

1 A bill to be entitled
2 An act relating to educator preparation and
3 certification; amending s. 1004.04, F.S.; requiring
4 additional specified strategies to be included in
5 rules establishing uniform core curricula for each
6 state-approved teacher preparation program; requiring
7 that certain teacher preparation programs require
8 students to demonstrate mastery of general knowledge
9 by passing the General Knowledge Test of the Florida
10 Teacher Certification Examination by the time of
11 graduation; deleting a provision authorizing a teacher
12 preparation program to waive certain admissions
13 requirements for up to 10 percent of admitted
14 students; amending s. 1004.85, F.S.; expanding the
15 instruction that an educator preparation institute may
16 provide to include instruction and professional
17 development for part-time and full-time nondegreed
18 teachers of career programs; requiring additional
19 specified strategies be demonstrated before approval;
20 amending s. 1012.39, F.S.; revising the minimum
21 qualifications for part-time and full-time nondegreed
22 teachers of career programs; amending s. 1012.56,
23 F.S.; revising the acceptable means of demonstrating
24 mastery of general knowledge to include documentation
25 of receipt of a master's or higher degree from certain

26 postsecondary institutions; revising the criteria for
27 the Department of Education to issue a professional
28 certificate; amending s. 1012.575, F.S.; expanding the
29 entities authorized to design alternative teacher
30 preparation programs; amending s. 1012.986, F.S.;
31 defining the term "educational leader"; providing that
32 the William Cecil Golden Professional Development
33 Program for School Leaders must consist of a network
34 of specified entities; revising the goals of the
35 program; requiring the department to also offer
36 program components through university or educational
37 leadership academies and through educational
38 leadership coaching and mentoring; making technical
39 changes; providing an effective date.

40
41 Be It Enacted by the Legislature of the State of Florida:

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43 Section 1. Paragraph (b) of subsection (2) and paragraph
44 (b) of subsection (3) of section 1004.04, Florida Statutes, are
45 amended to read:

46 1004.04 Public accountability and state approval for
47 teacher preparation programs.—

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

49 (b) The rules to establish uniform core curricula for each
50 state-approved teacher preparation program must include, but are

51 not limited to, the following:

52 1. Candidate instruction and assessment in the Florida
53 Educator Accomplished Practices across content areas.

54 2. The use of state-adopted content standards to guide
55 curricula and instruction.

56 3. Scientifically researched and evidence-based reading
57 instructional strategies that improve reading performance for
58 all students, including explicit, systematic, and sequential
59 approaches to teaching phonemic awareness, phonics, vocabulary,
60 fluency, and text comprehension and multisensory intervention
61 strategies.

62 4. Content literacy and mathematics practices.

63 5. Strategies appropriate for the instruction of English
64 language learners.

65 6. Strategies appropriate for the instruction of students
66 with disabilities.

67 7. Strategies to differentiate instruction based on
68 student needs.

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

70 9. Strategies appropriate for the early identification of
71 students in crisis or experiencing a mental health challenge and
72 the referral of such student to a mental health professional for
73 support.

74 10. Strategies to support the use of technology in
75 education and distance learning.

76 (3) INITIAL STATE PROGRAM APPROVAL.—

77 (b) Each teacher preparation program approved by the
78 Department of Education, as provided for by this section, shall
79 require students to meet, at a minimum, the following
80 requirements ~~as prerequisites for admission into the program:~~

81 1. For admission into the program, have a grade point
82 average of at least 2.5 on a 4.0 scale for the general education
83 component of undergraduate studies or have completed the
84 requirements for a baccalaureate degree with a minimum grade
85 point average of 2.5 on a 4.0 scale from any college or
86 university accredited by a regional accrediting association as
87 defined by State Board of Education rule or any college or
88 university otherwise approved pursuant to State Board of
89 Education rule.

90 2. Demonstrate mastery of general knowledge ~~sufficient for~~
91 ~~entry into the program,~~ including the ability to read, write,
92 and perform in mathematics, by passing the General Knowledge
93 Test of the Florida Teacher Certification Examination by the
94 time of graduation or, for a graduate level program, obtain a
95 baccalaureate degree from an institution that is accredited or
96 approved pursuant to the rules of the State Board of Education.

97
98 ~~Each teacher preparation program may waive these admissions~~
99 ~~requirements for up to 10 percent of the students admitted.~~
100 ~~Programs shall implement strategies to ensure that students~~

101 ~~admitted under a waiver receive assistance to demonstrate~~
 102 ~~competencies to successfully meet requirements for certification~~
 103 ~~and shall annually report to the Department of Education the~~
 104 ~~status of each candidate admitted under such a waiver.~~

105 Section 2. Paragraph (a) of subsection (2) and paragraphs
 106 (a) and (b) of subsection (3) of section 1004.85, Florida
 107 Statutes, are amended to read:

108 1004.85 Postsecondary educator preparation institutes.—

109 (2) (a) Postsecondary institutions that are accredited or
 110 approved as described in State Board of Education rule may seek
 111 approval from the Department of Education to create educator
 112 preparation institutes for the purpose of providing any or all
 113 of the following:

114 1. Professional development instruction to assist teachers
 115 in improving classroom instruction and in meeting certification
 116 or recertification requirements.

117 2. Instruction to assist potential and existing substitute
 118 teachers in performing their duties.

119 3. Instruction to assist paraprofessionals in meeting
 120 education and training requirements.

121 4. Instruction for baccalaureate degree holders to become
 122 certified teachers as provided in this section in order to
 123 increase routes to the classroom for mid-career professionals
 124 who hold a baccalaureate degree and college graduates who were
 125 not education majors.

126 5. Instruction and professional development for part-time
127 and full-time nondegreed teachers of career programs under s.
128 1012.39(1)(c).

129 (3) Educator preparation institutes approved pursuant to
130 this section may offer competency-based certification programs
131 specifically designed for noneducation major baccalaureate
132 degree holders to enable program participants to meet the
133 educator certification requirements of s. 1012.56. An educator
134 preparation institute choosing to offer a competency-based
135 certification program pursuant to the provisions of this section
136 must implement a program previously approved by the Department
137 of Education for this purpose or a program developed by the
138 institute and approved by the department for this purpose.
139 Approved programs shall be available for use by other approved
140 educator preparation institutes.

141 (a) Within 90 days after receipt of a request for
142 approval, the Department of Education shall approve a
143 preparation program pursuant to the requirements of this
144 subsection or issue a statement of the deficiencies in the
145 request for approval. The department shall approve a
146 certification program if the institute provides evidence of the
147 institute's capacity to implement a competency-based program
148 that includes each of the following:

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

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

153 c. Scientifically researched and evidence-based reading
154 instructional strategies that improve reading performance for
155 all students, including explicit, systematic, and sequential
156 approaches to teaching phonemic awareness, phonics, vocabulary,
157 fluency, and text comprehension and multisensory intervention
158 strategies.

159 d. Content literacy and mathematical practices.

160 e. Strategies appropriate for instruction of English
161 language learners.

162 f. Strategies appropriate for instruction of students with
163 disabilities.

164 g. Strategies to differentiate instruction based on
165 student needs.

166 h. The use of character-based classroom management.

167 i. Strategies appropriate for the early identification of
168 students in crisis or experiencing a mental health challenge and
169 the referral of such student to a mental health professional for
170 support.

171 j. Strategies to support the use of technology in
172 education and distance learning.

173 2. An educational plan for each participant to meet
174 certification requirements and demonstrate his or her ability to
175 teach the subject area for which the participant is seeking

176 certification, which is based on an assessment of his or her
 177 competency in the areas listed in subparagraph 1.

178 3. Field experiences appropriate to the certification
 179 subject area specified in the educational plan with a diverse
 180 population of students in a variety of challenging environments,
 181 including, but not limited to, high-poverty schools, urban
 182 schools, and rural schools, under the supervision of qualified
 183 educators.

184 4. A certification ombudsman to facilitate the process and
 185 procedures required for participants who complete the program to
 186 meet any requirements related to the background screening
 187 pursuant to s. 1012.32 and educator professional or temporary
 188 certification pursuant to s. 1012.56.

189 (b) Each program participant must:

190 1. Meet certification requirements pursuant to s.
 191 1012.56(1) by obtaining a statement of status of eligibility in
 192 the certification subject area of the educational plan and meet
 193 the requirements of s. 1012.56(2) (a)-(f).

194 2. Participate in coursework and field experiences that
 195 are appropriate to his or her educational plan prepared under
 196 paragraph (a).

197 3. Before completion of the program, fully demonstrate his
 198 or her ability to teach the subject area for which he or she is
 199 seeking certification by documenting a positive impact on
 200 student learning growth in a prekindergarten through grade 12

201 setting and, except as provided in s. 1012.56(7)(a)3., achieving
202 a passing score on the professional education competency
203 examination, the basic skills examination, and the subject area
204 examination for the subject area certification which is required
205 by state board rule.

206 Section 3. Paragraph (c) of subsection (1) of section
207 1012.39, Florida Statutes, is amended to read:

208 1012.39 Employment of substitute teachers, teachers of
209 adult education, nondegreed teachers of career education, and
210 career specialists; students performing clinical field
211 experience.—

212 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
213 1012.57, or any other provision of law or rule to the contrary,
214 each district school board shall establish the minimal
215 qualifications for:

216 (c) Part-time and full-time nondegreed teachers of career
217 programs. Qualifications shall be established for nondegreed
218 teachers of career and technical education courses for program
219 clusters that are recognized in the state and are based
220 primarily on successful occupational experience rather than
221 academic training. The qualifications for such teachers shall
222 require:

223 1. The filing of a complete set of fingerprints in the
224 same manner as required by s. 1012.32. Faculty employed solely
225 to conduct postsecondary instruction may be exempted from this

226 requirement.

227 2. Documentation of education and successful occupational
228 experience including documentation of:

229 a. A high school diploma or the equivalent.

230 b. Completion of 6 years of full-time successful
231 occupational experience or the equivalent of part-time
232 experience in the teaching specialization area. The district
233 school board may establish alternative qualifications for
234 teachers with an industry certification in the career area in
235 which they teach.

236 c. Completion of career education training conducted
237 through the local school district inservice master plan or
238 through an educator preparation institute approved by the
239 Department of Education pursuant to s. 1004.85.

240 d. For full-time teachers, completion of professional
241 education training in teaching methods, course construction,
242 lesson planning and evaluation, and teaching special needs
243 students. This training may be completed through coursework from
244 an accredited or approved institution or an approved district
245 teacher education program.

246 e. Demonstration of successful teaching performance.

247 f. Documentation of industry certification when state or
248 national industry certifications are available and applicable.

249 Section 4. Subsection (3) and paragraph (a) of subsection
250 (7) of section 1012.56, Florida Statutes, are amended to read:

251 1012.56 Educator certification requirements.—
 252 (3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of
 253 demonstrating mastery of general knowledge are:
 254 (a) Achievement of passing scores on the general knowledge
 255 examination required by state board rule;
 256 (b) Documentation of a valid professional standard
 257 teaching certificate issued by another state;
 258 (c) Documentation of a valid certificate issued by the
 259 National Board for Professional Teaching Standards or a national
 260 educator credentialing board approved by the State Board of
 261 Education;
 262 (d) Documentation of two semesters of successful, full-
 263 time or part-time teaching in a Florida College System
 264 institution, state university, or private college or university
 265 that awards an associate or higher degree and is an accredited
 266 institution or an institution of higher education identified by
 267 the Department of Education as having a quality program; ~~or~~
 268 (e) Achievement of passing scores, identified in state
 269 board rule, on national or international examinations that test
 270 comparable content and relevant standards in verbal, analytical
 271 writing, and quantitative reasoning skills, including, but not
 272 limited to, the verbal, analytical writing, and quantitative
 273 reasoning portions of the Graduate Record Examination. Passing
 274 scores identified in state board rule must be at approximately
 275 the same level of rigor as is required to pass the general

276 knowledge examinations; or
277 (f) Documentation of receipt of a master's or higher
278 degree from an accredited postsecondary educational institution
279 that the Department of Education has identified as having a
280 quality program resulting in a baccalaureate degree or higher.

281
282 A school district that employs an individual who does not
283 achieve passing scores on any subtest of the general knowledge
284 examination must provide information regarding the availability
285 of state-level and district-level supports and instruction to
286 assist him or her in achieving a passing score. Such information
287 must include, but need not be limited to, state-level test
288 information guides, school district test preparation resources,
289 and preparation courses offered by state universities and
290 Florida College System institutions.

291 (7) TYPES AND TERMS OF CERTIFICATION.—

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

295 1. Meets all the applicable requirements outlined in
296 subsection (2).

297 2. For a professional certificate covering grades 6
298 through 12:

299 a. Meets the applicable requirements of paragraphs (2) (a)-
300 (h).

301 b. Holds a master's or higher degree in the area of
302 science, technology, engineering, or mathematics.

303 c. Teaches a high school course in the subject of the
304 advanced degree.

305 d. Is rated highly effective as determined by the
306 teacher's performance evaluation under s. 1012.34, based in part
307 on student performance as measured by a statewide, standardized
308 assessment or an Advanced Placement, Advanced International
309 Certificate of Education, or International Baccalaureate
310 examination.

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

313 3. Meets the applicable requirements of paragraphs (2)(a)-
314 (h) and completes a professional preparation and education
315 competence program approved by the department pursuant to
316 paragraph (8)(c) or an educator preparation institute approved
317 by the department pursuant to s. 1004.85. An applicant who
318 completes one of these programs ~~the program~~ and is rated highly
319 effective as determined by his or her performance evaluation
320 under s. 1012.34 is not required to take or achieve a passing
321 score on the professional education competency examination in
322 order to be awarded a professional certificate.

323

324 Each temporary certificate is valid for 3 school fiscal years
325 and is nonrenewable. At least 1 year before an individual's

326 temporary certificate is set to expire, the department shall
327 electronically notify the individual of the date on which his or
328 her certificate will expire and provide a list of each method by
329 which the qualifications for a professional certificate can be
330 completed. The State Board of Education shall adopt rules to
331 allow the department to extend the validity period of a
332 temporary certificate for 2 years when the requirements for the
333 professional certificate were not completed due to the serious
334 illness or injury of the applicant, the military service of an
335 applicant's spouse, other extraordinary extenuating
336 circumstances, or if the certificateholder is rated highly
337 effective in the immediate prior year's performance evaluation
338 pursuant to s. 1012.34 or has completed a 2-year mentorship
339 program pursuant to s. 1012.56(8). The department shall extend
340 the temporary certificate upon approval by the Commissioner of
341 Education. A written request for extension of the certificate
342 shall be submitted by the district school superintendent, the
343 governing authority of a university lab school, the governing
344 authority of a state-supported school, or the governing
345 authority of a private school.

346 Section 5. Section 1012.575, Florida Statutes, is amended
347 to read:

348 1012.575 Alternative preparation programs for certified
349 teachers to add additional coverage.—A district school board, or
350 an organization of private schools or a consortium of charter

351 schools with an approved professional development system as
352 described in s. 1012.98(6), may design alternative teacher
353 preparation programs to enable persons already certificated to
354 add an additional coverage to their certificates. Each
355 alternative teacher preparation program shall be reviewed and
356 approved by the Department of Education to assure that persons
357 who complete the program are competent in the necessary areas of
358 subject matter specialization. Two or more school districts may
359 jointly participate in an alternative preparation program for
360 teachers.

361 Section 6. Subsections (1) and (2) of section 1012.986,
362 Florida Statutes, are amended to read:

363 1012.986 William Cecil Golden Professional Development
364 Program for School Leaders.—

365 (1) There is established the William Cecil Golden
366 Professional Development Program for School Leaders to provide
367 high-quality ~~high~~ standards and sustained support for
368 educational principals as instructional leaders. For purposes of
369 this section, the term "educational leader" means teacher
370 leaders, assistant principals, principals, or school district
371 leaders. The program shall consist of a collaborative network of
372 school districts, state-approved educational leadership
373 programs, regional consortia, charter management organizations,
374 and state and national professional leadership organizations to
375 respond to educational ~~instructional~~ leadership needs throughout

376 the state. The network shall support the human-resource
377 development needs of educational leaders ~~principals, principal~~
378 ~~leadership teams, and candidates for principal leadership~~
379 ~~positions~~ using the framework of leadership standards adopted by
380 the State Board of Education, ~~the Southern Regional Education~~
381 ~~Board, and the National Staff Development Council~~. The goal of
382 the network leadership program is to:

383 (a) Provide resources to support and enhance the roles of
384 educational leaders ~~principal's role as the instructional~~
385 ~~leader~~.

386 (b) Maintain a clearinghouse and disseminate data-
387 supported information related to the continued enhancement of
388 ~~enhanced~~ student achievement and learning, civic education,
389 coaching and mentoring, mental health awareness, technology in
390 education, distance learning, and school safety, based on
391 educational research and best practices.

392 (c) ~~Build the capacity to~~ Increase the quality and
393 capacity of educational leadership development programs ~~for~~
394 ~~preservice education for aspiring principals and inservice~~
395 ~~professional development for principals and principal leadership~~
396 ~~teams~~.

397 (d) Support evidence-based leadership ~~best teaching and~~
398 ~~research-based instructional~~ practices through dissemination and
399 modeling at the preservice and inservice levels for educational
400 leaders ~~both teachers and principals~~.

401 (2) The Department of Education shall coordinate through
402 the network identified in subsection (1) to offer the program
403 components through multiple delivery systems, including:

404 (a) Approved school district training programs.

405 (b) Interactive technology-based instruction.

406 (c) Regional consortium service organizations pursuant to
407 s. 1001.451.

408 (d) State, regional, university, or local educational
409 leadership academies.

410 (e) Educational leadership coaching and mentoring.

411 Section 7. This act shall take effect July 1, 2021.