

1 A bill to be entitled
2 An act relating to teacher preparation; amending s.
3 1002.33, F.S.; revising services required to be
4 provided by charter school sponsors; amending s.
5 1004.04, F.S.; revising the rules to establish a
6 uniform core curricula for state-approved teacher
7 preparation programs; revising the criteria for
8 continued approval of a state-approved teacher
9 preparation program; requiring a state-approved
10 teacher preparation program to include certain survey
11 results in an annual report; revising the requirements
12 for certain preservice field experience in such
13 programs; amending s. 1004.85, F.S.; revising
14 requirements for educator preparation programs;
15 revising requirements relating to annual performance
16 evaluations that educator preparation institutes are
17 required to submit to the Department of Education;
18 amending s. 1012.05, F.S.; revising duties of the
19 department for developing guidelines relating to
20 teacher recruitment and retention; deleting a
21 requirement for the department to consult with
22 specified entities in the development of the
23 guidelines; revising duties of school boards to adopt
24 policies relating to mentors and support for first-
25 time teachers; authorizing the Commissioner of

26 Education to use certain funds to publish specified
27 survey results; amending s. 1012.22, F.S.; requiring
28 district school boards to incorporate certain support
29 programs in the establishment of programs for staff
30 development; amending s. 1012.56, F.S.; expanding
31 acceptable means of demonstrating mastery of general
32 knowledge to include documentation that an applicant
33 meets specified requirements; deleting a requirement
34 specifying that a holder of a temporary educator
35 certificate meet a certain requirement within a
36 specified time; conforming a provision to changes made
37 by the act; requiring certain materials and support to
38 be included in a professional development
39 certification and education competency program;
40 authorizing district school boards to waive a certain
41 requirement under specified conditions; requiring the
42 department to provide aspiring teachers with specified
43 resources; amending s. 1012.59, F.S.; requiring
44 certification examination fees to be apportioned to
45 each part of a multipart examination; requiring
46 applicants to only retake parts of the multipart exam
47 which they failed; amending s. 1012.98, F.S.; revising
48 information required for the department to include in
49 the dissemination of certain programs; providing an
50 effective date.

HB 7061

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

Section 1. Paragraph (a) of subsection (20) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(20) SERVICES.—

(a)1. A sponsor shall provide certain administrative and educational services to charter schools. These services shall include contract management services; full-time equivalent and data reporting services; exceptional student education administration services; services related to eligibility and reporting duties required to ensure that school lunch services under the National School Lunch Program, consistent with the needs of the charter school, are provided by the school district at the request of the charter school, that any funds due to the charter school under the National School Lunch Program be paid to the charter school as soon as the charter school begins serving food under the National School Lunch Program, and that the charter school is paid at the same time and in the same manner under the National School Lunch Program as other public schools serviced by the sponsor or the school district; test administration services, including payment of the costs of state-required or district-required student assessments; processing of teacher certificate data services; access to the

76 school district teacher preparation program; and information
77 services, including equal access to student information systems
78 that are used by public schools in the district in which the
79 charter school is located. Student performance data for each
80 student in a charter school, including, but not limited to, FCAT
81 scores, standardized test scores, previous public school student
82 report cards, and student performance measures, shall be
83 provided by the sponsor to a charter school in the same manner
84 provided to other public schools in the district.

85 2. A sponsor may withhold an administrative fee for the
86 provision of such services which shall be a percentage of the
87 available funds defined in paragraph (17)(b) calculated based on
88 weighted full-time equivalent students. If the charter school
89 serves 75 percent or more exceptional education students as
90 defined in s. 1003.01(3), the percentage shall be calculated
91 based on unweighted full-time equivalent students. The
92 administrative fee shall be calculated as follows:

93 a. Up to 5 percent for:

94 (I) Enrollment of up to and including 250 students in a
95 charter school as defined in this section.

96 (II) Enrollment of up to and including 500 students within
97 a charter school system which meets all of the following:

98 (A) Includes conversion charter schools and nonconversion
99 charter schools.

100 (B) Has all of its schools located in the same county.

101 (C) Has a total enrollment exceeding the total enrollment
 102 of at least one school district in the state.

103 (D) Has the same governing board for all of its schools.

104 (E) Does not contract with a for-profit service provider
 105 for management of school operations.

106 (III) Enrollment of up to and including 250 students in a
 107 virtual charter school.

108 b. Up to 2 percent for enrollment of up to and including
 109 250 students in a high-performing charter school as defined in
 110 s. 1002.331.

111 3. A sponsor may not charge charter schools any additional
 112 fees or surcharges for administrative and educational services
 113 in addition to the maximum percentage of administrative fees
 114 withheld pursuant to this paragraph.

115 4. A sponsor shall provide to the department by September
 116 15 of each year the total amount of funding withheld from
 117 charter schools pursuant to this subsection for the prior fiscal
 118 year. The department must include the information in the report
 119 required under sub-sub-subparagraph (5)(b)1.k.(III).

120 Section 2. Paragraph (b) of subsection (2), paragraphs
 121 (a), (b), and (e) of subsection (4), and paragraphs (c) and (d)
 122 of subsection (5) of section 1004.04, Florida Statutes, are
 123 amended to read:

124 1004.04 Public accountability and state approval for
 125 teacher preparation programs.—

126 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

127 (b) The rules to establish uniform core curricula for each
128 state-approved teacher preparation program must include, but are
129 not limited to, the following:

130 1. Candidate instruction and assessment in the Florida
131 Educator Accomplished Practices across content areas.

132 2. The use of state-adopted content standards to guide
133 curricula and instruction.

134 3. Scientifically researched and evidence-based reading
135 instructional strategies that improve reading performance for
136 all students, including explicit, systematic, and sequential
137 approaches to teaching phonemic awareness, phonics, vocabulary,
138 fluency, and text comprehension and multisensory intervention
139 strategies.

140 4. Content literacy and mathematics practices.

141 5. Strategies appropriate for the instruction of English
142 language learners.

143 6. Strategies appropriate for the instruction of students
144 with disabilities.

145 7. Strategies to differentiate instruction based on
146 student needs ~~School safety.~~

147 8. The use of character-based classroom management.

148 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
149 teacher preparation program shall be based upon evidence that
150 the program continues to implement the requirements for initial

151 approval and upon significant, objective, and quantifiable
152 measures of the program and the performance of the program
153 completers.

154 (a) The criteria for continued approval must include each
155 of the following:

156 1. Documentation from the program that each program
157 candidate met the admission requirements provided in subsection
158 (3).

159 2. Documentation from the program that the program and
160 each program completer have met the requirements provided in
161 subsection (2).

162 3. Evidence of performance in each of the following areas:

163 a. Placement rate of program completers into instructional
164 positions in Florida public schools and private schools, if
165 available.

166 b. Rate of retention for employed program completers in
167 instructional positions in Florida public schools.

168 c. Performance of students in prekindergarten through
169 grade 12 who are assigned to in-field program completers on
170 statewide assessments using the results of the student learning
171 growth formula adopted under s. 1012.34.

172 d. Performance of students in prekindergarten through
173 grade 12 who are assigned to in-field program completers
174 aggregated by student subgroup, as defined in the federal
175 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.

176 6311(b)(2)(C)(v)(II), as a measure of how well the program
177 prepares teachers to work with a diverse population of students
178 in a variety of settings in Florida public schools.

179 e. Results of program completers' annual evaluations in
180 accordance with the timeline as set forth in s. 1012.34.

181 f. Production of program completers in statewide critical
182 teacher shortage areas as identified in s. 1012.07.

183 4. Results of the program completers' survey measuring
184 their satisfaction with preparation for the realities of the
185 classroom.

186 5. Results of the employers' survey measuring satisfaction
187 with the program and the program's responsiveness to local
188 school districts.

189 (b) The State Board of Education shall adopt rules for
190 continued approval of teacher preparation programs which include
191 the program review process, the continued approval timelines,
192 and the performance level targets for each of the continued
193 approval criteria in paragraph (a). Additional criteria may be
194 approved by the State Board of Education. ~~Such criteria may~~
195 ~~include a program completer's satisfaction with instruction and~~
196 ~~an employer's satisfaction with, and the program's~~
197 ~~responsiveness to, local school districts.~~ The Commissioner of
198 Education shall determine the continued approval of each program
199 based on the data collected pursuant to this section and the
200 rules of the State Board of Education.

201 (e) Each Florida public and private institution that
202 offers a state-approved teacher preparation program must
203 annually report information regarding its approved programs to
204 the state and the general public. The report to the state must
205 include a list of candidates who are admitted to, who are
206 enrolled in, or who complete a teacher preparation program;
207 additional evidence necessary to document requirements for
208 continued approval; and data necessary to complete applicable
209 federal reporting requirements. The state reporting requirements
210 must minimize a program's reporting burden whenever possible
211 without compromising data quality. The report to the general
212 public must include, at a minimum, the annual progress data
213 reported by the state under this paragraph and the surveys
214 required under paragraph (a), and may include other information
215 chosen by the institution or program.

216 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
217 instructors, school district personnel and instructional
218 personnel, and school sites preparing instructional personnel
219 through preservice field experience courses and internships
220 shall meet special requirements. District school boards may pay
221 student teachers during their internships.

222 (c) Preservice field experience must fully prepare a
223 candidate to manage a classroom by requiring the include
224 candidate to practice and demonstrate ~~demonstration~~ of the
225 uniform core curricula specific to the candidate's ~~candidates'~~

226 area or areas of program concentration with a diverse population
227 of students in a variety of challenging environments, including,
228 but not limited to, high-poverty schools, urban schools, and
229 rural schools ~~settings~~. The length of structured field
230 experiences may be extended to ensure that candidates achieve
231 the competencies needed to meet certification requirements.

232 (d) Postsecondary teacher preparation programs in
233 cooperation with district school boards and approved private
234 school associations shall select the school sites for preservice
235 field experience activities based upon the qualifications of the
236 supervising personnel as described in this subsection and the
237 needs of the candidates. These sites must represent the full
238 spectrum of school communities, including, but not limited to,
239 schools servicing low-achieving students ~~located in urban~~
240 ~~settings~~. In order to be selected, school sites must demonstrate
241 commitment to the education of public school students and to the
242 preparation of future teachers.

243 Section 3. Paragraph (a) of subsection (3) and subsection
244 (5) of section 1004.85, Florida Statutes, are amended to read:

245 1004.85 Postsecondary educator preparation institutes.—

246 (3) Educator preparation institutes approved pursuant to
247 this section may offer competency-based certification programs
248 specifically designed for noneducation major baccalaureate
249 degree holders to enable program participants to meet the
250 educator certification requirements of s. 1012.56. An educator

251 preparation institute choosing to offer a competency-based
252 certification program pursuant to the provisions of this section
253 must implement a program previously approved by the Department
254 of Education for this purpose or a program developed by the
255 institute and approved by the department for this purpose.
256 Approved programs shall be available for use by other approved
257 educator preparation institutes.

258 (a) Within 90 days after receipt of a request for
259 approval, the Department of Education shall approve a
260 preparation program pursuant to the requirements of this
261 subsection or issue a statement of the deficiencies in the
262 request for approval. The department shall approve a
263 certification program if the institute provides evidence of the
264 institute's capacity to implement a competency-based program
265 that includes each of the following:

266 1.a. Participant instruction and assessment in the Florida
267 Educator Accomplished Practices across content areas.

268 b. The use of state-adopted student content standards to
269 guide curriculum and instruction.

270 c. Scientifically researched and evidence-based reading
271 instructional strategies that improve reading performance for
272 all students, including explicit, systematic, and sequential
273 approaches to teaching phonemic awareness, phonics, vocabulary,
274 fluency, and text comprehension and multisensory intervention
275 strategies.

- 276 d. Content literacy and mathematical practices.
- 277 e. Strategies appropriate for instruction of English
- 278 language learners.
- 279 f. Strategies appropriate for instruction of students with
- 280 disabilities.
- 281 g. Strategies to differentiate instruction based on
- 282 student needs ~~School safety~~.
- 283 h. The use of character-based classroom management.
- 284 2. An educational plan for each participant to meet
- 285 certification requirements and demonstrate his or her ability to
- 286 teach the subject area for which the participant is seeking
- 287 certification, which is based on an assessment of his or her
- 288 competency in the areas listed in subparagraph 1.
- 289 3. Field experiences appropriate to the certification
- 290 subject area specified in the educational plan with a diverse
- 291 population of students in a variety of challenging environments,
- 292 including, but not limited to, high-poverty schools, urban
- 293 schools, and rural schools, ~~settings~~ under the supervision of
- 294 qualified educators.
- 295 4. A certification ombudsman to facilitate the process and
- 296 procedures required for participants who complete the program to
- 297 meet any requirements related to the background screening
- 298 pursuant to s. 1012.32 and educator professional or temporary
- 299 certification pursuant to s. 1012.56.
- 300 (5) Each institute approved pursuant to this section shall

301 submit to the Department of Education annual performance
302 evaluations that measure the effectiveness of the programs,
303 including the pass rates of participants on all examinations
304 required for teacher certification, employment rates,
305 longitudinal retention rates, and ~~employer~~ satisfaction surveys
306 of employers and candidates. The ~~employer~~ satisfaction surveys
307 must be designed to measure the sufficient preparation of the
308 educator for the realities of to enter the classroom and the
309 institute's responsiveness to local school districts. These
310 evaluations shall be used by the Department of Education for
311 purposes of continued approval of an educator preparation
312 institute's certification program.

313 Section 4. Paragraph (k) of subsection (2), paragraph (a)
314 of subsection (3), and subsection (5) of section 1012.05,
315 Florida Statutes, are amended to read:

316 1012.05 Teacher recruitment and retention.—

317 (2) The Department of Education shall:

318 (k) Create guidelines and identify best practices for the
319 mentors of first-time teachers and for new teacher-support
320 programs that focus on the professional assistance needed by
321 first-time teachers throughout the first 2 years ~~year~~ of
322 teaching. ~~The department shall consult with the Florida Center~~
323 ~~for Reading Research and the Just Read, Florida! Office in~~
324 ~~developing the guidelines.~~

325 (3) (a) Each school board shall adopt policies relating to

326 | mentors and support for first-time teachers based upon the
327 | department's guidelines and best practices and materials
328 | disseminated pursuant to s. 1012.98(11) issued by the Department
329 | of Education.

330 | (5) Subject to proviso in the General Appropriations Act,
331 | the Commissioner of Education may use funds appropriated by the
332 | Legislature and funds from federal grants and other sources to:

333 | (a) Provide incentives for teacher recruitment and
334 | preparation programs. The purpose of the use of such funds is to
335 | recruit and prepare individuals who do not graduate from state-
336 | approved teacher preparation programs to teach in a Florida
337 | public school. The commissioner may contract with entities other
338 | than, and including, approved teacher preparation programs to
339 | provide intensive teacher training leading to passage of the
340 | required certification exams for the desired subject area or
341 | coverage. The commissioner shall survey school districts to
342 | evaluate the effectiveness of such programs.

343 | (b) Publish state-level, district-level, and school-level
344 | results of an anonymous biennial survey of school-based
345 | instructional and administrative personnel which identifies the
346 | teaching conditions that relate to student learning and teacher
347 | retention.

348 | Section 5. Paragraph (i) of subsection (1) of section
349 | 1012.22, Florida Statutes, is amended to read:

350 | 1012.22 Public school personnel; powers and duties of the

351 district school board.—The district school board shall:

352 (1) Designate positions to be filled, prescribe
 353 qualifications for those positions, and provide for the
 354 appointment, compensation, promotion, suspension, and dismissal
 355 of employees as follows, subject to the requirements of this
 356 chapter:

357 (i) Comprehensive program of staff development.—The
 358 district school board shall establish a comprehensive program of
 359 staff development that incorporates support programs for first-
 360 time teachers and school improvement plans pursuant to s.
 361 1001.42 and is aligned with principal leadership training
 362 pursuant to s. 1012.986 ~~as a part of the plan.~~

363 Section 6. Paragraphs (d) and (e) of subsection (3),
 364 subsection (7), paragraph (a) of subsection (8), and paragraph
 365 (d) of subsection (9) of section 1012.56, Florida Statutes, are
 366 amended, and paragraph (f) is added to subsection (3) of that
 367 section, to read:

368 1012.56 Educator certification requirements.—

369 (3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of
 370 demonstrating mastery of general knowledge are:

371 (d) Documentation of two semesters of successful, full-
 372 time or part-time teaching in a Florida College System
 373 institution, state university, or private college or university
 374 that awards an associate or higher degree and is an accredited
 375 institution or an institution of higher education identified by

376 the Department of Education as having a quality program; ~~or~~
377 (e) Effective July 1, 2015, achievement of passing scores,
378 identified in state board rule, on national or international
379 examinations that test comparable content and relevant standards
380 in verbal, analytical writing, and quantitative reasoning
381 skills, including, but not limited to, the verbal, analytical
382 writing, and quantitative reasoning portions of the Graduate
383 Record Examination. Passing scores identified in state board
384 rule must be at approximately the same level of rigor as is
385 required to pass the general knowledge examinations; or

386 (f) Documentation by the mentor and principal that the
387 applicant has failed to achieve the required passing scores on
388 the general knowledge examination after receiving support from
389 the school district, and that the candidate has successfully
390 completed a professional development certification and education
391 competency program under subsection (8).

392 (7) TYPES AND TERMS OF CERTIFICATION.—

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

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

397 2. For a professional certificate covering grades 6
398 through 12:

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

400 b. Holds a master's or higher degree in the area of

401 science, technology, engineering, or mathematics.

402 c. Teaches a high school course in the subject of the
403 advanced degree.

404 d. Is rated highly effective as determined by the
405 teacher's performance evaluation under s. 1012.34, based in part
406 on student performance as measured by a statewide, standardized
407 assessment or an Advanced Placement, Advanced International
408 Certificate of Education, or International Baccalaureate
409 examination.

410 e. Achieves a passing score on the Florida professional
411 education competency examination required by state board rule.

412 3. Meets the requirements of paragraphs (2)(a)-(h) and
413 completes a professional preparation and education competence
414 program approved by the department pursuant to paragraph (8)(c).
415 An applicant who completes the program and is rated highly
416 effective as determined by his or her performance evaluation
417 under s. 1012.34 is not required to take or achieve a passing
418 score on the professional education competency examination in
419 order to be awarded a professional certificate.

420 (b) The department shall issue a temporary certificate to
421 any applicant who completes the requirements outlined in
422 paragraphs (2)(a)-(f) and completes the subject area content
423 requirements specified in state board rule or demonstrates
424 mastery of subject area knowledge pursuant to subsection (5) and
425 holds an accredited degree or a degree approved by the

426 Department of Education at the level required for the subject
427 area specialization in state board rule.

428 (c) The department shall issue one nonrenewable 2-year
429 temporary certificate and one nonrenewable 5-year professional
430 certificate to a qualified applicant who holds a bachelor's
431 degree in the area of speech-language impairment to allow for
432 completion of a master's degree program in speech-language
433 impairment.

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435 Each temporary certificate is valid for 3 school fiscal years
436 and is nonrenewable. ~~However, the requirement in paragraph~~
437 ~~(2)(g) must be met within 1 calendar year of the date of~~
438 ~~employment under the temporary certificate.~~ Individuals who are
439 employed under contract at the end of the 3 ~~1~~ calendar year time
440 period may continue to be employed through the end of the school
441 year in which they have been contracted. A school district shall
442 not employ, or continue the employment of, an individual in a
443 position for which a temporary certificate is required beyond
444 this time period if the individual has not met the requirement
445 of paragraph (2)(g). At least 1 year before an individual's
446 temporary certificate is set to expire, the department shall
447 electronically notify the individual of the date on which his or
448 her certificate will expire and provide a list of each method by
449 which the qualifications for a professional certificate can be
450 completed. The State Board of Education shall adopt rules to

451 allow the department to extend the validity period of a
452 temporary certificate for 2 years when the requirements for the
453 professional certificate, not including the requirement in
454 paragraph (2)(g), were not completed due to the serious illness
455 or injury of the applicant, the military service of an
456 applicant's spouse, or other extraordinary extenuating
457 circumstances. The rules must authorize the department to extend
458 the validity period of a temporary certificate for 1 year if the
459 certificateholder is rated effective or highly effective based
460 solely on a student learning growth formula approved by the
461 Commissioner of Education pursuant to s. 1012.34(8). The
462 department shall reissue the temporary certificate for 2
463 additional years upon approval by the Commissioner of Education.
464 A written request for reissuance of the certificate shall be
465 submitted by the district school superintendent, the governing
466 authority of a university lab school, the governing authority of
467 a state-supported school, or the governing authority of a
468 private school.

469 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
470 COMPETENCY PROGRAM.—

471 (a) The Department of Education shall develop and each
472 school district, charter school, and charter management
473 organization may provide a cohesive competency-based
474 professional development certification and education competency
475 program by which instructional staff may satisfy the mastery of

476 professional preparation and education competence requirements
477 specified in subsection (6) and rules of the State Board of
478 Education. Participants must hold a state-issued temporary
479 certificate. A school district, charter school, or charter
480 management organization that implements the program shall
481 provide a competency-based certification program developed by
482 the Department of Education or developed by the district,
483 charter school, or charter management organization and approved
484 by the Department of Education. The program shall include the
485 following:

486 1. A minimum period of initial preparation before assuming
487 duties as the teacher of record.

488 2. An option for collaboration with other supporting
489 agencies or educational entities for implementation.

490 3. A teacher mentorship and induction component.

491 a. Each individual selected by the district as a mentor:

492 (I) Must hold a valid professional certificate issued
493 pursuant to this section;

494 (II) Must have earned at least 3 years of teaching
495 experience in prekindergarten through grade 12;

496 (III) Must have completed specialized training in clinical
497 supervision and participate in ongoing mentor training provided
498 through the coordinated system of professional development under
499 s. 1012.98(3)(e);

500 (IV) Must have earned an effective or highly effective

501 rating on the prior year's performance evaluation under s.
502 1012.34; and

503 (V) May be a peer evaluator under the district's
504 evaluation system approved under s. 1012.34.

505 b. The teacher mentorship and induction component must, at
506 a minimum, provide weekly opportunities for mentoring and
507 induction activities, including common planning time, ongoing
508 professional development targeted to a teacher's needs,
509 opportunities for a teacher to observe other teachers, co-
510 teaching experiences, and reflection and followup discussions.
511 Mentorship and induction activities must be provided for an
512 applicant's first year in the program and may be provided until
513 the applicant attains his or her professional certificate in
514 accordance with this section. A principal who is rated highly
515 effective as determined by his or her performance evaluation
516 under s. 1012.34 must be provided flexibility in selecting
517 professional development activities under this paragraph;
518 however, the activities must be approved by the department as
519 part of the district's, charter school's, or charter management
520 organization's program.

521 4. Access to materials provided by the department under
522 paragraph (9) (d) and support to prepare applicants for the
523 general knowledge examination.

524 ~~5.4.~~ An assessment of teaching performance aligned to the
525 district's system for personnel evaluation under s. 1012.34

526 | which provides for:

527 | a. An initial evaluation of each educator's competencies
528 | to determine an appropriate individualized professional
529 | development plan.

530 | b. A summative evaluation to assure successful completion
531 | of the program.

532 | 6.5 Professional education preparation content knowledge,
533 | which must be included in the mentoring and induction activities
534 | under subparagraph 3., that includes, but is not limited to, the
535 | following:

536 | a. The state standards provided under s. 1003.41,
537 | including scientifically based reading instruction, content
538 | literacy, and mathematical practices, for each subject
539 | identified on the temporary certificate.

540 | b. The educator-accomplished practices approved by the
541 | state board.

542 | c. A variety of data indicators for monitoring student
543 | progress.

544 | d. Methodologies for teaching students with disabilities.

545 | e. Methodologies for teaching students of limited English
546 | proficiency appropriate for each subject area identified on the
547 | temporary certificate.

548 | f. Techniques and strategies for operationalizing the role
549 | of the teacher in assuring a safe learning environment for
550 | students.

551 ~~7.6.~~ Required achievement of passing scores on the subject
552 area and professional education competency examination required
553 by State Board of Education rule. Mastery of general knowledge
554 must be demonstrated as described in subsection (3). If the
555 applicant has failed to achieve the required passing scores
556 after receiving support from the school district, the district
557 school board may waive this requirement upon the applicant's
558 completion of a 2-year mentorship program and the recommendation
559 of the mentor and principal.

560 (9) EXAMINATIONS.—

561 (d) The department shall provide procedures for an
562 applicant who fails an examination developed by the department
563 or by an entity under contract with the department to review his
564 or her examination questions and his or her incorrectly answered
565 responses to the questions. The applicant bears the actual cost
566 for the department to provide an examination review pursuant to
567 this subsection. Notwithstanding any other provisions of law,
568 only an applicant who fails an examination within a score range
569 established by rule of the State Board of Education is entitled
570 to an examination review under this paragraph or to challenge
571 the validity of the examination. The department shall provide
572 free access to resources that prepare aspiring teachers to
573 succeed on the general knowledge examination.

574 Section 7. Subsection (1) of section 1012.59, Florida
575 Statutes, is amended to read:

576 | 1012.59 Certification fees.—

577 | (1) The State Board of Education, by rule, shall establish
 578 | separate fees for applications, examinations, certification,
 579 | certification renewal, late renewal, recordmaking, and
 580 | recordkeeping, and may establish procedures for scheduling and
 581 | administering an examination upon an applicant's request. Each
 582 | fee shall be based on department estimates of the revenue
 583 | required to implement the provisions of law with respect to
 584 | certification of school personnel. The application fee shall be
 585 | nonrefundable. Each examination fee shall be sufficient to cover
 586 | the actual cost of developing and administering the examination
 587 | and shall be apportioned to each part of a multipart
 588 | examination. If an applicant fails one part of a multipart
 589 | examination, he or she is required to retake only that portion
 590 | of the examination.

591 | Section 8. Subsection (11) of section 1012.98, Florida
 592 | Statutes, is amended to read:

593 | 1012.98 School Community Professional Development Act.—

594 | (11) The department shall disseminate to the school
 595 | community proven model professional development programs that
 596 | have demonstrated success in increasing rigorous and relevant
 597 | content, increasing student achievement and engagement, meeting
 598 | identified student needs, and providing effective mentorship
 599 | activities to new teachers and training to teacher mentors. The
 600 | methods of dissemination must include a web-based statewide

601 performance-support system including a database of exemplary
602 teacher induction and mentorship models and standards
603 ~~professional development activities~~, a listing of available
604 professional development resources and training programs, and
605 available technical assistance. Professional development
606 resources must include sample course-at-a-glance and unit
607 overview templates that school districts may use when developing
608 curriculum. The templates must provide an organized structure
609 for addressing the Florida Standards, grade-level expectations,
610 evidence outcomes, and 21st century skills that build to
611 students' mastery of the standards at each grade level. Each
612 template must support teaching to greater intellectual depth and
613 emphasize transfer and application of concepts, content, and
614 skills. At a minimum, each template must:

615 (a) Provide course or year-long sequencing of concept-
616 based unit overviews based on the Florida Standards.

617 (b) Describe the knowledge and vocabulary necessary for
618 comprehension.

619 (c) Promote the instructional shifts required within the
620 Florida Standards.

621 (d) Illustrate the interdependence of grade level
622 expectations within and across content areas within a grade.

623 Section 9. This act shall take effect July 1, 2019.