number of school districts~~

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1045 ~~willing to participate is insufficient to adequately measure the~~
1046 ~~viability of the pilot program.~~
1047 Section 8. Paragraph (b) of subsection (4) of section
1048 1012.98, Florida Statutes, is amended to read:
1049 1012.98 School Community Professional Development Act.—
1050 (4) The Department of Education, school districts, schools,
1051 Florida College System institutions, and state universities
1052 share the responsibilities described in this section. These
1053 responsibilities include the following:
1054 (b) Each school district shall develop a professional
1055 development system as specified in subsection (3). The system
1056 shall be developed in consultation with teachers, teacher-
1057 educators of Florida College System institutions and state
1058 universities, business and community representatives, and local
1059 education foundations, consortia, and professional
1060 organizations. The professional development system must:
1061 1. Be approved by the department. All substantial revisions
1062 to the system shall be submitted to the department for review
1063 for continued approval.
1064 2. Be based on analyses of student achievement data and
1065 instructional strategies and methods that support rigorous,
1066 relevant, and challenging curricula for all students. Schools
1067 and districts, in developing and refining the professional
1068 development system, shall also review and monitor school
1069 discipline data; school environment surveys; assessments of
1070 parental satisfaction; performance appraisal data of teachers,
1071 managers, and administrative personnel; and other performance
1072 indicators to identify school and student needs that can be met
1073 by improved professional performance.

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1074 3. Provide inservice activities coupled with followup
1075 support appropriate to accomplish district-level and school-
1076 level improvement goals and standards. The inservice activities
1077 for instructional personnel shall focus on analysis of student
1078 achievement data, ongoing formal and informal assessments of
1079 student achievement, identification and use of enhanced and
1080 differentiated instructional strategies that emphasize rigor,
1081 relevance, and reading in the content areas, enhancement of
1082 subject content expertise, integrated use of classroom
1083 technology that enhances teaching and learning, classroom
1084 management, parent involvement, and school safety.
1085 4. Include a master plan for inservice activities, pursuant
1086 to rules of the State Board of Education, for all district
1087 employees from all fund sources. The master plan shall be
1088 updated annually by September 1, must be based on input from
1089 teachers and district and school instructional leaders, and must
1090 use the latest available student achievement data and research
1091 to enhance rigor and relevance in the classroom. Each district
1092 inservice plan must be aligned to and support the school-based
1093 inservice plans and school improvement plans pursuant to s.
1094 1001.42(18). District plans must be approved by the district
1095 school board annually in order to ensure compliance with
1096 subsection (1) and to allow for dissemination of research-based
1097 best practices to other districts. District school boards must
1098 submit verification of their approval to the Commissioner of
1099 Education no later than October 1, annually.
1100 ~~5. Require~~ Each school principal may ~~to~~ establish and
1101 maintain an individual professional development plan for each
1102 instructional employee assigned to the school as a seamless

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1103 component to the school improvement plans developed pursuant to
1104 s. 1001.42(18). The individual professional development plan
1105 must~~:~~
1106 ~~a.~~ be related to specific performance data for the students
1107 to whom the teacher is assigned,~~.~~
1108 ~~b.~~ define the inservice objectives and specific measurable
1109 improvements expected in student performance as a result of the
1110 inservice activity, and~~.~~
1111 ~~c.~~ include an evaluation component that determines the
1112 effectiveness of the professional development plan.
1113 5.~~6.~~ Include inservice activities for school administrative
1114 personnel that address updated skills necessary for
1115 instructional leadership and effective school management
1116 pursuant to s. 1012.986.
1117 6.~~7.~~ Provide for systematic consultation with regional and
1118 state personnel designated to provide technical assistance and
1119 evaluation of local professional development programs.
1120 7.~~8.~~ Provide for delivery of professional development by
1121 distance learning and other technology-based delivery systems to
1122 reach more educators at lower costs.
1123 8.~~9.~~ Provide for the continuous evaluation of the quality
1124 and effectiveness of professional development programs in order
1125 to eliminate ineffective programs and strategies and to expand
1126 effective ones. Evaluations must consider the impact of such
1127 activities on the performance of participating educators and
1128 their students' achievement and behavior.
1129 Section 9. This act shall take effect July 1, 2013.

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(1)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: _____

Topic: SB 150

Bill Number: SB150 (if applicable)

Name: Christine Halvorsen

Amendment Barcode: _____ (if applicable)

Job Title: _____

Address: 9009 Western Lake Dr
Street

Jax, FL 32256
City, State, Zip

Phone: (904)-735-7097

E-mail: psychicdeafchic@bellsouth.net

Speaking: [X] For [ ] Against [ ] Information

Representing: Clarke School

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

(2)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/4/13
Meeting Date

Topic: ~~S~~ SB150

Bill Number: SB150 *(if applicable)*

Name: Knox Fisk

Amendment Barcode: *(if applicable)*

Job Title:

Address: 992 Buttercup Dr
Street

Saint Johns, FL 32259
City, State, Zip

Phone: 904-230-9709

E-mail:

Speaking: ☐ For ☑ Against ☐ Information

Representing: Children who are deaf

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☐ Yes ☑ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

3

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/4/13
Meeting Date

Topic SB150

Bill Number SB150 (if applicable)

Name Terri Fisk

Amendment Barcode _____ (if applicable)

Job Title Parent of a deaf child

Address 992 Buttercup Dr
Street

Saint Johns FL 32259
City State Zip

Phone 904-230-9709

E-mail _____

Speaking: ☐ For ☑ Against ☐ Information

Representing Parent of a deaf child

Appearing at request of Chair: ☐ Yes ☑ No

Lobbyist registered with Legislature: ☐ Yes ☑ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

(4)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: _____

Topic: SB150

Bill Number: SB150 (if applicable)

Name: Dana Halvorsen

Amendment Barcode: _____ (if applicable)

Job Title: _____

Address: 9009 Western Lake Dr. #307
Street

Jacksonville FL 32256
City State Zip

Phone: 904-707-3647

E-mail: wickedcrazymom@gmail.com

Speaking: [X] For [ ] Against [ ] Information

Representing: Clarke School

Appearing at request of Chair: [ ] Yes [ ] No

Lobbyist registered with Legislature: [ ] Yes [X] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

(5)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: _____

Topic: SB 150

Bill Number: SB 150 (if applicable)

Name: Alisa DeMico

Amendment Barcode: _____ (if applicable)

Job Title: Speech Language Patholgist

Address: 6179 Eclipse Cir (Street)

Jacksonville (City) FL (State) 32258 (Zip)

Phone: 904-534-8111

E-mail: ademico@clarkeschools.org

Speaking: ☐ For ☒ Against ☐ Information

Representing: Clarke Schools for Hearing and Speech

Appearing at request of Chair: ☐ Yes ☐ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

(6)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: _____

Topic: SB 150

Bill Number: SB 150 (if applicable)

Name: Theresa Bulger

Amendment Barcode: _____ (if applicable)

Job Title: DDH ~~Pres~~ Advocate Volunteer

Address: 3214 Coral Sands Drive
Street

Tallahassee Florida
City State Zip

Phone: (904) 880-9063

E-mail: bulger12@yahoo.com

Speaking: ☐ For ☒ Against ☐ Information

Representing: PARENTS GROUP FLASHA, FLAA, FLAGB, Fl chapter Deaf Community. org Parents

Appearing at request of Chair: ☐ Yes ☒ No

Lobbyist registered with Legislature: ☐ Yes ☒ No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

WILL WAIVE IN SUPPORT IF THERE IS NO OPPOSITION

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date: _____

Topic: IEP COMMUNICATION PLAN

Bill Number: 150 (if applicable)

Name: GARY C. LIEFFERS

Amendment Barcode: _____ (if applicable)

Job Title: PRESIDENT

Address: 5020 CENTENNIAL OAK CIRCLE
Street

TALLAHASSEE, FL 32308
City, State, Zip

Phone: 850.264.5139

E-mail: GARY@LIEFFERSASSOCIATES.COM

Speaking: [X] For [ ] Against [ ] Information

Representing: FLORIDA ASSOCIATION OF THE DEAF - AND - FLORIDA REGISTRY OF INTERPRETORS FOR THE DEAF

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

W8

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/4/13
Meeting Date

Topic

Bill Number 980 (if applicable)

Name Sara Clements

Amendment Barcode (if applicable)

Job Title Legislative Analyst

Address 215 S. Monroe St.
Street

Tallahassee FL
City State Zip

Phone 850-391-0329

E-mail sara@afloridapromise.org

Speaking: [X] For [ ] Against [ ] Information

Representing Foundation for Florida's Future

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-4-13
Meeting Date

Topic _____

Bill Number 980 *(if applicable)*

Name Jim Horne

Amendment Barcode _____ *(if applicable)*

Job Title _____

Address 200 W. College Ave.
Street

Tallahassee FL
City *State* *Zip*

Phone _____

E-mail Jim Horne @ thehornegroup.org

Speaking: [X] For [ ] Against [ ] Information

Representing ATF

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

WS

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/11/13
Meeting Date

Topic: Teacher Prep Programs

Bill Number: 1664 *(if applicable)*

Name: Adam Giery (Gear-e')

Amendment Barcode: *(if applicable)*

Job Title: Dir of Policy

Address: 136 st bramough
Street

Tallahassee, FL
City, State, Zip

Phone:

E-mail:

Speaking: [X] For [ ] Against [ ] Information

Representing: FL Chamber of Commerce

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

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S-001 (10/20/11)

WS

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4-4-13
Meeting Date

Topic _____

Bill Number 1664 *(if applicable)*

Name Tim Horne

Amendment Barcode _____ *(if applicable)*

Job Title _____

Address 200 N. College Ave.
Street

Tallahassee FL
City *State* *Zip*

Phone _____

E-mail Tim@horne@thehungergroup.org

Speaking: [X] For [ ] Against [ ] Information

Representing ATF

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

WS

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

4/4/13
Meeting Date

Topic _____

Bill Number 1664 *(if applicable)*

Name Sara Clements

Amendment Barcode _____ *(if applicable)*

Job Title Legislative Analyst

Address 215 S. Monroe St.
Street

Tallahassee FL
City *State* *Zip*

Phone 850-391-0329

E-mail sara@aflorida promise.org

Speaking: [X] For [ ] Against [ ] Information

Representing Foundation for Florida's Future

Appearing at request of Chair: [ ] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [ ] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/20/11)

CourtSmart Tag Report

Room: KN 412 **Case:** **Type:**
Caption: Senate Appropriations Subcommittee on Education **Judge:**

Started: 4/4/2013 8:33:38 AM
Ends: 4/4/2013 9:08:41 AM Length: 00:35:04

8:33:42 AM	Meeting called to order
8:33:48 AM	Roll call
8:33:53 AM	Chair Galvano speaking
8:34:28 AM	CS/SB 980 by Sen. Flores; Public School Personnel
8:35:13 AM	Amendment #1 - 501826; Sen. Legg
8:35:49 AM	Sen. Detert speaking
8:36:19 AM	Chair Galvano speaking
8:36:56 AM	Sen. Detert speaking
8:37:13 AM	Sen. Flores speaking
8:38:02 AM	Sen. Legg speaking
8:40:37 AM	Sen. Flores speaking
8:41:37 AM	Chair Galvano speaking
8:42:01 AM	Roll call - Fav/CS
8:42:07 AM	Chair Galvano speaking
8:42:46 AM	CS/SB 150 by Selene Burns; Deaf and Hard-of-Hearing Students
8:43:54 AM	Sen. Detert speaking
8:45:45 AM	Selene Burns speaking
8:47:05 AM	Sen. Thrasher speaking
8:48:05 AM	Sen. Richter speaking
8:49:26 AM	Public Testimony
8:50:26 AM	Christine Halvorsen representing Clarke School
8:50:58 AM	Knox Fisk representing Children who are deaf
8:51:44 AM	Terri Fisk parent of a deaf child
8:52:45 AM	Dana Halvorsen representing Clarke School
8:54:34 AM	Alisa Demico representing Clarke School for Hearing and Speech
8:56:02 AM	Theresa Bulger representing FLASHA
8:57:43 AM	Sen. Bean speaking
8:58:47 AM	Selene Burns speaking
8:59:22 AM	Chair Galvano - TP - CS/SB 150
8:59:32 AM	CS/SB 1664 by Sen. Legg; Education Instructional Personnel and School Administrators
9:00:29 AM	Amendment #1 - 342926
9:00:58 AM	Amendment #2 - 555444
9:01:47 AM	Amendment #3 - 893924
9:02:06 AM	Sen. Detert speaking
9:02:45 AM	Sen. Legg speaking
9:02:56 AM	Sen. Bullard speaking
9:03:35 AM	Sen. Legg speaking
9:04:00 AM	Chair Galvano speaking
9:04:34 AM	Vice-Chair Montford speaking
9:05:17 AM	Chair Galvano speaking
9:05:33 AM	Roll call - Fav/CS
9:05:43 AM	Recording Paused
9:07:26 AM	Recording Resumed
9:07:37 AM	Meeting Adjourned