

By Senators Sullivan and Horne

11-702B-99

1                                   A bill to be entitled  
2           An act relating to education; stating an intent  
3           to increase standards for the preparation,  
4           certification, and professional development of  
5           educators; directing the Department of  
6           Education to review statutes and rules  
7           governing certification to increase efficiency,  
8           rigor, and alternatives in the certification  
9           process; requiring a report; amending s.  
10          24.121, F.S.; specifying conditions for  
11          withholding allocations from the Educational  
12          Enhancement Trust Fund; amending s. 229.592,  
13          F.S.; prohibiting the waiver of a required  
14          report of out-of-field teachers; amending s.  
15          230.23, F.S., relating to district school board  
16          powers and duties; requiring certain  
17          performance-based pay for school administrators  
18          and instructional personnel; amending s.  
19          231.02, F.S.; correcting a reference; amending  
20          s. 231.0861, F.S.; requiring the State Board of  
21          Education to approve criteria for selection of  
22          certain administrative personnel; authorizing  
23          school districts to contract with private  
24          entities for evaluation and training of such  
25          personnel; amending s. 231.085, F.S.;  
26          specifying principals' responsibilities for  
27          assessing performance of school personnel and  
28          implementing the Sunshine State Standards;  
29          amending s. 231.087, F.S.; requiring the State  
30          Board of Education to adopt rules governing the  
31          training of school district management

1 personnel; providing for review and repeal of  
2 the Management Training Act; requiring  
3 recommendations; amending s. 231.09, F.S.;  
4 prescribing duties of instructional personnel;  
5 amending s. 231.096, F.S.; requiring a school  
6 board plan to ensure the competency of teachers  
7 with out-of-field teaching assignments;  
8 amending s. 231.145, F.S.; revising purpose to  
9 reflect increased requirements for  
10 certification; amending s. 231.15, F.S.;  
11 authorizing certification based on demonstrated  
12 competencies; requiring rules of the State  
13 Board of Education to specify certain  
14 competencies; requiring consultation with  
15 postsecondary education boards; amending s.  
16 231.17, F.S.; revising prerequisites for  
17 certification; requiring demonstration of  
18 general knowledge before temporary  
19 certification; increasing the requirement that  
20 teachers know and use mathematics, technology,  
21 and intervention strategies with students;  
22 deleting alternative ways to demonstrate  
23 general knowledge competency; amending s.  
24 231.174, F.S., relating to district programs  
25 for adding certification coverages; removing  
26 limitation to specific certification areas;  
27 amending s. 231.29, F.S.; requiring certain  
28 personnel-performance assessments to be  
29 primarily based on student performance;  
30 amending s. 231.546, F.S.; specifying duties of  
31 the Education Standards Commission; amending s.

1 231.600, F.S.; prescribing the responsibilities  
2 of school district professional-development  
3 programs; amending s. 240.529, F.S.; revising  
4 criteria for initial and continuing approval of  
5 teacher-preparation programs; increasing the  
6 requirements for a student to enroll in and  
7 graduate from a teacher-education program;  
8 requiring annual reports of program  
9 performance; creating certain institutes for  
10 intensive inservice training in reading,  
11 mathematics, and algebra; providing criteria  
12 for instruction, admissions, and evaluation;  
13 authorizing professional development academies  
14 to meet human resource development needs of  
15 educators, school, and school districts;  
16 providing for organization and operation by  
17 public and private partners; providing for  
18 funding; specifying duties of the Commissioner  
19 of Education; repealing s. 231.601, F.S.,  
20 relating to purpose of inservice training for  
21 instructional personnel; providing an effective  
22 date.

23  
24 Be It Enacted by the Legislature of the State of Florida:

25  
26 Section 1. The Legislature intends to implement a  
27 comprehensive approach to increase students' academic  
28 achievement and improve teaching quality. The Legislature  
29 recognizes that professional educators shape the future of  
30 this state and the nation by developing the knowledge and  
31 skills of our future workforce and laying the foundation for

1 good citizenship and full participation in community and civic  
2 life. The Legislature also recognizes its critical role in  
3 meeting the state's educational goals and preparing all  
4 students to achieve at the high levels set by the Sunshine  
5 State Standards. The purpose of this act is to raise standards  
6 for certifying professional educators; establish Institutes  
7 for Excellence in Teaching to respond to professional  
8 development needs; increase accountability for postsecondary  
9 programs that prepare future educators; and increase  
10 accountability for administrators who evaluate teacher  
11 performance. To further this initiative, the Department of  
12 Education must review the provisions of chapter 231, Florida  
13 Statutes, and related administrative rules governing the  
14 certification of individuals who must hold state certification  
15 as a condition of employment in any district school system.  
16 The purpose of the review is to identify ways to make the  
17 certification process more efficient and responsive to the  
18 needs of district school systems and educators; to maintain  
19 rigorous standards for initial and continuing certification;  
20 and to provide more alternative certification options for  
21 individuals who have specific subject-area expertise but have  
22 not completed a standard teacher preparation program. The  
23 department must evaluate the rigor of the assessment  
24 instruments and passing scores required for certification and  
25 should consider components of more rigorous and efficient  
26 certification systems in other states. The department may  
27 request assistance from the Education Standards Commission. By  
28 January 1, 2000, the department must submit its findings and  
29 recommendations for revision of statutes and administrative  
30 rules to the presiding officers of the Senate, the House of  
31 Representatives, and the State Board of Education.

1           Section 2. Paragraph (d) of subsection (5) of section  
2 24.121, Florida Statutes, 1998 Supplement, is amended to read:

3           24.121 Allocation of revenues and expenditure of funds  
4 for public education.--

5           (5)

6           (d) No funds shall be released for any purpose from  
7 the Educational Enhancement Trust Fund to any school district  
8 in which one or more schools do not have an approved school  
9 improvement plan pursuant to s. 230.23(16) or do not comply  
10 with school advisory council membership composition  
11 requirements pursuant to s. 229.58(1). Effective July 1, 2002,  
12 the Commissioner of Education shall withhold disbursements  
13 from the trust fund to any school district that fails to adopt  
14 the performance-based salary schedule required by s.  
15 230.23(5).

16           Section 3. Subsection (6) of section 229.592, Florida  
17 Statutes, 1998 Supplement, is amended to read:

18           229.592 Implementation of state system of school  
19 improvement and education accountability.--

20           (6) EXCEPTIONS TO LAW.--To facilitate innovative  
21 practices and to allow local selection of educational methods,  
22 the commissioner may waive, upon the request of a school  
23 board, requirements of chapters 230 through 239 of the Florida  
24 School Code that relate to instruction and school operations,  
25 except those pertaining to civil rights, and student health,  
26 safety, and welfare. The Commissioner of Education is not  
27 authorized to grant waivers for any provisions of law  
28 pertaining to the allocation and appropriation of state and  
29 local funds for public education; the election, compensation,  
30 and organization of school board members and superintendents;  
31 graduation and state accountability standards; financial

1 reporting requirements; report of out-of-field teaching  
2 assignments under s. 231.095; public meetings; public records;  
3 or due process hearings governed by chapter 120. Prior to  
4 approval, the commissioner shall report pending waiver  
5 requests to the state board on a monthly basis, and shall,  
6 upon request of any state board member, bring a waiver request  
7 to the state board for consideration. If, within 2 weeks of  
8 receiving the report, no member requests that a waiver be  
9 considered by the state board, the commissioner may act on the  
10 original waiver request. No later than January 1 of each year,  
11 the commissioner shall report to the President and Minority  
12 Leader of the Senate and the Speaker and Minority Leader of  
13 the House of Representatives all approved waiver requests in  
14 the preceding year.

15 (a) Graduation requirements in s. 232.246 must be met  
16 by demonstrating performance of intended outcomes for any  
17 course in the Course Code Directory unless a waiver is  
18 approved by the commissioner. In developing procedures for  
19 awarding credits based on performance outcomes, districts may  
20 request waivers from State Board of Education rules relating  
21 to curriculum frameworks and credits for courses and programs  
22 in the Course Code Directory. Credit awarded for a course or  
23 program beyond that allowed by the Course Code Directory  
24 counts as credit for electives. Upon request by any school  
25 district, the commissioner shall evaluate and establish  
26 procedures for variations in academic credits awarded toward  
27 graduation by a high school offering six periods per day  
28 compared to those awarded by high schools operating on other  
29 schedules.

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31

1           1. A school board may originate a request for waiver  
2 and submit the request to the commissioner if such a waiver is  
3 required to implement districtwide improvements.

4           2. A school board may submit a request to the  
5 commissioner for a waiver if such request is presented to the  
6 school board by a school advisory council established pursuant  
7 to s. 229.58 and if such a waiver is required to implement a  
8 school improvement plan required by s. 230.23(16). The school  
9 board shall report annually to the Florida Commission on  
10 Education Reform and Accountability, in conjunction with the  
11 feedback report required pursuant to subsection (3), the  
12 number of waivers requested by school advisory councils, the  
13 number of such waiver requests approved and submitted to the  
14 commissioner, and the number of such waiver requests not  
15 approved and not submitted to the commissioner. For each  
16 waiver request not approved, the school board shall report the  
17 statute or rule for which the waiver was requested, the  
18 rationale for the school advisory council request, and the  
19 reason the request was not approved.

20           3. When approved by the commissioner, a waiver  
21 requested under this paragraph is effective for a 5-year  
22 period.

23           (b) Notwithstanding the provisions of chapter 120 and  
24 for the purpose of implementing this subsection, the  
25 commissioner may waive State Board of Education rules if the  
26 school board has submitted a written request to the  
27 commissioner for approval pursuant to this subsection.

28           (c) The written request for waiver of statute or rule  
29 must indicate at least how the general statutory purpose will  
30 be met, how granting the waiver will assist schools in  
31 improving student outcomes related to the student performance

1 standards adopted pursuant to subsection (5), and how student  
2 improvement will be evaluated and reported. In considering any  
3 waiver, the commissioner shall ensure protection of the  
4 health, safety, welfare, and civil rights of the students and  
5 protection of the public interest.

6 (d) Upon denying a request for a waiver, the  
7 commissioner must state with particularity the grounds or  
8 basis for the denial. The commissioner shall report the  
9 specific statutes and rules for which waivers are requested  
10 and the number and disposition of such requests to the Florida  
11 Commission on Education Reform and Accountability for use in  
12 determining which statutes and rules stand in the way of  
13 school improvement.

14 Section 4. Paragraph (c) of subsection (5) of section  
15 230.23, Florida Statutes, 1998 Supplement, is amended to read:

16 230.23 Powers and duties of school board.--The school  
17 board, acting as a board, shall exercise all powers and  
18 perform all duties listed below:

19 (5) PERSONNEL.--Designate positions to be filled,  
20 prescribe qualifications for those positions, and provide for  
21 the appointment, compensation, promotion, suspension, and  
22 dismissal of employees as follows, subject to the requirements  
23 of chapter 231:

24 (c) Compensation and salary schedules.--Adopt a salary  
25 schedule or salary schedules to be used as a basis for paying  
26 all school employees, such schedules to be arranged, insofar  
27 as practicable, so as to furnish incentive for improvement in  
28 training and for continued and efficient service and fix and  
29 authorize the compensation of school employees on the basis of  
30 such schedules. A district school board, in determining the  
31 salary schedule for instructional personnel, must base a



1 portion of each employee's compensation on performance  
2 demonstrated under s. 231.29 and must consider the prior  
3 teaching experience of a person who has been designated state  
4 teacher of the year by any state in the United States. In  
5 developing the salary schedule, the school board shall seek  
6 input from parents, teachers, and representatives of the  
7 business community. By June 30, 2002, the salary schedule  
8 adopted by the school board must base at least 5 percent of  
9 the salary of school administrators and instructional  
10 personnel on annual performance measured under s. 231.29. The  
11 district's performance-pay policy is subject to negotiation as  
12 provided in chapter 447; however, the adopted salary schedule  
13 must allow employees who demonstrate outstanding performance  
14 to earn the full 5 percent and must require a 5-percent salary  
15 reduction for employees whose performance is unsatisfactory.  
16 The Commissioner of Education shall determine whether the  
17 board's adopted salary schedule complies with the requirement  
18 for performance-based pay. If the board fails to comply by  
19 June 30, 2002, the commissioner shall withhold disbursements  
20 from the Education Enhancement Trust Fund to the district  
21 until compliance is verified.

22 Section 5. Subsection (1) of section 231.02, Florida  
23 Statutes, 1998 Supplement, is amended to read:

24 231.02 Qualifications of personnel.--

25 (1) To be eligible for appointment in any position in  
26 any district school system, a person shall be of good moral  
27 character; shall have attained the age of 18 years, if he or  
28 she is to be employed in an instructional capacity; and shall,  
29 when required by law, hold a certificate or license issued  
30 under rules of the State Board of Education or the Department  
31 of Health ~~and Rehabilitative Services~~, except when employed

1 pursuant to s. 231.15 or under the emergency provisions of s.  
2 236.0711. Previous residence in this state shall not be  
3 required in any school of the state as a prerequisite for any  
4 person holding a valid Florida certificate or license to serve  
5 in an instructional capacity.

6 Section 6. Subsection (2) of section 231.0861, Florida  
7 Statutes, is amended to read:

8 231.0861 Principals and assistant principals;  
9 selection.--

10 (2) ~~By July 1, 1986,~~ Each district school board shall  
11 adopt and implement an objective-based process for the  
12 screening, selection, and appointment of assistant principals  
13 and principals in the public schools of this state which meets  
14 the criteria approved by the State Board of Education ~~Florida~~  
15 ~~Council on Educational Management~~. Each school district may  
16 contract with other local school districts, agencies,  
17 associations, private entities, or universities to conduct the  
18 assessments, evaluations, and training programs required under  
19 this section.

20 Section 7. Section 231.085, Florida Statutes, is  
21 amended to read:

22 231.085 Duties of principals.--A district school board  
23 shall employ, through written contract, public school  
24 principals who shall supervise the operation and management of  
25 the schools and property as the board determines necessary.  
26 Each principal is responsible for the performance of all  
27 personnel employed by the school board and assigned to the  
28 school to which the principal is assigned. The principal shall  
29 faithfully and effectively apply the personnel-assessment  
30 system approved by the school board pursuant to s. 231.29.  
31 Each principal shall perform such duties as may be assigned by

1 the superintendent pursuant to the rules of the school board.  
2 Such rules shall include, but not be limited to, rules  
3 relating to administrative responsibility, instructional  
4 leadership in implementing the Sunshine State Standards and of  
5 the overall educational program of the school to which the  
6 principal is assigned, submission of personnel recommendations  
7 to the superintendent, administrative responsibility for  
8 records and reports, administration of corporal punishment,  
9 and student suspension. Each principal shall provide  
10 leadership in the development or revision and implementation  
11 of a school improvement plan pursuant to s. 230.23(16).

12 Section 8. Paragraph (a) of subsection (5) of section  
13 231.087, Florida Statutes, is amended, and subsection (7) is  
14 added to that section, to read:

15 231.087 Management Training Act; Florida Council on  
16 Educational Management; Florida Academy for School Leaders;  
17 Center for Interdisciplinary Advanced Graduate Study.--

18 (5) DISTRICT MANAGEMENT TRAINING PROGRAMS.--

19 (a) Pursuant to rules ~~guidelines~~ to be adopted by the  
20 State Board of Education ~~Florida Council on Educational~~  
21 ~~Management~~, each school board may submit to the commissioner a  
22 proposed program designed to train district administrators and  
23 school-based managers, including principals, assistant  
24 principals, school site administrators, and persons who are  
25 potential candidates for employment in such administrative  
26 positions, in the competencies which have been identified by  
27 the Florida Council on Educational Management ~~council~~ as being  
28 necessary for effective school management. The proposed  
29 program shall include a statement of the number of individuals  
30 to be included in the program and an itemized statement of the  
31

1 estimated total cost of the program, which shall be paid in  
2 part by the district and in part by the department.

3 (7) REPEAL AND REVIEW OF MANAGEMENT ACT.--The  
4 Department of Education and the Office of Program Policy  
5 Analysis and Governmental Accountability shall conduct a  
6 comprehensive review of the Management Training Act to  
7 determine its effectiveness and by January 1, 2000, shall make  
8 recommendations to the presiding officers of the Legislature  
9 for the repeal, revision, or reauthorization of the act. This  
10 section is repealed effective June 30, 2000.

11 Section 9. Section 231.09, Florida Statutes, is  
12 amended to read:

13 231.09 Duties of instructional personnel.--The primary  
14 duty of instructional personnel is to work diligently and  
15 faithfully to help students meet or exceed annual learning  
16 goals, to meet state and local achievement requirements, and  
17 to master the skills required to graduate from high school  
18 prepared for postsecondary education and work. This duty  
19 applies to instructional personnel whether they teach or  
20 function in a support role.Members of the instructional staff  
21 of the public schools shall perform duties prescribed by rules  
22 of the school board. Such rules shall include, but not be  
23 limited to, rules relating to a teacher's duty to help  
24 students master challenging standards and meet all state and  
25 local requirements for achievement;teaching efficiently and  
26 faithfully, using prescribed materials and methods;  
27 recordkeeping; and fulfilling the terms of any contract,  
28 unless released from the contract by the school board.

29 Section 10. Section 231.096, Florida Statutes, 1998  
30 Supplement, is amended to read:

31

1           231.096 Teacher teaching out-of-field;  
2 assistance.--Each ~~school~~ district school board shall adopt and  
3 implement ~~have~~ a plan to assist any teacher teaching  
4 out-of-field, and priority consideration in professional  
5 development activities shall be given to teachers who are  
6 teaching out-of-field. The school board shall require that  
7 such teachers participate in a certification or  
8 staff-development program designed to ensure that the teacher  
9 has the competencies required for the assigned duties. The  
10 board-approved assistance plan must include duties of  
11 administrative personnel and other instructional personnel to  
12 ensure that students receive high-quality instructional  
13 services.

14           Section 11. Section 231.145, Florida Statutes, is  
15 amended to read:

16           231.145 Purpose of instructional personnel  
17 certification.--It is the intent of the Legislature that  
18 school personnel certified in this state possess the  
19 credentials, knowledge, and skills necessary to provide a  
20 high-quality ~~quality~~ education in the public schools. The  
21 purpose of school personnel certification is to protect the  
22 educational interests of students, parents, and the public at  
23 large by assuring that teachers in this state are  
24 professionally qualified. In fulfillment of its duty to the  
25 citizens of this state, the Legislature has established  
26 certification requirements to assure that educational  
27 personnel in public schools possess appropriate skills in  
28 reading, writing, and mathematics, and adequate pedagogical  
29 knowledge and relevant subject matter competence so as to ~~and~~  
30 ~~can~~ demonstrate an acceptable level of professional  
31 performance. Further, the Legislature has established a

1 certificate renewal process which promotes the continuing  
2 professional improvement of school personnel, thereby  
3 enhancing public education in all areas of the state.

4 Section 12. Section 231.15, Florida Statutes, 1998  
5 Supplement, is amended to read:

6 231.15 Positions for which certificates required.--

7 (1) The State Board of Education shall classify school  
8 services, designate the certification subject areas, establish  
9 competencies and certification requirements for all  
10 school-based personnel, and prescribe rules in accordance with  
11 which the professional, temporary, and part-time certificates  
12 shall be issued by the Department of Education to applicants  
13 who meet the standards prescribed by such rules for their  
14 class of service. The rules must allow the holder of a valid  
15 professional certificate to add an area of certification  
16 without completing the associated course requirements if the  
17 certificateholder attains a passing score on an examination of  
18 competency in the subject area to be added and provides  
19 evidence of at least 2 years of satisfactory performance  
20 evaluations that considered the performance of students taught  
21 by the certificateholder. If the State Board of Education  
22 requires completion of a specific number of clock hours of  
23 classroom instruction for initial certification, the board  
24 shall establish the minimum competencies that applicants must  
25 demonstrate in order to be licensed. The demonstration of such  
26 competencies may be substituted for specific classroom  
27 clock-hour requirements established in statute or rule which  
28 are related to instructional programs for certification  
29 purposes. Demonstration of the established minimum  
30 competencies must be certified by the educational institution  
31 that provided the instruction. The State Board of Education

1 shall consult with the State Board of Independent Colleges and  
2 Universities, the State Board of Nonpublic Career Education,  
3 the Board of Regents, and the State Board of Community  
4 Colleges before adopting any changes to training requirements  
5 relating to entry into the profession. This consultation must  
6 allow the educational board to provide advice regarding the  
7 impact of the proposed changes in terms of the length of time  
8 necessary to complete the training program and the fiscal  
9 impact of the changes. The educational board must be consulted  
10 only when an institution offering the training program falls  
11 under its jurisdiction.Each person employed or occupying a  
12 position as school supervisor, principal, teacher, library  
13 media specialist, school counselor, athletic coach, or other  
14 position in which the employee serves in an instructional  
15 capacity, in any public school of any district of this state  
16 shall hold the certificate required by law and by rules of the  
17 state board in fulfilling the requirements of the law for the  
18 type of service rendered. However, the state board shall  
19 adopt rules authorizing school boards to employ selected  
20 noncertificated personnel to provide instructional services in  
21 the individuals' fields of specialty or to assist  
22 instructional staff members as education paraprofessionals.

23 (2) Each person who is employed and renders service as  
24 an athletic coach in any public school in any district of this  
25 state shall hold a valid part-time, temporary, or professional  
26 certificate. The provisions of this subsection do not apply to  
27 any athletic coach who voluntarily renders service and who is  
28 not employed by any public school district of this state.

29 (3) Each person employed as a school nurse shall hold  
30 a license to practice nursing in the state, and each person  
31 employed as a school physician shall hold a license to

1 | practice medicine in the state. ~~The provisions of this~~  
2 | ~~subsection shall not apply to any athletic coach who renders~~  
3 | ~~service in a voluntary capacity and who is not employed by any~~  
4 | ~~public school of any district in this state.~~

5 |       (4)~~(2)~~ A commissioned or noncommissioned military  
6 | officer who is an instructor of junior reserve officer  
7 | training shall be exempt from requirements for teacher  
8 | certification, except for the filing of fingerprints pursuant  
9 | to s. 231.02, if he or she meets the following qualifications:

10 |       (a) Is retired from active military duty with at least  
11 | 20 years of service and draws retirement pay or is retired, or  
12 | transferred to retired reserve status, with at least 20 years  
13 | of active service and draws retirement pay or retainer pay.

14 |       (b) Satisfies criteria established by the appropriate  
15 | military service for certification by the service as a junior  
16 | reserve officer training instructor.

17 |       (c) Has an exemplary military record.

18 |

19 | If such instructor is assigned instructional duties other than  
20 | junior reserve officer training, he or she shall hold the  
21 | certificate required by law and rules of the state board for  
22 | the type of service rendered.

23 |       Section 13. Paragraph (c) of subsection (3) and  
24 | subsections (4), (5), and (8) of section 231.17, Florida  
25 | Statutes, 1998 Supplement, are amended to read:

26 |       231.17 Official statements of eligibility and  
27 | certificates granted on application to those meeting  
28 | prescribed requirements.--

29 |       (3) TEMPORARY CERTIFICATE.--

30 |       (c) To qualify for a temporary certificate, the  
31 | applicant must:



1           1. File a written statement under oath that the  
2 applicant subscribes to and will uphold the principles  
3 incorporated in the Constitutions of the United States and of  
4 the State of Florida.

5           2. Be at least 18 years of age.

6           3. Document receipt of a bachelor's or higher degree  
7 from an accredited institution of higher learning, as defined  
8 by state board rule. Credits and degrees awarded by a newly  
9 created Florida state institution that is part of the State  
10 University System shall be considered as granted by an  
11 accredited institution of higher learning during the first 2  
12 years of course offerings while accreditation is gained.  
13 Degrees from foreign institutions, or degrees from other  
14 institutions of higher learning that are in the accreditation  
15 process, may be validated by a process established in state  
16 board rule. Once accreditation is gained, the institution  
17 shall be considered as accredited beginning with the 2-year  
18 period prior to the date of accreditation. The bachelor's or  
19 higher degree may not be required in areas approved in rule by  
20 the State Board of Education as nondegreed areas. Each  
21 applicant seeking initial certification must have attained at  
22 least a 2.5 overall grade point average on a 4.0 scale in the  
23 applicant's major field of study. The applicant may document  
24 the required education by submitting official transcripts from  
25 institutions of higher education or by authorizing the direct  
26 submission of such official transcripts through established  
27 electronic network systems.

28           4. Be competent and capable of performing the duties,  
29 functions, and responsibilities of a teacher.

30           5. Be of good moral character.

31

1           6. Demonstrate mastery of general knowledge, including  
2 the ability to read, write, and compute. Individuals who apply  
3 for certification on or after July 1, 2000, must demonstrate  
4 these minimum competencies in order to receive a temporary  
5 certificate.

6  
7 Rules adopted pursuant to this section shall provide for the  
8 review and acceptance of credentials from foreign institutions  
9 of higher learning.

10           (4) PROFESSIONAL CERTIFICATE.--The department shall  
11 issue a professional certificate for a period not to exceed 5  
12 years to any applicant who meets the requirements for a  
13 temporary certificate and documents mastery of the minimum  
14 competencies required by subsection (5). Mastery of the  
15 minimum competencies must be documented on a comprehensive  
16 written examination or through other criteria as specified by  
17 rules of the state board. Mastery of minimum competencies  
18 required under subsection (5) must be demonstrated in the  
19 following areas:

20           (a) General knowledge, including the ability to read,  
21 write, and compute. However, individuals who apply for  
22 certification on or after July 1, 2000, must demonstrate these  
23 minimum competencies in order to receive a temporary  
24 certificate.

25           (b) Professional skills and knowledge of the standards  
26 of professional practice.

27           (c) The subject matter in each area for which  
28 certification is sought.

29           (5) MINIMUM COMPETENCIES FOR PROFESSIONAL  
30 CERTIFICATE.--

31

1           (a) The state board must specify, by rule, the minimum  
2 essential competencies that educators must possess and  
3 demonstrate in order to qualify to teach students the  
4 standards of student performance adopted by the state board.  
5 The minimum competencies must include but are not limited to  
6 the ability to:

7           1. Write in a logical and understandable style with  
8 appropriate grammar and sentence structure.

9           2. Read, comprehend, and interpret professional and  
10 other written material.

11           3. Comprehend and work with ~~fundamental~~ mathematical  
12 concepts, including algebra.

13           4. Recognize signs of severe emotional distress in  
14 students and apply techniques of crisis intervention with an  
15 emphasis on suicide prevention and positive emotional  
16 development.

17           5. Recognize signs of alcohol and drug abuse in  
18 students and know how to appropriately work with such students  
19 and seek assistance designed to prevent ~~apply counseling~~  
20 ~~techniques with emphasis on intervention and prevention of~~  
21 future abuse.

22           6. Recognize the physical and behavioral indicators of  
23 child abuse and neglect, know rights and responsibilities  
24 regarding reporting, know how to care for a child's needs  
25 after a report is made, and know recognition, intervention,  
26 and prevention strategies pertaining to child abuse and  
27 neglect which can be related to children in a classroom  
28 setting in a nonthreatening, positive manner.

29           7. Comprehend patterns of physical, social, and  
30 academic development in students, including exceptional  
31

1 students in the regular classroom, and counsel these students  
2 concerning their needs in these areas.

3 8. Recognize and be aware of the instructional needs  
4 of exceptional students.

5 9. Comprehend patterns of normal development in  
6 students and employ appropriate intervention strategies for  
7 disorders of development.

8 10. Identify and comprehend the codes and standards of  
9 professional ethics, performance, and practices adopted  
10 pursuant to s. 231.546(2)(b), the grounds for disciplinary  
11 action provided by s. 231.28, and the procedures for resolving  
12 complaints filed pursuant to this chapter, including appeal  
13 processes.

14 11. Recognize and demonstrate awareness of the  
15 educational needs of students who have limited proficiency in  
16 English and employ appropriate teaching strategies.

17 12. Use and integrate appropriate technology in  
18 teaching and learning processes.

19 13. Use assessment strategies to assist the continuous  
20 development of the learner.

21 14. Use teaching and learning strategies that include  
22 considering each student's culture, learning styles, special  
23 needs, and socioeconomic background.

24 15. Demonstrate knowledge and understanding of the  
25 subject matter that is aligned with the subject knowledge and  
26 skills specified in the Sunshine State Standards and student  
27 performance standards approved by the state board.

28 16. Demonstrate knowledge and skill in managing  
29 student behavior inside and outside the classroom. Such  
30 knowledge and skill must include techniques for preventing and  
31

1 effectively responding to incidents of disruptive or violent  
2 behavior.

3 17. Demonstrate knowledge of and skill in developing  
4 and administering appropriate classroom assessment instruments  
5 designed to measure student learning gains.

6 (b) The state board shall designate the certification  
7 areas for subject area tests. However, an applicant may  
8 satisfy the subject area and professional knowledge testing  
9 requirements by attaining scores on corresponding tests from  
10 the National Teachers Examination series, and successors to  
11 that series, that meet standards established by the state  
12 board. The College Level Academic Skills Test, a similar test  
13 approved by the state board, or corresponding tests from,  
14 ~~beginning January 1, 1996,~~the National Teachers Examination  
15 series must be used by ~~degreed personnel~~ to demonstrate  
16 mastery of general knowledge as required in paragraphs (3)(b)  
17 and paragraph (4)(a). All required tests may be taken prior to  
18 graduation.The College Level Academic Skills Test shall be  
19 waived for any applicant who passed the reading, writing, and  
20 mathematics subtest of the former Florida Teacher  
21 Certification Examination or the College Level Academic Skills  
22 Test and subsequently obtained a certificate pursuant to this  
23 chapter.

24 (8) EXAMINATIONS.--

25 (a) The commissioner, with the approval of the state  
26 board, may contract for developing, printing, administering,  
27 scoring, and appropriate analysis of the written tests  
28 required.

29 (b) The state board shall, by rule, specify the  
30 examination scores that are required for the issuance of a  
31 professional certificate and ~~certain~~ temporary certificate

1 ~~certificates. When the College Level Academic Skills Test is~~  
2 ~~used to demonstrate general knowledge, Such rules must provide~~  
3 ~~an alternative method by which an applicant may demonstrate~~  
4 ~~mastery of general knowledge, including the ability to read,~~  
5 ~~write, or compute, must define generic subject area~~  
6 ~~competencies and must establish uniform evaluation~~  
7 guidelines. Individuals who apply for their professional  
8 certificate before July 1, 2000, may demonstrate mastery of  
9 general knowledge pursuant to the alternative method specified  
10 by state board rule which ~~The alternative method~~ must:

11           1. Apply only to an applicant who has successfully  
12 completed all prerequisites for issuance of the professional  
13 certificate, except passing one specific subtest of the  
14 College Level Academic Skills Test, and who has taken and  
15 failed to achieve a passing score on that subtest at least  
16 four times.

17           2. Require notification from the superintendent of the  
18 employing school district, the governing authority of the  
19 employing developmental research school, or the governing  
20 authority of the employing state-supported school or nonpublic  
21 school that the applicant has satisfactorily demonstrated  
22 mastery of the subject area covered by that specific subtest  
23 through successful experience in the professional application  
24 of generic subject area competencies and proficient academic  
25 performance in that subject area. The decision of the  
26 superintendent or governing authority shall be based on a  
27 review of the applicant's official academic transcript and  
28 notification from the applicant's principal, a peer teacher,  
29 and a district-level supervisor that the applicant has  
30 demonstrated successful professional experience in that  
31 subject area.

1 (c) If an applicant takes an examination developed by  
2 this state and does not achieve the score necessary for  
3 certification, the applicant may review his or her completed  
4 examination and bring to the attention of the department any  
5 errors that would result in a passing score.

6 (d) The department and the board shall maintain  
7 confidentiality of the examination, developmental materials,  
8 and workpapers, and the examination, developmental materials,  
9 and workpapers are exempt from s. 119.07(1).

10 Section 14. Section 231.174, Florida Statutes, is  
11 amended to read:

12 231.174 Alternative preparation programs for certified  
13 teachers to add additional coverage.--A district school board  
14 may design alternative teacher preparation programs to enable  
15 persons already certificated to add an additional coverage to  
16 their certificates ~~to teach exceptional education classes or~~  
17 ~~in other areas of critical shortage.~~ Each alternative teacher  
18 preparation program shall be reviewed and approved by the  
19 Department of Education to assure that persons who complete  
20 the program are competent in the necessary areas of subject  
21 matter specialization. Two or more school districts may  
22 jointly participate in an alternative preparation program for  
23 teachers.

24 Section 15. Subsection (3) of section 231.29, Florida  
25 Statutes, 1998 Supplement, is amended to read:

26 231.29 Assessment procedures and criteria.--

27 (3) The assessment procedure for instructional  
28 personnel and school administrators must be primarily based on  
29 the performance of students assigned to their classrooms or  
30 schools, as appropriate. The procedures must ~~shall~~ comply

31

1 with, but need ~~shall~~ not be limited to, the following  
2 requirements:

3 (a) An assessment must ~~shall~~ be conducted for each  
4 employee at least once a year. The assessment must ~~shall~~ be  
5 based upon sound educational principles and contemporary  
6 research in effective educational practices. The assessment  
7 must use data and indicators of improvement in student  
8 performance and may consider results of peer reviews in  
9 evaluating the employee's performance. Student performance  
10 must be measured by state assessments required under s. 229.57  
11 and by local assessments for subjects not measured by the  
12 state assessment program.The assessment criteria must  
13 include, but are not limited to, indicators that relate to the  
14 following:

- 15 1. Ability to maintain appropriate discipline.
- 16 2. Knowledge of subject matter. The district school  
17 board shall make special provisions for evaluating teachers  
18 who are assigned to teach out-of-field.
- 19 3. Ability to plan and deliver instruction.
- 20 4. Ability to evaluate instructional needs.
- 21 5. Ability to communicate with parents.
- 22 6. Other professional competencies, responsibilities,  
23 and requirements as established by rules of the State Board of  
24 Education and policies of the district school board.

25 (b) All personnel must ~~shall~~ be fully informed of the  
26 criteria and procedures associated with the assessment process  
27 before the assessment takes place.

28 (c) The individual responsible for supervising the  
29 employee must assess the employee's performance. The evaluator  
30 must submit a written report of the assessment to the  
31 superintendent for the purpose of reviewing the employee's



1 contract. The evaluator must submit the written report to the  
2 employee no later than 10 days after the assessment takes  
3 place. The evaluator must discuss the written report of  
4 assessment with the employee. The employee shall have the  
5 right to initiate a written response to the assessment, and  
6 the response shall become a permanent attachment to his or her  
7 personnel file.

8 (d) If an employee is not performing his or her duties  
9 in a satisfactory manner, the evaluator shall notify the  
10 employee in writing of such determination. The notice must  
11 describe such unsatisfactory performance and include notice of  
12 the following procedural requirements:

13 1. Upon delivery of a notice of unsatisfactory  
14 performance, the evaluator must confer with the employee, make  
15 recommendations with respect to specific areas of  
16 unsatisfactory performance, and provide assistance in helping  
17 to correct deficiencies within a prescribed period of time.

18 2. The employee shall be placed on performance  
19 probation and governed by the provisions of this section for  
20 90 calendar days from the receipt of the notice of  
21 unsatisfactory performance to demonstrate corrective action.  
22 School holidays and school vacation periods are not counted  
23 when calculating the 90-calendar-day period. During the 90  
24 calendar days, the employee must be evaluated periodically and  
25 apprised of progress achieved and must be provided assistance  
26 and inservice training opportunities to help correct the noted  
27 performance deficiencies. At any time during the 90 calendar  
28 days, the employee may request a transfer to another  
29 appropriate position with a different supervising  
30 administrator; however, a transfer does not extend the period  
31 for correcting performance deficiencies.

1           3. Within 14 days after the close of the 90 calendar  
2 days, the evaluator must assess whether the performance  
3 deficiencies have been corrected and forward a recommendation  
4 to the superintendent. Within 14 days after receiving the  
5 evaluator's recommendation, the superintendent must notify the  
6 employee in writing whether the performance deficiencies have  
7 been satisfactorily corrected and whether the superintendent  
8 will recommend that the school board continue or terminate his  
9 or her employment contract. If the employee wishes to contest  
10 the superintendent's recommendation, the employee must, within  
11 15 days after receipt of the superintendent's recommendation,  
12 submit a written request for a hearing. Such hearing shall be  
13 conducted at the school board's election in accordance with  
14 one of the following procedures:

15           a. A direct hearing conducted by the school board  
16 within 60 days after receipt of the written appeal. The  
17 hearing shall be conducted in accordance with the provisions  
18 of ss. 120.569 and 120.57. A majority vote of the membership  
19 of the school board shall be required to sustain the  
20 superintendent's recommendation. The determination of the  
21 school board shall be final as to the sufficiency or  
22 insufficiency of the grounds for termination of employment; or

23           b. A hearing conducted by an administrative law judge  
24 assigned by the Division of Administrative Hearings of the  
25 Department of Management Services. The hearing shall be  
26 conducted within 60 days after receipt of the written appeal  
27 in accordance with chapter 120. The recommendation of the  
28 administrative law judge shall be made to the school board. A  
29 majority vote of the membership of the school board shall be  
30 required to sustain or change the administrative law judge's  
31 recommendation. The determination of the school board shall be

1 final as to the sufficiency or insufficiency of the grounds  
2 for termination of employment.

3 Section 16. Paragraph (a) of subsection (1) of section  
4 231.546, Florida Statutes, 1998 Supplement, is amended to  
5 read:

6 231.546 Education Standards Commission; powers and  
7 duties.--

8 (1) The Education Standards Commission shall have the  
9 duty to:

10 (a) Recommend to the state board high desirable  
11 standards relating to programs and policies for the  
12 development, certification and certification extension,  
13 improvement, and maintenance of competencies of educational  
14 personnel, including teacher interns. Such standards must be  
15 consistent with the state's duty to provide a high-quality  
16 system of public education to all students.

17 Section 17. Subsections (1) and (3) and paragraph (b)  
18 of subsection (4) of section 231.600, Florida Statutes, 1998  
19 Supplement, are amended, and subsections (8) and (9) are added  
20 to that section, to read:

21 231.600 School Community Professional Development  
22 Act.--

23 (1) The Department of Education, public community  
24 colleges and universities, public school districts, and public  
25 schools in this state shall collaborate to establish a  
26 coordinated system of professional development. The purpose of  
27 the professional development system is to enable the school  
28 community to meet state and local student achievement  
29 standards and the state education goals and to succeed in  
30 school improvement as described in s. 229.591.

31

1           (3) The activities designed to implement this section  
2 must:

3           (a) Increase the success of educators in guiding  
4 student learning and development so as to implement state and  
5 local educational standards, goals, and initiatives;

6           (b) Assist the school community in providing  
7 stimulating educational activities that encourage and motivate  
8 students to achieve at the highest levels and to become  
9 ~~developing in school children the dispositions that will~~  
10 ~~motivate them to be~~ active learners; and

11           (c) Provide continuous support as well as, rather than  
12 temporary intervention for education professionals who need  
13 improvement in knowledge, skills, and performance, for  
14 ~~improving the performance of teachers and others who assist~~  
15 ~~children in their learning.~~

16           (4) The Department of Education, school districts,  
17 schools, and public colleges and universities share the  
18 responsibilities described in this section. These  
19 responsibilities include the following:

20           (b) Each district school board shall consult with  
21 teachers and representatives of college and university  
22 faculty, community agencies, and other interested citizen  
23 groups to establish policy and procedures to guide the  
24 operation of the district professional development program.  
25 The professional development system must:

26           1. Require that principals and schools use student  
27 achievement data, school discipline data, school environment  
28 surveys, assessments of parental satisfaction, and other  
29 performance indicators to identify school and student needs  
30 that can be met by improved professional performance, and  
31 assist principals and schools in making these identifications;

1           2. Provide training activities coupled with followup  
2 support that is appropriate to accomplish district-level and  
3 school-level improvement goals and standards; ~~and~~

4           3. Provide for systematic consultation with regional  
5 and state personnel designated to provide technical assistance  
6 and evaluation of local professional development programs;~~;~~

7           4. Provide for delivery of professional development by  
8 distance learning and other technology-based delivery systems  
9 to reach more educators at lower costs; and

10           5. Continuously evaluate the quality and effectiveness  
11 of professional development programs in order to eliminate  
12 ineffective programs and strategies and to expand effective  
13 ones. Evaluations must consider the impact of such activities  
14 on the performance of participating educators and their  
15 students' achievement and behavior.

16           (8) This section does not limit or discourage a  
17 district school board from contracting with independent  
18 entities for professional-development services and inservice  
19 education if the school board believes that, through such a  
20 contract, a better product can be acquired or its goals for  
21 education improvement can be better met.

22           (9) For teachers who have been evaluated as less than  
23 satisfactory, a school board may require participation in  
24 specific professional-development programs as part of the  
25 improvement prescription.

26           Section 18. Subsection (1), paragraph (b) of  
27 subsection (3), and subsections (4) and (5) of section  
28 240.529, Florida Statutes, are amended to read:

29           240.529 Public accountability and state approval for  
30 teacher preparation programs.--

31

1           (1) INTENT.--The Legislature recognizes that skilled  
2 teachers make the most important contribution to a quality  
3 educational system and that competent teachers are produced by  
4 effective and accountable teacher preparation programs. The  
5 intent of the Legislature is to establish a system for  
6 development and approval of teacher preparation programs that  
7 will free postsecondary teacher preparation institutions to  
8 employ varied and innovative teacher preparation techniques  
9 while being held accountable for producing graduates ~~teachers~~  
10 with the competencies and skills necessary to achieve for  
11 achieving the state education goals; help students meet high  
12 standards for academic achievement; maintain safe, secure  
13 classroom learning environments;and sustain ~~sustaining~~ the  
14 state system of school improvement and education  
15 accountability established pursuant to ss. 229.591, 229.592,  
16 and 229.593.

17           (3) INITIAL STATE PROGRAM APPROVAL.--

18           (b) Each teacher preparation program approved by the  
19 Department of Education, as provided for by this section,  
20 shall require students to meet one of the following as  
21 prerequisites ~~a prerequisite~~ for admission into the program:

22           1. ~~That a student receive a passing score at the 40th~~  
23 ~~percentile or above, as established by state board rule, on a~~  
24 ~~nationally standardized college entrance examination;~~

25           1.2. ~~That a student~~ Have a grade point average of at  
26 least 2.5 on a 4.0 scale for the general education component  
27 of undergraduate studies; ~~or~~

28           2.3. ~~That a student~~ Have completed the requirements  
29 for a baccalaureate degree with a minimum grade point average  
30 of 2.5 on a 4.0 scale from any college or university  
31

1 accredited by a regional accrediting association as defined by  
2 state board rule; and-

3 3. Beginning with the 2000-2001 academic year,  
4 demonstrate mastery of general knowledge, including the  
5 ability to read, write, and compute by passing the College  
6 Level Academic Skills Test, a corresponding component of the  
7 National Teachers Examination series, or a similar test  
8 pursuant to rules of the State Board of Education.

9  
10 The State Board of Education may ~~shall~~ provide by rule for a  
11 waiver of these requirements. The rule shall require that 90  
12 percent of those admitted to each teacher education program  
13 meet the requirements of this paragraph and that the program  
14 implement strategies to ensure that students admitted under a  
15 waiver receive assistance to demonstrate competencies to  
16 successfully meet requirements for certification.

17 (4) CONTINUED PROGRAM APPROVAL.--Notwithstanding  
18 subsection (3), failure by a public or nonpublic teacher  
19 preparation program to meet the criteria for continued program  
20 approval shall result in loss of program approval. The  
21 Department of Education, in collaboration with the departments  
22 and colleges of education, shall develop procedures for  
23 continued program approval which document the continuous  
24 improvement of program processes and graduates' performance.

25 (a) Continued approval of specific teacher preparation  
26 programs at each public and nonpublic institution of higher  
27 education within the state is contingent upon the passing of  
28 the written examination required by s. 231.17 by at least 90  
29 ~~80~~ percent of the graduates of the program who take the  
30 examination. On request of an institution, the Department of  
31 Education shall provide an analysis of the performance of the

1 graduates of such institution with respect to the competencies  
2 assessed by the examination required by s. 231.17.

3 (b) Additional criteria for continued program approval  
4 for public institutions may be developed by the Education  
5 Standards Commission and approved by the State Board of  
6 Education. Such criteria must emphasize outcome measures and  
7 must ~~may~~ include, but need not be limited to, program  
8 graduates' satisfaction with training and the unit's  
9 responsiveness to local school districts. Additional criteria  
10 for continued program approval for nonpublic institutions  
11 shall be developed in the same manner as for public  
12 institutions; however, such criteria must be based upon  
13 significant, objective, and quantifiable graduate performance  
14 measures. Responsibility for collecting data on outcome  
15 measures through survey instruments and other appropriate  
16 means shall be shared by the institutions of higher education,  
17 the Board of Regents, the State Board of Independent Colleges  
18 and Universities, and the Department of Education. By January  
19 1 of each year, the Department of Education, in cooperation  
20 with the Board of Regents and the State Board of Independent  
21 Colleges and Universities, shall report this information for  
22 each postsecondary institution that has state-approved  
23 programs of teacher education to the Governor, the  
24 Commissioner of Education, the Chancellor of the State  
25 University System, the President of the Senate, the Speaker of  
26 the House of Representatives, all Florida postsecondary  
27 teacher preparation programs, and interested members of the  
28 public. This report must analyze the data and make  
29 recommendations for improving teacher preparation programs in  
30 the state.

31



1           (c) ~~Beginning July 1, 1997,~~Continued approval for a  
2 teacher preparation program is contingent upon the results of  
3 annual reviews of the program conducted by the institution of  
4 higher education, using procedures and criteria outlined in an  
5 institutional program evaluation plan approved by the  
6 Department of Education. This plan must incorporate the  
7 criteria established in paragraphs (a) and (b) and include  
8 provisions for involving primary stakeholders, such as program  
9 graduates, district school personnel, classroom teachers,  
10 principals, community agencies, and business representatives  
11 in the evaluation process. Upon request by an institution, the  
12 department shall provide assistance in developing, enhancing,  
13 or reviewing the institutional program evaluation plan and  
14 training evaluation team members.

15           (d) ~~Beginning July 1, 1997,~~Continued approval for a  
16 teacher preparation program is contingent upon standards being  
17 in place that are designed to adequately prepare elementary,  
18 middle, and high school teachers to instruct their students in  
19 higher-level mathematics concepts at the appropriate grade  
20 level.

21           (e) Beginning July 1, 2000, continued approval of  
22 teacher preparation programs is contingent upon the receipt of  
23 at least a satisfactory rating from public schools and  
24 nonpublic schools that employ graduates of the program.  
25 Employer satisfaction shall be determined by an annually  
26 administered survey instrument approved by the Department of  
27 Education.

28           (f) Beginning with the 2000-2001 academic year, each  
29 public and private institution that offers a teacher  
30 preparation program in this state must annually report in the  
31 institution's student catalogue the prior year's performance

1 of the teacher preparation program. Each annual report must  
2 address at least the following measures:

3 1. Quality of students entering the program, as  
4 evidenced by mean grade point average and average score on  
5 examinations of general knowledge required by chapter 231 for  
6 issuance of a temporary or professional certificate.

7 2. Graduation rates.

8 3. Time-to-graduation data.

9 4. Ability of graduates to perform at preprofessional  
10 and professional levels as evidenced by the percentage of  
11 graduates who pass the examinations required by chapter 231  
12 and demonstrate competencies required for issuance of the  
13 temporary certificate, professional certificate, and  
14 certificate of competency in various subject areas.

15 5. Percentage of graduates rehired to teach after the  
16 first year of employment in a public or private school.

17 6. Percentage of graduates remaining in teaching for  
18 at least 4 years.

19 7. Satisfaction of graduation of the program as  
20 evidenced by a common survey.

21 8. Satisfaction of employers as evidenced by a common  
22 survey of public and private schools that employ graduates of  
23 the program.

24 (5) PRESERVICE FIELD EXPERIENCE.--All postsecondary  
25 instructors, school district personnel and instructional  
26 personnel, and school sites preparing instructional personnel  
27 through preservice field experience courses and internships  
28 shall meet special requirements.

29 (a) All instructors in postsecondary teacher  
30 preparation programs who instruct or supervise preservice  
31 field experience courses or internships shall have at least

1 one of the following: specialized training in clinical  
2 supervision; a valid professional teaching certificate  
3 pursuant to ss. 231.17 and 231.24; or at least 3 years of  
4 successful teaching experience in prekindergarten through  
5 grade 12; ~~or a commitment to spend periods of time specified~~  
6 ~~by State Board of Education rule teaching in the public~~  
7 ~~schools.~~

8 (b) All school district personnel and instructional  
9 personnel who supervise or direct teacher preparation students  
10 during field experience courses or internships must have  
11 evidence of "clinical educator" training and must successfully  
12 demonstrate effective classroom management strategies that  
13 consistently result in improved student performance. The  
14 Education Standards Commission shall recommend, and the state  
15 board shall approve, the training requirements.

16 (c) Preservice field experience programs must provide  
17 specific guidance and demonstration of effective classroom  
18 management strategies, strategies for incorporating technology  
19 into classroom instruction, and ways to link instructional  
20 plans to the Sunshine State Standards, as appropriate. The  
21 length of structured field experiences may be extended to  
22 ensure that candidates achieve the competencies needed to meet  
23 certification requirements.

24 (d)~~(e)~~ Postsecondary teacher preparation programs in  
25 cooperation with district school boards and approved nonpublic  
26 school associations shall select the school sites for  
27 preservice field experience activities. These sites must  
28 represent the full spectrum of school communities, including,  
29 but not limited to, schools located in urban settings. In  
30 order to be selected, school sites must demonstrate commitment  
31 to the education of public school students and to the

1 preparation of future teachers. A nonpublic school  
2 association, in order to be approved, must have a  
3 state-approved master inservice program plan in accordance  
4 with s. 236.0811.

5 Section 19. Unless otherwise provided in an  
6 appropriations act, Institutes for Excellence in Teaching must  
7 be created in at least three pilot sites within the state. The  
8 purpose of these institutes is to demonstrate and evaluate a  
9 focused staff development program designed to meet higher  
10 state standards for student achievement.

11 (1) Beginning July 1, 1999, the Department of  
12 Education must seek proposals from public or private entities  
13 to develop and pilot at least six institutes within the state.  
14 Two institutes shall be funded for each of the following  
15 purposes:

16 (a) To provide intensive training and assistance in  
17 teaching reading, with particular emphasis on teaching  
18 students whose proficiency in reading and writing is below  
19 grade level.

20 (b) To provide intensive training and assistance in  
21 teaching mathematics at the elementary level, with particular  
22 emphasis on teaching students whose proficiency in mathematics  
23 is below grade level.

24 (c) To provide intensive training and assistance in  
25 teaching algebra at the secondary level, with emphasis on  
26 teaching students whose proficiency in mathematics is below  
27 grade level or who have failed the algebra course required for  
28 high school graduation.

29 (2) When awarding grants for the pilot institutes, the  
30 department shall give priority to respondents that:

31

1           (a) Offer research-supported strategies and delivery  
2 systems to improve teaching performance in the areas addressed  
3 by the institute;

4           (b) Deliver services directly as well as by distance  
5 learning and other technology-based delivery mechanisms;

6           (c) Demonstrate commitment from surrounding school  
7 districts to use the institute's programs for professional  
8 development of the district's teachers; and

9           (d) Form public-private partnerships that will  
10 maximize private funding for the institute.

11           (3) When selecting teachers to participate in an  
12 institute's professional development programs, school  
13 districts must give priority to teachers whose students have  
14 not performed or are not performing satisfactorily in the  
15 subject areas addressed by the institute. Participating school  
16 districts may require teachers to participate as provided in  
17 section 231.601(6), Florida Statutes.

18           (4) The Department of Education shall conduct a 2-year  
19 study of the effectiveness of the institutes, basing the  
20 evaluation on pre-participation and post-participation  
21 measures of the performance of participating teachers and  
22 their students. The Department of Education shall report  
23 annually to the Legislature on the performances of the  
24 institutes.

25           (5) This section expires June 30, 2002.

26           Section 20. One or more professional development  
27 academies shall be established to meet the human resource  
28 development needs of professional educators, schools, and  
29 school districts. Funds appropriated for the initiation of  
30 professional development academies shall be allocated by the  
31 Commissioner of Education, unless otherwise provided in an

1 appropriations act. To be eligible for startup funds, the  
2 academy must:

3 (1) Be established by the collaborative efforts of one  
4 or more district school boards, members of the business  
5 community, and the postsecondary institutions that will award  
6 college credits for courses taught at the academy.

7 (2) Demonstrate the ability to provide high-quality  
8 trainers and training, appropriate followup and coaching for  
9 all participants, and support school personnel in positively  
10 impacting student performance.

11 (3) Be operated under contract with its public  
12 partners and governed by an independent board of directors,  
13 which should include at least one superintendent and one  
14 school board chairman from the participating school districts,  
15 the president of the collective bargaining unit that  
16 represents the majority of the region's teachers, and at least  
17 three individuals who are not employees or elected or  
18 appointed officials of the participating school districts.

19 (4) Be financed during the first year of operation by  
20 an equal or greater match from private funding sources and  
21 demonstrate the ability to be self-supporting within 1 year  
22 after opening through fees for services, grants, or private  
23 contributions.

24 (5) Own or lease a facility that can be used to  
25 deliver training on-site and through distance learning and  
26 other technology-based delivery systems. The participating  
27 district school boards may lease a site or facility to the  
28 academy for a nominal fee and may pay all or part of the costs  
29 of renovating a facility to accommodate the academy. The  
30 academy is responsible for all operational, maintenance, and  
31 repair costs.

