

26 certain allocation amounts be based on a specified
27 membership survey; amending s. 1012.34, F.S.;
28 providing school administrators are not precluded from
29 taking specified actions; amending s. 1012.56, F.S.;
30 revising requirements for a person seeking an educator
31 certification; revising criteria for the award of a
32 temporary certificate; revising the validity period
33 for certain temporary certificates; deleting
34 provisions relating to the department's ability to
35 extend the validity period of certain temporary
36 certificates; revising the requirements for the
37 approval and administration of such programs;
38 establishing professional education competency
39 programs; requiring school districts to develop and
40 maintain such a program; authorizing private schools
41 and state-supported schools to develop and maintain
42 such a program; amending ss. 1012.57 and 1012.575,
43 F.S.; conforming cross-references; amending s.
44 1012.585, F.S.; requiring certain applicants for the
45 renewal of a professional certificate to earn
46 specified college credit or inservice points;
47 providing requirements for such credit or points;
48 amending s. 1012.586, F.S.; conforming a cross-
49 reference; amending s. 1012.71, F.S.; revising the
50 funding calculation for the Florida Teachers Classroom

51 Supply Assistance Program; deleting a requirement that
52 school districts provide contributions for the
53 program; requiring the Department of Education to
54 administer a competitive procurement for the purchase
55 of materials and supplies through the program;
56 providing school district requirements; deleting
57 requirements for the distribution of funds to
58 classroom teachers through the program; deleting a
59 requirement that classroom teachers sign a specified
60 statement; revising requirements for unused program
61 funds; deleting provisions authorizing department and
62 district school boards to enter into specified
63 partnerships; amending s. 1012.98, F.S.; defining the
64 term "professional learning"; prohibiting specified
65 meetings from being considered professional learning
66 and eligible for inservice points; providing and
67 revising requirements for certain professional
68 learning activities; revising department and school
69 district duties relating to such activities; providing
70 requirements for entities contracted with to provide
71 professional learning services and inservice education
72 for school districts; amending s. 1012.986, F.S.;
73 renaming the " William Cecil Golden Professional
74 Development Program for School Leaders" as the
75 "William Cecil Golden Professional Learning Program

76 for School Leaders"; revising the goal of the program;
 77 providing a directive to the Division of Law Revision;
 78 providing effective dates.

79
 80 Be It Enacted by the Legislature of the State of Florida:

81
 82 Section 1. Subsection (13) of section 1002.42, Florida
 83 Statutes, is amended to read:

84 1002.42 Private schools.—

85 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An
 86 organization of private schools that has no fewer than 10 member
 87 schools in this state may develop a professional learning
 88 ~~development~~ system to be filed with the Department of Education
 89 in accordance with s. 1012.98(7) ~~the provisions of s.~~
 90 ~~1012.98(6)~~.

91 Section 2. Paragraph (e) of subsection (3) of section
 92 1003.4282, Florida Statutes, is amended to read:

93 1003.4282 Requirements for a standard high school
 94 diploma.—

95 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
 96 REQUIREMENTS.—

97 (e) One credit in fine or performing arts, speech and
 98 debate, or, for students entering grade 9 in the 2023-2024
 99 school year, career education ~~practical arts. The practical arts~~
 100 ~~course must incorporate artistic content and techniques of~~

101 ~~creativity, interpretation, and imagination.~~ Eligible career
102 education ~~practical arts~~ courses are identified in the Course
103 Code Directory.

104 Section 3. Paragraph (b) of subsection (2) of section
105 1004.04, Florida Statutes, is amended to read:

106 1004.04 Public accountability and state approval for
107 teacher preparation programs.—

108 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

112 1. Candidate instruction and assessment in the Florida
113 Educator Accomplished Practices across content areas.

114 2. The use of state-adopted content standards to guide
115 curricula and instruction.

116 3. Scientifically researched and evidence-based reading
117 instructional strategies that improve reading performance for
118 all students, including explicit, systematic, and sequential
119 approaches to teaching phonemic awareness, phonics, vocabulary,
120 fluency, and text comprehension and multisensory intervention
121 strategies.

122 4. Content literacy and mathematics practices.

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

125 6. Strategies appropriate for the instruction of students

126 | with disabilities.

127 | 7. Strategies to differentiate instruction based on
128 | student needs.

129 | 8. Strategies and practices to support evidence-based
130 | content aligned to state standards and grading practices.

131 | 9. Strategies appropriate for the early identification of
132 | a student in crisis or experiencing a mental health challenge
133 | and the referral of such student to a mental health professional
134 | for support.

135 | 10. Strategies to support the use of technology in
136 | education and distance learning.

137 | 11. Strategies and practices to support effective,
138 | research-based assessment and grading practices aligned to the
139 | state's academic standards.

140 | Section 4. Paragraph (a) of subsection (2) and subsections
141 | (3), (4), and (5) of section 1004.85, Florida Statutes, are
142 | amended to read:

143 | 1004.85 Postsecondary educator preparation institutes.—

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

149 | 1. Professional learning ~~development~~ instruction to assist
150 | teachers in improving classroom instruction and in meeting

151 certification or recertification requirements.

152 2. Instruction to assist potential and existing substitute
153 teachers in performing their duties.

154 3. Instruction to assist paraprofessionals in meeting
155 education and training requirements.

156 4. Instruction for baccalaureate degree holders to become
157 certified teachers as provided in this section in order to
158 increase routes to the classroom for ~~mid-career~~ professionals
159 who hold a baccalaureate degree and college graduates who were
160 not education majors.

161 5. Instruction and professional learning development for
162 part-time and full-time nondegreed teachers of career programs
163 under s. 1012.39(1)(c).

164 (3) Educator preparation institutes approved pursuant to
165 this section may offer competency-based certification programs
166 specifically designed for noneducation major baccalaureate
167 degree holders to enable program participants to meet the
168 educator certification requirements of s. 1012.56. An educator
169 preparation institute choosing to offer a competency-based
170 certification program pursuant to the provisions of this section
171 must implement a program ~~previously approved by the Department~~
172 ~~of Education for this purpose or a program~~ developed by the
173 institute and approved by the department for this purpose.
174 Approved programs shall be available for use by other approved
175 educator preparation institutes.

176 (a) Within 90 days after receipt of a request for
 177 approval, the Department of Education shall approve a
 178 preparation program pursuant to the requirements of this
 179 subsection or issue a statement of the deficiencies in the
 180 request for approval. The department shall approve a
 181 certification program if the institute provides evidence of the
 182 institute's capacity to implement a competency-based program
 183 that instructs and assesses each candidate in ~~includes each of~~
 184 the following:

185 1.a. ~~Participant instruction and assessment in~~ The Florida
 186 Educator Accomplished Practices approved by the state board
 187 ~~across content areas.~~

188 b. The state academic use of state-adopted student content
 189 standards provided under s. 1003.41, including scientifically
 190 based reading instruction, content literacy, and mathematical
 191 practices, for each subject identified on the statement of
 192 status of eligibility or the temporary certificate ~~to guide~~
 193 ~~curriculum and instruction.~~

194 c. Scientifically researched and evidence-based reading
 195 instructional strategies that improve reading performance for
 196 all students, including explicit, systematic, and sequential
 197 approaches to teaching phonemic awareness, phonics, vocabulary,
 198 fluency, and text comprehension and multisensory intervention
 199 strategies.

200 ~~d. Content literacy and mathematical practices.~~

201 ~~e. Strategies appropriate for instruction of English~~
202 ~~language learners.~~

203 ~~f. Strategies appropriate for instruction of students with~~
204 ~~disabilities.~~

205 ~~g. Strategies to differentiate instruction based on~~
206 ~~student needs.~~

207 ~~h. Strategies and practices to support evidence-based~~
208 ~~content aligned to state standards and grading practices.~~

209 ~~i. Strategies appropriate for the early identification of~~
210 ~~a student in crisis or experiencing a mental health challenge~~
211 ~~and the referral of such student to a mental health professional~~
212 ~~for support.~~

213 ~~j. Strategies to support the use of technology in~~
214 ~~education and distance learning.~~

215 2. An educational plan for each participant to meet
216 certification requirements and demonstrate his or her ability to
217 teach the subject area for which the participant is seeking
218 certification, which is based on an assessment of his or her
219 competency in the areas listed in subparagraph 1.

220 3. Field experiences appropriate to the certification
221 subject area specified in the educational plan ~~with a diverse~~
222 ~~population of students in a variety of challenging environments,~~
223 ~~including, but not limited to, high-poverty schools, urban~~
224 ~~schools, and rural schools,~~ under the supervision of qualified
225 educators. The state board shall determine in rule the amount of

226 field experience necessary to serve as the teacher of record,
227 beginning with candidates entering a program in the 2023-2024
228 school year.

229 4. A certification ombudsman to facilitate the process and
230 procedures required for participants who complete the program to
231 meet any requirements related to the background screening
232 pursuant to s. 1012.32 and educator professional or temporary
233 certification pursuant to s. 1012.56.

234 (b) Each program participant must:

235 1. Meet certification requirements pursuant to s.
236 1012.56(1) by obtaining a statement of status of eligibility in
237 the certification subject area of the educational plan and meet
238 the requirements of s. 1012.56(2) (a)-(f).

239 2. Demonstrate competency and participate in ~~coursework~~
240 ~~and~~ field experiences that are appropriate to his or her
241 educational plan prepared under paragraph (a). Beginning with
242 candidates entering an educator preparation institute in the
243 2022-2023 school year, a candidate for certification in a
244 coverage area identified pursuant to s. 1012.585(3) (f) must
245 successfully complete all competencies for a reading
246 endorsement, including completion of the endorsement practicum
247 through the candidate's field experience, in order to graduate
248 from the program.

249 3. Before completion of the program, fully demonstrate his
250 or her ability to teach the subject area for which he or she is

251 seeking certification by documenting a positive impact on
 252 student learning growth in a prekindergarten through grade 12
 253 setting and, except as provided in s. 1012.56(7)(a)3., achieving
 254 a passing score on the professional education competency
 255 examination, the basic skills examination, and the subject area
 256 examination for the subject area certification which is required
 257 by state board rule.

258 (c) Upon completion of all requirements for a
 259 certification program approved pursuant to this subsection, a
 260 participant shall receive a credential from the sponsoring
 261 institution signifying that the participant has completed a
 262 state-approved competency-based certification program in the
 263 certification subject area specified in the educational plan. A
 264 participant is eligible for educator certification through the
 265 Department of Education upon satisfaction of all requirements
 266 for certification set forth in s. 1012.56(2).

267 (4) The state board shall adopt rules for the continued
 268 approval of each program approved pursuant to this section.
 269 ~~shall be determined by the Commissioner of Education based upon~~
 270 ~~a periodic review of the following areas:~~

271 ~~(a) Candidate readiness based on passage rates on educator~~
 272 ~~certification examinations under s. 1012.56, as applicable.~~

273 ~~(b) Evidence of performance in each of the following~~
 274 ~~areas:~~

275 ~~1. Performance of students in prekindergarten through~~

HB 1537

2023

276 ~~grade 12 who are assigned to in-field program completers on~~
277 ~~statewide assessments using the results of the student learning~~
278 ~~growth formula adopted under s. 1012.34.~~

279 ~~2. Results of program completers' annual evaluations in~~
280 ~~accordance with the timeline as set forth in s. 1012.34.~~

281 ~~3. Workforce contributions, including placement of program~~
282 ~~completers in instructional positions in Florida public and~~
283 ~~private schools, with additional weight given to production of~~
284 ~~program completers in statewide critical teacher shortage areas~~
285 ~~as identified in s. 1012.07.~~

286 (5) Each institute approved pursuant to this section shall
287 submit to the Department of Education annual performance
288 evaluations that measure the effectiveness of the programs,
289 ~~including the pass rates of participants on all examinations~~
290 ~~required for teacher certification, employment rates,~~
291 ~~longitudinal retention rates, and satisfaction surveys of~~
292 ~~employers and program completers. The satisfaction surveys must~~
293 ~~be designed to measure the sufficient preparation of the~~
294 ~~educator for the realities of the classroom and the institute's~~
295 ~~responsiveness to local school districts. These evaluations~~
296 ~~shall be used by the Department of Education for purposes of~~
297 ~~continued approval of an educator preparation institute's~~
298 ~~certification program.~~

299 Section 5. Paragraph (b) of subsection (3) of section
300 1008.34, Florida Statutes, is amended to read:

301 1008.34 School grading system; school report cards;
 302 district grade.—

303 (3) DESIGNATION OF SCHOOL GRADES.—

304 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's
 305 grade shall be based on the following components, each worth 100
 306 points:

307 a. The percentage of eligible students passing statewide,
 308 standardized assessments in English Language Arts under s.
 309 1008.22(3).

310 b. The percentage of eligible students passing statewide,
 311 standardized assessments in mathematics under s. 1008.22(3).

312 c. The percentage of eligible students passing statewide,
 313 standardized assessments in science under s. 1008.22(3).

314 d. The percentage of eligible students passing statewide,
 315 standardized assessments in social studies under s. 1008.22(3).

316 e. The percentage of eligible students who make Learning
 317 Gains in English Language Arts as measured by statewide,
 318 standardized assessments administered under s. 1008.22(3).

319 f. The percentage of eligible students who make Learning
 320 Gains in mathematics as measured by statewide, standardized
 321 assessments administered under s. 1008.22(3).

322 g. The percentage of eligible students in the lowest 25
 323 percent in English Language Arts, as identified by prior year
 324 performance on statewide, standardized assessments, who make
 325 Learning Gains as measured by statewide, standardized English

326 Language Arts assessments administered under s. 1008.22(3).

327 h. The percentage of eligible students in the lowest 25
328 percent in mathematics, as identified by prior year performance
329 on statewide, standardized assessments, who make Learning Gains
330 as measured by statewide, standardized Mathematics assessments
331 administered under s. 1008.22(3).

332 i. For schools comprised of middle grades 6 through 8 or
333 grades 7 and 8, the percentage of eligible students passing high
334 school level statewide, standardized end-of-course assessments
335 or attaining national industry certifications identified in the
336 CAPE Industry Certification Funding List pursuant to state board
337 rule.

338 j. Beginning in the 2023-2024 school year, for schools
339 comprised of grade levels that include grade 3, the percentage
340 of eligible students who score an achievement level 3 or higher
341 on the grade 3 statewide, standardized English Language Arts
342 assessment administered under s. 1008.22(3).

343
344 In calculating Learning Gains for the components listed in sub-
345 subparagraphs e.-h., the State Board of Education shall require
346 that learning growth toward achievement levels 3, 4, and 5 is
347 demonstrated by students who scored below each of those levels
348 in the prior year. In calculating the components in sub-
349 subparagraphs a.-d., the state board shall include the
350 performance of English language learners only if they have been

HB 1537

2023

351 enrolled in a school in the United States for more than 2 years.

352 2. For a school comprised of grades 9, 10, 11, and 12, or
353 grades 10, 11, and 12, the school's grade shall also be based on
354 the following components, each worth 100 points:

355 a. The 4-year high school graduation rate of the school as
356 defined by state board rule.

357 b. The percentage of students who were eligible to earn
358 college and career credit through College Board Advanced
359 Placement examinations, International Baccalaureate
360 examinations, dual enrollment courses, including career dual
361 enrollment courses resulting in the completion of 300 or more
362 clock hours during high school which are approved by the state
363 board as meeting the requirements of s. 1007.271, or Advanced
364 International Certificate of Education examinations; who, at any
365 time during high school, earned national industry certification
366 identified in the CAPE Industry Certification Funding List,
367 pursuant to rules adopted by the state board; or, beginning with
368 the 2022-2023 school year, who earned an Armed Services
369 Qualification Test score that falls within Category II or higher
370 on the Armed Services Vocational Aptitude Battery and earned a
371 minimum of two credits in Junior Reserve Officers' Training
372 Corps courses from the same branch of the United States Armed
373 Forces.

374 Section 6. Paragraph (o) of subsection (1) and subsection
375 (17) of section 1011.62, Florida Statutes, are amended to read:

HB 1537

2023

376 1011.62 Funds for operation of schools.—If the annual
377 allocation from the Florida Education Finance Program to each
378 district for operation of schools is not determined in the
379 annual appropriations act or the substantive bill implementing
380 the annual appropriations act, it shall be determined as
381 follows:

382 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
383 OPERATION.—The following procedure shall be followed in
384 determining the annual allocation to each district for
385 operation:

386 (o) Calculation of additional full-time equivalent
387 membership based on successful completion of a career-themed
388 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
389 courses with embedded CAPE industry certifications or CAPE
390 Digital Tool certificates, and issuance of industry
391 certification identified on the CAPE Industry Certification
392 Funding List pursuant to rules adopted by the State Board of
393 Education or CAPE Digital Tool certificates pursuant to s.
394 1003.4203.—

395 1.a. A value of 0.025 full-time equivalent student
396 membership shall be calculated for CAPE Digital Tool
397 certificates earned by students in elementary and middle school
398 grades.

399 b. A value of 0.1 or 0.2 full-time equivalent student
400 membership shall be calculated for each student who completes a

HB 1537

2023

401 course as defined in s. 1003.493(1)(b) or courses with embedded
402 CAPE industry certifications and who is issued an industry
403 certification identified annually on the CAPE Industry
404 Certification Funding List approved under rules adopted by the
405 State Board of Education. A value of 0.2 full-time equivalent
406 membership shall be calculated for each student who is issued a
407 CAPE industry certification that has a statewide articulation
408 agreement for college credit approved by the State Board of
409 Education. For CAPE industry certifications that do not
410 articulate for college credit, the Department of Education shall
411 assign a full-time equivalent value of 0.1 for each
412 certification. Middle grades students who earn additional FTE
413 membership for a CAPE Digital Tool certificate pursuant to sub-
414 subparagraph a. may not use the previously funded examination to
415 satisfy the requirements for earning an industry certification
416 under this sub-subparagraph. ~~Additional FTE membership for an~~
417 ~~elementary or middle grades student may not exceed 0.1 for~~
418 ~~certificates or certifications earned within the same fiscal~~
419 ~~year.~~ The State Board of Education shall include the assigned
420 values on the CAPE Industry Certification Funding List under
421 rules adopted by the state board. Such value shall be added to
422 the total full-time equivalent student membership for grades 6
423 through 12 in the subsequent year. CAPE industry certifications
424 earned through dual enrollment must be reported and funded
425 pursuant to s. 1011.80. However, if a student earns a

426 certification through a dual enrollment course and the
427 certification is not a fundable certification on the
428 postsecondary certification funding list, or the dual enrollment
429 certification is earned as a result of an agreement between a
430 school district and a nonpublic postsecondary institution, the
431 bonus value shall be funded in the same manner as other nondual
432 enrollment course industry certifications. In such cases, the
433 school district may provide for an agreement between the high
434 school and the technical center, or the school district and the
435 postsecondary institution may enter into an agreement for
436 equitable distribution of the bonus funds.

437 c. A value of 0.3 full-time equivalent student membership
438 shall be calculated for student completion of the courses and
439 the embedded certifications identified on the CAPE Industry
440 Certification Funding List and approved by the commissioner
441 pursuant to ss. 1003.4203(5) (a) and 1008.44.

442 d. A value of 0.5 full-time equivalent student membership
443 shall be calculated for CAPE Acceleration Industry
444 Certifications that articulate for 15 to 29 college credit
445 hours, and 1.0 full-time equivalent student membership shall be
446 calculated for CAPE Acceleration Industry Certifications that
447 articulate for 30 or more college credit hours pursuant to CAPE
448 Acceleration Industry Certifications approved by the
449 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

450 2. Each district must allocate at least 80 percent of the

451 funds provided for CAPE industry certification, in accordance
452 with this paragraph, to the program that generated the funds.
453 This allocation may not be used to supplant funds provided for
454 basic operation of the program.

455 3. For CAPE industry certifications earned in the 2013-
456 2014 school year and in subsequent years, the school district
457 shall distribute to each classroom teacher who provided direct
458 instruction toward the attainment of a CAPE industry
459 certification that qualified for additional full-time equivalent
460 membership under subparagraph 1.:

461 a. A bonus of \$25 for each student taught by a teacher who
462 provided instruction in a course that led to the attainment of a
463 CAPE industry certification on the CAPE Industry Certification
464 Funding List with a weight of 0.1.

465 b. A bonus of \$50 for each student taught by a teacher who
466 provided instruction in a course that led to the attainment of a
467 CAPE industry certification on the CAPE Industry Certification
468 Funding List with a weight of 0.2.

469 c. A bonus of \$75 for each student taught by a teacher who
470 provided instruction in a course that led to the attainment of a
471 CAPE industry certification on the CAPE Industry Certification
472 Funding List with a weight of 0.3.

473 d. A bonus of \$100 for each student taught by a teacher
474 who provided instruction in a course that led to the attainment
475 of a CAPE industry certification on the CAPE Industry

476 Certification Funding List with a weight of 0.5 or 1.0.

477

478 Bonuses awarded pursuant to this paragraph shall be provided to
479 teachers who are employed by the district in the year in which
480 the additional FTE membership calculation is included in the
481 calculation. Bonuses shall be calculated based upon the
482 associated weight of a CAPE industry certification on the CAPE
483 Industry Certification Funding List for the year in which the
484 certification is earned by the student. Any bonus awarded to a
485 teacher pursuant to this paragraph is in addition to any regular
486 wage or other bonus the teacher received or is scheduled to
487 receive. A bonus may not be awarded to a teacher who fails to
488 maintain the security of any CAPE industry certification
489 examination or who otherwise violates the security or
490 administration protocol of any assessment instrument that may
491 result in a bonus being awarded to the teacher under this
492 paragraph.

493 (17) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

494 The turnaround school supplemental services allocation is
495 created to provide ~~district-managed~~ turnaround schools, as
496 identified in s. 1008.33, ~~s. 1008.33(4)(a)~~, ~~schools that earn~~
497 ~~three consecutive grades below a "C,"~~ as identified in s.
498 ~~1008.33(4)(b)3.~~, and schools that implemented a turnaround plan
499 and exited turnaround status by earning a school grade of ~~have~~
500 improved to a "C" or higher and ~~are no longer in turnaround~~

501 ~~status~~, as identified in s. 1008.33(4)(c), with funds to offer
 502 services designed to improve the overall academic and community
 503 welfare of the schools' students and their families.

504 (a)1. Services funded by the allocation may include, but
 505 are not limited to, tutorial and after-school programs, student
 506 counseling, nutrition education, parental counseling, and an
 507 extended school day and school year. In addition, services may
 508 include models that develop a culture that encourages students
 509 to complete high school and to attend college or career
 510 training, set high academic expectations, and inspire character
 511 development.

512 2. A school district may enter into a formal agreement
 513 with a nonprofit organization that has tax-exempt status under
 514 s. 501(c)(3) of the Internal Revenue Code to implement an
 515 integrated student support service model that provides students
 516 and families with access to wrap-around services, including, but
 517 not limited to, health services, after-school programs, drug
 518 prevention programs, college and career readiness programs, and
 519 food and clothing banks.

520 (b) Before distribution of the allocation, the school
 521 district shall develop and submit a plan for implementation to
 522 its school board for approval no later than August 1 of each
 523 fiscal year.

524 (c) At a minimum, the plan required under paragraph (b)
 525 must:

- 526 1. Establish comprehensive support services that develop
 527 family and community partnerships;
- 528 2. Establish clearly defined and measurable high academic
 529 and character standards;
- 530 3. Increase parental involvement and engagement in the
 531 child's education;
- 532 4. Describe how instructional personnel will be
 533 identified, recruited, retained, and rewarded;
- 534 5. Provide professional learning ~~development~~ that focuses
 535 on academic rigor, direct instruction, and creating high
 536 academic and character standards;
- 537 6. Provide focused instruction to improve student academic
 538 proficiency, which may include additional instruction time
 539 beyond the normal school day or school year; and
- 540 7. Include a strategy for continuing to provide services
 541 after the school is no longer in turnaround status by virtue of
 542 achieving a grade of "C" or higher.
- 543 (d) Each school district shall submit its approved plans
 544 to the commissioner by September 1 of each fiscal year.
- 545 (e) Subject to legislative appropriation, each school
 546 district's allocation must be based on the unweighted FTE
 547 student enrollment at the eligible schools and a per-FTE funding
 548 amount of \$500 or as provided in the General Appropriations Act.
 549 The supplement provided in the General Appropriations Act shall
 550 be based on the most recent school grades and shall serve as a

551 proxy for the official calculation. Once school grades are
552 available for the school year immediately preceding the fiscal
553 year coinciding with the appropriation, the supplement shall be
554 recalculated for the official participating schools as part of
555 the subsequent FEFP calculation. The commissioner may prepare a
556 preliminary calculation so that districts may proceed with
557 timely planning and use of the funds. If the calculated funds
558 for the statewide allocation exceed the funds appropriated, the
559 allocation of funds to each school district must be prorated
560 based on each school district's share of the total unweighted
561 FTE student enrollment for the eligible schools. The final
562 amount allocated for each school district shall be based on
563 actual student membership from the October FTE survey.

564 (f) Subject to legislative appropriation, each school
565 shall remain eligible for the allocation ~~for a maximum of 4~~
566 ~~continuous fiscal years~~ while implementing a turnaround option
567 pursuant to s. 1008.33(4). In addition, a school that improves
568 to a grade of "C" or higher shall remain eligible to receive the
569 allocation for a maximum of 2 continuous fiscal years after
570 exiting turnaround status.

571 Section 7. Paragraph (a) of subsection (3) of section
572 1012.34, Florida Statutes, is amended to read:

573 1012.34 Personnel evaluation procedures and criteria.—

574 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
575 personnel and school administrator performance evaluations must

576 be based upon the performance of students assigned to their
577 classrooms or schools, as provided in this section. Pursuant to
578 this section, a school district's performance evaluation system
579 is not limited to basing unsatisfactory performance of
580 instructional personnel and school administrators solely upon
581 student performance, but may include other criteria to evaluate
582 instructional personnel and school administrators' performance,
583 or any combination of student performance and other criteria.
584 Evaluation procedures and criteria must comply with, but are not
585 limited to, the following:

586 (a) A performance evaluation must be conducted for each
587 employee at least once a year, except that a classroom teacher,
588 as defined in s. 1012.01(2)(a), excluding substitute teachers,
589 who is newly hired by the district school board must be observed
590 and evaluated at least twice in the first year of teaching in
591 the school district. The performance evaluation must be based
592 upon sound educational principles and contemporary research in
593 effective educational practices. The evaluation criteria must
594 include:

595 1. Performance of students.—At least one-third of a
596 performance evaluation must be based upon data and indicators of
597 student performance, as determined by each school district. This
598 portion of the evaluation must include growth or achievement
599 data of the teacher's students or, for a school administrator,
600 the students attending the school over the course of at least 3

601 years. If less than 3 years of data are available, the years for
602 which data are available must be used. The proportion of growth
603 or achievement data may be determined by instructional
604 assignment.

605 2. Instructional practice.—For instructional personnel, at
606 least one-third of the performance evaluation must be based upon
607 instructional practice. Evaluation criteria used when annually
608 observing classroom teachers, as defined in s. 1012.01(2)(a),
609 excluding substitute teachers, must include indicators based
610 upon each of the Florida Educator Accomplished Practices adopted
611 by the State Board of Education. For instructional personnel who
612 are not classroom teachers, evaluation criteria must be based
613 upon indicators of the Florida Educator Accomplished Practices
614 and may include specific job expectations related to student
615 support. This section does not preclude a school administrator
616 from visiting and observing classroom teachers throughout the
617 school year for purposes of providing mentorship, training,
618 instructional feedback, or professional learning.

619 3. Instructional leadership.—For school administrators, at
620 least one-third of the performance evaluation must be based on
621 instructional leadership. Evaluation criteria for instructional
622 leadership must include indicators based upon each of the
623 leadership standards adopted by the State Board of Education
624 under s. 1012.986, including performance measures related to the
625 effectiveness of classroom teachers in the school, the

626 administrator's appropriate use of evaluation criteria and
627 procedures, recruitment and retention of effective and highly
628 effective classroom teachers, improvement in the percentage of
629 instructional personnel evaluated at the highly effective or
630 effective level, and other leadership practices that result in
631 student learning growth. The system may include a means to give
632 parents and instructional personnel an opportunity to provide
633 input into the administrator's performance evaluation.

634 4. Other indicators of performance.—For instructional
635 personnel and school administrators, the remainder of a
636 performance evaluation may include, but is not limited to,
637 professional and job responsibilities as recommended by the
638 State Board of Education or identified by the district school
639 board and, for instructional personnel, peer reviews,
640 objectively reliable survey information from students and
641 parents based on teaching practices that are consistently
642 associated with higher student achievement, and other valid and
643 reliable measures of instructional practice.

644 Section 8. Subsections (9) through (16) of section
645 1012.56, Florida Statutes, are renumbered as subsections (10)
646 through (17), respectively, subsection (1), paragraphs (d), (g),
647 and (i) of subsection (2) and subsections (6), (7), and (8) are
648 amended, and a new subsection (9) is added to that section, to
649 read:

650 1012.56 Educator certification requirements.—

651 (1) APPLICATION.—Each person seeking certification
652 pursuant to this chapter shall submit a completed application
653 containing the applicant's social security number to the
654 Department of Education and remit the fee required pursuant to
655 s. 1012.59 and rules of the State Board of Education. Pursuant
656 to the federal Personal Responsibility and Work Opportunity
657 Reconciliation Act of 1996, each party is required to provide
658 his or her social security number in accordance with this
659 section. Disclosure of social security numbers obtained through
660 this requirement is limited to the purpose of administration of
661 the Title IV-D program of the Social Security Act for child
662 support enforcement.

663 (a) Pursuant to s. 120.60, the department shall issue
664 within 90 calendar days after receipt of the completed
665 application a professional certificate to a qualifying applicant
666 covering the classification, level, and area for which the
667 applicant is deemed qualified and a document explaining the
668 requirements for renewal of the professional certificate.

669 (b) The department shall issue a temporary certificate to
670 a qualifying applicant within 14 calendar days after receipt of
671 a request from an employer with a professional education
672 competence demonstration program pursuant to paragraph
673 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary
674 certificate must cover the classification, level, and area for
675 which the applicant is deemed qualified. The department shall

676 | electronically notify the applicant's employer that the
677 | temporary certificate has been issued and provide the applicant
678 | an official statement of status of eligibility at the time the
679 | certificate is issued.

680 | (c) Pursuant to s. 120.60, the department shall issue
681 | within 90 calendar days after receipt of the completed
682 | application, if an applicant does not meet the requirements for
683 | either certificate, an official statement of status of
684 | eligibility.

685 |
686 | The statement of status of eligibility must be provided
687 | electronically and must advise the applicant of any
688 | qualifications that must be completed to qualify for
689 | certification. Each method by which an applicant can complete
690 | the qualifications for a professional certificate must be
691 | included in the statement of status of eligibility. Each
692 | statement of status of eligibility is valid for 5 ~~3~~ years after
693 | its date of issuance, except as provided in paragraph (2)(d).

694 | (2) ELIGIBILITY CRITERIA.—To be eligible to seek
695 | certification, a person must:

696 | (d) Submit to background screening in accordance with
697 | subsection (11) ~~(10)~~. If the background screening indicates a
698 | criminal history or if the applicant acknowledges a criminal
699 | history, the applicant's records shall be referred to the
700 | investigative section in the Department of Education for review

701 and determination of eligibility for certification. If the
 702 applicant fails to provide the necessary documentation requested
 703 by the department within 90 days after the date of the receipt
 704 of the certified mail request, the statement of eligibility and
 705 pending application shall become invalid.

706 (g) Demonstrate mastery of general knowledge, pursuant to
 707 subsection (3), ~~if the person serves as a classroom teacher~~
 708 ~~pursuant to s. 1012.01(2) (a).~~

709 (i) Demonstrate mastery of professional preparation and
 710 education competence, pursuant to subsection (6), if the person
 711 serves as a classroom teacher or school administrator as
 712 classified in s. 1012.01(2) (a) and (3) (c), respectively.

713 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION
 714 COMPETENCE.—Acceptable means of demonstrating mastery of
 715 professional preparation and education competence are:

716 (a) Successful completion of an approved teacher
 717 preparation program at a postsecondary educational institution
 718 within this state and achievement of a passing score on the
 719 professional education competency examination required by state
 720 board rule;

721 (b) Successful completion of a teacher preparation program
 722 at a postsecondary educational institution outside Florida and
 723 achievement of a passing score on the professional education
 724 competency examination required by state board rule;

725 (c) Documentation of a valid professional standard

726 | teaching certificate issued by another state;

727 | (d) Documentation of a valid certificate issued by the

728 | National Board for Professional Teaching Standards or a national

729 | educator credentialing board approved by the State Board of

730 | Education;

731 | (e) Documentation of two semesters of successful, full-

732 | time or part-time teaching in a Florida College System

733 | institution, state university, or private college or university

734 | that awards an associate or higher degree and is an accredited

735 | institution or an institution of higher education identified by

736 | the Department of Education as having a quality program and

737 | achievement of a passing score on the professional education

738 | competency examination required by state board rule;

739 | (f) Successful completion of professional preparation

740 | courses as specified in state board rule, successful completion

741 | of a professional ~~preparation and~~ education competence program

742 | pursuant to subsection (9) ~~paragraph (8) (b)~~, and achievement of

743 | a passing score on the professional education competency

744 | examination required by state board rule;

745 | (g) Successful completion of a professional learning

746 | ~~development~~ certification and ~~education competency~~ program,

747 | outlined in subsection (8) ~~paragraph (8) (a)~~; or

748 | (h) Successful completion of a competency-based

749 | certification program pursuant to s. 1004.85 and achievement of

750 | a passing score on the professional education competency

751 examination required by rule of the State Board of Education.

752

753 The State Board of Education shall adopt rules to implement this
754 subsection ~~by December 31, 2014,~~ including rules to approve
755 specific teacher preparation programs that are not identified in
756 this subsection which may be used to meet requirements for
757 mastery of professional preparation and education competence.

758 (7) TYPES AND TERMS OF CERTIFICATION.—

759 (a) The Department of Education shall issue a professional
760 certificate for a period not to exceed 5 years to any applicant
761 who fulfills one of the following:

762 1. Meets all the applicable requirements outlined in
763 subsection (2).

764 2. For a professional certificate covering grades 6
765 through 12:

766 a. Meets the applicable requirements of paragraphs (2) (a) -
767 (h).

768 b. Holds a master's or higher degree in the area of
769 science, technology, engineering, or mathematics.

770 c. Teaches a high school course in the subject of the
771 advanced degree.

772 d. Is rated highly effective as determined by the
773 teacher's performance evaluation under s. 1012.34, based in part
774 on student performance as measured by a statewide, standardized
775 assessment or an Advanced Placement, Advanced International

776 Certificate of Education, or International Baccalaureate
 777 examination.

778 e. Achieves a passing score on the Florida professional
 779 education competency examination required by state board rule.

780 3. Meets the applicable requirements of paragraphs (2) (a) -
 781 (h) and completes a professional learning certification
 782 ~~preparation and education competence~~ program approved by the
 783 department pursuant to paragraph (8) (b) ~~(8) (c)~~ or an educator
 784 preparation institute approved by the department pursuant to s.
 785 1004.85. An applicant who completes one of these programs and is
 786 rated highly effective as determined by his or her performance
 787 evaluation under s. 1012.34 is not required to take or achieve a
 788 passing score on the professional education competency
 789 examination in order to be awarded a professional certificate.

790 (b) The department shall issue a temporary certificate to
 791 any applicant who:

792 1. Completes the requirements outlined in paragraphs
 793 (2) (a)-(f) and completes the subject area content requirements
 794 specified in state board rule or demonstrates mastery of subject
 795 area knowledge pursuant to subsection (5) and holds an
 796 accredited degree or a degree approved by the Department of
 797 Education at the level required for the subject area
 798 specialization in state board rule; ~~or~~

799 2. For a subject area specialization for which the state
 800 board otherwise requires a bachelor's degree, documents 48

801 months of active-duty military service with an honorable
802 discharge or a medical separation; completes the requirements
803 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
804 subject area content requirements specified in state board rule
805 or demonstrates mastery of subject area knowledge pursuant to
806 subsection (5); and documents completion of 60 college credits
807 with a minimum cumulative grade point average of 2.5 on a 4.0
808 scale, as provided by one or more accredited institutions of
809 higher learning or a nonaccredited institution of higher
810 learning identified by the Department of Education as having a
811 quality program resulting in a bachelor's degree or higher; ~~or-~~

812 3. Is enrolled in a state-approved teacher preparation
813 program under s. 1004.04; is actively completing the required
814 program field experience or internship at a public school;
815 completes the requirements outlined in paragraphs (2)(a), (b),
816 (d), (e), and (f); and documents completion of 60 college
817 credits with a minimum cumulative grade point average of 2.5 on
818 a 4.0 scale, as provided by one or more accredited institutions
819 of higher learning or a nonaccredited institution of higher
820 learning identified by the Department of Education as having a
821 quality program resulting in a bachelor's degree or higher.

822 (c) The department shall issue one nonrenewable 2-year
823 temporary certificate and one nonrenewable 5-year professional
824 certificate to a qualified applicant who holds a bachelor's
825 degree in the area of speech-language impairment to allow for

HB 1537

2023

826 completion of a master's degree program in speech-language
827 impairment.

828 (d) A person who is issued a temporary certificate under
829 subparagraph (b)2. must be assigned a teacher mentor for a
830 minimum of 2 school years after commencing employment. Each
831 teacher mentor selected by the school district, charter school,
832 or charter management organization must:

833 1. Hold a valid professional certificate issued pursuant
834 to this section;

835 2. Have earned at least 3 years of teaching experience in
836 prekindergarten through grade 12; and

837 3. Have earned an effective or highly effective rating on
838 the prior year's performance evaluation under s. 1012.34.

839 (e)~~(e)1.~~ A temporary certificate ~~issued under subparagraph~~
840 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

841 ~~2. A temporary certificate issued under subparagraph (b)2.~~
842 is valid for 5 school fiscal years, is limited to a one-time
843 issuance, and is nonrenewable.

844
845 At least 1 year before an individual's temporary certificate is
846 set to expire, the department shall electronically notify the
847 individual of the date on which his or her certificate will
848 expire and provide a list of each method by which the
849 qualifications for a professional certificate can be completed.

850 ~~The State Board of Education shall adopt rules to allow the~~

851 ~~department to extend the validity period of a temporary~~
852 ~~certificate for 2 years when the requirements for the~~
853 ~~professional certificate were not completed due to the serious~~
854 ~~illness or injury of the applicant, the military service of an~~
855 ~~applicant's spouse, other extraordinary extenuating~~
856 ~~circumstances, or if the certificateholder is rated highly~~
857 ~~effective in the immediate prior year's performance evaluation~~
858 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~
859 ~~program pursuant to subsection (8). The department shall extend~~
860 ~~the temporary certificate upon approval by the Commissioner of~~
861 ~~Education. A written request for extension of the certificate~~
862 ~~shall be submitted by the district school superintendent, the~~
863 ~~governing authority of a university lab school, the governing~~
864 ~~authority of a state-supported school, or the governing~~
865 ~~authority of a private school.~~

866 (8) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ CERTIFICATION AND
867 ~~EDUCATION~~ COMPETENCY PROGRAM.—

868 (a) The Department of Education shall develop and each
869 school district, charter school, and charter management
870 organization may provide a cohesive competency-based
871 professional learning ~~development~~ certification and ~~education~~
872 ~~competency~~ program by which instructional staff may satisfy the
873 mastery of professional preparation and education competence
874 requirements specified in subsection (6) and rules of the State
875 Board of Education. Participants must hold a state-issued

876 temporary certificate. A school district, charter school, or
877 charter management organization that implements the program
878 shall provide a competency-based certification program developed
879 by the Department of Education or developed by the district,
880 charter school, or charter management organization and approved
881 by the Department of Education. These entities may collaborate
882 with other supporting agencies or educational entities for
883 implementation. The program shall include the following:

884 ~~1. A minimum period of initial preparation before assuming~~
885 ~~duties as the teacher of record.~~

886 ~~2. An option for collaboration with other supporting~~
887 ~~agencies or educational entities for implementation.~~

888 ~~1.3.~~ A teacher mentorship and induction component.

889 a. Each individual selected by the district, charter
890 school, or charter management organization as a mentor:

891 (I) Must hold a valid professional certificate issued
892 pursuant to this section;

893 (II) Must have earned at least 3 years of teaching
894 experience in prekindergarten through grade 12;

895 (III) Must have completed ~~specialized~~ training in clinical
896 supervision and participate in ongoing mentor training provided
897 through the coordinated system of professional learning
898 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;

899 (IV) Must have earned an effective or highly effective
900 rating on the prior year's performance evaluation ~~under s.~~

HB 1537

2023

901 ~~1012.34~~; and

902 (V) May be a peer evaluator under the district's
903 evaluation system approved under s. 1012.34.

904 b. The teacher mentorship and induction component must, at
905 a minimum, provide routine ~~weekly~~ opportunities for mentoring
906 and induction activities, including ~~common planning time,~~
907 ongoing professional learning as described in s. 1012.98
908 ~~development~~ targeted to a teacher's needs, opportunities for a
909 teacher to observe other teachers, co-teaching experiences, and
910 reflection and followup discussions. Professional learning must
911 meet the criteria established in s. 1012.98(3). Mentorship and
912 induction activities must be provided for an applicant's first
913 year in the program and may be provided until the applicant
914 attains his or her professional certificate in accordance with
915 this section. ~~A principal who is rated highly effective as~~
916 ~~determined by his or her performance evaluation under s. 1012.34~~
917 ~~must be provided flexibility in selecting professional~~
918 ~~development activities under this paragraph; however, the~~
919 ~~activities must be approved by the department as part of the~~
920 ~~district's, charter school's, or charter management~~
921 ~~organization's program.~~

922 ~~2.4.~~ An assessment of teaching performance aligned to the
923 district's, charter school's, or charter management
924 organization's system for personnel evaluation under s. 1012.34
925 which provides for:

HB 1537

2023

926 a. An initial evaluation of each educator's competencies
927 to determine an appropriate individualized professional learning
928 ~~development~~ plan.

929 b. A summative evaluation to assure successful completion
930 of the program.

931 ~~3.5.~~ Professional education preparation content knowledge,
932 which must be included in the mentoring and induction activities
933 under subparagraph ~~1.3.~~, that includes, but is not limited to,
934 the following:

935 a. The state academic standards provided under s. 1003.41,
936 including scientifically based reading instruction, content
937 literacy, and mathematical practices, for each subject
938 identified on the temporary certificate.

939 b. The educator-accomplished practices approved by the
940 state board.

941 ~~e. A variety of data indicators for monitoring student~~
942 ~~progress.~~

943 ~~d. Methodologies for teaching students with disabilities.~~

944 ~~e. Methodologies for teaching students of limited English~~
945 ~~proficiency appropriate for each subject area identified on the~~
946 ~~temporary certificate.~~

947 ~~f. Techniques and strategies for operationalizing the role~~
948 ~~of the teacher in assuring a safe learning environment for~~
949 ~~students.~~

950 ~~4.6.~~ Required achievement of passing scores on the subject

951 area and professional education competency examination required
952 by State Board of Education rule. Mastery of general knowledge
953 must be demonstrated as described in subsection (3).

954 5.7. Beginning with candidates entering a program in the
955 2022-2023 school year, a candidate for certification in a
956 coverage area identified pursuant to s. 1012.585(3)(f) must
957 successfully complete all competencies for a reading
958 endorsement, including completion of the endorsement practicum
959 through the candidate's demonstration of mastery of professional
960 preparation and education competence under paragraph (b).

961 ~~(b)1. Each school district must and a private school or~~
962 ~~state-supported public school, including a charter school, may~~
963 ~~develop and maintain a system by which members of the~~
964 ~~instructional staff may demonstrate mastery of professional~~
965 ~~preparation and education competence as required by law. Each~~
966 ~~program must be based on classroom application of the Florida~~
967 ~~Educator Accomplished Practices and instructional performance~~
968 ~~and, for public schools, must be aligned with the district's or~~
969 ~~state-supported public school's evaluation system established~~
970 ~~under s. 1012.34, as applicable.~~

971 ~~2. The Commissioner of Education shall determine the~~
972 ~~continued approval of programs implemented under this paragraph,~~
973 ~~based upon the department's review of performance data. The~~
974 ~~department shall review the performance data as a part of the~~
975 ~~periodic review of each school district's professional~~

976 ~~development system required under s. 1012.98.~~

977 ~~(b)(c) No later than December 31, 2017, The department~~
978 ~~State Board of Education shall adopt rules ~~standards~~ for the~~
979 ~~approval and continued approval of professional learning~~
980 ~~development certification and education competency programs~~
981 ~~aligned to, including standards for the teacher mentorship and~~
982 ~~induction component, under paragraph (a). Standards for the~~
983 ~~teacher mentorship and induction component must include program~~
984 ~~administration and evaluation; mentor roles, selection, and~~
985 ~~training; beginning teacher assessment and professional~~
986 ~~development; and teacher content knowledge and practices aligned~~
987 ~~to the Florida Educator Accomplished Practices. Each school~~
988 ~~district or charter school with a program under this subsection~~
989 ~~must submit its program, including the teacher mentorship and~~
990 ~~induction component, to the department for approval no later~~
991 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~
992 ~~satisfy requirements for a professional certificate through a~~
993 ~~professional learning development certification and education~~
994 ~~competency program under paragraph (a) unless the program has~~
995 ~~been approved by the department pursuant to this paragraph.~~

996 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

997 (a) Each school district must and a private school or
998 state-supported public school, including a charter school, may
999 develop and maintain a system by which members of the
1000 instructional staff may demonstrate mastery of professional

1001 preparation and education competence as required by law. Each
1002 program must be based on classroom application of the Florida
1003 Educator Accomplished Practices and instructional performance
1004 and, for public schools, must be aligned with the district's or
1005 state-supported public school's evaluation system established
1006 under s. 1012.34, as applicable.

1007 (b) The Commissioner of Education shall determine the
1008 continued approval of programs implemented under this paragraph,
1009 based upon the department's review of performance data. The
1010 department shall review the performance data as a part of the
1011 periodic review of each school district's professional learning
1012 system required under s. 1012.98.

1013 ~~(d) The Commissioner of Education shall determine the~~
1014 ~~continued approval of programs implemented under paragraph (a)~~
1015 ~~based upon the department's periodic review of the following:~~

1016 ~~1. Evidence that the requirements in paragraph (a) are~~
1017 ~~consistently met; and~~

1018 ~~2. Evidence of performance in each of the following areas:~~

1019 ~~a. Rate of retention for employed program completers in~~
1020 ~~instructional positions in Florida public schools.~~

1021 ~~b. Performance of students in prekindergarten through~~
1022 ~~grade 12 who are assigned to in-field program completers on~~
1023 ~~statewide assessments using the results of the student learning~~
1024 ~~growth formula adopted under s. 1012.34.~~

1025 ~~e. Performance of students in prekindergarten through~~

HB 1537

2023

1026 ~~grade 12 who are assigned to in-field program completers~~
1027 ~~aggregated by student subgroups, as defined in the federal~~
1028 ~~Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.~~
1029 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~
1030 ~~prepares teachers to work with a variety of students in Florida~~
1031 ~~public schools.~~

1032 ~~d. Results of program completers' annual evaluations in~~
1033 ~~accordance with the timeline as set forth in s. 1012.34.~~

1034 ~~e. Production of program completers in statewide critical~~
1035 ~~teacher shortage areas as defined in s. 1012.07.~~

1036 Section 9. Subsection (1) of section 1012.57, Florida
1037 Statutes, is amended to read:

1038 1012.57 Certification of adjunct educators.—

1039 (1) Notwithstanding the provisions of ss. 1012.32,
1040 1012.55, and 1012.56, or any other provision of law or rule to
1041 the contrary, district school boards shall adopt rules to allow
1042 for the issuance of an adjunct teaching certificate to any
1043 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)
1044 and (11) ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in
1045 the subject area to be taught. An applicant shall be considered
1046 to have expertise in the subject area to be taught if the
1047 applicant demonstrates sufficient subject area mastery through
1048 passage of a subject area test.

1049 Section 10. Section 1012.575, Florida Statutes, is amended
1050 to read:

1051 1012.575 Alternative preparation programs for certified
 1052 teachers to add additional coverage.—A district school board, or
 1053 an organization of private schools or a consortium of charter
 1054 schools with an approved professional learning development
 1055 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design
 1056 alternative teacher preparation programs to enable persons
 1057 already certificated to add an additional coverage to their
 1058 certificates. Each alternative teacher preparation program shall
 1059 be reviewed and approved by the Department of Education to
 1060 assure that persons who complete the program are competent in
 1061 the necessary areas of subject matter specialization. Two or
 1062 more school districts may jointly participate in an alternative
 1063 preparation program for teachers.

1064 Section 11. Paragraph (g) of subsection (3) of section
 1065 1012.585, Florida Statutes, is redesignated as paragraph (h) and
 1066 a new paragraph (g) is added to that subsection to read:

1067 1012.585 Process for renewal of professional
 1068 certificates.—

1069 (3) For the renewal of a professional certificate, the
 1070 following requirements must be met:

1071 (g) An applicant for renewal of a professional certificate
 1072 in educational leadership from a Level I program under s.
 1073 1012.562(2) or Level II program under s. 1012.562(3), with a
 1074 beginning validity date of July 1, 2025, or thereafter, must
 1075 earn a minimum of 1 college credit or 20 inservice points in

1076 Florida's educational leadership standards, as established in
 1077 rule by the State Board of Education. The requirement in this
 1078 paragraph may not add to the total hours required by the
 1079 department for continuing education or inservice training.

1080 Section 12. Paragraph (a) of subsection (1) of section
 1081 1012.586, Florida Statutes, is amended to read:

1082 1012.586 Additions or changes to certificates; duplicate
 1083 certificates; reading endorsement pathways.—

1084 (1) A school district may process via a Department of
 1085 Education website certificates for the following applications of
 1086 public school employees:

1087 (a) Addition of a subject coverage or endorsement to a
 1088 valid Florida certificate on the basis of the completion of the
 1089 appropriate subject area testing requirements of s.

1090 1012.56(5) (a) or the completion of the requirements of an
 1091 approved school district program or the inservice components for
 1092 an endorsement.

1093 1. To reduce duplication, the department may recommend the
 1094 consolidation of endorsement areas and requirements to the State
 1095 Board of Education.

1096 2. At least once every 5 years, the department shall
 1097 conduct a review of existing subject coverage or endorsement
 1098 requirements in the elementary, reading, and exceptional student
 1099 educational areas. The review must include reciprocity
 1100 requirements for out-of-state certificates and requirements for

1101 demonstrating competency in the reading instruction professional
 1102 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~
 1103 ~~1012.98(4)(b)11~~. The review must also consider the award of an
 1104 endorsement to an individual who holds a certificate issued by
 1105 an internationally recognized organization that establishes
 1106 standards for providing evidence-based interventions to
 1107 struggling readers or who completes a postsecondary program that
 1108 is accredited by such organization. Any such certificate or
 1109 program must require an individual who completes the certificate
 1110 or program to demonstrate competence in reading intervention
 1111 strategies through clinical experience. At the conclusion of
 1112 each review, the department shall recommend to the state board
 1113 changes to the subject coverage or endorsement requirements
 1114 based upon any identified instruction or intervention strategies
 1115 proven to improve student reading performance. This subparagraph
 1116 does not authorize the state board to establish any new
 1117 certification subject coverage.

1118
 1119 The employing school district shall charge the employee a fee
 1120 not to exceed the amount charged by the Department of Education
 1121 for such services. Each district school board shall retain a
 1122 portion of the fee as defined in the rules of the State Board of
 1123 Education. The portion sent to the department shall be used for
 1124 maintenance of the technology system, the web application, and
 1125 posting and mailing of the certificate.

1126 Section 13. Effective upon this act becoming law, section
 1127 1012.71, Florida Statutes, is amended to read:

1128 1012.71 The Florida Teachers Classroom Supply Assistance
 1129 Program.—

1130 (1) For purposes of the Florida Teachers Classroom Supply
 1131 Assistance Program, the term "classroom teacher" means a
 1132 certified teacher employed by a public school district or a
 1133 public charter school in that district on or before September 1
 1134 of each year whose full-time or job-share responsibility is the
 1135 classroom instruction of students in prekindergarten through
 1136 grade 12, including full-time media specialists and certified
 1137 school counselors serving students in prekindergarten through
 1138 grade 12, who are funded through the Florida Education Finance
 1139 Program. A "job-share" classroom teacher is one of two teachers
 1140 whose combined full-time equivalent employment for the same
 1141 teaching assignment equals one full-time classroom teacher.

1142 (2) The Legislature, in the General Appropriations Act,
 1143 shall determine funding for the Florida Teachers Classroom
 1144 Supply Assistance Program. The funds appropriated are for
 1145 classroom teachers to purchase, on behalf of the school district
 1146 or charter school, classroom materials and supplies for the
 1147 public school students assigned to them and may not be used to
 1148 purchase equipment. The funds appropriated shall be used to
 1149 supplement the materials and supplies otherwise available to
 1150 classroom teachers. ~~From the funds appropriated for the Florida~~

1151 ~~Teachers Classroom Supply Assistance Program, the Commissioner~~
1152 ~~of Education shall calculate an amount for each school district~~
1153 ~~based upon each school district's proportionate share of the~~
1154 ~~state's total unweighted FTE student enrollment and shall~~
1155 ~~disburse the funds to the school districts by July 15.~~

1156 (3) From the funds allocated to each school district ~~and~~
1157 ~~any funds received from local contributions~~ for the Florida
1158 Teachers Classroom Supply Assistance Program, the district
1159 school board shall calculate an identical amount for each
1160 classroom teacher who is estimated to be employed by the school
1161 district or a charter school in the district on September 1 of
1162 each year, which is that teacher's proportionate share of the
1163 total amount allocated to the district from state funds ~~and~~
1164 ~~funds received from local contributions~~. A job-share classroom
1165 teacher may receive a prorated share of the amount provided to a
1166 full-time classroom teacher.

1167 (4) The department shall administer a competitive
1168 procurement through which classroom teachers may purchase
1169 classroom materials and supplies. By September 1 of each year,
1170 each school district shall submit to the department:

1171 (a) The identical amount per classroom teacher calculated
1172 in subsection (3), including the proportionate share of the
1173 identical amount if such classroom teacher is a job-share
1174 classroom teacher.

1175 (b) The name of each eligible classroom teacher.

HB 1537

2023

1176 (c) The name and master school identification number of
1177 the school in which the classroom teacher is assigned.

1178 (d) Any other information necessary for administration of
1179 the program as determined by the department ~~For a classroom~~
1180 ~~teacher determined eligible on July 1, the district school board~~
1181 ~~and each charter school board may provide the teacher with his~~
1182 ~~or her total proportionate share by August 1 based on the~~
1183 ~~estimate of the number of teachers who will be employed on~~
1184 ~~September 1. For a classroom teacher determined eligible after~~
1185 ~~July 1, the district school board and each charter school board~~
1186 ~~shall provide the teacher with his or her total proportionate~~
1187 ~~share by September 30. The proportionate share may be provided~~
1188 ~~by any means determined appropriate by the district school board~~
1189 ~~or charter school board, including, but not limited to, direct~~
1190 ~~deposit, check, debit card, or purchasing card. If a debit card~~
1191 ~~is used, an identifier must be placed on the front of the debit~~
1192 ~~card which clearly indicates that the card has been issued for~~
1193 ~~the Florida Teachers Classroom Supply Assistance Program.~~
1194 ~~Expenditures under the program are not subject to state or local~~
1195 ~~competitive bidding requirements. Funds received by a classroom~~
1196 ~~teacher do not affect wages, hours, or terms and conditions of~~
1197 ~~employment and, therefore, are not subject to collective~~
1198 ~~bargaining. Any classroom teacher may decline receipt of or~~
1199 ~~return the funds without explanation or cause.~~

1200 (5)-(4) Each classroom teacher must ~~sign a statement~~

HB 1537

2023

1201 ~~acknowledging receipt of the funds,~~ keep receipts for no less
1202 than 4 years to show that funds expended meet the requirements
1203 of this section, ~~and return any unused funds to the district~~
1204 ~~school board at the end of the regular school year.~~ Any unused
1205 funds ~~that are returned to the district school board~~ shall be
1206 deposited into the school advisory council account of the school
1207 at which the classroom teacher ~~returning the funds~~ was employed
1208 when the funds were made available to the classroom teacher. If
1209 a school does not have a school advisory council, the funds
1210 shall be expended for classroom materials and supplies as
1211 determined by the principal ~~that teacher received the funds or~~
1212 ~~deposited into the Florida Teachers Classroom Supply Assistance~~
1213 ~~Program account of the school district in which a charter school~~
1214 ~~is sponsored,~~ as applicable.

1215 ~~(5) The statement must be signed and dated by each~~
1216 ~~classroom teacher before receipt of the Florida Teachers~~
1217 ~~Classroom Supply Assistance Program funds and shall include the~~
1218 ~~wording: "I, ... (name of teacher) ..., am employed by the~~
1219 ~~....County District School Board or by theCharter School as~~
1220 ~~a full-time classroom teacher. I acknowledge that Florida~~
1221 ~~Teachers Classroom Supply Assistance Program funds are~~
1222 ~~appropriated by the Legislature for the sole purpose of~~
1223 ~~purchasing classroom materials and supplies to be used in the~~
1224 ~~instruction of students assigned to me. In accepting custody of~~
1225 ~~these funds, I agree to keep the receipts for all expenditures~~

HB 1537

2023

1226 ~~for no less than 4 years. I understand that if I do not keep the~~
1227 ~~receipts, it will be my personal responsibility to pay any~~
1228 ~~federal taxes due on these funds. I also agree to return any~~
1229 ~~unexpended funds to the district school board at the end of the~~
1230 ~~regular school year for deposit into the school advisory council~~
1231 ~~account of the school where I was employed at the time I~~
1232 ~~received the funds or for deposit into the Florida Teachers~~
1233 ~~Classroom Supply Assistance Program account of the school~~
1234 ~~district in which the charter school is sponsored, as~~
1235 ~~applicable."~~

1236 ~~(6) The Department of Education and district school boards~~
1237 ~~may, and are encouraged to, enter into public-private~~
1238 ~~partnerships in order to increase the total amount of Florida~~
1239 ~~Teachers Classroom Supply Assistance Programs funds available to~~
1240 ~~classroom teachers.~~

1241 Section 14. Section 1012.98, Florida Statutes, is amended
1242 to read:

1243 1012.98 School Community Professional Learning Development
1244 Act.—

1245 (1) The Department of Education, public postsecondary
1246 educational institutions, public school districts, public
1247 schools, state education foundations, consortia, and
1248 professional organizations in this state shall work
1249 collaboratively to establish a coordinated system of
1250 professional learning. For the purposes of this section, the

1251 term "professional learning" means learning that is aligned to
1252 the state's standards for effective professional learning,
1253 educator practices, and leadership practices; incorporates
1254 active learning; is collaborative; provides models; and is
1255 sustained and continuous development. The purpose of the
1256 professional learning development system is to increase student
1257 achievement, enhance classroom instructional strategies that
1258 promote rigor and relevance throughout the curriculum, and
1259 prepare students for continuing education and the workforce. The
1260 system of professional learning development must align to the
1261 standards adopted by the state. Routine informational meetings
1262 may not be considered professional learning and are not eligible
1263 for inservice points and support the framework for standards
1264 adopted by the National Staff Development Council.

1265 (2) The school community includes students and parents,
1266 administrative personnel, managers, instructional personnel,
1267 support personnel, members of district school boards, members of
1268 school advisory councils, business partners, and personnel that
1269 provide health and social services to students.

1270 (3) Professional learning activities linked to student
1271 learning and professional growth for instructional and
1272 administrative staff meet the following criteria:

1273 (a) For instructional personnel, utilize materials aligned
1274 to the state's academic standards.

1275 (b) For school administrators, utilize materials aligned

1276 to the state's educational leadership standards.

1277 (c) Have clear, defined, and measurable outcomes for both
1278 individual inservice activities and multiple day sessions.

1279 (d) Employ multiple measurement tools for data on teacher
1280 growth, participants' use of new knowledge and skills, student
1281 learning outcomes, instructional growth outcomes, and leadership
1282 growth outcomes, as applicable.

1283 (e) Utilize active learning and engage participants
1284 directly in designing and trying out strategies, providing
1285 participants with the opportunity to engage in authentic
1286 teaching and leadership experiences.

1287 (f) Utilize artifacts, interactive activities, and other
1288 strategies to provide deeply embedded and highly contextualized
1289 professional learning.

1290 (g) Create opportunities for collaboration.

1291 (h) Utilize coaching and expert support to involve the
1292 sharing of expertise about content and evidence-based practices,
1293 focused directly on instructional personnel and school
1294 administrator needs.

1295 (i) Provide opportunities for instructional personnel and
1296 school administrators to think about, receive input on, and make
1297 changes to practice by facilitating reflection and providing
1298 feedback.

1299 (j) Provide sustained duration with followup for
1300 instructional personnel and school administrators to have

HB 1537

2023

1301 adequate time to learn, practice, implement, and reflect upon
1302 new strategies that facilitate changes in practice.

1303 ~~(4)-(3)~~ The activities designed to implement this section
1304 must:

1305 (a) Support and increase the success of educators through
1306 collaboratively developed school improvement plans that focus
1307 on:

1308 1. Enhanced and differentiated instructional strategies to
1309 engage students in a rigorous and relevant curriculum based on
1310 state and local educational standards, goals, and initiatives;

1311 2. Increased opportunities to provide meaningful
1312 relationships between teachers and all students; and

1313 3. Increased opportunities for professional collaboration
1314 among and between teachers, certified school counselors,
1315 instructional leaders, postsecondary educators engaged in
1316 preservice training for new teachers, and the workforce
1317 community.

1318 (b) Assist the school community in providing stimulating,
1319 scientific research-based educational activities that encourage
1320 and motivate students to achieve at the highest levels and to
1321 participate as active learners and that prepare students for
1322 success at subsequent educational levels and the workforce.

1323 (c) Provide continuous support for all education
1324 professionals as well as temporary intervention for education
1325 professionals who need improvement in knowledge, skills, and

1326 performance.

1327 (d) Provide ~~middle grades~~ instructional personnel and
 1328 school administrators with the knowledge, skills, and best
 1329 practices necessary to support excellence in classroom
 1330 instruction and educational leadership.

1331 (e) Provide training to teacher mentors as part of the
 1332 professional learning development certification program under s.
 1333 1012.56(8) and the professional education competency program
 1334 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
 1335 components on teacher development, peer coaching, time
 1336 management, and other related topics as determined by the
 1337 Department of Education.

1338 ~~(5)(4)~~ The Department of Education, school districts,
 1339 schools, Florida College System institutions, and state
 1340 universities share the responsibilities described in this
 1341 section. These responsibilities include the following:

1342 (a)1. The department shall create a high-quality
 1343 professional learning marketplace list that acts as guide and
 1344 tool for teachers, schools, school administrators, and districts
 1345 across the state to identify high-quality professional learning
 1346 provider programs and resources that meet the criteria described
 1347 in subsection (3) and have demonstrated success in meeting
 1348 identified student needs.

1349 2. The department shall disseminate to the school
 1350 community, through a centralized professional learning webpage,

HB 1537

2023

1351 the marketplace list under subparagraph 1 ~~research-based~~
1352 ~~professional development methods and programs that have~~
1353 ~~demonstrated success in meeting identified student needs.~~ The
1354 Commissioner of Education shall use data on student achievement
1355 to identify student needs. ~~The methods of dissemination must~~
1356 ~~include a web-based statewide performance support system,~~
1357 ~~including a database of exemplary professional development~~
1358 ~~activities, a listing of available professional development~~
1359 ~~resources, training programs, and available assistance.~~

1360 ~~2. The web-based statewide performance support system~~
1361 ~~established pursuant to subparagraph 1. must include for middle~~
1362 ~~grades, subject to appropriation, materials related to classroom~~
1363 ~~instruction, including integrated digital instruction and~~
1364 ~~competency-based instruction; CAPE Digital Tool certificates and~~
1365 ~~CAPE industry certifications; classroom management; student~~
1366 ~~behavior and interaction; extended learning opportunities for~~
1367 ~~students; and instructional leadership.~~

1368 (b) Each school district shall develop a professional
1369 learning development system as specified in subsection (4) ~~(3)~~.
1370 The system shall be developed in consultation with teachers,
1371 teacher-educators of Florida College System institutions and
1372 state universities, business and community representatives, and
1373 local education foundations, consortia, and professional
1374 organizations. The professional learning development system
1375 must:

HB 1537

2023

1376 1. Be reviewed and approved by the department for
1377 compliance with s. 1003.42(3) and this section. Effective March
1378 1, 2024, the department shall establish a calendar for the
1379 review and approval of all professional learning systems. A
1380 professional learning system must be reviewed and approved every
1381 5 years. Any ~~All~~ substantial revisions to the system shall be
1382 submitted to the department for review and ~~for continued~~
1383 approval. The department shall establish a format for the review
1384 and approval of a professional learning system.

1385 2. Be based on analyses of student achievement data and
1386 instructional strategies and methods that support rigorous,
1387 relevant, and challenging curricula for all students. Schools
1388 and districts, in developing and refining the professional
1389 learning development system, shall also review and monitor
1390 school discipline data; school environment surveys; assessments
1391 of parental satisfaction; performance appraisal data of
1392 teachers, managers, and administrative personnel; and other
1393 performance indicators to identify school and student needs that
1394 can be met by improved professional performance.

1395 3. Provide inservice activities coupled with followup
1396 support appropriate to accomplish district-level and school-
1397 level improvement goals and standards. The inservice activities
1398 for instructional and school administrative personnel shall
1399 focus on analysis of student achievement data, ongoing formal
1400 and informal assessments of student achievement, identification

1401 and use of enhanced and differentiated instructional strategies
 1402 that emphasize rigor, relevance, and reading in the content
 1403 areas, enhancement of subject content expertise, integrated use
 1404 of classroom technology that enhances teaching and learning,
 1405 classroom management, parent involvement, and school safety.

1406 4. Provide inservice activities and support targeted to
 1407 the individual needs of new teachers participating in the
 1408 professional learning development ~~development~~ certification and education
 1409 competency program under s. 1012.56(8)(a).

1410 5. Include a professional learning catalog ~~master plan~~ for
 1411 inservice activities, pursuant to rules of the State Board of
 1412 Education, for all district employees from all fund sources. The
 1413 catalog ~~master plan~~ shall be updated annually by September 1,
 1414 must be based on input from teachers and district and school
 1415 instructional leaders, and must use the latest available student
 1416 achievement data and research to enhance rigor and relevance in
 1417 the classroom. Each district inservice catalog ~~plan~~ must be
 1418 aligned to and support the school-based inservice catalog ~~plans~~
 1419 and school improvement plans pursuant to s. 1001.42(18). Each
 1420 district inservice catalog ~~plan~~ must provide a description of
 1421 the training that middle grades instructional personnel and
 1422 school administrators receive on the district's code of student
 1423 conduct adopted pursuant to s. 1006.07; integrated digital
 1424 instruction and competency-based instruction and CAPE Digital
 1425 Tool certificates and CAPE industry certifications; classroom

HB 1537

2023

1426 management; student behavior and interaction; extended learning
1427 opportunities for students; and instructional leadership.
1428 District plans must be approved by the district school board
1429 annually in order to ensure compliance with subsection (1) and
1430 to allow for dissemination of research-based best practices to
1431 other districts. District school boards must submit verification
1432 of their approval to the Commissioner of Education no later than
1433 October 1, annually. Each school principal may establish and
1434 maintain an individual professional learning development plan
1435 for each instructional employee assigned to the school as a
1436 seamless component to the school improvement plans developed
1437 pursuant to s. 1001.42(18). An individual professional learning
1438 ~~development~~ plan must be related to specific performance data
1439 for the students to whom the teacher is assigned, define the
1440 inservice objectives and specific measurable improvements
1441 expected in student performance as a result of the inservice
1442 activity, and include an evaluation component that determines
1443 the effectiveness of the professional learning development plan.

1444 6. Include inservice activities for school administrative
1445 personnel, aligned to the state's educational leadership
1446 standards, that address updated skills necessary for
1447 instructional leadership and effective school management
1448 pursuant to s. 1012.986.

1449 7. Provide for systematic consultation with regional and
1450 state personnel designated to provide technical assistance and

HB 1537

2023

1451 evaluation of local professional learning ~~development~~ programs.

1452 8. Provide for delivery of professional learning
1453 ~~development~~ by distance learning and other technology-based
1454 delivery systems to reach more educators at lower costs.

1455 9. Provide for the continuous evaluation of the quality
1456 and effectiveness of professional learning ~~development~~ programs
1457 in order to eliminate ineffective programs and strategies and to
1458 expand effective ones. Evaluations must consider the impact of
1459 such activities on the performance of participating educators
1460 and their students' achievement and behavior.

1461 10. For all ~~middle~~ grades, emphasize:

1462 a. Interdisciplinary planning, collaboration, and
1463 instruction.

1464 b. Alignment of curriculum and instructional materials to
1465 the state academic standards adopted pursuant to s. 1003.41.

1466 c. Use of small learning communities; problem-solving,
1467 inquiry-driven research and analytical approaches for students;
1468 strategies and tools based on student needs; competency-based
1469 instruction; integrated digital instruction; and project-based
1470 instruction.

1471
1472 Each school that includes any of grades 6, 7, or 8 must include
1473 in its school improvement plan, required under s. 1001.42(18), a
1474 description of the specific strategies used by the school to
1475 implement each item listed in this subparagraph.

HB 1537

2023

1476 11. Provide training to reading coaches, classroom
1477 teachers, and school administrators in effective methods of
1478 identifying characteristics of conditions such as dyslexia and
1479 other causes of diminished phonological processing skills;
1480 incorporating instructional techniques into the general
1481 education setting which are proven to improve reading
1482 performance for all students; and using predictive and other
1483 data to make instructional decisions based on individual student
1484 needs. The training must help teachers integrate phonemic
1485 awareness; phonics, word study, and spelling; reading fluency;
1486 vocabulary, including academic vocabulary; and text
1487 comprehension strategies into an explicit, systematic, and
1488 sequential approach to reading instruction, including
1489 multisensory intervention strategies. Each district must provide
1490 all elementary grades instructional personnel access to training
1491 sufficient to meet the requirements of s. 1012.585(3)(f).

1492 ~~(6)(5)~~ Each district school board shall provide funding
1493 for the professional learning development system as required by
1494 s. 1011.62 and the General Appropriations Act, and shall direct
1495 expenditures from other funding sources to continuously
1496 strengthen the system in order to increase student achievement
1497 and support instructional staff in enhancing rigor and relevance
1498 in the classroom. The department shall identify professional
1499 learning development opportunities that require the teacher to
1500 demonstrate proficiency in specific classroom practices, with

HB 1537

2023

1501 priority given to implementing training to complete a reading
1502 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
1503 school district may coordinate its professional learning
1504 ~~development~~ program with that of another district, with an
1505 educational consortium, or with a Florida College System
1506 institution or university, especially in preparing and educating
1507 personnel. Each district school board shall make available
1508 inservice activities to instructional personnel of nonpublic
1509 schools in the district and the state certified teachers who are
1510 not employed by the district school board on a fee basis not to
1511 exceed the cost of the activity per all participants.

1512 (7)~~(6)~~ An organization of private schools or consortium of
1513 charter schools which has no fewer than 10 member schools in
1514 this state, which publishes and files with the Department of
1515 Education copies of its standards, and the member schools of
1516 which comply with the provisions of part II of chapter 1003,
1517 relating to compulsory school attendance, or a public or private
1518 college or university with a teacher preparation program
1519 approved pursuant to s. 1004.04, may also develop a professional
1520 learning development system that includes a professional
1521 learning catalog ~~master plan~~ for inservice activities. The
1522 system and inservice catalog ~~plan~~ must be submitted to the
1523 commissioner for approval pursuant to state board rules.

1524 (8)(a)~~(7)(a)~~ The Department of Education shall
1525 disseminate, using web-based technology, research-based best

HB 1537

2023

1526 practice methods by which the state and district school boards
1527 may evaluate and improve the professional learning ~~development~~
1528 system. The best practices must include data that indicate the
1529 progress of all students. The department shall report annually
1530 to the State Board of Education and the Legislature any school
1531 district that, in the determination of the department, has
1532 failed to provide an adequate professional learning ~~development~~
1533 system. This report must include the results of the department's
1534 investigation and of any intervention provided.

1535 (b) The department shall also disseminate, using web-based
1536 technology, professional learning ~~development~~ in the use of
1537 integrated digital instruction at schools that include middle
1538 grades. The professional learning ~~development~~ must provide
1539 training and materials that districts can use to provide
1540 instructional personnel with the necessary knowledge, skills,
1541 and strategies to effectively blend digital instruction into
1542 subject-matter curricula. The professional learning ~~development~~
1543 must emphasize online learning and research techniques, reading
1544 instruction, the use of digital devices to supplement the
1545 delivery of curricular content to students, and digital device
1546 management and security. Districts are encouraged to incorporate
1547 the professional learning ~~development~~ as part of their
1548 professional learning ~~development~~ system.

1549 ~~(9)-(8)~~ The State Board of Education may adopt rules
1550 pursuant to ss. 120.536(1) and 120.54 to administer this

1551 section.

1552 ~~(10)-(9)~~ This section does not limit or discourage a
 1553 district school board from contracting with independent entities
 1554 for professional learning development services and inservice
 1555 education if the district school board can demonstrate to the
 1556 Commissioner of Education that, through such a contract, a
 1557 better product can be acquired or its goals for education
 1558 improvement can be better met. Such entities shall have 3 or
 1559 more years of experience providing professional learning with
 1560 demonstrative success in instructional or school administrator
 1561 growth. The school district must verify that such entities and
 1562 contracted professional learning activities from such entities
 1563 meet the criteria established in subsection (3) for training
 1564 linked to student learning or professional growth.

1565 ~~(11)-(10)~~ For instructional personnel and administrative
 1566 personnel who have been evaluated as less than effective, a
 1567 district school board shall require participation in specific
 1568 professional learning development programs as provided in
 1569 subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement
 1570 prescription.

1571 ~~(12)-(11)~~ The department shall disseminate to the school
 1572 community proven model professional learning development
 1573 programs that have demonstrated success in increasing rigorous
 1574 and relevant content, increasing student achievement and
 1575 engagement, meeting identified student needs, and providing

1576 effective mentorship activities to new teachers and training to
1577 teacher mentors. The methods of dissemination must include a
1578 web-based statewide performance-support system including a
1579 database of exemplary professional learning development
1580 activities, a listing of available professional learning
1581 ~~development~~ resources, training programs, and available
1582 technical assistance. Professional learning development
1583 resources must include sample course-at-a-glance and unit
1584 overview templates that school districts may use when developing
1585 curriculum. The templates must provide an organized structure
1586 for addressing the Florida Standards, grade-level expectations,
1587 evidence outcomes, and 21st century skills that build to
1588 students' mastery of the standards at each grade level. Each
1589 template must support teaching to greater intellectual depth and
1590 emphasize transfer and application of concepts, content, and
1591 skills. At a minimum, each template must:

1592 (a) Provide course or year-long sequencing of concept-
1593 based unit overviews based on the Florida Standards.

1594 (b) Describe the knowledge and vocabulary necessary for
1595 comprehension.

1596 (c) Promote the instructional shifts required within the
1597 Florida Standards.

1598 (d) Illustrate the interdependence of grade-level
1599 expectations within and across content areas within a grade.

1600 (13) ~~(12)~~ The department shall require teachers in grades

1601 K-12 to participate in continuing education training provided by
 1602 the Department of Children and Families on identifying and
 1603 reporting child abuse and neglect.

1604 Section 15. Subsection (1) of section 1012.986, Florida
 1605 Statutes, is amended to read:

1606 1012.986 William Cecil Golden Professional Learning
 1607 ~~Development~~ Program for School Leaders.—

1608 (1) There is established the William Cecil Golden
 1609 Professional Learning ~~Development~~ Program for School Leaders to
 1610 provide high-quality standards and sustained support for
 1611 educational leaders. For purposes of this section, the term
 1612 "educational leader" means teacher leaders, assistant
 1613 principals, principals, or school district leaders. The program
 1614 shall consist of a collaborative network of school districts,
 1615 state-approved educational leadership programs, regional
 1616 consortia, charter management organizations, and state and
 1617 national professional leadership organizations to respond to
 1618 educational leadership needs throughout the state. The network
 1619 shall support the human-resource learning ~~development~~ needs of
 1620 educational leaders using the framework of leadership standards
 1621 adopted by the State Board of Education. The goal of the network
 1622 leadership program is to:

1623 (a) Provide resources to support and enhance the roles of
 1624 educational leaders.

1625 (b) Maintain a clearinghouse and disseminate data—

HB 1537

2023

1626 supported information related to the continued enhancement of
1627 student achievement and learning, civic education, coaching and
1628 mentoring, mental health awareness, technology in education,
1629 distance learning, and school safety based on educational
1630 research and best practices.

1631 (c) Increase the quality and capacity of educational
1632 leadership learning ~~development~~ programs.

1633 (d) Support evidence-based leadership practices through
1634 dissemination and modeling at the preservice and inservice
1635 levels for educational leaders.

1636 (e) Support the professional growth of instructional
1637 personnel who provide reading instruction and interventions by
1638 training school administrators on classroom observation, l
1639 instructional coaching, and teacher evaluation practices aligned
1640 to evidence-based reading instruction and intervention
1641 strategies.

1642 Section 16. The Division of Law Revision shall prepare a
1643 reviser's bill to replace references to the term "professional
1644 development" where it occurs within chapters 1000 through 1013
1645 of the Florida Statutes with the term "professional learning."

1646 Section 17. Except as otherwise expressly provided in this
1647 act, and except for this section, which shall take effect upon
1648 this act becoming a law, this act shall take effect July 1,
1649 2023.