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Proposed Committee Substitute by the Committee on Appropriations
(Appropriations Subcommittee on Education)

A bill to be entitled

An act relating to education; amending s. 1002.33, F.S.; prohibiting sponsors from refusing to receive a charter school application submitted during the calendar year; authorizing charter schools to limit the enrollment process to target certain additional student populations; amending s. 1002.394, F.S.; revising initial scholarship eligibility criteria for the Family Empowerment Scholarship Program, beginning with a specified school year; providing that participation in certain virtual schools, correspondence schools, or distance learning programs does not make a student ineligible for a scholarship under the program in certain circumstances; requiring, rather than authorizing, an annual specified increase in the maximum number of students participating in such program; amending s. 1002.395, F.S.; revising eligibility criteria for the Florida Tax Credit Scholarship Program and applying the criteria only to initial eligibility; requiring that priority be given to students whose household income levels do not exceed a specified amount; amending s. 1004.04, F.S.; requiring that the rules to establish uniform core curricula for each state-approved teacher preparation program include evidence-based reading instructional strategies and mental health strategies and support; requiring state-approved teacher preparation programs



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28 to include opportunities to complete endorsements and
29 complete training required of instructional personnel;
30 removing admissions requirements; deleting a provision
31 allowing teacher preparation programs to waive
32 admission requirements for up to 10 percent of the
33 students admitted; requiring an assessment of student
34 proficiency to be included in employer surveys;
35 amending s. 1004.85, F.S.; providing additional
36 requirements for a postsecondary educator preparation
37 institute to be approved by the Department of
38 Education; amending s. 1008.22, F.S.; requiring school
39 districts to administer the SAT or the ACT to grade 11
40 students beginning in a specified school year;
41 requiring school districts to choose which assessment
42 to administer; amending s. 1011.61, F.S.; providing
43 that a certain scholarship award is not subject to the
44 maximum value for funding a student under the Florida
45 Education Finance Program; amending s. 1011.62, F.S.;
46 changing the calculation of full-time equivalent
47 student membership for dual enrollment purposes;
48 amending s. 1012.56, F.S.; providing that for a
49 subject requiring only a baccalaureate degree, a
50 baccalaureate degree with a major in the subject area,
51 conferred within the last 10 years, is an acceptable
52 means of demonstrating mastery of subject area
53 knowledge; amending s. 1012.585, F.S.; specifying that
54 teachers may earn inservice points only once during a
55 certain time period for any mandatory training topic
56 not linked to student learning or professional growth;



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57 amending s. 1012.79, F.S.; directing the Commissioner
58 of Education, with the advice and consent of the chair
59 of the Education Practices Commission, to appoint an
60 executive director who is exempt from career service
61 and who may be removed by the commissioner; specifying
62 that the executive director has administrative duties,
63 as determined by the commissioner; prohibiting the
64 executive director from impacting or influencing
65 commission decisions; making a technical change;
66 amending s. 1012.98, F.S.; requiring district school
67 boards to calculate a proportionate share of
68 professional development funds for each classroom
69 teacher; authorizing classroom teachers to use up to a
70 certain amount of such funds for certain purposes;
71 requiring the Department of Education to identify
72 professional development opportunities for classroom
73 teachers to demonstrate proficiency in a specific
74 classroom practice; requiring the department to
75 develop a model annual and 5-year calendar of
76 professional development by a specified date;
77 requiring school districts to develop annual and 5-
78 year calendars of professional development for
79 inclusion in the department's professional development
80 system by a specified date; requiring the department
81 to develop and maintain a statewide registry of
82 approved professional development providers and
83 professional development activities for use by
84 teachers; requiring professional development providers
85 to be approved by the department; specifying



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86 requirements for professional development providers;
87 requiring the department to review professional
88 development provider applications for compliance and
89 to approve or deny an application within a certain
90 timeframe; providing for provider reapplication;
91 requiring each school district to accept an approved
92 professional development activity for a certain
93 purpose; requiring the department to determine the
94 number of inservice hours to be awarded for completion
95 of an activity; creating the Professional Development
96 Choice Pilot Program to be administered by the
97 department for a specified period; providing the pilot
98 program's purpose; authorizing the use of pilot
99 program grants for specified purposes; providing
100 requirements for the use of such grants; providing
101 eligibility requirements for receiving pilot program
102 grants; providing requirements and limits for grant
103 disbursements; providing certain duties of each school
104 district; requiring the department to maintain a
105 registry of approved providers and professional
106 development activities; requiring the department to
107 establish an application form by a specified date;
108 creating s. 1012.981, F.S.; creating the Professional
109 Education Excellence Resources (PEER) Pilot Program in
110 specified counties; authorizing school districts
111 implementing the pilot program to engage in certain
112 activities; authorizing school districts to use
113 program funds for certain purposes; requiring school
114 districts participating in the program to collaborate



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115 with the department and other entities to develop
116 high-quality online professional development
117 opportunities accessible to instructional personnel
118 statewide; providing requirements for such
119 professional online development opportunities;
120 authorizing participating school districts to use
121 program funds to establish a master teacher program;
122 providing requirements for the master teacher program;
123 authorizing school districts to determine selection
124 criteria for participation in the program; requiring
125 participating school districts to collaborate with the
126 department and the University of Florida Lastinger
127 Center to develop a master teacher academy; providing
128 duties for the master teacher academy; requiring each
129 school district participating in the PEER Pilot
130 Program to report annually to the Governor, the
131 Legislature, and the department on the performance of
132 the pilot program; requiring the annual report to
133 contain certain information; requiring the State Board
134 of Education to adopt rules; specifying that the pilot
135 program be implemented only to the extent specifically
136 funded and authorized by law; requiring the
137 Commissioner of Education to submit to certain
138 entities by a specified date a report with
139 recommendations relating to the implementation of the
140 Pathways in Technology Early College High School
141 program, or a similar program; providing requirements
142 for such program and report; providing for expiration;
143 amending s. 1012.586, F.S.; conforming a cross-



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144 reference; providing effective dates.

145

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

147

148 Section 1. Paragraph (b) of subsection (6) and paragraph
149 (e) of subsection (10) of section 1002.33, Florida Statutes, are
150 amended to read:

151 1002.33 Charter schools.—

152 (6) APPLICATION PROCESS AND REVIEW.—Charter school
153 applications are subject to the following requirements:

154 (b) A sponsor shall receive and review all applications for
155 a charter school using the evaluation instrument developed by
156 the Department of Education. A sponsor shall receive and
157 consider charter school applications received during ~~on or~~
158 ~~before August 1~~ of each calendar year for charter schools to be
159 opened at the beginning of the school district's next school
160 year, or to be opened at a time determined ~~agreed to~~ by the
161 applicant ~~and the sponsor~~. A sponsor may not refuse to receive a
162 charter school application submitted by an applicant during the
163 calendar year. ~~before August 1 and may receive an application~~
164 ~~submitted later than August 1 if it chooses. Beginning in 2018~~
165 ~~and thereafter, a sponsor shall receive and consider charter~~
166 ~~school applications received on or before February 1 of each~~
167 ~~calendar year for charter schools to be opened 18 months later~~
168 ~~at the beginning of the school district's school year, or to be~~
169 ~~opened at a time determined by the applicant. A sponsor may not~~
170 ~~refuse to receive a charter school application submitted before~~
171 ~~February 1 and may receive an application submitted later than~~
172 ~~February 1 if it chooses. A sponsor may not charge an applicant~~



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173 for a charter any fee for the processing or consideration of an
174 application, and a sponsor may not base its consideration or
175 approval of a final application upon the promise of future
176 payment of any kind. Before approving or denying any
177 application, the sponsor shall allow the applicant, upon receipt
178 of written notification, at least 7 calendar days to make
179 technical or nonsubstantive corrections and clarifications,
180 including, but not limited to, corrections of grammatical,
181 typographical, and like errors or missing signatures, if such
182 errors are identified by the sponsor as cause to deny the final
183 application.

184 1. In order to facilitate an accurate budget projection
185 process, a sponsor shall be held harmless for FTE students who
186 are not included in the FTE projection due to approval of
187 charter school applications after the FTE projection deadline.
188 In a further effort to facilitate an accurate budget projection,
189 within 15 calendar days after receipt of a charter school
190 application, a sponsor shall report to the Department of
191 Education the name of the applicant entity, the proposed charter
192 school location, and its projected FTE.

193 2. In order to ensure fiscal responsibility, an application
194 for a charter school shall include a full accounting of expected
195 assets, a projection of expected sources and amounts of income,
196 including income derived from projected student enrollments and
197 from community support, and an expense projection that includes
198 full accounting of the costs of operation, including start-up
199 costs.

200 3.a. A sponsor shall by a majority vote approve or deny an
201 application no later than 90 calendar days after the application



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202 is received, unless the sponsor and the applicant mutually agree
203 in writing to temporarily postpone the vote to a specific date,
204 at which time the sponsor shall by a majority vote approve or
205 deny the application. If the sponsor fails to act on the
206 application, an applicant may appeal to the State Board of
207 Education as provided in paragraph (c). If an application is
208 denied, the sponsor shall, within 10 calendar days after such
209 denial, articulate in writing the specific reasons, based upon
210 good cause, supporting its denial of the application and shall
211 provide the letter of denial and supporting documentation to the
212 applicant and to the Department of Education.

213 b. An application submitted by a high-performing charter
214 school identified pursuant to s. 1002.331 or a high-performing
215 charter school system identified pursuant to s. 1002.332 may be
216 denied by the sponsor only if the sponsor demonstrates by clear
217 and convincing evidence that:

218 (I) The application of a high-performing charter school
219 does not materially comply with the requirements in paragraph
220 (a) or, for a high-performing charter school system, the
221 application does not materially comply with s. 1002.332(2)(b);

222 (II) The charter school proposed in the application does
223 not materially comply with the requirements in paragraphs
224 (9)(a)-(f);

225 (III) The proposed charter school's educational program
226 does not substantially replicate that of the applicant or one of
227 the applicant's high-performing charter schools;

228 (IV) The applicant has made a material misrepresentation or
229 false statement or concealed an essential or material fact
230 during the application process; or



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231 (V) The proposed charter school's educational program and
232 financial management practices do not materially comply with the
233 requirements of this section.

234
235 Material noncompliance is a failure to follow requirements or a
236 violation of prohibitions applicable to charter school
237 applications, which failure is quantitatively or qualitatively
238 significant either individually or when aggregated with other
239 noncompliance. An applicant is considered to be replicating a
240 high-performing charter school if the proposed school is
241 substantially similar to at least one of the applicant's high-
242 performing charter schools and the organization or individuals
243 involved in the establishment and operation of the proposed
244 school are significantly involved in the operation of replicated
245 schools.

246 c. If the sponsor denies an application submitted by a
247 high-performing charter school or a high-performing charter
248 school system, the sponsor must, within 10 calendar days after
249 such denial, state in writing the specific reasons, based upon
250 the criteria in sub-subparagraph b., supporting its denial of
251 the application and must provide the letter of denial and
252 supporting documentation to the applicant and to the Department
253 of Education. The applicant may appeal the sponsor's denial of
254 the application in accordance with paragraph (c).

255 4. For budget projection purposes, the sponsor shall report
256 to the Department of Education the approval or denial of an
257 application within 10 calendar days after such approval or
258 denial. In the event of approval, the report to the Department
259 of Education shall include the final projected FTE for the



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260 approved charter school.

261 5. Upon approval of an application, the initial startup
262 shall commence with the beginning of the public school calendar
263 for the district in which the charter is granted. A charter
264 school may defer the opening of the school's operations for up
265 to 3 years to provide time for adequate facility planning. The
266 charter school must provide written notice of such intent to the
267 sponsor and the parents of enrolled students at least 30
268 calendar days before the first day of school.

269 (10) ELIGIBLE STUDENTS.—

270 (e) A charter school may limit the enrollment process only
271 to target the following student populations:

272 1. Students within specific age groups or grade levels.

273 2. Students considered at risk of dropping out of school or
274 academic failure. Such students shall include exceptional
275 education students.

276 3. Students enrolling in a charter school-in-the-workplace
277 or charter school-in-a-municipality established pursuant to
278 subsection (15).

279 4. Students residing within a reasonable distance of the
280 charter school, as described in paragraph (20)(c). Such students
281 shall be subject to a random lottery and to the racial/ethnic
282 balance provisions described in subparagraph (7)(a)8. or any
283 federal provisions that require a school to achieve a
284 racial/ethnic balance reflective of the community it serves or
285 within the racial/ethnic range of other public schools in the
286 same school district.

287 5. Students who meet reasonable academic, artistic, or
288 other eligibility standards established by the charter school



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289 and included in the charter school application and charter or,
290 in the case of existing charter schools, standards that are
291 consistent with the school's mission and purpose. Such standards
292 shall be in accordance with current state law and practice in
293 public schools and may not discriminate against otherwise
294 qualified individuals.

295 6. Students articulating from one charter school to another
296 pursuant to an articulation agreement between the charter
297 schools that has been approved by the sponsor.

298 7. Students living in a development in which a developer,
299 including any affiliated business entity or charitable
300 foundation, contributes to the formation, acquisition,
301 construction, or operation of one or more charter schools or
302 charter ~~provides the school facilities facility~~ and related
303 property in an amount equal to or having a total ~~an~~ appraised
304 value of at least \$5 million to be used as a charter schools
305 ~~school~~ to mitigate the educational impact created by the
306 development of new residential dwelling units. Students living
307 in the development are ~~shall be~~ entitled to ~~no more than~~ 50
308 percent of the student stations in the charter schools ~~school~~.
309 The students who are eligible for enrollment are subject to a
310 random lottery, the racial/ethnic balance provisions, or any
311 federal provisions, as described in subparagraph 4. The
312 remainder of the student stations must ~~shall~~ be filled in
313 accordance with subparagraph 4.

314 Section 2. Paragraph (b) of subsection (3), subsection (5),
315 and paragraph (a) of subsection (11) of section 1002.394,
316 Florida Statutes, are amended to read:

317 1002.394 The Family Empowerment Scholarship Program.—



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318 (3) INITIAL SCHOLARSHIP ELIGIBILITY.—A student is eligible
319 for a Family Empowerment Scholarship under this section if the
320 student meets the following criteria:

321 (b)1. The student is eligible to enroll in kindergarten or
322 has spent the prior school year in attendance at a Florida
323 public school; or

324 2. Beginning with the 2020-2021 school year, the student
325 received a scholarship pursuant to s. 1002.395 during the
326 previous school year and, before initial receipt of such
327 scholarship, spent the prior school year in attendance at a
328 Florida public school.

329
330 For purposes of this paragraph, the term “prior school year in
331 attendance” means that the student was enrolled and reported by
332 a school district for funding during the preceding October and
333 February Florida Education Finance Program surveys in
334 kindergarten through grade 12, which includes time spent in a
335 Department of Juvenile Justice commitment program if funded
336 under the Florida Education Finance Program. However, a
337 dependent child of a member of the United States Armed Forces
338 who transfers to a school in this state from out of state or
339 from a foreign country due to a parent’s permanent change of
340 station orders or a foster child is exempt from the prior public
341 school attendance requirement under this paragraph, but must
342 meet the other eligibility requirements specified under this
343 section to participate in the program.

344 (5) SCHOLARSHIP PROHIBITIONS.—A student is not eligible for
345 a Family Empowerment Scholarship while he or she is:

346 (a) Enrolled in a public school, including, but not limited



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347 to, the Florida School for the Deaf and the Blind, the College-
348 Preparatory Boarding Academy, a developmental research school
349 authorized under s. 1002.32, or a charter school authorized
350 under this chapter;

351 (b) Enrolled in a school operating for the purpose of
352 providing educational services to youth in a Department of
353 Juvenile Justice commitment program;

354 (c) Receiving any other educational scholarship pursuant to
355 this chapter;

356 (d) Participating in a home education program as defined in
357 s. 1002.01(1);

358 (e) Participating in a private tutoring program pursuant to
359 s. 1002.43; or

360 (f) Participating in a virtual school, correspondence
361 school, or distance learning program that receives state funding
362 pursuant to the student's participation, unless the
363 participation is limited to no more than two courses per school
364 year.

365 (11) SCHOLARSHIP FUNDING AND PAYMENT.—

366 (a) The scholarship is established for up to 18,000
367 students annually on a first-come, first-served basis beginning
368 in with the 2019-2020 school year. Beginning in the 2020-2021
369 school year, the maximum number of students participating in the
370 scholarship program under this section shall ~~may~~ annually
371 increase by 1.0 ~~0.25~~ percent of the state's total public school
372 student enrollment.

373 Section 3. Subsection (3) and paragraph (e) of subsection
374 (6) of section 1002.395, Florida Statutes, are amended to read:
375 1002.395 Florida Tax Credit Scholarship Program.—



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376 (3) PROGRAM; INITIAL SCHOLARSHIP ELIGIBILITY.—

377 (a) The Florida Tax Credit Scholarship Program is
378 established.

379 (b) A student is eligible for a Florida tax credit
380 scholarship under this section if the student meets one or more
381 of the following criteria:

382 1. The student is on the direct certification list or the
383 student's household income level does not exceed 260 ~~185~~ percent
384 of the federal poverty level; or

385 2. The student is currently placed, or during the previous
386 state fiscal year was placed, in foster care or in out-of-home
387 care as defined in s. 39.01.

388 ~~3. The student's household income level is greater than 185~~
389 ~~percent of the federal poverty level but does not exceed 260~~
390 ~~percent of the federal poverty level.~~

391
392 Priority must be given to students whose household income levels
393 do not exceed 185 percent of the federal poverty level or who
394 are in foster care or out-of-home care. A student who initially
395 receives a scholarship based on eligibility under this paragraph
396 ~~subparagraph (b)2.~~ remains eligible to participate until he or
397 she ~~the student~~ graduates from high school or attains the age of
398 21 years, whichever occurs first, regardless of the student's
399 household income level. ~~A student who initially received a~~
400 ~~scholarship based on income eligibility before the 2019-2020~~
401 ~~school year remains eligible to participate until he or she~~
402 ~~graduates from high school, attains the age of 21 years, or the~~
403 ~~student's household income level exceeds 260 percent of the~~
404 ~~federal poverty level, whichever occurs first.~~ A sibling of a



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405 student who is participating in the scholarship program under
406 this subsection is eligible for a scholarship if the student
407 resides in the same household as the sibling.

408 (6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING
409 ORGANIZATIONS.—An eligible nonprofit scholarship-funding
410 organization:

411 (e) Must give first priority to eligible students who
412 received a scholarship from an eligible nonprofit scholarship-
413 funding organization or from the State of Florida during the
414 previous school year. ~~Beginning in the 2016-2017 school year, an~~
415 ~~eligible nonprofit scholarship-funding organization shall give~~
416 ~~priority to new applicants whose household income levels do not~~
417 ~~exceed 185 percent of the federal poverty level or who are in~~
418 ~~foster care or out-of-home care.~~

419
420 Information and documentation provided to the Department of
421 Education and the Auditor General relating to the identity of a
422 taxpayer that provides an eligible contribution under this
423 section shall remain confidential at all times in accordance
424 with s. 213.053.

425 Section 4. Paragraph (b) of subsection (2), paragraph (b)
426 of subsection (3), and paragraph (a) of subsection (4) of
427 section 1004.04, Florida Statutes, are amended, and paragraphs
428 (d) and (e) are added to subsection (3) of that section, to
429 read:

430 1004.04 Public accountability and state approval for
431 teacher preparation programs.—

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

433 (b) The rules to establish uniform core curricula for each



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434 state-approved teacher preparation program must include, but are
435 not limited to, the following:

436 1. Candidate instruction and assessment in the Florida
437 Educator Accomplished Practices across content areas.

438 2. The use of state-adopted content standards to guide
439 curricula and instruction.

440 3. Evidence-based ~~Scientificallly researched and evidence-~~
441 ~~based~~ reading instructional strategies that improve reading
442 performance for all students, including explicit, systematic,
443 and sequential approaches to teaching phonemic awareness,
444 phonics, vocabulary, fluency, and text comprehension and
445 multisensory intervention strategies.

446 4. Content literacy and mathematics practices.

447 5. Strategies appropriate for the instruction of English
448 language learners.

449 6. Strategies appropriate for the instruction of students
450 with disabilities.

451 7. Strategies to differentiate instruction based on student
452 needs.

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

454 9. Mental health strategies and support.

455 (3) INITIAL STATE PROGRAM APPROVAL.—

456 (b) Each teacher preparation program approved by the
457 Department of Education, as provided for by this section, shall
458 require students, at a minimum, ~~to meet, at a minimum, the~~
459 ~~following as prerequisites for admission into the program:~~

460 1. Have a grade point average of at least 2.5 on a 4.0
461 scale for the general education component of undergraduate
462 studies or have completed the requirements for a baccalaureate



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463 degree with a minimum grade point average of 2.5 on a 4.0 scale
464 from any college or university accredited by a regional
465 accrediting association as defined by State Board of Education
466 rule or any college or university otherwise approved pursuant to
467 State Board of Education rule.

468 2. Demonstrate mastery of general knowledge ~~sufficient for~~
469 ~~entry into the program~~, including the ability to read, write,
470 and perform in mathematics, by passing the General Knowledge
471 Test of the Florida Teacher Certification Examination or, for a
472 graduate level program, obtain a baccalaureate degree from an
473 institution that is accredited or approved pursuant to the rules
474 of the State Board of Education.

475
476 ~~Each teacher preparation program may waive these admissions~~
477 ~~requirements for up to 10 percent of the students admitted.~~
478 ~~Programs shall implement strategies to ensure that students~~
479 ~~admitted under a waiver receive assistance to demonstrate~~
480 ~~competencies to successfully meet requirements for certification~~
481 ~~and shall annually report to the Department of Education the~~
482 ~~status of each candidate admitted under such a waiver.~~

483 (d) Each program must include the opportunity for the
484 candidate to complete coursework to obtain a required
485 endorsement in the candidate's chosen teaching field.

486 (e) Each program must include, in addition to the core
487 standards for effective education, instruction in the training
488 required of certified instructional personnel, including, but
489 not limited to:

490 1. Identification, intervention, and prevention of child
491 abuse, abandonment, and neglect;



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- 492 2. Integration of technology into classroom teaching;
493 3. Management, assessment, and monitoring of student
494 learning and performance;
495 4. Skills in classroom management, violence prevention,
496 conflict resolution, and related areas;
497 5. Developmental disabilities pursuant to s. 1012.582;
498 6. Youth suicide awareness and prevention pursuant to s.
499 1012.583; and
500 7. Youth mental health awareness and assistance pursuant to
501 s. 1012.584.

502 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
503 teacher preparation program shall be based upon evidence that
504 the program continues to implement the requirements for initial
505 approval and upon significant, objective, and quantifiable
506 measures of the program and the performance of the program
507 completers.

508 (a) The criteria for continued approval must include each
509 of the following:

510 1. Documentation from the program that each program
511 candidate met the admission requirements provided in subsection
512 (3).

513 2. Documentation from the program that the program and each
514 program completer have met the requirements provided in
515 subsection (2).

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

517 a. Placement rate of program completers into instructional
518 positions in Florida public schools and private schools, if
519 available.

520 b. Rate of retention for employed program completers in



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521 instructional positions in Florida public schools.

522 c. Performance of students in prekindergarten through grade
523 12 who are assigned to in-field program completers on statewide
524 assessments using the results of the student learning growth
525 formula adopted under s. 1012.34.

526 d. Performance of students in prekindergarten through grade
527 12 who are assigned to in-field program completers aggregated by
528 student subgroup, as defined in the federal Elementary and
529 Secondary Education Act (ESEA), 20 U.S.C. s.

530 6311(b)(2)(C)(v)(II), as a measure of how well the program
531 prepares teachers to work with a diverse population of students
532 in a variety of settings in Florida public schools.

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

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

537 4. Results of the program completers' survey measuring
538 their satisfaction with preparation for the realities of the
539 classroom.

540 5. Results of the employers' survey measuring satisfaction
541 with the program and the program's responsiveness to local
542 school districts. The survey must include the employers'
543 assessment of the student's proficiency in the use of state-
544 adopted content standards and general preparation for the
545 classroom.

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

548 1004.85 Postsecondary educator preparation institutes.—

549 (3) Educator preparation institutes approved pursuant to



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550 this section may offer competency-based certification programs
551 specifically designed for noneducation major baccalaureate
552 degree holders to enable program participants to meet the
553 educator certification requirements of s. 1012.56. An educator
554 preparation institute choosing to offer a competency-based
555 certification program pursuant to the provisions of this section
556 must implement a program previously approved by the Department
557 of Education for this purpose or a program developed by the
558 institute and approved by the department for this purpose.
559 Approved programs shall be available for use by other approved
560 educator preparation institutes.

561 (a) Within 90 days after receipt of a request for approval,
562 the Department of Education shall approve a preparation program
563 pursuant to the requirements of this subsection or issue a
564 statement of the deficiencies in the request for approval. The
565 department shall approve a certification program if the
566 institute provides evidence of the institute's capacity to
567 implement a competency-based program that includes each of the
568 following:

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

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

573 c. Scientifically researched and evidence-based reading
574 instructional strategies that improve reading performance for
575 all students, including explicit, systematic, and sequential
576 approaches to teaching phonemic awareness, phonics, vocabulary,
577 fluency, and text comprehension and multisensory intervention
578 strategies.



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- 579 d. Content literacy and mathematical practices.
- 580 e. Strategies appropriate for instruction of English
581 language learners.
- 582 f. Strategies appropriate for instruction of students with
583 disabilities.
- 584 g. Strategies to differentiate instruction based on student
585 needs.
- 586 h. The use of character-based classroom management.
- 587 2. An educational plan for each participant to meet
588 certification requirements and demonstrate his or her ability to
589 teach the subject area for which the participant is seeking
590 certification, which is based on an assessment of his or her
591 competency in the areas listed in subparagraph 1.
- 592 3. Field experiences appropriate to the certification
593 subject area specified in the educational plan with a diverse
594 population of students in a variety of challenging environments,
595 including, but not limited to, high-poverty schools, urban
596 schools, and rural schools, under the supervision of qualified
597 educators.
- 598 4. A certification ombudsman to facilitate the process and
599 procedures required for participants who complete the program to
600 meet any requirements related to the background screening
601 pursuant to s. 1012.32 and educator professional or temporary
602 certification pursuant to s. 1012.56.
- 603 5. The opportunity for a candidate to complete coursework
604 to obtain a required endorsement in the candidate's chosen
605 teaching field.
- 606 6. In addition to the core standards for effective
607 education, instruction in the training required of certified



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- 608 instructional personnel, including, but not limited to:
609 a. Identification, intervention, and prevention of child
610 abuse, abandonment, and neglect;
611 b. Integration of technology into classroom teaching;
612 c. Management, assessment, and monitoring of student
613 learning and performance;
614 d. Skills in classroom management, violence prevention,
615 conflict resolution, and related areas;
616 e. Developmental disabilities pursuant to s. 1012.582;
617 f. Youth suicide awareness and prevention pursuant to s.
618 1012.583; and
619 g. Youth mental health awareness and assistance pursuant to
620 s. 1012.584.

621 (5) Each institute approved pursuant to this section shall
622 submit to the Department of Education annual performance
623 evaluations that measure the effectiveness of the programs,
624 including the pass rates of participants on all examinations
625 required for teacher certification, employment rates,
626 longitudinal retention rates, and satisfaction surveys of
627 employers and candidates. The satisfaction surveys must be
628 designed to measure the sufficient preparation of the educator
629 for the student's proficiency in the use of state-adopted
630 content standards, the realities of the classroom, and the
631 institute's responsiveness to local school districts. These
632 evaluations shall be used by the Department of Education for
633 purposes of continued approval of an educator preparation
634 institute's certification program.

635 Section 6. Present paragraphs (c) through (g) of subsection
636 (3) of section 1008.22, Florida Statutes, are redesignated as



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637 paragraphs (d) through (h), respectively, and a new paragraph
638 (c) is added to that subsection, to read:

639 1008.22 Student assessment program for public schools.—

640 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
641 Commissioner of Education shall design and implement a
642 statewide, standardized assessment program aligned to the core
643 curricular content established in the Next Generation Sunshine
644 State Standards. The commissioner also must develop or select
645 and implement a common battery of assessment tools that will be
646 used in all juvenile justice education programs in the state.
647 These tools must accurately measure the core curricular content
648 established in the Next Generation Sunshine State Standards.
649 Participation in the assessment program is mandatory for all
650 school districts and all students attending public schools,
651 including adult students seeking a standard high school diploma
652 under s. 1003.4282 and students in Department of Juvenile
653 Justice education programs, except as otherwise provided by law.
654 If a student does not participate in the assessment program, the
655 school district must notify the student's parent and provide the
656 parent with information regarding the implications of such
657 nonparticipation. The statewide, standardized assessment program
658 shall be designed and implemented as follows:

659 (c) Nationally recognized high school assessments.—

660 1. Beginning with the 2020-2021 school year, each school
661 district shall provide for the administration of the SAT or the
662 ACT to each public school student in grade 11 in the district,
663 including students attending public high schools, alternative
664 schools, and centers of the Department of Juvenile Justice.

665 2. School districts must choose either the SAT or the ACT



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666 for districtwide administration.

667 3. Funding for the SAT and the ACT for all grade 11
668 students shall be as provided in the General Appropriations Act.

669 Section 7. Subsection (4) of section 1011.61, Florida
670 Statutes, is amended to read:

671 1011.61 Definitions.—Notwithstanding the provisions of s.
672 1000.21, the following terms are defined as follows for the
673 purposes of the Florida Education Finance Program:

674 (4) The maximum value for funding a student in kindergarten
675 through grade 12 or in a prekindergarten program for exceptional
676 children as provided in s. 1003.21(1)(e) shall be the sum of the
677 calculations in paragraphs (a), (b), and (c) as calculated by
678 the department.

679 (a) The sum of the student's full-time equivalent student
680 membership value for the school year or the equivalent derived
681 from paragraphs (1)(a) and (b), subparagraph (1)(c)1., sub-
682 subparagraphs (1)(c)2.b. and c., subparagraph (1)(c)3., and
683 subsection (2). If the sum is greater than 1.0, the full-time
684 equivalent student membership value for each program or course
685 shall be reduced by an equal proportion so that the student's
686 total full-time equivalent student membership value is equal to
687 1.0.

688 (b) If the result in paragraph (a) is less than 1.0 full-
689 time equivalent student and the student has full-time equivalent
690 student enrollment pursuant to sub-sub-subparagraph
691 (1)(c)1.b.(VIII), calculate an amount that is the lesser of the
692 value in sub-sub-subparagraph (1)(c)1.b.(VIII) or the value of
693 1.0 less the value in paragraph (a).

694 (c) The full-time equivalent student enrollment value in



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695 sub-subparagraph (1)(c)2.a.

696

697 A scholarship award provided to a student enrolled in the John
698 M. McKay Scholarships for Students with Disabilities Program
699 pursuant to s. 1002.39 or the Family Empowerment Scholarship
700 Program pursuant to s. 1002.394 is not subject to the maximum
701 value for funding a student under this subsection.

702 Section 8. Paragraph (i) of subsection (1) of section
703 1011.62, Florida Statutes, is amended to read:

704 1011.62 Funds for operation of schools.—If the annual
705 allocation from the Florida Education Finance Program to each
706 district for operation of schools is not determined in the
707 annual appropriations act or the substantive bill implementing
708 the annual appropriations act, it shall be determined as
709 follows:

710 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
711 OPERATION.—The following procedure shall be followed in
712 determining the annual allocation to each district for
713 operation:

714 (i) *Calculation of full-time equivalent membership with*
715 *respect to dual enrollment instruction.—*

716 1. Full-time equivalent students.—Students enrolled in dual
717 enrollment instruction pursuant to s. 1007.271 may be included
718 in calculations of full-time equivalent student memberships for
719 basic programs for grades 9 through 12 by a district school
720 board. Instructional time for dual enrollment may vary from 900
721 hours; however, the full-time equivalent student membership
722 value shall be subject to the provisions in s. 1011.61(4). Dual
723 enrollment full-time equivalent student membership shall be



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724 calculated in an amount equal to the hours of instruction that
725 would be necessary to earn the full-time equivalent student
726 membership for an equivalent course if it were taught in the
727 school district. Students in dual enrollment courses may also be
728 calculated as the proportional shares of full-time equivalent
729 enrollments they generate for a Florida College System
730 institution or university conducting the dual enrollment
731 instruction. Early admission students shall be considered dual
732 enrollments for funding purposes. Students may be enrolled in
733 dual enrollment instruction provided by an eligible independent
734 college or university and may be included in calculations of
735 full-time equivalent student memberships for basic programs for
736 grades 9 through 12 by a district school board. However, those
737 provisions of law which exempt dual enrolled and early admission
738 students from payment of instructional materials and tuition and
739 fees, including laboratory fees, shall not apply to students who
740 select the option of enrolling in an eligible independent
741 institution. An independent college or university, which is not
742 for profit, is accredited by a regional or national accrediting
743 agency recognized by the United States Department of Education,
744 and confers degrees as defined in s. 1005.02 shall be eligible
745 for inclusion in the dual enrollment or early admission program.
746 Students enrolled in dual enrollment instruction shall be exempt
747 from the payment of tuition and fees, including laboratory fees.
748 No student enrolled in college credit mathematics or English
749 dual enrollment instruction shall be funded as a dual enrollment
750 unless the student has successfully completed the relevant
751 section of the entry-level examination required pursuant to s.
752 1008.30.



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753 2. Additional full-time equivalent student membership.—For
754 students enrolled in a program pursuant to s. 1007.273, a value
755 of 0.16 full-time equivalent student membership shall be
756 calculated for each student who completes a general education
757 core course through the dual enrollment program with a grade of
758 “B” or better. For students who are not enrolled in a program
759 pursuant to s. 1007.273, a value of 0.08 full-time equivalent
760 student membership shall be calculated for each student who
761 completes a general education core course through the dual
762 enrollment program with a grade of “B” or better. In addition, a
763 value of 0.3 full-time equivalent student membership shall be
764 calculated for any student who receives an associate degree
765 through the dual enrollment program with a 3.0 grade point
766 average or better. This value shall be added to the total full-
767 time equivalent student membership in basic programs for grades
768 9 through 12 in the subsequent fiscal year. This section shall
769 be effective for credit earned by dually enrolled students for
770 courses taken in the 2020-2021 school year and each school year
771 thereafter. If the associate degree pursuant to this
772 subparagraph is earned in 2020-2021 following completion of
773 courses taken in the 2020-2021 school year, then courses taken
774 towards the degree as part of the dual enrollment program prior
775 to 2020-2021 may not preclude eligibility for the 0.3 additional
776 full-time equivalent student membership bonus. Each school
777 district shall allocate at least 50 percent of the funds
778 received from the dual enrollment bonus FTE funding, in
779 accordance with this paragraph, to the schools that generated
780 the funds to support student academic guidance and postsecondary
781 readiness.



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782 3. Qualifying courses.—For the purposes of this paragraph,
783 general education core courses are those that are identified in
784 rule by the State Board of Education and in regulation by the
785 Board of Governors pursuant to s. 1007.25(3).

786 Section 9. Subsection (5) of section 1012.56, Florida
787 Statutes, is amended to read:

788 1012.56 Educator certification requirements.—

789 (5) MASTERY OF SUBJECT AREA KNOWLEDGE.—Acceptable means of
790 demonstrating mastery of subject area knowledge are:

791 (a) For a subject requiring only a baccalaureate degree, a
792 baccalaureate degree with a major in the subject area, conferred
793 within the last 10 years from an accredited or approved
794 institution as defined in rule 6A-4.003, Florida Administrative
795 Code;

796 (b) ~~(a)~~ For a subject requiring only a baccalaureate degree
797 for which a Florida subject area examination has been developed,
798 achievement of a passing score on the Florida-developed subject
799 area examination specified in state board rule;

800 (c) ~~(b)~~ For a subject for which a Florida subject area
801 examination has not been developed, achievement of a passing
802 score on a standardized examination specified in state board
803 rule, including, but not limited to, passing scores on both the
804 oral proficiency and written proficiency examinations
805 administered by the American Council on the Teaching of Foreign
806 Languages;

807 (d) ~~(c)~~ For a subject for which a Florida subject area
808 examination has not been developed or a standardized examination
809 has not been specified in state board rule, completion of the
810 subject area specialization requirements specified in state



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811 board rule and verification of the attainment of the essential
812 subject matter competencies by the district school
813 superintendent of the employing school district or chief
814 administrative officer of the employing state-supported or
815 private school;

816 (e)~~(d)~~ For a subject requiring a master's or higher degree,
817 completion of the subject area specialization requirements
818 specified in state board rule and achievement of a passing score
819 on the Florida-developed subject area examination or a
820 standardized examination specified in state board rule;

821 (f)~~(e)~~ Documentation of a valid professional standard
822 teaching certificate issued by another state;

823 (g)~~(f)~~ Documentation of a valid certificate issued by the
824 National Board for Professional Teaching Standards or a national
825 educator credentialing board approved by the State Board of
826 Education;

827 (h)~~(g)~~ Documentation of successful completion of a United
828 States Defense Language Institute Foreign Language Center
829 program; or

830 (i)~~(h)~~ Documentation of a passing score on the Defense
831 Language Proficiency Test (DLPT).

832

833 School districts are encouraged to provide mechanisms for middle
834 grades teachers holding only a K-6 teaching certificate to
835 obtain a subject area coverage for middle grades through
836 postsecondary coursework or district add-on certification.

837 Section 10. Paragraph (g) is added to subsection (3) of
838 section 1012.585, Florida Statutes, to read:

839 1012.585 Process for renewal of professional certificates.-



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

842 (g) A teacher may earn inservice points only once during
843 each 5-year validity period for any mandatory training topic
844 that is not linked to student learning or professional growth.

845 Section 11. Subsections (5), (6), and (9) of section
846 1012.79, Florida Statutes, are amended to read:

847 1012.79 Education Practices Commission; organization.—

848 (5) The Commissioner of Education, with the advice and
849 consent of the commission chair, is responsible for appointing,
850 and may remove, commission, by a vote of three-fourths of the
851 membership, shall employ an executive director, who shall be
852 exempt from career service. The executive director shall have
853 administrative duties, as determined by the Commissioner of
854 Education. The executive director may not impact or influence
855 decisions of the commission. The executive director may be
856 dismissed by a majority vote of the membership.

857 (6) (a) The commission shall be assigned to the Department
858 of Education for administrative and fiscal accountability
859 purposes. The commission, in the performance of its powers and
860 duties, shall not be subject to control, supervision, or
861 direction by the Department of Education.

862 (b) The property, personnel, and appropriations related to
863 the specified authority, powers, duties, and responsibilities of
864 the commission shall be provided to the commission by the
865 Department of Education.

866 (9) The commission shall make such expenditures as may be
867 necessary in exercising its authority and powers and carrying
868 out its duties and responsibilities, including expenditures for



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869 personal services, legal services ~~general counsel or access to~~
870 ~~counsel~~, and rent at the seat of government and elsewhere; for
871 books of reference, periodicals, furniture, equipment, and
872 supplies; and for printing and binding. The expenditures of the
873 commission shall be subject to the powers and duties of the
874 Department of Financial Services as provided in s. 17.03.

875 Section 12. Subsection (5) of section 1012.98, Florida
876 Statutes, is amended, and subsections (13), (14), and (15) are
877 added to that section, to read:

878 1012.98 School Community Professional Development Act.—

879 (5) Each district school board shall provide funding for
880 the professional development system as required by s. 1011.62
881 and the General Appropriations Act, and shall direct
882 expenditures from other funding sources to continuously
883 strengthen the system in order to increase student achievement
884 and support instructional staff in enhancing rigor and relevance
885 in the classroom. Each district school board shall calculate a
886 proportionate share of professional development funds for each
887 classroom teacher and allow each classroom teacher to use up to
888 25 percent of the proportionate share on professional
889 development that addresses the academic needs of students or an
890 identified area of professional growth for the classroom
891 teacher. The department shall identify professional development
892 opportunities that require the classroom teacher to demonstrate
893 proficiency in a specific classroom practice. A school district
894 may coordinate its professional development program with that of
895 another district, with an educational consortium, or with a
896 Florida College System institution or university, especially in
897 preparing and educating personnel. Each district school board



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898 shall make available inservice activities to instructional
899 personnel of nonpublic schools in the district and the state
900 certified teachers who are not employed by the district school
901 board on a fee basis not to exceed the cost of the activity per
902 all participants.

903 (13) To assist school district planning for required
904 teacher professional development, by August 1, 2020, the
905 department shall develop a model annual and 5-year calendar that
906 incorporates all state-required professional development. No
907 later than January 1, 2021, school districts shall develop an
908 annual and a 5-year calendar of professional development for
909 inclusion in the professional development system approved by the
910 department pursuant to subsection (4).

911 (14) The department shall develop and maintain a statewide
912 registry of approved professional development providers and
913 professional development activities for use by teachers in this
914 state. The registry is intended to provide educators with high-
915 quality professional development opportunities in addition to
916 those offered by an entity specified in subsection (1).

917 (a) Any professional development provider seeking to be
918 added to the registry must complete an application developed by
919 the department. Approved providers are responsible for notifying
920 the department of any changes to the provider or approved
921 activities using an update form developed by the department. The
922 approval form must include, but is not limited to, requirements
923 that the provider specify:

924 1. Compliance with this section.

925 2. The alignment of professional development activities
926 with professional development standards adopted by the state



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927 board in rule and standards adopted by the National Staff
928 Development Council.

929 3. Professional development activities offered by the
930 provider.

931 4. Qualifications of instructors for the professional
932 development activities to be approved.

933 (b) Providers specified in subsection (1), as well as
934 providers approved by such entities, are not required to seek
935 department approval to offer professional development activities
936 and are not required to be added to the registry. However, such
937 providers that wish to offer statewide professional development
938 opportunities may seek department approval and be added to the
939 registry.

940 (c) Providers approved by the department must maintain
941 information that includes, but is not limited to, the
942 professional development activity, the date of the activity, the
943 hours of instruction, and instructor, if applicable. The
944 approved provider must provide such information to each
945 participant.

946 (d) The department shall review the professional
947 development provider application for compliance with
948 requirements. The department must inform the provider in writing
949 within 90 days after submission of an application regarding the
950 approval or denial of the provider. The approval is valid for a
951 period not to exceed 5 years, after which the provider must
952 reapply.

953 1. Each school district shall accept an approved
954 professional development activity on the registry toward meeting
955 the requirements of s. 1012.585(3).



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956 2. The department shall determine the number of inservice
957 hours to be awarded for completion of each specified
958 professional development activity.

959 (15) There is created the Professional Development Choice
960 Pilot Program to be administered by the department for a period
961 of 3 years, subject to legislative appropriation. The purpose of
962 the pilot program is to provide grants to eligible teachers to
963 select professional learning opportunities that best meet each
964 teacher's individual needs.

965 (a) A teacher may use a pilot program grant for
966 professional development approved by a school district or by a
967 provider approved by the department pursuant to subsection (14).

968 1. Professional development must be aligned with the
969 standards adopted by the state board in rule and standards
970 adopted by the National Staff Development Council.

971 2. Training completed under this subsection must comply
972 with and satisfy the requirements of s. 1012.585(3).

973 3. Professional learning activities may include, but are
974 not limited to, in-person or online training; travel and
975 registration for conferences or workshops; college credit
976 courses; and district professional development certification and
977 education competency programs.

978 (b) To be eligible for a pilot program grant, an individual
979 must:

980 1. Hold a professional certificate issued pursuant to s.
981 1012.56(7) (a);

982 2. Be employed as a classroom teacher, as defined in s.
983 1012.01(2) (a), excluding substitute teachers, by a district
984 school board or by a charter school; and



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985 3. Apply for a grant in a format determined by the
986 department. The application must require an applicant to
987 describe how the professional development activity relates to
988 and will improve instruction in the classroom.

989 (c) Each classroom teacher eligible under paragraph (b) may
990 receive a reimbursement for training pursuant to paragraph (a).
991 The reimbursement for each teacher participating in the pilot
992 program may not exceed \$500 per school year. Each classroom
993 teacher is eligible for one grant per school year. The pilot
994 program grants must be awarded on a first-come, first-served
995 basis.

996 (d) Each school district shall:

997 1. Review a proposed professional development activity to
998 determine alignment with district and individual professional
999 development plans and determine the number of inservice credit
1000 hours to be awarded; and

1001 2. Approve any professional development opportunity
1002 included on the department's registry pursuant to subsection
1003 (13).

1004 (e) The department shall:

1005 1. Maintain a registry of approved providers and
1006 professional development activities pursuant to subsection (14).

1007 2. Establish, no later than August 1, 2020, a grant
1008 application form.

1009 Section 13. Section 1012.981, Florida Statutes, is created
1010 to read:

1011 1012.981 Professional Education Excellence Resources Pilot
1012 Program.—

1013 (1) There is established the Professional Education



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1014 Excellence Resources (PEER) Pilot Program, administered by the
1015 department, to provide school district flexibility to increase
1016 opportunities for professional learning, collaboration with
1017 teachers and leaders, and teacher leadership.

1018 (2) The PEER Pilot Program is established in Clay, Palm
1019 Beach, Pinellas, and Walton Counties.

1020 (3) Participating school districts implementing the PEER
1021 Pilot Program may:

1022 (a) Extend the contract day or the contract year, or both,
1023 for participating teachers for professional development,
1024 collaboration with colleagues, or instructional coaching. A
1025 participating school district that chooses to extend the
1026 contract day or year must, before the start of the 2020-2021
1027 school year, negotiate with the certified collective bargaining
1028 unit for instructional personnel a memorandum of understanding
1029 that addresses the additional duty hours in a week or duty days
1030 in a school year and additional payments based on the salary
1031 scale of the district to teachers who participate in the pilot
1032 program.

1033 (b) Use program funds to:

1034 1. Compensate teachers who are assigned to an extended
1035 school day or school year pursuant to paragraph (a).

1036 2. Hire additional instructional personnel to provide
1037 teachers with additional planning periods or other release time
1038 to complete professional development, collaborate with
1039 colleagues, or perform other appropriate activities.

1040 3. Provide content area specialists to provide support for
1041 teachers' individual needs and professional growth.

1042 4. Provide instructional coaches for participating



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1043 teachers.

1044 5. Provide professional development opportunities.

1045 (4) School districts participating in the pilot program

1046 must collaborate with the department, postsecondary educational

1047 institutions, regional education consortia, the University of

1048 Florida Lastinger Center, or other appropriate organizations to

1049 develop high-quality online professional development

1050 opportunities accessible to instructional personnel statewide.

1051 Such online professional development must:

1052 (a) Be self-paced and available to teachers at any time.

1053 (b) Align with standards for professional development as

1054 described in state board rule.

1055 (c) Protect the private information of participants.

1056 (d) Satisfy requirements for renewal of an educator

1057 certificate.

1058 (e) Include online assessments with timely feedback to

1059 evaluate participant learning measured against program goals.

1060 (5) Participating school districts may use program funds to

1061 establish a master teacher program. The master teacher program

1062 provides accomplished teachers the opportunity to innovate and

1063 improve classroom practices, facilitate improved professional

1064 development, and improve instructional quality through

1065 collaboration with teachers and leaders. School districts shall

1066 determine the specific roles assigned to a master teacher.

1067 (a) Each master teacher program must include, but is not

1068 limited to:

1069 1. Providing release time for planning and meeting with

1070 teachers and leaders;

1071 2. Additional professional development opportunities, to



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1072 include participation in local and national conferences or
1073 payments for college credit courses to increase skills or obtain
1074 a higher university degree; and

1075 3. Monetary compensation.

1076 (b) School districts may select for the master teacher
1077 program teachers who were rated highly effective in the previous
1078 school year and may determine other selection criteria, which
1079 may include, but are not limited to, information in performance
1080 evaluations, peer reviews, demonstration of content expertise,
1081 principal recommendation, or candidate interviews.

1082 (c) Each participating school district must collaborate
1083 with the department and with the University of Florida Lastinger
1084 Center to develop a master teacher academy to support
1085 instructional personnel statewide. The master teacher academy
1086 must:

1087 1. Provide recommendations for the selection, training, and
1088 support of district master teachers.

1089 2. Create a bank of online professional development tools
1090 that serve as exemplars for instructional best practices. Such
1091 content may include pedagogy, instructional delivery,
1092 professional learning communities, collaboration, personalized
1093 learning, teacher and student or parent conferencing, positive
1094 behavior supports, and using data to improve instruction.

1095 3. Provide instructional coaching for school-based leaders
1096 and principal supervisors. The content must focus on providing
1097 teachers with actionable feedback on performance.

1098 (6) Each school district participating in the PEER Pilot
1099 Program must annually, by August 1, report to the Governor, the
1100 President of the Senate, the Speaker of the House of



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1101 Representatives, and the department on the performance of the
1102 pilot program. Each report must include, but is not limited to:
1103 (a) The use of the pilot program funds.
1104 (b) The impact of the pilot program on student achievement.
1105 (c) The impact of the pilot program on teacher annual
1106 evaluations.
1107 (d) The results of satisfaction surveys given to pilot
1108 program participants.
1109 (e) Recommendations for continuation of the pilot program
1110 and for scaling the pilot program for statewide implementation.
1111 (7) The State Board of Education shall adopt rules to
1112 administer this section.
1113 (8) This section shall be implemented only to the extent
1114 specifically funded and authorized by law.
1115 Section 14. Pathways in Technology Early College High
1116 School (P-TECH) program.—
1117 (1) By December 1, 2020, the Commissioner of Education
1118 shall submit to the Governor, the President of the Senate, the
1119 Speaker of the House of Representatives, the Board of Governors,
1120 and the State Board of Education a report with recommendations
1121 that address the feasibility of implementing the Pathways in
1122 Technology Early College High School (P-TECH) program, or a
1123 similar program, in Florida. The P-TECH program must:
1124 (a) Incorporate secondary and postsecondary education with
1125 workforce education and work experience through a flexible 6-
1126 year integrated model.
1127 (b) Allow students to earn a high school diploma, an
1128 associate degree, and applicable industry certifications and
1129 gain work experience within 6 years after enrolling in the 9th



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1130 grade.
1131 (c) Have an open enrollment policy that encourages a
1132 diverse student body, including students from low-income
1133 families and first-generation college students.
1134 (d) Support student success through flexible class
1135 scheduling, advising and mentoring components, and other wrap-
1136 around services.
1137 (e) Provide seamless articulation with Florida's
1138 postsecondary institutions.
1139 (2) The report must, at a minimum, include all of the
1140 following:
1141 (a) Timelines for implementing a P-TECH program, or a
1142 similar program, as described in subsection (1), including
1143 courses of study which support program completion in 4 to 6
1144 years and which meet regional workforce demand.
1145 (b) A funding model that provides the P-TECH program, or a
1146 similar program, at no cost to students. The funding model may
1147 incorporate K-12, postsecondary, and workforce funding, grants,
1148 scholarships, and other funding options.
1149 (c) Partnerships with industries and businesses, which
1150 include private investment, work-based training, internships,
1151 and priority placement for job opportunities upon graduation.
1152 (d) Recommendations for modifications, if any, to the
1153 school and school district accountability requirements of s.
1154 1008.34, Florida Statutes.
1155 (3) This section shall take effect upon this act becoming a
1156 law and shall expire on December 1, 2020.
1157 Section 15. Subsection (1) of section 1012.586, Florida
1158 Statutes, is amended to read:



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1159 1012.586 Additions or changes to certificates; duplicate
1160 certificates.—A school district may process via a Department of
1161 Education website certificates for the following applications of
1162 public school employees:

1163 (1) Addition of a subject coverage or endorsement to a
1164 valid Florida certificate on the basis of the completion of the
1165 appropriate subject area testing requirements of s.
1166 1012.56(5)(b) ~~s. 1012.56(5)(a)~~ or the completion of the
1167 requirements of an approved school district program or the
1168 inservice components for an endorsement.

1169 (a) To reduce duplication, the department may recommend the
1170 consolidation of endorsement areas and requirements to the State
1171 Board of Education.

1172 (b) By July 1, 2018, and at least once every 5 years
1173 thereafter, the department shall conduct a review of existing
1174 subject coverage or endorsement requirements in the elementary,
1175 reading, and exceptional student educational areas. The review
1176 must include reciprocity requirements for out-of-state
1177 certificates and requirements for demonstrating competency in
1178 the reading instruction professional development topics listed
1179 in s. 1012.98(4)(b)11. The review must also consider the award
1180 of an endorsement to an individual who holds a certificate
1181 issued by an internationally recognized organization that
1182 establishes standards for providing evidence-based interventions
1183 to struggling readers or who completes a postsecondary program
1184 that is accredited by such organization. Any such certificate or
1185 program must require an individual who completes the certificate
1186 or program to demonstrate competence in reading intervention
1187 strategies through clinical experience. At the conclusion of



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1188 each review, the department shall recommend to the state board
1189 changes to the subject coverage or endorsement requirements
1190 based upon any identified instruction or intervention strategies
1191 proven to improve student reading performance. This paragraph
1192 does not authorize the state board to establish any new
1193 certification subject coverage.

1194
1195 The employing school district shall charge the employee a fee
1196 not to exceed the amount charged by the Department of Education
1197 for such services. Each district school board shall retain a
1198 portion of the fee as defined in the rules of the State Board of
1199 Education. The portion sent to the department shall be used for
1200 maintenance of the technology system, the web application, and
1201 posting and mailing of the certificate.

1202 Section 16. This act shall take effect July 1, 2020.