

By the Committee on Higher Education

589-2146-07

1 A bill to be entitled
2 An act relating to teacher education; amending
3 s. 1001.03, F.S.; deleting a requirement for
4 the State Board of Education to adopt rules
5 providing opportunities for nondegreed teachers
6 to earn reading credentials; amending s.
7 1001.215, F.S.; deleting a requirement for the
8 Just Read, Florida! Office to review
9 alternative certification examinations;
10 amending s. 1004.04, F.S.; revising criteria
11 for evaluating the competency of educators who
12 graduate from a teacher preparation program;
13 revising provisions relating to preservice
14 requirements for student teachers and school
15 placement of student teacher candidates;
16 amending s. 1004.85, F.S.; requiring educator
17 preparation institutes to guarantee quality of
18 graduates; amending s. 1009.59, F.S.; requiring
19 applicants for the Critical Teacher Shortage
20 Student Loan Forgiveness Program to commit to
21 teaching for 3 years in a critical subject
22 shortage area; amending s. 1012.01, F.S.;
23 including instructional coaches in the
24 definition of instructional staff; amending s.
25 1012.71, F.S.; including prekindergarten
26 teachers in the Florida Teachers Lead Program
27 Stipend; amending s. 1012.72, F.S.; providing
28 additional requirements for eligibility for
29 bonuses provided under the Dale Hickam
30 Excellent Teacher Program; redirecting an
31 annual bonus for classroom teachers into mentor

1 training and adjustments to salary schedules
2 which allow increased exposure of new teachers
3 to teaching demonstrations; establishing
4 guidelines for school districts creating
5 induction models for beginning teachers;
6 amending s. 1012.98, F.S.; providing for
7 coordinated support for new teachers through
8 the district professional development program;
9 amending s. 1012.986, F.S.; providing
10 recognition and mentoring opportunities for
11 high performing principals; creating s.
12 1012.988, F.S.; establishing the Florida
13 Quality Education Council within the Executive
14 Office of the Governor; providing purposes and
15 objectives of the council; providing for
16 membership and terms of office; authorizing the
17 members of the council to be reimbursed for per
18 diem and travel expenses; requiring the council
19 to direct a data-collection and analysis
20 initiative; providing requirements for the
21 initiative; requiring that the council select
22 demonstration partnerships; providing
23 requirements for such partnerships; requiring
24 that the data-collection initiative and
25 partnerships be used to redesign state
26 teacher-preparation programs; requiring the
27 council to provide an annual report to the
28 Governor and Legislature; providing an
29 effective date.

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

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

3 1001.03 Specific powers of State Board of Education.--

4 (3) PROFESSIONAL CERTIFICATES.--The State Board of
5 Education shall classify school services;; designate ~~the~~
6 certification subject areas;; establish competencies,
7 including the use of technology to enhance student learning,
8 and ~~the~~ certification requirements for all school-based
9 personnel;; and ~~adopt~~ prescribe rules in accordance with which
10 the Department of Education will issue professional,
11 temporary, and part-time certificates ~~shall be issued by the~~
12 ~~Department of Education~~ to applicants who meet the standards
13 prescribed by such rules for their class of service, as
14 described in chapter 1012. ~~The state board shall adopt rules~~
15 ~~that give part time and full time nondegreed teachers of~~
16 ~~career programs, pursuant to s. 1012.39(1)(c), the opportunity~~
17 ~~to earn a reading credential equivalent to a~~
18 ~~content area specific reading endorsement.~~

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

21 1001.215 Just Read, Florida! Office.--There is created
22 in the Department of Education the Just Read, Florida! Office.
23 The office shall be fully accountable to the Commissioner of
24 Education and shall:

25 (9) Periodically review teacher certification
26 examinations, ~~including alternative certification exams,~~ to
27 ascertain whether the examinations measure the skills needed
28 for research-based reading instruction and instructional
29 strategies for teaching reading in the content areas.

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

4 1004.04 Public accountability and state approval for
5 teacher preparation programs.--

6 (5) CONTINUED PROGRAM APPROVAL.--Notwithstanding
7 subsection (4), failure by a public or nonpublic teacher
8 preparation program to meet the criteria for continued program
9 approval shall result in loss of program approval. The
10 Department of Education, in collaboration with the departments
11 and colleges of education, shall develop procedures for
12 continued program approval that document the continuous
13 improvement of program processes and graduates' performance.

14 (e) Continued approval of a teacher preparation
15 ~~program programs~~ is contingent upon compliance with the
16 student admission requirements of subsection (4) and upon the
17 receipt of at least a satisfactory rating from the public
18 schools and private schools that employ graduates of the
19 program. Each teacher preparation program ~~must shall~~ guarantee
20 the high quality of its graduates during the first 2 years
21 immediately following graduation from the program or following
22 the graduate's initial certification, whichever occurs first.
23 Any educator in a Florida school who fails to demonstrate the
24 ~~competencies essential skills~~ specified in the Florida
25 Educator Accomplished Practices adopted by the State Board of
26 Education subparagraphs 1-5. shall be provided additional
27 training by the teacher preparation program at no expense to
28 the educator or the employer. Such training must consist of an
29 individualized plan agreed upon by the school district and the
30 postsecondary educational institution that includes specific
31 learning outcomes. The postsecondary educational institution

1 assumes no responsibility for the educator's employment
2 contract with the employer. Employer satisfaction shall be
3 determined by an annually administered survey instrument
4 approved by the Department of Education that, at a minimum,
5 must include employer satisfaction with ~~of~~ the graduates'
6 ability to demonstrate the Educator Accomplished Practices at
7 the professional level. ~~do the following:~~

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

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

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

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

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

20 (6) PRESERVICE FIELD EXPERIENCE.--All postsecondary
21 instructors, school district personnel and instructional
22 personnel, and school sites preparing instructional personnel
23 through preservice field experiences, preservice experience
24 courses, and internships shall meet special requirements.
25 District school boards are authorized to pay student teachers
26 during their internships.

27 (a) All instructors in postsecondary teacher
28 preparation programs who instruct or supervise preservice
29 field experiences, preservice experience courses, or
30 internships shall have at least one of the following:
31 specialized training in clinical supervision; a valid

1 professional teaching certificate issued under ~~pursuant to~~ ss.
2 1012.56 and 1012.585; or at least 3 years of successful
3 teaching experience in prekindergarten through grade 12.

4 (b) All school district personnel and instructional
5 personnel who supervise or direct teacher preparation students
6 during field experience courses or internships must have
7 evidence of "clinical educator" training or training as a
8 mentor pursuant to s. 1012.72 and must successfully
9 demonstrate effective classroom management strategies that
10 consistently result in improved student performance. The State
11 Board of Education shall approve the training requirements.

12 (c) Preservice field experience programs must provide
13 for student teacher participation in K-12 classroom settings
14 and engagement in supervised instruction of K-12 students at
15 the earliest stage of postsecondary education courses. All
16 preservice field experience programs must provide specific
17 guidance and demonstration of effective classroom management
18 strategies, strategies for incorporating technology into
19 classroom instruction, strategies for incorporating
20 scientifically researched, knowledge-based reading literacy
21 and computational skills acquisition into classroom
22 instruction, and ways to link instructional plans to the
23 Sunshine State Standards, as appropriate. The length of
24 structured field experiences may be extended to ensure that
25 candidates achieve the competencies needed to meet
26 certification requirements.

27 (d) Postsecondary teacher preparation programs, in
28 consultation ~~cooperation~~ with district school boards and
29 approved private school associations, shall select ~~the~~ school
30 sites for preservice field experience activities based on the
31 instructional leadership skills of the principal as

1 demonstrated by sustained student achievement and learning
2 gains and evidence of support for future and beginning
3 teachers. These sites must represent the full spectrum of
4 school communities, including, but not limited to, schools
5 located in urban settings. ~~In order to be selected, school~~
6 ~~sites must demonstrate commitment to the education of public~~
7 ~~school students and to the preparation of future teachers.~~

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

10 1004.85 Postsecondary educator preparation
11 institutes.--

12 (3) Educator preparation institutes approved pursuant
13 to this section may offer alternative certification programs
14 specifically designed for noneducation major baccalaureate
15 degree holders to enable program participants to meet the
16 educator certification requirements of s. 1012.56. Such
17 programs shall be competency-based educator certification
18 preparation programs that prepare educators through an
19 alternative route. An educator preparation institute choosing
20 to offer an alternative certification program pursuant to the
21 provisions of this section must implement a program previously
22 approved by the Department of Education for this purpose or a
23 program developed by the institute and approved by the
24 department for this purpose. Approved programs shall be
25 available for use by other approved educator preparation
26 institutes.

27 (a) Within 90 days after receipt of a request for
28 approval, the Department of Education shall approve an
29 alternative certification program or issue a statement
30 describing ~~of~~ the deficiencies in the request for approval.
31 The department shall approve an alternative certification

1 program if the educator preparation institute provides
2 sufficient evidence of the following:

3 1. Instruction ~~must be provided~~ in professional
4 knowledge and subject matter content must include that
5 ~~includes~~ educator-accomplished practices and competencies
6 specified in State Board of Education rule and meet ~~meets~~
7 subject matter content requirements, professional competency
8 testing requirements, and competencies associated with
9 teaching scientifically based reading instruction and
10 strategies that research has shown to be successful in
11 improving reading among low-performing readers.

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

14 3. The program must provide a certification ombudsman
15 to assist ~~facilitate the process and procedures required for~~
16 participants who complete the program with ~~to meet~~ any
17 requirements related to the background screening under
18 ~~pursuant to~~ s. 1012.32 and educator professional or temporary
19 certification under ~~pursuant to~~ s. 1012.56.

20 4. The program must guarantee the high quality of its
21 graduates during the first 2 years immediately following
22 graduation from the program or following the graduate's
23 initial certification, whichever occurs first. Any educator in
24 a state school who fails to demonstrate the competencies
25 specified in the Florida Educator Accomplished Practices
26 adopted by the State Board of Education shall be provided
27 additional training by the program at no expense to the
28 educator or the employer. Such training shall consist of an
29 individualized plan agreed upon by the school district and the
30 educator preparation institution which includes specific
31

1 learning outcomes. The institution assumes no responsibility
2 for the educator's employment contract with the employer.

3 (b) Each program participant must:

4 1. Obtain ~~Meet certification requirements pursuant to~~
5 ~~s. 1012.56(1) by obtaining~~ a statement of status of
6 eligibility pursuant to s. 1012.56 which verifies eligibility
7 for a temporary certificate and meet the requirements of s.
8 ~~1012.56(2)(a)-(f).~~

9 2. Participate in field experience that is appropriate
10 to his or her educational plan.

11 3. Fully demonstrate his or her ability to teach the
12 subject area for which he or she is seeking certification and
13 demonstrate mastery of professional preparation and education
14 competence by obtaining ~~achievement of~~ a passing score on the
15 professional education competency examination required by
16 state board rule prior to completion of the program.

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

19 1009.59 Critical Teacher Shortage Student Loan
20 Forgiveness Program.--

21 (1) The Critical Teacher Shortage Student Loan
22 Forgiveness Program is established to encourage qualified
23 personnel to seek employment in subject areas in which
24 critical teacher shortages exist, as identified annually by
25 the State Board of Education. The primary function of the
26 program is to make repayments toward student loans received ~~by~~
27 ~~students~~ from federal programs or commercial lending
28 institutions for the support of postsecondary education study.
29 Repayments are ~~intended~~ to be made to qualified applicants who
30 are begin teaching for the first time in designated subject
31 areas, ~~and~~ who apply during their first year of teaching as

1 certified teachers in those ~~these~~ subject areas, and who
2 commit in writing to teach in the designated subject areas for
3 a minimum of 3 years.

4 Section 6. Paragraph (d) of subsection (2) of section
5 1012.01, Florida Statutes, is amended to read:

6 1012.01 Definitions.--Specific definitions shall be as
7 follows, and wherever such defined words or terms are used in
8 the Florida K-20 Education Code, they shall be used as
9 follows:

10 (2) INSTRUCTIONAL PERSONNEL.--"Instructional
11 personnel" means any K-12 staff member whose function includes
12 the provision of direct instructional services to students.
13 Instructional personnel also includes K-12 personnel whose
14 functions provide direct support in the learning process of
15 students. Included in the classification of instructional
16 personnel are the following K-12 personnel:

17 (d) Other instructional staff.--Other instructional
18 staff are staff members who are part of the instructional
19 staff but are not classified in one of the categories
20 specified in paragraphs (a)-(c). Included in this
21 classification are primary specialists, learning resource
22 specialists, instructional trainers, instructional coaches,
23 adjunct educators certified under ~~pursuant to~~ s. 1012.57, and
24 similar positions.

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

27 1012.71 The Florida Teachers Lead Program Stipend.--

28 (1) Funding for the Florida Teachers Lead Program
29 Stipend shall be as determined by the Legislature in the
30 General Appropriations Act. Funds appropriated for the Florida
31 Teachers Lead Program Stipend are provided to purchase

1 classroom materials and supplies used in the instruction of
2 students in prekindergarten ~~kindergarten~~ through grade 12 of
3 the public school system who are funded through the FEFP. From
4 the funds appropriated, the Commissioner of Education shall
5 calculate an amount for each school district by prorating the
6 total of each school district's share of the total ~~K-12~~
7 unweighted FTE student enrollment in prekindergarten through
8 grade 12 for those funded through the FEFP.

9 (6) For purposes of this section, the term "classroom
10 teacher" includes certified teachers employed on or before
11 September 1 of each year whose full-time job responsibility is
12 the classroom instruction of students in prekindergarten
13 ~~kindergarten~~ through grade 12 who are funded through the FEFP,
14 and full-time media specialists and guidance counselors who
15 serve students in kindergarten through grade 12. Only school
16 district and charter school personnel employed in these
17 positions are eligible for the classroom materials and supply
18 stipend from funds appropriated to implement the provisions of
19 this section.

20 Section 8. Section 1012.72, Florida Statutes, is
21 amended to read:

22 1012.72 Dale Hickam Excellent Teaching Program.--

23 (1) The Legislature recognizes that teachers play a
24 critical role in preparing students to achieve the high levels
25 of academic performance expected by the Sunshine State
26 Standards. The Legislature further recognizes the importance
27 of identifying and rewarding teaching excellence and of
28 encouraging good teachers to become excellent teachers. The
29 Legislature finds that the National Board of Professional
30 Teaching Standards (NBPTS) has established high and rigorous
31 standards for accomplished teaching and has developed a

1 national voluntary system for assessing and certifying
2 teachers who demonstrate teaching excellence by meeting those
3 standards. It is therefore the Legislature's intent to provide
4 incentives for teachers to seek NBPTS certification and to
5 reward teachers who demonstrate teaching excellence by
6 attaining NBPTS certification and sharing their expertise with
7 other teachers.

8 (2) The Dale Hickam Excellent Teaching Program is
9 created to provide categorical funding for monetary incentives
10 and bonuses for teaching excellence. The Department of
11 Education shall distribute to each school district or to the
12 NBPTS an amount ~~as~~ prescribed annually by the Legislature for
13 the Dale Hickam Excellent Teaching Program. For purposes of
14 this section, the Florida School for the Deaf and the Blind
15 shall be considered a school district. Unless otherwise
16 provided in the General Appropriations Act, each distribution
17 shall be the sum of the amounts earned for the following
18 incentives and bonuses:

19 (a) A fee subsidy to be paid by the Department of
20 Education to the NBPTS on behalf of each ~~individual who is an~~
21 employee of a district school board or a public school within
22 the school district, ~~7~~ who is certified by the district to have
23 demonstrated satisfactory teaching performance pursuant to s.
24 1012.34, who demonstrates sustained student achievement and
25 learning gains, ~~and~~ who satisfies the prerequisites for
26 participating in the NBPTS certification program, and who
27 agrees, in writing, to pay 10 percent of the NBPTS
28 participation fee and to participate in the NBPTS
29 certification program during the school year for which the fee
30 subsidy is provided. The fee subsidy for each eligible
31 participant shall be an amount equal to 90 percent of the fee

1 | charged for participating in the NBPTS certification program.
2 | The fee subsidy is a one-time award and may not be duplicated
3 | for any ~~participant individual~~.

4 | (b) A portfolio-preparation incentive of \$150 paid by
5 | the Department of Education to each teacher employed by a
6 | district school board or a public school within a school
7 | district who is participating in the NBPTS certification
8 | program. The portfolio-preparation incentive is a one-time
9 | award paid during the school year for which the NBPTS fee
10 | subsidy is provided.

11 | (c) An annual bonus equal to 10 percent of the prior
12 | fiscal year's statewide average salary for classroom teachers
13 | to be distributed to the school district to be paid to each
14 | individual who holds NBPTS certification, demonstrates
15 | sustained student achievement and learning gains, and is
16 | employed by the district school board or by a public school
17 | within the school district. The district school board shall
18 | distribute the annual bonus to each individual who meets the
19 | requirements of this paragraph and who is certified annually
20 | by the district to have demonstrated satisfactory teaching
21 | performance pursuant to s. 1012.34. The annual bonus may be
22 | paid as a single payment or divided into not more than three
23 | payments.

24 | (d) An annual bonus equal to 10 percent of the prior
25 | fiscal year's statewide average salary for classroom teachers
26 | to be distributed to the school district and used to provide
27 | training for mentors and salary schedules that allow for
28 | common planning time and lighter teaching loads for new and
29 | mentor teachers in order to provide for demonstration and
30 | observation of effective teaching strategies and classroom
31 | organization skills. Priority for mentor training shall be

1 given to teachers holding national board certification and
2 eligible to receive a bonus under paragraph (c) to be paid to
3 ~~each individual who meets the requirements of paragraph (c)~~
4 ~~and agrees, in writing, to provide the equivalent of 12~~
5 ~~workdays of mentoring and related services to public school~~
6 ~~teachers within the state who do not hold NBPTS certification.~~
7 ~~Related services must include instruction in helping teachers~~
8 ~~work more effectively with the families of their students. The~~
9 ~~district school board shall distribute the annual bonus in a~~
10 ~~single payment following the completion of all required~~
11 ~~mentoring and related services for the year. It is not the~~
12 ~~intent of the Legislature to remove excellent teachers from~~
13 ~~their assigned classrooms; therefore, credit may not be~~
14 ~~granted by a school district or public school for mentoring or~~
15 ~~related services provided during student contact time during~~
16 ~~the 196 days of required service for the school year.~~

17 (e) The employer's share of social security and
18 Medicare taxes and Florida Retirement System contributions for
19 those teachers who qualify for NBPTS certification and receive
20 bonus amounts.

21
22 A teacher for whom the state pays the certification fee and
23 who does not complete the certification program or does not
24 teach in a public school of this state for at least 1 year
25 after completing the certification program must repay the
26 amount of the certification fee to the state. However, a
27 teacher who completes the certification program but fails to
28 be awarded NBPTS certification is not required to repay the
29 amount of the certification fee if the teacher meets the
30 1-year teaching requirement. Repayment is also not required of
31 a teacher who does not complete the certification program or

1 fails to fulfill the teaching requirement because of the
2 teacher's death or disability or because of other extenuating
3 circumstances as determined by the State Board of Education.

4 (3)~~(a)~~ In addition to any other remedy available under
5 the law, any person who is a recipient of a certification fee
6 subsidy paid to the NBPTS and who is an employee of the state
7 or any of its political subdivisions is considered to have
8 consented, as a condition of employment, to the voluntary or
9 involuntary withholding of wages to repay to the state the
10 amount of such a certification fee subsidy awarded under this
11 section.

12 (a) Any such employee who defaults on the repayment of
13 such a certification fee subsidy must, within 60 days after
14 service of a notice of default by the Department of Education
15 to the employee, establish a repayment schedule which must be
16 agreed to by the department and the employee, for repaying the
17 defaulted sum through payroll deductions. The department may
18 not require the employee to pay more than 10 percent of the
19 employee's pay per pay period under the ~~such a~~ repayment
20 schedule or plan. If the employee fails to establish a
21 repayment schedule within the specified period of time or
22 fails to meet the terms and conditions of the agreed upon or
23 approved repayment schedule ~~as authorized by this subsection,~~
24 the employee will be considered to have ~~has~~ breached an
25 essential condition of employment and ~~is considered~~ to have
26 consented to the involuntary withholding of wages or salary
27 for the repayment of the certification fee subsidy.

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

1 (4) Beginning with the 2007-2008 school year,
2 interested school districts shall work with the Department of
3 Education, statewide principal training and leadership
4 organizations, and local postsecondary teacher preparation
5 programs to develop quality induction models for beginning
6 teachers and for teachers with less than satisfactory
7 performance assessments as determined under s. 1012.34. The
8 models developed shall serve as proposed models for statewide
9 implementation beginning with the 2008-2009 school year. The
10 quality induction models shall be based on current research
11 and include:

12 (a) Methods to screen, select, and train mentor
13 teachers.

14 (b) A description of professional development
15 opportunities for beginning teachers aligned to student
16 achievement and classroom organization skills.

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

19 (d) Strategies to provide for adjusted levels of
20 teaching responsibility for beginning teachers.

21 (e) Strategies to establish and provide professional
22 learning communities for beginning teachers.

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

25 (g) Strategies to redirect existing financial and
26 human resources to support and expand quality induction
27 efforts and retain effective teachers.

28 ~~(5)(4)~~ The State Board of Education may adopt rules
29 pursuant to ss. 120.536 and 120.54 as necessary to administer
30 the ~~provisions for~~ payment of the fee subsidies, incentives,
31

1 and bonuses and for the repayment of defaulted certification
2 fee subsidies under this section.

3 ~~(6)(5)~~ The Dale Hickam Excellent Teaching Program
4 Trust Fund shall be administered by the Department of
5 Education pursuant to s. 1010.72.

6 Section 9. Subsection (3) and paragraph (b) of
7 subsection (4) of section 1012.98, Florida Statutes, are
8 amended to read:

9 1012.98 School Community Professional Development
10 Act.--

11 (3) The activities designed to implement this section
12 must:

13 (a) Support and increase the success of educators by
14 ~~through~~ collaboratively developing ~~developed~~ school
15 improvement plans that focus on:

16 1. Enhanced and differentiated instructional
17 strategies to engage students in a rigorous and relevant
18 curriculum based on state and local educational standards,
19 goals, and initiatives;

20 2. Increased opportunities to provide meaningful
21 relationships between teachers and all students; and

22 3. Increased opportunities for professional
23 collaboration among and between teachers, guidance counselors,
24 instructional leaders, postsecondary educators engaged in
25 preservice training for new teachers, and the workforce
26 community.

27 (b) Assist the school community in providing
28 stimulating, ~~scientific~~ research-based educational activities
29 that encourage and motivate students to achieve at the highest
30 levels and to participate as active learners and that prepare
31

1 students for success at subsequent educational levels and in
2 the workforce.

3 (c) Provide a coordinated support program for new and
4 beginning teachers. The program must be designed to meet the
5 varying needs of new and beginning teachers through
6 professional development aligned with student achievement and
7 classroom management skills, curriculum and instructional
8 support, mentoring activities, and the individual needs of the
9 teacher. The program must be integrated with the district's
10 appraisal system, alternative certification program, and other
11 required professional development programs.

12 (d)(e) Provide continuous support for all education
13 professionals as well as temporary intervention for education
14 professionals who need improvement in knowledge, skills, and
15 performance.

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

20 (b) Each school district shall develop a professional
21 development system in accordance with ~~as specified in~~
22 subsection (3). The system shall be developed in consultation
23 with teachers, teacher-educators of community colleges and
24 state universities, business and community representatives,
25 and local education foundations, consortia, and professional
26 organizations. The professional development system must:

27 1. Be approved by the department. All substantial
28 revisions to the system shall be submitted to the department
29 for review and for continued approval.

30 2. Be based on analyses of student achievement data
31 and instructional strategies and methods that support

1 rigorous, relevant, and challenging curricula for all
2 students. ~~Schools and districts,~~ In developing and refining
3 the professional development system, schools and districts
4 shall also review and monitor school discipline data; school
5 environment surveys; assessments of parental satisfaction;
6 performance appraisal data of teachers, managers, and
7 administrative personnel; and other performance indicators
8 that ~~to~~ identify school and student needs that can be met by
9 improved professional performance.

10 3. Provide inservice activities coupled with followup
11 support appropriate to accomplish district-level and
12 school-level improvement goals and standards. The inservice
13 activities for instructional personnel shall focus on analysis
14 of student achievement data, ongoing formal and informal
15 assessments of student achievement, identification and use of
16 enhanced and differentiated instructional strategies that
17 emphasize rigor, relevance, and reading in the content areas,
18 enhancement of subject content expertise, integrated use of
19 classroom technology that enhances teaching and learning,
20 classroom management, parent involvement, ~~and~~ school safety,
21 and professional ethics.

22 4. Include a master plan for inservice activities,
23 developed in accordance with ~~pursuant to~~ rules of the State
24 Board of Education, for all district employees from all fund
25 sources. The master plan shall be updated annually by
26 September 1, must be based on input from teachers and district
27 and school instructional leaders, and must use the latest
28 available student achievement data and research to enhance
29 rigor and relevance in the classroom. Each district inservice
30 plan must be aligned to and support the school-based inservice
31 plans and school improvement plans required under ~~pursuant to~~

1 s. 1001.42(16). District plans must be approved by the
2 district school board annually in order to ensure compliance
3 with subsection (1) and to allow for dissemination of
4 research-based best practices to other districts. District
5 school boards must submit verification of their approval to
6 the Commissioner of Education annually by ~~no later than~~
7 October 1, ~~annually~~.

8 5. Require each school principal to establish and
9 maintain an individual professional development plan for each
10 instructional employee assigned to the school as a seamless
11 component to the school improvement plans developed pursuant
12 to s. 1001.42(16). The individual professional development
13 plan must:

14 a. Be related to specific performance data for the
15 students to whom the teacher is assigned.

16 b. Define the inservice objectives and specific
17 measurable improvements expected in student performance as a
18 result of the inservice activity.

19 c. Include an evaluation component that determines the
20 effectiveness of the professional development plan.

21 6. Include inservice activities for school
22 administrative personnel that address updated skills necessary
23 for instructional leadership and effective school management
24 pursuant to s. 1012.986.

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

28 8. Provide for the delivery of professional
29 development by distance learning and other technology-based
30 delivery systems that ~~to~~ reach more educators at lower costs.
31

1 9. Provide for the continuous evaluation of the
2 quality and effectiveness of professional development programs
3 in order to eliminate ineffective programs and strategies and
4 to expand effective ones. Evaluations must consider the effect
5 ~~impact~~ of such activities on the performance of participating
6 educators and their students' achievement and behavior.

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

9 1012.986 William Cecil Golden Professional Development
10 Program for School Leaders.--

11 (1) There is established the William Cecil Golden
12 Professional Development Program for School Leaders to provide
13 high standards and sustained support for principals as
14 instructional leaders. The program shall consist of a
15 collaborative network of state and national professional
16 leadership organizations working together to respond to
17 instructional leadership needs throughout the state. The
18 network shall support the human-resource development needs of
19 principals, principal leadership teams, and candidates for
20 principal leadership positions using the framework of
21 leadership standards adopted by the State Board of Education,
22 the Southern Regional Education Board, and the National Staff
23 Development Council. The goals ~~goal~~ of the network leadership
24 program are ~~is~~ to:

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

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

30 (c) Build the capacity for increasing ~~to increase~~ the
31 quality of programs for preservice education for aspiring

1 principals and inservice professional development for
2 principals and principal leadership teams.

3 (d) Support best teaching and research-based
4 instructional practices through dissemination and modeling at
5 the preservice and inservice levels for both teachers who are
6 aspiring school leaders and principals.

7 (e) Recognize high-performing principals, including
8 those who excel in instructional leadership, and provide
9 opportunities for these individuals to serve as mentors in
10 this program.

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

13 1012.988 Florida Quality Education Council.--

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

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

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

23 (c) To implement a long-term data collection and
24 analysis initiative to identify and promote the most effective
25 practices and policies for the preparation and continuous
26 support of highly effective teachers.

27 (d) To foster immediate and long-term modifications to
28 teacher preparation and teacher support programs provided by
29 postsecondary institutions, school districts, and individual
30 schools.

31

1 (e) To support contemporary research through
2 collaborative partnerships between postsecondary institutions
3 and local school districts.

4 (2) The council shall consist of 12 members appointed
5 as follows:

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

8 1. A Florida Teacher of the Year who has demonstrated
9 evidence of sustained student achievement.

10 2. An elementary school principal having a
11 demonstrated commitment to beginning teachers, effective
12 classroom instruction, and sustained student achievement and
13 learning gains.

14 3. A secondary school student currently serving as an
15 ad hoc school district board representative and recommended by
16 the school board chair.

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

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

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

24 2. A middle school principal who has a demonstrated
25 commitment to beginning teachers, effective classroom
26 instruction, and sustained student achievement and learning
27 gains.

28 3. A school district superintendent who is currently
29 engaged in and committed to a comprehensive quality induction
30 program for new teachers.

31

1 4. A president of a state postsecondary institution
2 offering multiple teacher preparation pathways who is engaged
3 in research on effective teacher quality, creating new teacher
4 recruitment initiatives, a comprehensive redesign of teacher
5 preparation practices, and partnerships with local schools and
6 instructional leaders.

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

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

11 2. A high school principal who has a demonstrated
12 commitment to beginning teachers, effective classroom
13 instruction, and sustained student achievement and learning
14 gains.

15 3. A school district representative who is responsible
16 for coordinating teacher recruitment, professional
17 development, and retention efforts.

18 4. A chief operating officer of a state incorporated
19 business who is a member of a statewide economic development
20 organization.

21 (3) The council shall be established no later than
22 October 1, 2007, and shall meet bimonthly during the 2007-2008
23 fiscal year and as considered necessary thereafter.

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

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

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

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

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

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

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

24 (b) Standardized test scores of teacher education
25 candidates.

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

27 (d) Institution or teacher-preparation pathway
28 attended.

29 (e) Components of postsecondary teacher preparation
30 including:

31

- 1 1. The onset and extent of classroom field
2 experiences.
- 3 2. A description of both content and pedagogical
4 coursework.
- 5 3. The extent of opportunities for student teachers to
6 observe effective classroom instruction.
- 7 4. The extent of opportunities for student teachers to
8 demonstrate and model effective classroom instruction.
- 9 5. The K-12 classroom teaching experience of faculty
10 members.
- 11 (f) Support and induction programs provided for
12 beginning teachers, including information regarding:
- 13 1. The length of the induction program.
- 14 2. The extent of the principal's involvement in the
15 induction process.
- 16 3. A description of any mentoring provided to new
17 teachers.
- 18 4. A description of mentor screening, selection, and
19 training.
- 20 5. Provision for common planning time and involvement
21 in professional learning communities comprised of other
22 teachers.
- 23 6. Professional development that is aligned to student
24 achievement.
- 25 7. Teaching load and assignment of extracurricular
26 responsibilities.
- 27 (g) State teachers who hold national board
28 certification.
- 29 (6) In order to implement currently available research
30 and findings of the data-collection and analysis initiative
31 described in subsection (5), the council shall request

1 proposals and select no later than January 1, 2008, research
2 demonstration partnerships from different geographical regions
3 of the state. Selected research demonstration partnerships
4 must, at a minimum, include the following:

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

17 (b) Commitment, support, and involvement from local
18 school district superintendents and school principals. Local
19 schools must commit to serving as teaching and learning
20 laboratories, and provide student teachers continuing
21 opportunities to observe effective classroom instruction.

22 (c) Technologies to deploy to state school districts
23 and state-approved teacher-preparation programs the research
24 practices and key findings that result from the partnership.

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

30 (8) The council shall prepare an annual report
31 concerning its activities, which includes the status and

1 results on all research demonstration projects, to the
2 Governor, the President of the Senate, and the Speaker of the
3 House of Representatives by March 1 of each year.

4 Section 12. This act shall take effect upon becoming a
5 law.

6
7 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
8 COMMITTEE SUBSTITUTE FOR
9 Senate Bill 1924

10 This committee substitute:

11 Amends provisions for teacher preparation programs to require
12 teaching experiences for student teachers at the onset of
13 postsecondary coursework and to provide for placement of
14 student and beginning teachers in schools with demonstrated
15 principal leadership skills;

16 Revises the Critical Teacher Shortage Loan Forgiveness Program
17 to add that eligible teachers must commit in writing to teach
18 in the designated subject area for a minimum of three years;

19 Includes accountability for alternative teacher preparation
20 pathways to equal that of traditional teacher preparation
21 programs with regard to teaching skills of completers;

22 Expands eligibility for the Florida Teachers Lead Program
23 Stipend to include prekindergarten teachers who are funded
24 through the FEFP and charter school teachers in
25 prekindergarten through grade 12;

26 Requires applicants for National Board Certification to
27 demonstrate evidence of student achievement and learning gains
28 and to sustain achievement gains in order to continue
29 receiving an annual bonus;

30 Redirects funding currently provided for additional mentoring
31 bonuses to be used to support mentoring of new teachers and
for professional development training for mentor teachers; and

Encourages interested school districts to develop during the
2007-2008 school year quality induction models for new
teachers to be used as proposed models for statewide
implementation the following year.