

Bill No. SB 1924

Barcode 654326

CHAMBER ACTION

Senate

House

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The Committee on Higher Education (Oelrich) recommended the following amendment:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause

and insert:

Section 1. Subsection (3) of section 1001.03, Florida Statutes, is amended to read:

1001.03 Specific powers of State Board of Education.--

(3) PROFESSIONAL CERTIFICATES.--The State Board of Education shall classify school services;~~i~~7 designate ~~the~~ certification subject areas;~~i~~7 establish competencies, including the use of technology to enhance student learning, and ~~the~~ certification requirements for all school-based personnel;~~i~~7 and adopt ~~prescribe~~ rules in accordance with which the Department of Education will issue professional, temporary, and part-time certificates ~~shall be issued by the Department of Education~~ to applicants who meet the standards prescribed by such rules for their class of service, as described in chapter 1012. ~~The state board shall adopt rules~~

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1 ~~that give part-time and full-time nondegreed teachers of~~  
 2 ~~career programs, pursuant to s. 1012.39(1)(c), the opportunity~~  
 3 ~~to earn a reading credential equivalent to a~~  
 4 ~~content area specific reading endorsement.~~

5 Section 2. Subsection (9) of section 1001.215, Florida  
 6 Statutes, is amended to read:

7 1001.215 Just Read, Florida! Office.--There is created  
 8 in the Department of Education the Just Read, Florida! Office.  
 9 The office shall be fully accountable to the Commissioner of  
 10 Education and shall:

11 (9) Periodically review teacher certification  
 12 ~~examinations, including alternative certification exams,~~ to  
 13 ascertain whether the examinations measure the skills needed  
 14 for research-based reading instruction and instructional  
 15 strategies for teaching reading in the content areas.

16 Section 3. Paragraph (e) of subsection (5) and  
 17 subsection (6) of section 1004.04, Florida Statutes, are  
 18 amended to read:

19 1004.04 Public accountability and state approval for  
 20 teacher preparation programs.--

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

29 (e) Continued approval of a teacher preparation  
 30 ~~program programs~~ is contingent upon compliance with the  
 31 student admission requirements of subsection (4) and upon the

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1 receipt of at least a satisfactory rating from the public  
2 schools and private schools that employ graduates of the  
3 program. Each teacher preparation program must ~~shall~~ guarantee  
4 the high quality of its graduates during the first 2 years  
5 immediately following graduation from the program or following  
6 the graduate's initial certification, whichever occurs first.  
7 Any educator in a Florida school who fails to demonstrate the  
8 competencies ~~essential skills~~ specified in the Florida  
9 Educator Accomplished Practices adopted by the State Board of  
10 Education ~~subparagraphs 1-5~~. shall be provided additional  
11 training by the teacher preparation program at no expense to  
12 the educator or the employer. Such training must consist of an  
13 individualized plan agreed upon by the school district and the  
14 postsecondary educational institution that includes specific  
15 learning outcomes. The postsecondary educational institution  
16 assumes no responsibility for the educator's employment  
17 contract with the employer. Employer satisfaction shall be  
18 determined by an annually administered survey instrument  
19 approved by the Department of Education that, at a minimum,  
20 must include employer satisfaction with ~~of~~ the graduates'  
21 ability to demonstrate the Educator Accomplished Practices at  
22 the professional level. ~~do the following:~~

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

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

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

31           4. ~~Demonstrate knowledge and understanding of Sunshine~~

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1 ~~State Standards.~~

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

4           (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary  
5 instructors, school district personnel and instructional  
6 personnel, and school sites preparing instructional personnel  
7 through preservice field experiences, preservice ~~experience~~  
8 courses, and internships shall meet special requirements.  
9 District school boards are authorized to pay student teachers  
10 during their internships.

11           (a) All instructors in postsecondary teacher  
12 preparation programs who instruct or supervise preservice  
13 field experiences, preservice ~~experience~~ courses, or  
14 internships shall have at least one of the following:  
15 specialized training in clinical supervision; a valid  
16 professional teaching certificate issued under ~~pursuant to~~ ss.  
17 1012.56 and 1012.585; or at least 3 years of successful  
18 teaching experience in prekindergarten through grade 12.

19           (b) All school district personnel and instructional  
20 personnel who supervise or direct teacher preparation students  
21 during field experience courses or internships must have  
22 evidence of "clinical educator" training or training as a  
23 mentor pursuant to s. 1012.72 and must successfully  
24 demonstrate effective classroom management strategies which  
25 ~~that~~ consistently result in improved student performance. The  
26 State Board of Education shall approve the training  
27 requirements.

28           (c) Preservice field experience programs must provide  
29 for student teacher participation in K-12 classroom settings  
30 and engagement in supervised instruction of K-12 students at  
31 the earliest stage of postsecondary education courses. All

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1 preservice field experience programs must provide specific  
 2 guidance and demonstration of effective classroom management  
 3 strategies, strategies for incorporating technology into  
 4 classroom instruction, strategies for incorporating  
 5 scientifically researched, knowledge-based reading literacy  
 6 and computational skills acquisition into classroom  
 7 instruction, and ways to link instructional plans to the  
 8 Sunshine State Standards, as appropriate. The length of  
 9 structured field experiences may be extended to ensure that  
 10 candidates achieve the competencies needed to meet  
 11 certification requirements.

12 (d) Postsecondary teacher preparation programs, in  
 13 consultation ~~cooperation~~ with district school boards and  
 14 approved private school associations, shall select the school  
 15 sites for preservice field experience activities based on the  
 16 instructional leadership skills of the principal as  
 17 demonstrated by sustained student achievement and learning  
 18 gains and evidence of support for future and beginning  
 19 teachers. These sites must represent the full spectrum of  
 20 school communities, including, but not limited to, schools  
 21 located in urban settings. ~~In order to be selected, school~~  
 22 ~~sites must demonstrate commitment to the education of public~~  
 23 ~~school students and to the preparation of future teachers.~~

24 Section 4. Paragraphs (a) and (b) of subsection (3) of  
 25 section 1004.85, Florida Statutes, are amended to read:

26 1004.85 Postsecondary educator preparation  
 27 institutes.--

28 (3) Educator preparation institutes approved pursuant  
 29 to this section may offer alternative certification programs  
 30 specifically designed for noneducation major baccalaureate  
 31 degree holders to enable program participants to meet the

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1 educator certification requirements of s. 1012.56. Such  
2 programs shall be competency-based educator certification  
3 preparation programs that prepare educators through an  
4 alternative route. An educator preparation institute choosing  
5 to offer an alternative certification program pursuant to the  
6 provisions of this section must implement a program previously  
7 approved by the Department of Education for this purpose or a  
8 program developed by the institute and approved by the  
9 department for this purpose. Approved programs shall be  
10 available for use by other approved educator preparation  
11 institutes.

12 (a) Within 90 days after receipt of a request for  
13 approval, the Department of Education shall approve an  
14 alternative certification program or issue a statement  
15 describing of the deficiencies in the request for approval.  
16 The department shall approve an alternative certification  
17 program if the educator preparation institute provides  
18 sufficient evidence of the following:

19 1. Instruction ~~must be provided~~ in professional  
20 knowledge and subject matter content must include ~~that~~  
21 ~~includes~~ educator-accomplished practices and competencies  
22 specified in State Board of Education rule and meet ~~meets~~  
23 subject matter content requirements, professional competency  
24 testing requirements, and competencies associated with  
25 teaching scientifically based reading instruction and  
26 strategies that research has shown to be successful in  
27 improving reading among low-performing readers.

28 2. The program must provide field experience that is  
29 supervised by ~~with supervision from~~ qualified educators.

30 3. The program must provide a certification ombudsman  
31 to assist ~~facilitate the process and procedures required for~~

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1 participants who complete the program with ~~to meet~~ any  
 2 requirements related to the background screening under  
 3 ~~pursuant to~~ s. 1012.32 and educator professional or temporary  
 4 certification under ~~pursuant to~~ s. 1012.56.

5       4. The program must guarantee the high quality of its  
 6 graduates during the first 2 years immediately following  
 7 graduation from the program or following the graduate's  
 8 initial certification, whichever occurs first. Any educator in  
 9 a state school who fails to demonstrate the competencies  
 10 specified in the Florida Educator Accomplished Practices  
 11 adopted by the State Board of Education shall be provided  
 12 additional training by the program at no expense to the  
 13 educator or the employer. Such training shall consist of an  
 14 individualized plan agreed upon by the school district and the  
 15 educator preparation institution which includes specific  
 16 learning outcomes. The institution assumes no responsibility  
 17 for the educator's employment contract with the employer.

18           (b) Each program participant must:

19           1. Obtain ~~Meet~~ certification requirements pursuant to  
 20 ~~s. 1012.56(1) by obtaining~~ a statement of status of  
 21 eligibility pursuant to s. 1012.56 which verifies eligibility  
 22 for a temporary certificate ~~and meet the requirements of s.~~  
 23 ~~1012.56(2)(a)-(f).~~

24           2. Participate in field experience that is appropriate  
 25 to his or her educational plan.

26           3. Fully demonstrate his or her ability to teach the  
 27 subject area for which he or she is seeking certification and  
 28 demonstrate mastery of professional preparation and education  
 29 competence by obtaining ~~achievement of~~ a passing score on the  
 30 professional education competency examination required by  
 31 state board rule prior to completion of the program.

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1 Section 5. Subsection (1) of section 1009.59, Florida  
2 Statutes, is amended to read:

3 1009.59 Critical Teacher Shortage Student Loan  
4 Forgiveness Program.--

5 (1) The Critical Teacher Shortage Student Loan  
6 Forgiveness Program is established to encourage qualified  
7 personnel to seek employment in subject areas in which  
8 critical teacher shortages exist, as identified annually by  
9 the State Board of Education. The primary function of the  
10 program is to make repayments toward student loans received ~~by~~  
11 ~~students~~ from federal programs or commercial lending  
12 institutions for the support of postsecondary education study.  
13 Repayments are ~~intended~~ to be made to qualified applicants who  
14 are begin teaching for the first time in designated subject  
15 areas, ~~and~~ who apply during their first year of teaching as  
16 certified teachers in those ~~these~~ subject areas, and who  
17 commit in writing to teach in the designated subject areas for  
18 a minimum of 3 years.

19 Section 6. Paragraph (d) of subsection (2) of section  
20 1012.01, Florida Statutes, is amended to read:

21 1012.01 Definitions.--Specific definitions shall be as  
22 follows, and wherever such defined words or terms are used in  
23 the Florida K-20 Education Code, they shall be used as  
24 follows:

25 (2) INSTRUCTIONAL PERSONNEL.--"Instructional  
26 personnel" means any K-12 staff member whose function includes  
27 the provision of direct instructional services to students.  
28 Instructional personnel also includes K-12 personnel whose  
29 functions provide direct support in the learning process of  
30 students. Included in the classification of instructional  
31 personnel are the following K-12 personnel:

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1 (d) Other instructional staff.--Other instructional  
 2 staff are staff members who are part of the instructional  
 3 staff but are not classified in one of the categories  
 4 specified in paragraphs (a)-(c). Included in this  
 5 classification are primary specialists, learning resource  
 6 specialists, instructional trainers, instructional coaches,  
 7 adjunct educators certified under ~~pursuant to~~ s. 1012.57, and  
 8 similar positions.

9 Section 7. Subsections (1) and (6) of section 1012.71,  
 10 Florida Statutes, is amended to read:

11 1012.71 The Florida Teachers Lead Program Stipend.--

12 (1) Funding for the Florida Teachers Lead Program  
 13 Stipend shall be as determined by the Legislature in the  
 14 General Appropriations Act. Funds appropriated for the Florida  
 15 Teachers Lead Program Stipend are provided to purchase  
 16 classroom materials and supplies used in the instruction of  
 17 students in prekindergarten ~~kindergarten~~ through grade 12 of  
 18 the public school system who are funded through the FEFP. From  
 19 the funds appropriated, the Commissioner of Education shall  
 20 calculate an amount for each school district by prorating the  
 21 total of each school district's share of the total ~~K-12~~  
 22 unweighted FTE student enrollment in prekindergarten through  
 23 grade 12 for those funded through the FEFP.

24 (6) For purposes of this section, the term "classroom  
 25 teacher" includes certified teachers employed on or before  
 26 September 1 of each year whose full-time job responsibility is  
 27 the classroom instruction of students in prekindergarten  
 28 ~~kindergarten~~ through grade 12 who are funded through the FEFP,  
 29 and full-time media specialists and guidance counselors who  
 30 serve students in kindergarten through grade 12. Only school  
 31 district and charter school personnel employed in these

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1 positions are eligible for the classroom materials and supply  
2 stipend from funds appropriated to implement the provisions of  
3 this section.

4 Section 8. Section 1012.72, Florida Statutes, is  
5 amended to read:

6 1012.72 Dale Hickam Excellent Teaching Program.--

7 (1) The Legislature recognizes that teachers play a  
8 critical role in preparing students to achieve the high levels  
9 of academic performance expected by the Sunshine State  
10 Standards. The Legislature further recognizes the importance  
11 of identifying and rewarding teaching excellence and of  
12 encouraging good teachers to become excellent teachers. The  
13 Legislature finds that the National Board of Professional  
14 Teaching Standards (NBPTS) has established high and rigorous  
15 standards for accomplished teaching and has developed a  
16 national voluntary system for assessing and certifying  
17 teachers who demonstrate teaching excellence by meeting those  
18 standards. It is therefore the Legislature's intent to provide  
19 incentives for teachers to seek NBPTS certification and to  
20 reward teachers who demonstrate teaching excellence by  
21 attaining NBPTS certification and sharing their expertise with  
22 other teachers.

23 (2) The Dale Hickam Excellent Teaching Program is  
24 created to provide categorical funding for monetary incentives  
25 and bonuses for teaching excellence. The Department of  
26 Education shall distribute to each school district or to the  
27 NBPTS an amount ~~as~~ prescribed annually by the Legislature for  
28 the Dale Hickam Excellent Teaching Program. For purposes of  
29 this section, the Florida School for the Deaf and the Blind  
30 shall be considered a school district. Unless otherwise  
31 provided in the General Appropriations Act, each distribution

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1 shall be the sum of the amounts earned for the following  
2 incentives and bonuses:

3 (a) A fee subsidy to be paid by the Department of  
4 Education to the NBPTS on behalf of each ~~individual who is an~~  
5 employee of a district school board or a public school within  
6 the school district, who is certified by the district to have  
7 demonstrated satisfactory teaching performance pursuant to s.  
8 1012.34, who demonstrates sustained student achievement and  
9 learning gains, and who satisfies the prerequisites for  
10 participating in the NBPTS certification program, and who  
11 agrees, in writing, to pay 10 percent of the NBPTS  
12 participation fee and to participate in the NBPTS  
13 certification program during the school year for which the fee  
14 subsidy is provided. The fee subsidy for each eligible  
15 participant shall be an amount equal to 90 percent of the fee  
16 charged for participating in the NBPTS certification program.  
17 The fee subsidy is a one-time award and may not be duplicated  
18 for any participant individual.

19 (b) A portfolio-preparation incentive of \$150 paid by  
20 the Department of Education to each teacher employed by a  
21 district school board or a public school within a school  
22 district who is participating in the NBPTS certification  
23 program. The portfolio-preparation incentive is a one-time  
24 award paid during the school year for which the NBPTS fee  
25 subsidy is provided.

26 (c) An annual bonus equal to 10 percent of the prior  
27 fiscal year's statewide average salary for classroom teachers  
28 to be distributed to the school district to be paid to each  
29 individual who holds NBPTS certification, demonstrates  
30 sustained student achievement and learning gains, and is  
31 employed by the district school board or by a public school

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1 within the school district. The district school board shall  
 2 distribute the annual bonus to each individual who meets the  
 3 requirements of this paragraph and who is certified annually  
 4 by the district to have demonstrated satisfactory teaching  
 5 performance pursuant to s. 1012.34. The annual bonus may be  
 6 paid as a single payment or divided into not more than three  
 7 payments.

8 (d) An annual bonus equal to 10 percent of the prior  
 9 fiscal year's statewide average salary for classroom teachers  
 10 to be distributed to the school district and used to provide  
 11 training for mentors and salary schedules that allow for  
 12 common planning time and lighter teaching loads for new and  
 13 mentor teachers in order to provide for demonstration and  
 14 observation of effective teaching strategies and classroom  
 15 organization skills. Priority for mentor training shall be  
 16 given to teachers holding national board certification and  
 17 eligible to receive a bonus under paragraph (c) to be paid to  
 18 each individual who meets the requirements of paragraph (c)  
 19 and agrees, in writing, to provide the equivalent of 12  
 20 workdays of mentoring and related services to public school  
 21 teachers within the state who do not hold NBPTS certification.  
 22 Related services must include instruction in helping teachers  
 23 work more effectively with the families of their students. The  
 24 district school board shall distribute the annual bonus in a  
 25 single payment following the completion of all required  
 26 mentoring and related services for the year. It is not the  
 27 intent of the Legislature to remove excellent teachers from  
 28 their assigned classrooms; therefore, credit may not be  
 29 granted by a school district or public school for mentoring or  
 30 related services provided during student contact time during  
 31 the 196 days of required service for the school year.

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1           (e) The employer's share of social security and  
 2 Medicare taxes and Florida Retirement System contributions for  
 3 those teachers who qualify for NBPTS certification and receive  
 4 bonus amounts.

5  
 6 A teacher for whom the state pays the certification fee and  
 7 who does not complete the certification program or does not  
 8 teach in a public school of this state for at least 1 year  
 9 after completing the certification program must repay the  
 10 amount of the certification fee to the state. However, a  
 11 teacher who completes the certification program but fails to  
 12 be awarded NBPTS certification is not required to repay the  
 13 amount of the certification fee if the teacher meets the  
 14 1-year teaching requirement. Repayment is also not required of  
 15 a teacher who does not complete the certification program or  
 16 fails to fulfill the teaching requirement because of the  
 17 teacher's death or disability or because of other extenuating  
 18 circumstances as determined by the State Board of Education.

19           (3)~~(a)~~ In addition to any other remedy available under  
 20 the law, any person who is a recipient of a certification fee  
 21 subsidy paid to the NBPTS and who is an employee of the state  
 22 or any of its political subdivisions is considered to have  
 23 consented, as a condition of employment, to the voluntary or  
 24 involuntary withholding of wages to repay to the state the  
 25 amount of such a certification fee subsidy awarded under this  
 26 section.

27           (a) Any such employee who defaults on the repayment of  
 28 such a certification fee subsidy must, within 60 days after  
 29 service of a notice of default by the Department of Education  
 30 to the employee, establish a repayment schedule which must be  
 31 agreed to by the department and the employee, for repaying the

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1 defaulted sum through payroll deductions. The department may  
 2 not require the employee to pay more than 10 percent of the  
 3 employee's pay per pay period under the ~~such a~~ repayment  
 4 schedule or plan. If the employee fails to establish a  
 5 repayment schedule within the specified period of time or  
 6 fails to meet the terms and conditions of the agreed upon or  
 7 approved repayment schedule ~~as authorized by this subsection,~~  
 8 the employee will be considered to have ~~has~~ breached an  
 9 essential condition of employment and ~~is considered~~ to have  
 10 consented to the involuntary withholding of wages or salary  
 11 for the repayment of the certification fee subsidy.

12 (b) A person who is employed by the state, or any of  
 13 its political subdivisions, may not be dismissed for having  
 14 defaulted on the repayment of the certification fee subsidy to  
 15 the state.

16 (4) Beginning with the 2007-2008 school year,  
 17 interested school districts shall work with the Department of  
 18 Education, statewide principal training and leadership  
 19 organizations, and local postsecondary teacher preparation  
 20 programs to develop quality induction models for beginning  
 21 teachers and for teachers with less than satisfactory  
 22 performance assessments as determined under s. 1012.34. The  
 23 models developed shall serve as proposed models for statewide  
 24 implementation beginning with the 2008-2009 school year. The  
 25 quality induction models shall be based on current research  
 26 and include:

27 (a) Methods to screen, select, and train mentor  
 28 teachers.

29 (b) A description of professional development  
 30 opportunities for beginning teachers aligned to student  
 31 achievement and classroom organization skills.

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1       (c) Strategies to provide common planning time for  
2 mentors and assigned beginning teachers.

3       (d) Strategies to provide for adjusted levels of  
4 teaching responsibility for beginning teachers.

5       (e) Strategies to establish and provide professional  
6 learning communities for beginning teachers.

7       (f) Strategies to include components of effective  
8 teacher induction in principal leadership training.

9       (g) Strategies to redirect existing financial and  
10 human resources to support and expand quality induction  
11 efforts and retain effective teachers.

12       ~~(5)(4)~~ The State Board of Education may adopt rules  
13 pursuant to ss. 120.536 and 120.54 as necessary to administer  
14 the ~~provisions~~ for payment of the fee subsidies, incentives,  
15 and bonuses and for the repayment of defaulted certification  
16 fee subsidies under this section.

17       ~~(6)(5)~~ The Dale Hickam Excellent Teaching Program  
18 Trust Fund shall be administered by the Department of  
19 Education pursuant to s. 1010.72.

20               Section 9. Subsection (3) and paragraph (b) of  
21 subsection (4) of section 1012.98, Florida Statutes, are  
22 amended to read:

23               1012.98 School Community Professional Development  
24 Act.--

25               (3) The activities designed to implement this section  
26 must:

27               (a) Support and increase the success of educators by  
28 ~~through~~ collaboratively developing ~~developed~~ school  
29 improvement plans that focus on:

30                     1. Enhanced and differentiated instructional  
31 strategies to engage students in a rigorous and relevant

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1 curriculum based on state and local educational standards,  
2 goals, and initiatives;

3           2. Increased opportunities to provide meaningful  
4 relationships between teachers and all students; and

5           3. Increased opportunities for professional  
6 collaboration among and between teachers, guidance counselors,  
7 instructional leaders, postsecondary educators engaged in  
8 preservice training for new teachers, and the workforce  
9 community.

10           (b) Assist the school community in providing  
11 stimulating, ~~scientific~~ research-based educational activities  
12 that encourage and motivate students to achieve at the highest  
13 levels and to participate as active learners and that prepare  
14 students for success at subsequent educational levels and in  
15 the workforce.

16           (c) Provide a coordinated support program for new and  
17 beginning teachers. The program must be designed to meet the  
18 varying needs of new and beginning teachers through  
19 professional development aligned with student achievement and  
20 classroom management skills, curriculum and instructional  
21 support, mentoring activities, and the individual needs of the  
22 teacher. The program must be integrated with the district's  
23 appraisal system, alternative certification program, and other  
24 required professional development programs.

25           (d)(c) Provide continuous support for all education  
26 professionals as well as temporary intervention for education  
27 professionals who need improvement in knowledge, skills, and  
28 performance.

29           (4) The Department of Education, school districts,  
30 schools, community colleges, and state universities share the  
31 responsibilities described in this section. These

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1 responsibilities include the following:

2 (b) Each school district shall develop a professional  
3 development system in accordance with ~~as specified in~~  
4 subsection (3). The system shall be developed in consultation  
5 with teachers, teacher-educators of community colleges and  
6 state universities, business and community representatives,  
7 and local education foundations, consortia, and professional  
8 organizations. The professional development system must:

9 1. Be approved by the department. All substantial  
10 revisions to the system shall be submitted to the department  
11 for review and ~~for~~ continued approval.

12 2. Be based on analyses of student achievement data  
13 and instructional strategies and methods that support  
14 rigorous, relevant, and challenging curricula for all  
15 students. ~~Schools and districts,~~In developing and refining the  
16 professional development system, schools and districts shall  
17 also review and monitor school discipline data; school  
18 environment surveys; assessments of parental satisfaction;  
19 performance appraisal data of teachers, managers, and  
20 administrative personnel; and other performance indicators  
21 that ~~to~~ identify school and student needs that can be met by  
22 improved professional performance.

23 3. Provide inservice activities coupled with followup  
24 support appropriate to accomplish district-level and  
25 school-level improvement goals and standards. The inservice  
26 activities for instructional personnel shall focus on analysis  
27 of student achievement data, ongoing formal and informal  
28 assessments of student achievement, identification and use of  
29 enhanced and differentiated instructional strategies that  
30 emphasize rigor, relevance, and reading in the content areas,  
31 enhancement of subject content expertise, integrated use of

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1 classroom technology that enhances teaching and learning,  
2 classroom management, parent involvement, ~~and~~ school safety,  
3 and professional ethics.

4           4. Include a master plan for inservice activities,  
5 developed in accordance with ~~pursuant to~~ rules of the State  
6 Board of Education, for all district employees from all fund  
7 sources. The master plan shall be updated annually by  
8 September 1, must be based on input from teachers and district  
9 and school instructional leaders, and must use the latest  
10 available student achievement data and research to enhance  
11 rigor and relevance in the classroom. Each district inservice  
12 plan must be aligned to and support the school-based inservice  
13 plans and school improvement plans required under ~~pursuant to~~  
14 s. 1001.42(16). District plans must be approved by the  
15 district school board annually in order to ensure compliance  
16 with subsection (1) and to allow for dissemination of  
17 research-based best practices to other districts. District  
18 school boards must submit verification of their approval to  
19 the Commissioner of Education annually by ~~no later than~~  
20 October 1, ~~annually.~~

21           5. Require each school principal to establish and  
22 maintain an individual professional development plan for each  
23 instructional employee assigned to the school as a seamless  
24 component to the school improvement plans developed pursuant  
25 to s. 1001.42(16). The individual professional development  
26 plan must:

27           a. Be related to specific performance data for the  
28 students to whom the teacher is assigned.

29           b. Define the inservice objectives and specific  
30 measurable improvements expected in student performance as a  
31 result of the inservice activity.

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1 c. Include an evaluation component that determines the  
2 effectiveness of the professional development plan.

3 6. Include inservice activities for school  
4 administrative personnel that address updated skills necessary  
5 for instructional leadership and effective school management  
6 pursuant to s. 1012.986.

7 7. Provide for systematic consultation with regional  
8 and state personnel designated to provide technical assistance  
9 and evaluation of local professional development programs.

10 8. Provide for the delivery of professional  
11 development by distance learning and other technology-based  
12 delivery systems that ~~to~~ reach more educators at lower costs.

13 9. Provide for the continuous evaluation of the  
14 quality and effectiveness of professional development programs  
15 in order to eliminate ineffective programs and strategies and  
16 to expand effective ones. Evaluations must consider the effect  
17 ~~impact~~ of such activities on the performance of participating  
18 educators and their students' achievement and behavior.

19 Section 10. Subsection (1) of section 1012.986,  
20 Florida Statutes, is amended to read:

21 1012.986 William Cecil Golden Professional Development  
22 Program for School Leaders.--

23 (1) There is established the William Cecil Golden  
24 Professional Development Program for School Leaders to provide  
25 high standards and sustained support for principals as  
26 instructional leaders. The program shall consist of a  
27 collaborative network of state and national professional  
28 leadership organizations working together to respond to  
29 instructional leadership needs throughout the state. The  
30 network shall support the human-resource development needs of  
31 principals, principal leadership teams, and candidates for

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1 principal leadership positions using the framework of  
2 leadership standards adopted by the State Board of Education,  
3 the Southern Regional Education Board, and the National Staff  
4 Development Council. The goals ~~goal~~ of the network leadership  
5 program are ~~is~~ to:

6 (a) Provide resources to support and enhance the  
7 principal's role as the instructional leader.

8 (b) Maintain a clearinghouse and disseminate  
9 data-supported information related to enhanced student  
10 achievement, based on educational research and best practices.

11 (c) Build the capacity for increasing ~~to increase~~ the  
12 quality of programs for preservice education for aspiring  
13 principals and inservice professional development for  
14 principals and principal leadership teams.

15 (d) Support best teaching and research-based  
16 instructional practices through dissemination and modeling at  
17 the preservice and inservice levels for both teachers who are  
18 aspiring school leaders and principals.

19 (e) Recognize high-performing principals, including  
20 those who excel in instructional leadership, and provide  
21 opportunities for these individuals to serve as mentors in  
22 this program.

23 Section 11. Section 1012.988, Florida Statutes, is  
24 created to read:

25 1012.988 Florida Quality Education Council.--

26 (1) The Florida Quality Education Council is  
27 established in the Executive Office of the Governor to  
28 promote, recruit, support, and sustain an effective teacher  
29 workforce to meet the state's education needs and to compete  
30 in a global economy. Initiatives and programs developed by the  
31 council shall have the following purposes and objectives:

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1       (a) To promote the extent to which teachers affect the  
2 state's ability to compete in a global, knowledge economy.

3       (b) To advance teaching as a valued profession.

4       (c) To implement a long-term data collection and  
5 analysis initiative to identify and promote the most effective  
6 practices and policies for the preparation and continuous  
7 support of highly effective teachers.

8       (d) To foster immediate and long-term modifications to  
9 teacher preparation and teacher support programs provided by  
10 postsecondary institutions, school districts, and individual  
11 schools.

12       (e) To support contemporary research through  
13 collaborative partnerships between postsecondary institutions  
14 and local school districts.

15       (2) The council shall consist of 12 members appointed  
16 as follows:

17       (a) Four members appointed by the Governor, one from  
18 each of the following categories:

19           1. A Florida Teacher of the Year who has demonstrated  
20 evidence of sustained student achievement.

21           2. An elementary school principal having a  
22 demonstrated commitment to beginning teachers, effective  
23 classroom instruction, and sustained student achievement and  
24 learning gains.

25           3. A secondary school student currently serving as an  
26 ad hoc school district board representative and recommended by  
27 the school board chair.

28           4. A parent of a student enrolled in public school and  
29 recommended by the Florida Parent Teacher Organization.

30       (b) Four members appointed by the President of the  
31 Senate, one from each of the following categories:

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1           1. A teacher who has demonstrated evidence of  
2 sustained student achievement and who currently teaches in a  
3 high poverty or low-performing school.

4           2. A middle school principal who has a demonstrated  
5 commitment to beginning teachers, effective classroom  
6 instruction, and sustained student achievement and learning  
7 gains.

8           3. A school district superintendent who is currently  
9 engaged in and committed to a comprehensive quality induction  
10 program for new teachers.

11           4. A president of a state postsecondary institution  
12 offering multiple teacher preparation pathways who is engaged  
13 in research on effective teacher quality, creating new teacher  
14 recruitment initiatives, a comprehensive redesign of teacher  
15 preparation practices, and partnerships with local schools and  
16 instructional leaders.

17           (c) Four members appointed by the Speaker of the House  
18 of Representatives, one from each of the following categories:

19           1. A teacher who has up to 3 years of classroom  
20 experience recommended by a school district superintendent.

21           2. A high school principal who has a demonstrated  
22 commitment to beginning teachers, effective classroom  
23 instruction, and sustained student achievement and learning  
24 gains.

25           3. A school district representative who is responsible  
26 for coordinating teacher recruitment, professional  
27 development, and retention efforts.

28           4. A chief operating officer of a state incorporated  
29 business who is a member of a statewide economic development  
30 organization.

31           (3) The council shall be established no later than

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1 October 1, 2007, and shall meet bimonthly during the 2007-2008  
2 fiscal year and as considered necessary thereafter.

3 (a) The council shall elect a chair from the  
4 membership. Seven members constitute a quorum. Business may  
5 not be transacted at any meeting unless a quorum is present.

6 (b) Council members shall be appointed to 4-year terms  
7 and may be reappointed for no more than two consecutive terms.

8 (c) Members of the council shall serve without  
9 compensation but are entitled to reimbursement for per diem  
10 and travel expenses in accordance with s. 112.061.

11 (d) The Executive Office of the Governor shall provide  
12 administrative support to the council.

13 (4) The council may apply for and accept funds,  
14 grants, gifts, and services from the state and federal  
15 government or any other public or private source, and is  
16 authorized to use funds derived from these sources to defray  
17 clerical and administrative costs as may be necessary to carry  
18 out the council's assigned duties.

19 (5) The council shall implement a comprehensive  
20 data-collection and analysis initiative to provide policy  
21 recommendations and to identify successful and cost-efficient  
22 pathways that enhance high-quality and effective classroom  
23 instruction. This initiative shall be conducted jointly by the  
24 K-20 data warehouse and a state research institution that has  
25 demonstrated expertise and national recognition in conducting  
26 scientific studies related to K-12 education. The initiative  
27 shall focus on gathering data relating to student achievement  
28 and learning gains resulting from highly effective teaching.  
29 Data collection shall, at a minimum, examine correlations  
30 between student achievement, if any, and the following  
31 factors:

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1       (a) A teacher's prior involvement in a high school  
2 teaching career academy.

3       (b) Standardized test scores of teacher education  
4 candidates.

5       (c) A teacher's years of classroom experience.

6       (d) Institution or teacher-preparation pathway  
7 attended.

8       (e) Components of postsecondary teacher preparation  
9 including:

10           1. The onset and extent of classroom field  
11 experiences.

12           2. A description of both content and pedagogical  
13 coursework.

14           3. The extent of opportunities for student teachers to  
15 observe effective classroom instruction.

16           4. The extent of opportunities for student teachers to  
17 demonstrate and model effective classroom instruction.

18           5. The K-12 classroom teaching experience of faculty  
19 members.

20       (f) Support and induction programs provided for  
21 beginning teachers, including information regarding:

22           1. The length of the induction program.

23           2. The extent of the principal's involvement in the  
24 induction process.

25           3. A description of any mentoring provided to new  
26 teachers.

27           4. A description of mentor screening, selection, and  
28 training.

29           5. Provision for common planning time and involvement  
30 in professional learning communities comprised of other  
31 teachers.

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1           6. Professional development that is aligned to student  
2 achievement.

3           7. Teaching load and assignment of extracurricular  
4 responsibilities.

5           (g) State teachers who hold national board  
6 certification.

7           (6) In order to implement currently available research  
8 and findings of the data-collection and analysis initiative  
9 described in subsection (5), the council shall request  
10 proposals and select no later than January 1, 2008, research  
11 demonstration partnerships from different geographical regions  
12 of the state. Selected research demonstration partnerships  
13 must, at a minimum, include the following:

14           (a) Commitment, support, and involvement from a state  
15 postsecondary institution that is accredited by the Southern  
16 Association of Colleges and Schools and that operates  
17 state-approved traditional and alternative teacher-preparation  
18 programs and a leadership program for school principals as  
19 described in s. 1012.986. The postsecondary institution must  
20 submit evidence of expertise and national recognition in  
21 conducting research related to K-12 teaching and learning,  
22 provide opportunities for effective public school teachers to  
23 serve as adjunct instructors, and commit to engagement from  
24 the entire institution to recruit and prepare classroom  
25 teachers.

26           (b) Commitment, support, and involvement from local  
27 school district superintendents and school principals. Local  
28 schools must commit to serving as teaching and learning  
29 laboratories, and provide student teachers continuing  
30 opportunities to observe effective classroom instruction.

31           (c) Technologies to deploy to state school districts

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1 and state-approved teacher-preparation programs the research  
2 practices and key findings that result from the partnership.

3 (7) The comprehensive data collection and analysis  
4 described in subsection (5) and the research demonstration  
5 partnership described in subsection (6) shall serve as the  
6 basis for the redesign and approval of all teacher-preparation  
7 programs in the state.

8 (8) The council shall prepare an annual report  
9 concerning its activities, which includes the status and  
10 results on all research demonstration projects, to the  
11 Governor, the President of the Senate, and the Speaker of the  
12 House of Representatives by March 1 of each year.

13 Section 12. This act shall take effect upon becoming a  
14 law.

15  
16  
17 ===== T I T L E A M E N D M E N T =====

18 And the title is amended as follows:

19 Delete everything before the enacting clause

20  
21 and insert:

22 to teacher education; amending s. 1001.03,  
23 F.S.; deleting a requirement for the State  
24 Board of Education to adopt rules providing  
25 opportunities for nondegreed teachers to earn  
26 reading credentials; amending s. 1001.215,  
27 F.S.; deleting a requirement for the Just Read,  
28 Florida! Office to review alternative  
29 certification examinations; amending s.  
30 1004.04, F.S.; revising criteria for evaluating  
31 the competency of educators who graduate from a

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1 teacher preparation program; revising  
2 provisions relating to preservice requirements  
3 for student teachers and school placement of  
4 student teacher candidates; amending s.  
5 1004.85, F.S.; requiring educator preparation  
6 institutes to guarantee quality of graduates;  
7 amending s. 1009.59, F.S.; requiring applicants  
8 for the Critical Teacher Shortage Student Loan  
9 Forgiveness Program to commit to teaching for 3  
10 years in a critical subject shortage area;  
11 amending s. 1012.01, F.S.; including  
12 instructional coaches in the definition of  
13 instructional staff; amending s. 1012.71, F.S.;  
14 including prekindergarten teachers in the  
15 Florida Teachers Lead Program Stipend; amending  
16 s. 1012.72, F.S.; providing additional  
17 requirements for eligibility for bonuses  
18 provided under the Dale Hickam Excellent  
19 Teacher Program; redirecting an annual bonus  
20 for classroom teachers into mentor training and  
21 adjustments to salary schedules which allow  
22 increased exposure of new teachers to teaching  
23 demonstrations; establishing guidelines for  
24 school districts creating induction models for  
25 beginning teachers; amending s. 1012.98, F.S.;  
26 providing for coordinated support for new  
27 teachers through the district professional  
28 development program; amending s. 1012.986,  
29 F.S.; providing recognition and mentoring  
30 opportunities for high performing principals;  
31 creating s. 1012.988, F.S.; establishing the

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1 Florida Quality Education Council within the  
2 Executive Office of the Governor; providing  
3 purposes and objectives of the council;  
4 providing for membership and terms of office;  
5 authorizing the members of the council to be  
6 reimbursed for per diem and travel expenses;  
7 requiring the council to direct a  
8 data-collection and analysis initiative;  
9 providing requirements for the initiative;  
10 requiring that the council select demonstration  
11 partnerships; providing requirements for such  
12 partnerships; requiring that the  
13 data-collection initiative and partnerships be  
14 used to redesign state teacher-preparation  
15 programs; requiring the council to provide an  
16 annual report to the Governor and Legislature;  
17 providing an effective date.

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