

Amendment No. 8

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	—	(Y/N)
ADOPTED AS AMENDED	—	(Y/N)
ADOPTED W/O OBJECTION	—	(Y/N)
FAILED TO ADOPT	—	(Y/N)
WITHDRAWN	—	(Y/N)
OTHER	—	

1 Committee/Subcommittee hearing bill: Education Committee
 2 Representative Adkins offered the following:

Amendment

5 Remove lines 924-1045 and insert:

6 Section 15. Paragraph (b) of subsection (4) of section
 7 1012.98, Florida Statutes, is amended to read:

8 1012.98 School Community Professional Development Act.—

9 (4) The Department of Education, school districts,
 10 schools, Florida College System institutions, and state
 11 universities share the responsibilities described in this
 12 section. These responsibilities include the following:

13 (b) Each school district shall develop a professional
 14 development system as specified in subsection (3). The system
 15 shall be developed in consultation with teachers, teacher-
 16 educators of Florida College System institutions and state
 17 universities, business and community representatives, and local

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18 education foundations, consortia, and professional
19 organizations. The professional development system must:

20 1. Be approved by the department. All substantial
21 revisions to the system shall be submitted to the department for
22 review for continued approval.

23 2. Be based on analyses of student achievement data and
24 instructional strategies and methods that support rigorous,
25 relevant, and challenging curricula for all students. Schools
26 and districts, in developing and refining the professional
27 development system, shall also review and monitor school
28 discipline data; school environment surveys; assessments of
29 parental satisfaction; performance appraisal data of teachers,
30 managers, and administrative personnel; and other performance
31 indicators to identify school and student needs that can be met
32 by improved professional performance.

33 3. Provide inservice activities coupled with followup
34 support appropriate to accomplish district-level and school-
35 level improvement goals and standards. The inservice activities
36 for instructional personnel shall focus on analysis of student
37 achievement data, ongoing formal and informal assessments of
38 student achievement, identification and use of enhanced and
39 differentiated instructional strategies that emphasize rigor,
40 relevance, and reading in the content areas, enhancement of
41 subject content expertise, integrated use of classroom
42 technology that enhances teaching and learning, classroom
43 management, parent involvement, and school safety.

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44 4. Include a master plan for inservice activities,
45 pursuant to rules of the State Board of Education, for all
46 district employees from all fund sources. The master plan shall
47 be updated annually by September 1, must be based on input from
48 teachers and district and school instructional leaders, and must
49 use the latest available student achievement data and research
50 to enhance rigor and relevance in the classroom. Each district
51 inservice plan must be aligned to and support the school-based
52 inservice plans and school improvement plans pursuant to s.
53 1001.42(18). Each district inservice plan must provide a
54 description of the training that middle grades instructional
55 personnel and school administrators receive on the district's
56 code of student conduct adopted pursuant to s. 1006.07;
57 integrated digital instruction and competency-based instruction
58 and CAPE Digital Tool certificates and CAPE industry
59 certifications; classroom management; student behavior and
60 interaction; extended learning opportunities for students; and
61 instructional leadership. District plans must be approved by the
62 district school board annually in order to ensure compliance
63 with subsection (1) and to allow for dissemination of research-
64 based best practices to other districts. District school boards
65 must submit verification of their approval to the Commissioner
66 of Education no later than October 1, annually. Each school
67 principal may establish and maintain an individual professional
68 development plan for each instructional employee assigned to the
69 school as a seamless component to the school improvement plans

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70 developed pursuant to s. 1001.42(18). An individual professional
71 development plan must be related to specific performance data
72 for the students to whom the teacher is assigned, define the
73 inservice objectives and specific measurable improvements
74 expected in student performance as a result of the inservice
75 activity, and include an evaluation component that determines
76 the effectiveness of the professional development plan.

77 5. Include inservice activities for school administrative
78 personnel that address updated skills necessary for
79 instructional leadership and effective school management
80 pursuant to s. 1012.986.

81 6. Provide for systematic consultation with regional and
82 state personnel designated to provide technical assistance and
83 evaluation of local professional development programs.

84 7. Provide for delivery of professional development by
85 distance learning and other technology-based delivery systems to
86 reach more educators at lower costs.

87 8. Provide for the continuous evaluation of the quality
88 and effectiveness of professional development programs in order
89 to eliminate ineffective programs and strategies and to expand
90 effective ones. Evaluations must consider the impact of such
91 activities on the performance of participating educators and
92 their students' achievement and behavior.

93 9. For middle grades, emphasize:

94 a. Interdisciplinary planning, collaboration, and
95 instruction.

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

98 c. Use of small learning communities; problem-solving,
99 inquiry-driven research and analytical approaches for students;
100 strategies and tools based on student needs; competency-based
101 instruction; integrated digital instruction; and project-based
102 instruction.

103
104 Each school that includes any of grades 6, 7, or 8 must include
105 in its school improvement plan, required under s. 1001.42(18), a
106 description of the specific strategies used by the school to
107 implement each item listed in this subparagraph.

108 10. Provide training to reading coaches, classroom
109 teachers, and school administrators in effective methods of
110 identifying characteristics of conditions such as dyslexia and
111 other causes of diminished phonological processing skills;
112 incorporating instructional techniques into the general
113 education setting that are proven to improve reading performance
114 for all students; and using predictive and other data to make
115 instructional decisions based on individual student needs. The
116 training must help teachers integrate phonemic awareness;
117 phonics, word study, and spelling; reading fluency; vocabulary,
118 including academic vocabulary; and text comprehension strategies
119 into an explicit, systematic, and multisensory approach to
120 reading instruction and intervention. Each district must provide
121 all elementary grades instructional personnel access to training

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122 sufficient to meet the requirements of ss. 1012.567(2) and
123 1012.585(f).

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