

1 A bill to be entitled
2 An act relating to education; creating s. 1003.631,
3 F.S.; creating the Schools of Excellence Program;
4 providing for designation as a School of Excellence;
5 providing requirements for a School of Excellence;
6 providing for redesignation; authorizing Schools of
7 Excellence to have specified administrative
8 flexibilities; authorizing certain teachers to earn a
9 professional certificate by completing a specified
10 program; amending s. 1012.28, F.S.; providing
11 additional authority and responsibilities to the
12 principal of a School of Excellence; providing that
13 newly assigned principals of certain schools must be
14 provided specified authority and responsibilities;
15 amending s. 1012.56, F.S.; requiring the Department of
16 Education to issue a temporary educator certificate
17 within a specified period; requiring the department to
18 provide electronic notice of the issuance of a
19 temporary certificate to specified entities; requiring
20 the department to provide the applicant an official
21 statement of status of eligibility upon issuance of a
22 temporary certificate; providing content requirements
23 for the statement of status of eligibility; revising
24 the criteria instructional personnel must meet to be
25 issued a professional certificate; providing that an

26 applicant for professional certification is not
27 required to take or pass a specified examination under
28 certain circumstances; authorizing charter schools and
29 charter management organizations to develop a
30 professional development certification and education
31 competency program; revising program requirements;
32 requiring the department to adopt standards for the
33 approval of such programs by a specified date;
34 providing requirements for such standards; requiring
35 each school district and charter school to submit its
36 program for approval by a specified date; providing
37 that certification requirements may not be met in a
38 program that is not approved by the department after a
39 specified date; amending s. 1012.585, F.S.; revising
40 college credit and inservice hour requirements for
41 renewal of a professional certificate to include
42 participation in specified activities; amending s.
43 1012.98, F.S.; revising the activities designed to
44 implement the school community professional
45 development act to include specified training relating
46 to a professional development certification and
47 education competency program; revising requirements
48 for school district professional development systems;
49 requiring the department to disseminate professional
50 development programs that meet specified criteria;

51 providing an effective date.

52

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

54

55 Section 1. Section 1003.631, Florida Statutes, is created
56 to read:

57 1003.631 Schools of Excellence.—The Schools of Excellence
58 Program is established to provide administrative flexibility to
59 the state's top schools so that the instructional personnel and
60 administrative staff at such schools can continue to serve their
61 communities and increase student learning to the best of their
62 professional ability.

63 (1) DESIGNATION.—

64 (a) The State Board of Education shall designate a school
65 as a School of Excellence if the school's percentage of possible
66 points earned in its school grade calculation is in the 80th
67 percentile or higher for schools comprised of the same grade
68 groupings, including elementary schools, middle schools, high
69 schools, and schools with a combination of grade levels, for at
70 least 2 of the last 3 school years. The school must have data
71 for each applicable school grade component pursuant to s.
72 1008.34(3) to be eligible for designation as a School of
73 Excellence. A qualifying school shall retain the designation as
74 a School of Excellence for up to 3 years, at the end of which
75 time the school may renew the designation, if:

76 1. The school was in the 80th percentile or higher
77 pursuant to this subsection for 2 of the previous 3 years; and

78 2. The school did not receive a school grade lower than
79 "B" pursuant to s. 1008.34 during any of the previous 3 years.

80 (b) A school that earns a school grade lower than "B"
81 pursuant to s. 1008.34 during the 3-year period may not continue
82 to be designated as a School of Excellence during the remainder
83 of that 3-year period and loses the administrative flexibilities
84 provided in subsection (2).

85 (2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence
86 must be provided the following administrative flexibilities:

87 (a) Exemption from any provision of law or rule that
88 expressly requires a minimum period of daily or weekly
89 instruction in a specified subject area.

90 (b) Principal autonomy as provided under s. 1012.28(8).

91 (c) For instructional personnel, the substitution of 1
92 school year of employment at a School of Excellence for 20
93 inservice points toward the renewal of a professional
94 certificate, up to 60 inservice points in a 5-year cycle,
95 pursuant to s. 1012.585(3).

96 (d) Exemption from compliance with district policies or
97 procedures that establish times for the start and completion of
98 the school day.

99 (3) TEACHER CERTIFICATION.—A temporary certificateholder
100 under s. 1012.56(7)(b) who is employed by a School of Excellence

101 may earn a professional certificate by meeting the requirements
102 of s. 1012.56(7)(a)3.

103 Section 2. Subsection (8) of section 1012.28, Florida
104 Statutes, is amended, and subsection (9) is added to that
105 section, to read:

106 1012.28 Public school personnel; duties of school
107 principals.—

108 (8) The principal of a School of Excellence or a school
109 participating in the Principal Autonomy Pilot Program Initiative
110 under s. 1011.6202 has the following additional authority and
111 responsibilities:

112 (a) In addition to the authority provided in subsection
113 (6), the authority to select qualified instructional personnel
114 for placement or to refuse to accept the placement or transfer
115 of instructional personnel by the district school
116 superintendent. Placement of instructional personnel at a
117 participating school in a participating school district does not
118 affect the employee's status as a school district employee.

119 (b) The authority to deploy financial resources to school
120 programs at the principal's discretion to help improve student
121 achievement, as defined in s. 1008.34(1), and meet performance
122 goals identified in the principal autonomy proposal submitted
123 pursuant to s. 1011.6202.

124 (c) To annually provide to the district school
125 superintendent and the district school board a budget for the

126 operation of the participating school that identifies how funds
127 provided pursuant to s. 1011.69(2) are allocated. The school
128 district shall include the budget in the annual report provided
129 to the State Board of Education pursuant to s. 1011.6202(6).

130 (9) A school district must provide a principal newly
131 assigned to a school with a school grade of "D" or "F" under s.
132 1008.34 with the additional authority and responsibilities
133 provided in subsection (8). The district may revoke the
134 principal's additional authority and responsibilities under this
135 subsection after the school year following the first school year
136 the school achieves a school grade of "C" or higher.

137 Section 3. Paragraph (c) of subsection (8) of section
138 1012.56, Florida Statutes, is redesignated as paragraph (d),
139 subsection (1), paragraph (a) of subsection (7), and paragraph
140 (a) of subsection (8) are amended, and a new paragraph (c) is
141 added to subsection (8) of that section, to read:

142 1012.56 Educator certification requirements.—

143 (1) APPLICATION.—Each person seeking certification
144 pursuant to this chapter shall submit a completed application
145 containing the applicant's social security number to the
146 Department of Education and remit the fee required pursuant to
147 s. 1012.59 and rules of the State Board of Education. Pursuant
148 to the federal Personal Responsibility and Work Opportunity
149 Reconciliation Act of 1996, each party is required to provide
150 his or her social security number in accordance with this

151 section. Disclosure of social security numbers obtained through
152 this requirement is limited to the purpose of administration of
153 the Title IV-D program of the Social Security Act for child
154 support enforcement.

155 (a) Pursuant to s. 120.60, the department shall issue
156 within 90 calendar days after the stamped receipted date of the
157 completed application.

158 ~~(a) If the applicant meets the requirements,~~ a professional
159 certificate to a qualifying applicant covering the
160 classification, level, and area for which the applicant is
161 deemed qualified and a document explaining the requirements for
162 renewal of the professional certificate.

163 (b) The department shall issue a temporary certificate to
164 a qualifying applicant within 14 calendar days after receipt of
165 a request from ~~if the applicant meets the requirements and if~~
166 ~~requested by~~ an employing school district or an employing
167 private school with a professional education competence
168 demonstration program pursuant to paragraphs (6) (f) and (8) (b).
169 ~~The,~~ a temporary certificate must cover ~~covering~~ the
170 classification, level, and area for which the applicant is
171 deemed qualified. The department shall electronically notify the
172 applicant's employing school district or employing private
173 school that the temporary certificate has been issued and
174 provide the applicant an official statement of status of
175 eligibility at the time the certificate is issued. ~~and an~~

176 ~~official statement of status of eligibility; or~~

177 (c) Pursuant to s. 120.60, the department shall issue
 178 within 90 calendar days after the stamped receipted date of the
 179 completed application, if an applicant does not meet the
 180 requirements for either certificate, an official statement of
 181 status of eligibility.

182
 183 The statement of status of eligibility must be provided
 184 electronically and must advise the applicant of any
 185 qualifications that must be completed to qualify for
 186 certification. Each method by which an applicant can complete
 187 the qualifications for a professional certificate must be
 188 included in the statement of status of eligibility. Each
 189 statement of status of eligibility is valid for 3 years after
 190 its date of issuance, except as provided in paragraph (2) (d).

191 (7) TYPES AND TERMS OF CERTIFICATION.—

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

195 1. Meets all the requirements outlined in subsection (2).

196 2. ~~or,~~ For a professional certificate covering grades 6
 197 through 12, ~~any applicant who:~~

198 a.1. Meets the requirements of paragraphs (2) (a)-(h).

199 b.2. Holds a master's or higher degree in the area of
 200 science, technology, engineering, or mathematics.

201 ~~c.3.~~ Teaches a high school course in the subject of the
202 advanced degree.

203 ~~d.4.~~ Is rated highly effective as determined by the
204 teacher's performance evaluation under s. 1012.34, based in part
205 on student performance as measured by a statewide, standardized
206 assessment or an Advanced Placement, Advanced International
207 Certificate of Education, or International Baccalaureate
208 examination.

209 ~~e.5.~~ Achieves a passing score on the Florida professional
210 education competency examination required by state board rule.

211 3. Meets the requirements of paragraphs (2)(a)-(h) and
212 completes a professional preparation and education competence
213 program approved by the department pursuant to paragraph (8)(c).
214 An applicant who completes the program and is rated highly
215 effective as determined by his or her performance evaluation
216 under s. 1012.34 is not required to take or achieve a passing
217 score on the professional education competency examination in
218 order to be awarded a professional certificate.

219
220 Each temporary certificate is valid for 3 school fiscal years
221 and is nonrenewable. However, the requirement in paragraph
222 (2)(g) must be met within 1 calendar year of the date of
223 employment under the temporary certificate. Individuals who are
224 employed under contract at the end of the 1 calendar year time
225 period may continue to be employed through the end of the school

226 | year in which they have been contracted. A school district shall
227 | not employ, or continue the employment of, an individual in a
228 | position for which a temporary certificate is required beyond
229 | this time period if the individual has not met the requirement
230 | of paragraph (2)(g). The State Board of Education shall adopt
231 | rules to allow the department to extend the validity period of a
232 | temporary certificate for 2 years when the requirements for the
233 | professional certificate, not including the requirement in
234 | paragraph (2)(g), were not completed due to the serious illness
235 | or injury of the applicant or other extraordinary extenuating
236 | circumstances. The department shall reissue the temporary
237 | certificate for 2 additional years upon approval by the
238 | Commissioner of Education. A written request for reissuance of
239 | the certificate shall be submitted by the district school
240 | superintendent, the governing authority of a university lab
241 | school, the governing authority of a state-supported school, or
242 | the governing authority of a private school.

243 | (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
244 | COMPETENCY PROGRAM.—

245 | (a) The Department of Education shall develop and each
246 | school district, charter school, and charter management
247 | organization may provide a cohesive competency-based
248 | professional development certification and education competency
249 | program by which ~~members of a school district's~~ instructional
250 | staff may satisfy the mastery of professional preparation and

251 education competence requirements specified in subsection (6)
 252 and rules of the State Board of Education. Participants must
 253 hold a state-issued temporary certificate. A school district,
 254 charter school, or charter management organization that
 255 implements the program shall provide a competency-based
 256 certification program developed by the Department of Education
 257 or developed by the district, charter school, or charter
 258 management organization and approved by the Department of
 259 Education. The program shall include the following:

260 1. A minimum period of initial preparation before assuming
 261 duties as the teacher of record.

262 2. An option for collaboration with ~~between school~~
 263 ~~districts and~~ other supporting agencies or educational entities
 264 for implementation.

265 3. A teacher mentorship and induction ~~An experienced peer-~~
 266 ~~mentor~~ component.

267 a. Each individual selected by the district as a ~~peer~~
 268 mentor:

269 I. Must hold a valid professional certificate issued
 270 pursuant to this section;;

271 II. Must have earned at least 3 years of teaching
 272 experience in prekindergarten through grade 12;;~~and~~

273 III. Must have completed specialized training in clinical
 274 supervision and participate in ongoing mentor training provided
 275 through the coordinated system of professional development under

276 s. 1012.98(3)(e);

277 IV. Must have earned an effective or highly effective
278 rating on the prior year's performance evaluation under s.
279 1012.34; and

280 V. May ~~or~~ be a peer evaluator under the district's
281 evaluation system approved under s. 1012.34.

282 b. The teacher mentorship and induction component must, at
283 a minimum, provide weekly opportunities for mentoring and
284 induction activities, including common planning time, ongoing
285 professional development targeted to a teacher's needs,
286 opportunities for a teacher to observe other teachers, co-
287 teaching experiences, and reflection and followup discussions.
288 Mentorship and induction activities must be provided for an
289 applicant's first year in the program and may be provided until
290 the applicant attains his or her professional certificate in
291 accordance with this section. A principal who is rated highly
292 effective as determined by his or her performance evaluation
293 under s. 1012.34 must be provided flexibility in selecting
294 professional development activities under this paragraph;
295 however, the activities must be approved by the department as
296 part of the district's, charter school's, or charter management
297 organization's program.

298 4. An assessment of teaching performance aligned to the
299 district's system for personnel evaluation under s. 1012.34
300 which provides for:

301 a. An initial evaluation of each educator's competencies
302 to determine an appropriate individualized professional
303 development plan.

304 b. A summative evaluation to assure successful completion
305 of the program.

306 5. Professional education preparation content knowledge,
307 which must be included in the mentoring and induction activities
308 under subparagraph 3., that includes, but is not limited to, the
309 following:

310 a. The state standards provided under s. 1003.41,
311 including scientifically based reading instruction, content
312 literacy, and mathematical practices, for each subject
313 identified on the temporary certificate.

314 b. The educator-accomplished practices approved by the
315 state board.

316 c. A variety of data indicators for monitoring student
317 progress.

318 d. Methodologies for teaching students with disabilities.

319 e. Methodologies for teaching students of limited English
320 proficiency appropriate for each subject area identified on the
321 temporary certificate.

322 f. Techniques and strategies for operationalizing the role
323 of the teacher in assuring a safe learning environment for
324 students.

325 6. Required achievement of passing scores on the subject

HB 1331

2017

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

329 (c) No later than December 31, 2017, the department shall
330 adopt standards for the approval of professional development
331 certification and education competency programs, including
332 standards for the teacher mentorship and induction component,
333 under paragraph (a). Standards for the teacher mentorship and
334 induction component must include program administration and
335 evaluation; mentor roles, selection, and training; beginning
336 teacher assessment and professional development; and teacher
337 content knowledge and practices aligned to the Florida Educator
338 Accomplished Practices. Each school district or charter school
339 with a program under this subsection must submit its program,
340 including the teacher mentorship and induction component, to the
341 department for approval no later than June 30, 2018. After
342 December 31, 2018, a teacher may not satisfy requirements for a
343 professional certificate through a professional development
344 certification and education competency program under paragraph
345 (a) unless the program has been approved by the department
346 pursuant to this paragraph.

347 Section 4. Paragraph (a) of subsection (3) of section
348 1012.585, Florida Statutes, is amended to read:

349 1012.585 Process for renewal of professional
350 certificates.-

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

353 (a) The applicant must earn a minimum of 6 college credits
354 or 120 inservice points or a combination thereof. For each area
355 of specialization to be retained on a certificate, the applicant
356 must earn at least 3 of the required credit hours or equivalent
357 inservice points in the specialization area. Education in
358 "clinical educator" training pursuant to s. 1004.04(5)(b);
359 participation in mentorship and induction activities, including
360 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
361 that provide training in the area of scientifically researched,
362 knowledge-based reading literacy and computational skills
363 acquisition, exceptional student education, normal child
364 development, and the disorders of development may be applied
365 toward any specialization area. Credits or points that provide
366 training in the areas of drug abuse, child abuse and neglect,
367 strategies in teaching students having limited proficiency in
368 English, or dropout prevention, or training in areas identified
369 in the educational goals and performance standards adopted
370 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
371 any specialization area. Credits or points earned through
372 approved summer institutes may be applied toward the fulfillment
373 of these requirements. Inservice points may also be earned by
374 participation in professional growth components approved by the
375 State Board of Education and specified pursuant to s. 1012.98 in

376 | the district's approved master plan for inservice educational
 377 | training, including, but not limited to, serving as a trainer in
 378 | an approved teacher training activity, serving on an
 379 | instructional materials committee or a state board or commission
 380 | that deals with educational issues, or serving on an advisory
 381 | council created pursuant to s. 1001.452.

382 | Section 5. Paragraph (e) is added to subsection (3) of
 383 | section 1012.98, Florida Statutes, and paragraph (b) of
 384 | subsection (4) and subsections (10) and (11) are amended, to
 385 | read:

386 | 1012.98 School Community Professional Development Act.—

387 | (3) The activities designed to implement this section
 388 | must:

389 | (e) Provide training to teacher mentors as part of the
 390 | professional development certification and education competency
 391 | program under s. 1012.56(8)(a). The training must include
 392 | components on teacher development, peer coaching, time
 393 | management, and other related topics as determined by the
 394 | Department of Education.

395 | (4) The Department of Education, school districts,
 396 | schools, Florida College System institutions, and state
 397 | universities share the responsibilities described in this
 398 | section. These responsibilities include the following:

399 | (b) Each school district shall develop a professional
 400 | development system as specified in subsection (3). The system

401 shall be developed in consultation with teachers, teacher-
402 educators of Florida College System institutions and state
403 universities, business and community representatives, and local
404 education foundations, consortia, and professional
405 organizations. The professional development system must:

406 1. Be approved by the department. All substantial
407 revisions to the system shall be submitted to the department for
408 review for continued approval.

409 2. Be based on analyses of student achievement data and
410 instructional strategies and methods that support rigorous,
411 relevant, and challenging curricula for all students. Schools
412 and districts, in developing and refining the professional
413 development system, shall also review and monitor school
414 discipline data; school environment surveys; assessments of
415 parental satisfaction; performance appraisal data of teachers,
416 managers, and administrative personnel; and other performance
417 indicators to identify school and student needs that can be met
418 by improved professional performance.

419 3. Provide inservice activities coupled with followup
420 support appropriate to accomplish district-level and school-
421 level improvement goals and standards. The inservice activities
422 for instructional personnel shall focus on analysis of student
423 achievement data, ongoing formal and informal assessments of
424 student achievement, identification and use of enhanced and
425 differentiated instructional strategies that emphasize rigor,

426 | relevance, and reading in the content areas, enhancement of
427 | subject content expertise, integrated use of classroom
428 | technology that enhances teaching and learning, classroom
429 | management, parent involvement, and school safety.

430 | 4. Provide inservice activities and support targeted to
431 | the individual needs of new teachers participating in the
432 | professional development certification and education competency
433 | program under s. 1012.56(8)(a).

434 | 5.4. Include a master plan for inservice activities,
435 | pursuant to rules of the State Board of Education, for all
436 | district employees from all fund sources. The master plan shall
437 | be updated annually by September 1, must be based on input from
438 | teachers and district and school instructional leaders, and must
439 | use the latest available student achievement data and research
440 | to enhance rigor and relevance in the classroom. Each district
441 | inservice plan must be aligned to and support the school-based
442 | inservice plans and school improvement plans pursuant to s.
443 | 1001.42(18). Each district inservice plan must provide a
444 | description of the training that middle grades instructional
445 | personnel and school administrators receive on the district's
446 | code of student conduct adopted pursuant to s. 1006.07;
447 | integrated digital instruction and competency-based instruction
448 | and CAPE Digital Tool certificates and CAPE industry
449 | certifications; classroom management; student behavior and
450 | interaction; extended learning opportunities for students; and

451 instructional leadership. District plans must be approved by the
452 district school board annually in order to ensure compliance
453 with subsection (1) and to allow for dissemination of research-
454 based best practices to other districts. District school boards
455 must submit verification of their approval to the Commissioner
456 of Education no later than October 1, annually. Each school
457 principal may establish and maintain an individual professional
458 development plan for each instructional employee assigned to the
459 school as a seamless component to the school improvement plans
460 developed pursuant to s. 1001.42(18). An individual professional
461 development plan must be related to specific performance data
462 for the students to whom the teacher is assigned, define the
463 inservice objectives and specific measurable improvements
464 expected in student performance as a result of the inservice
465 activity, and include an evaluation component that determines
466 the effectiveness of the professional development plan.

467 ~~6.5.~~ Include inservice activities for school
468 administrative personnel that address updated skills necessary
469 for instructional leadership and effective school management
470 pursuant to s. 1012.986.

471 ~~7.6.~~ Provide for systematic consultation with regional and
472 state personnel designated to provide technical assistance and
473 evaluation of local professional development programs.

474 ~~8.7.~~ Provide for delivery of professional development by
475 distance learning and other technology-based delivery systems to

476 reach more educators at lower costs.

477 ~~9.8.~~ Provide for the continuous evaluation of the quality
478 and effectiveness of professional development programs in order
479 to eliminate ineffective programs and strategies and to expand
480 effective ones. Evaluations must consider the impact of such
481 activities on the performance of participating educators and
482 their students' achievement and behavior.

483 ~~10.9.~~ For middle grades, emphasize:

484 a. Interdisciplinary planning, collaboration, and
485 instruction.

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

488 c. Use of small learning communities; problem-solving,
489 inquiry-driven research and analytical approaches for students;
490 strategies and tools based on student needs; competency-based
491 instruction; integrated digital instruction; and project-based
492 instruction.

493

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

498 (10) For instructional personnel and administrative
499 personnel who have been evaluated as less than effective, a
500 district school board shall require participation in specific

501 professional development programs as provided in subparagraph
502 (4) (b) 5. ~~(4) (b) 4.~~ as part of the improvement prescription.

503 (11) The department shall disseminate to the school
504 community proven model professional development programs that
505 have demonstrated success in increasing rigorous and relevant
506 content, increasing student achievement and engagement, ~~and~~
507 meeting identified student needs, and providing effective
508 mentorship activities to new teachers and training to teacher
509 mentors. The methods of dissemination must include a web-based
510 statewide performance-support system including a database of
511 exemplary professional development activities, a listing of
512 available professional development resources, training programs,
513 and available technical assistance.

514 Section 6. This act shall take effect July 1, 2017.