

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 1430

INTRODUCER: Senator Avila

SUBJECT: Education

DATE: March 17, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Sagues	Bouck	ED	Pre-meeting
2.			AED	
3.			FP	

I. Summary:

SB 1430 adds and revises a number of requirements relating to teacher preparation programs, educator certification, and teacher and administrator professional development.

The bill modifies Florida’s teacher preparation programs by:

- Requiring each educator preparation institute (EPI) to include scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the statement of eligibility or temporary certificate; and requiring EPI candidates to demonstrate competency and participate in field experiences that are relevant to their individual educational plan;
- Expanding initial teacher preparation programs’ core curricula to include instructional practices to support effective, research-based assessment and grading practices aligned to the state’s academic standards; and
- Separating, and renaming Professional Learning Certification Programs and Professional Education Competency Programs; and providing the State Board of Education with rulemaking authority to establish the criteria for the review and approval of Professional Learning Certification Programs.

The bill modifies teacher training by requiring a system-wide shift from professional development to professional learning by:

- Defining the requirements for professional learning;
- Requiring all inservice activities to meet specific criteria;
- Requiring external professional learning providers to meet specific criteria;
- Authorizing administrators’ to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning;

- Requiring the DOE to create a high-quality marketplace to aid in the identification of high-quality programs and resources; and requiring the DOE to review and approve professional learning systems every 5 years.

The bill modifies educator certification requirements by:

- Extending the temporary teaching certificate from 3 years to 5 years and limits the certificate to a one-time, non-renewable issuance; and expands eligibility for temporary certification to candidates who are currently enrolled in a state-approved teacher preparation programs and meet certain requirements.
- Requires all personnel under a temporary certificate to demonstrate mastery of general knowledge, rather than just classroom teachers.
- Limits the personnel who must demonstrate professional preparation and education competence to classroom teachers and school administrators.

The bill also includes a number of other provisions relating to K-12 public schools:

- Beginning with students entering grade 9 in the 2023-2024 school year, the one credit in practical arts required for high school graduation is replaced by one credit in career education.
- Beginning in 2023-2024, the bill adds an additional measure to the school grades formula to include student results on the grade 3, standardized ELA assessment.
- To increase access to CAPE certificates or certifications the bill removes the cap of 0.1 FTE earned within the same fiscal year by elementary and middle grades students.
- The bill expands the schools that may receive funds under the Turnaround School Supplemental Services Allocation, removes the four-year maximum limitation for school eligibility for the program, and specifies the allocation must be based on actual student enrollment from the October FTE survey.
- The Teachers Classroom Supply Assistance Program is amended to require the DOE to administer a competitive procurement through which classroom teachers may purchase classroom materials and supplies.

The fiscal impact of the bill is indeterminate, however, the bill may have a significant negative impact on state revenues or expenditures. See Section V.

The bill has an effective date of July 1, 2023.

II. Present Situation:

The Present Situation is presented under Section III, Effect of Proposed Changes.

III. Effect of Proposed Changes:

Teacher Preparation Programs

Present Situation

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.¹ State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.²

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain teaching credentials, including:³

- Initial Teacher Preparation programs requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.⁴
- Educator Preparation Institutes (EPis) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge and mastery of professional preparation and education competence.
- District Professional Development Certification and Education Competency Programs: cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.⁵ In addition to completing the district program, candidates must demonstrate mastery of general knowledge⁶ and subject area knowledge.⁷

Teacher Preparation Program Uniform Core Curricula

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core curricula in his or her area of program concentration during course

¹ Section 1004.04(1)(b), F.S.

² See Florida Department of Education (DOE), *Professional Development in Florida*, <http://www.fldoe.org/teaching/professional-dev/> (last visited Mar. 15, 2023). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

³ Florida DOE, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Mar. 15, 2023). See also rule 6A-5.066, F.A.C.

⁴ Rule 6A-5.066(1)(r), F.A.C.

⁵ Section 1012.56(8)(a), F.S.

⁶ See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Mar. 15, 2023).

⁷ Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Mar. 15, 2023).

work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade six must successfully complete all competencies for a reading endorsement.⁸

The SBE must establish, in rule, uniform core curricula for each state-approved teacher preparation program including, but not limited to:⁹

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP)¹⁰ across content areas;
- The use of state-adopted content standards to guide curricula and instruction;¹¹
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students;¹²
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support; and
- Strategies to support the use of technology in education and distance learning.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.¹³

Educator Preparation Institutes (EPIs)

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:¹⁴

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;

⁸ Section 1004.04(2)(c), F.S.

⁹ Section 1004.04(2)(b)1.-10., F.S.

¹⁰ Florida DOE, *Professional Development The Florida Educator Accomplished Practices (FEAP)*, <https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml> (last visited Mar. 16, 2023).

¹¹ The SBE has adopted the state academic standards, which establish the core content of the curricula taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Rule 6A-1.09401(1), F.A.C.; s. 1003.41(1), F.S.

¹² The Just Read, Florida! Office must assist teacher preparation programs and EPIs with this requirement. Section 1001.215(11), F.S.

¹³ Section 1004.04(2)(d), F.S.

¹⁴ Section 1004.85(2)(a), F.S.

- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.¹⁵

Educator preparation institutes may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that includes each of the following:¹⁶

- Participant instruction and assessment in the Florida Educator Accomplished Practices across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.
- Field experiences appropriate to the certification subject area.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.

Continued program approval is determined by the Commissioner of Education (commissioner) based upon a periodic review of candidate readiness based on passage rates on educator

¹⁵ Section 1004.85(2)(b), F.S.

¹⁶ Section 1004.85(3)(a), F.S.

certification examinations and evidence of performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments, results of program completers' annual evaluations, and workforce contributions.¹⁷

Each approved institute must submit annual performance evaluations to the DOE that measure the effectiveness of the programs, including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations must be used by the DOE for purposes of continued approval of an EPI's certification program.¹⁸

Professional Development Certification and Education Competency Programs

School districts, charter schools and charter management organizations may offer a professional development certification program that must be approved by the DOE. The program must include:¹⁹

- A minimum period of initial preparation before becoming the teacher of record;
- An option to collaborate with other agencies or educational entities for implementation;
- A teacher mentorship and induction component;
- An assessment of teaching performance aligned with the district's personnel evaluation system;
- Professional educational preparation content knowledge which must be included in the mentoring and induction activities;
- Required passing scores on the general knowledge, subject area and the professional education competency test; and
- Completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade 6.

As required by law, the DOE adopted, effective January 1, 2018, standards for the approval of professional development certification programs, including standards for the teacher mentorship and induction component.²⁰ The standards for the teacher mentorship and induction component must include:²¹

- Program administration and evaluation;
- Mentor roles, selection, and training;
- Beginning teacher assessment and professional development; and
- Teacher content knowledge and practices aligned to the FEAP.

Each school district, charter school, or charter management organization, wishing to provide a professional preparation and competency program must submit its program, including the teacher mentorship and induction component, to the DOE for approval.

¹⁷ Section 1004.85(4), F.S.

¹⁸ Section 1004.85(5), F.S.

¹⁹ Section 1012.56(8)(a)1.-7., F.S.

²⁰ See rule 6A-5.066, F.A.C.

²¹ Section 1012.56(8)(c), F.S.

Effect of Proposed Changes

SB 1430 modifies s. 1004.04, F.S., to add strategies and practices to support effective, research based assessment and grading practices aligned to the state's academic standards to the list of uniform core curricula topics that must be included in teacher preparation programs.

The bill modifies s. 1004.85, F.S., to eliminate redundancy in EPI instruction provided to candidates that are already embedded in the FEAP and clarifies that candidates must demonstrate competency and participate in field experiences that are appropriate to his or her individual educational plan at the institute.

The bill requires that all state approved EPI programs cover scientifically based reading instruction, content literacy, and mathematical practices for each subject identified on the participant's statement of status of eligibility or temporary certificate.

The bill requires the SBE to adopt rules for the approval of EPIs, commissioner determination.

In addition, the bill separates, and renames the two alternative certification pathways offered by school districts, charter schools, and charter management organizations: Professional Learning Certification Programs and Professional Education Competency Programs:

- Professional Learning Certification Programs are developed by the DOE and include a teacher mentorship and induction component to ensure candidates receive timely coaching and feedback to improve practice. The bill provides for mentor activities to be routine and requires all professional learning to be in alignment with the professional learning criteria.
- Professional Education Competency Programs are developed by school districts by which members of the instructional staff may demonstrate mastery of professional preparation and educator competence as required by law. Each program must be based on classroom application of the FEAP and instructional performance and, for public schools, must be aligned with the district's evaluation system. The bill authorizes the commissioner to determine the continued approval of programs, based on the DOE's review of performance data, as a part of the periodic review of district professional learning systems.

Educator Certification

Present Situation

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.²² Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in another instructional capacity must be certified.²³ The purpose of certification is to require school-based personnel to "possess the

²² Sections 1012.55(1) and 1002.33(12)(f), F.S.

²³ Sections 1002.33(12)(f) (charter school teachers) and 1012.55(1), F.S. District school boards and charter school governing boards are authorized to hire non-certified individuals who possess expertise in a given field to serve in an instructional capacity. Rule 6A-1.0502, F.A.C.; ss. 1002.33(12)(f) and 1012.55(1)(c), F.S. Occupational therapists, physical therapists, audiologists, and speech therapists are not required to be certified educators. Rule 6A-1.0502(10) and (11), F.A.C.

credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”²⁴

To be eligible for an educator certificate, an individual must meet the following eligibility requirements:²⁵

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor’s or higher degree from an accredited institution of higher learning²⁶ or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor’s or higher degree;²⁷
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant’s disqualification from certification or employment;
- Be of good moral character; and
- Be competent and capable of performing the duties, functions, and responsibilities of a teacher.

After meeting eligibility requirements, an individual may choose a certification route. The DOE issues three types of educator certificates:

- Professional Certificate: Florida’s highest type of full-time educator certification;²⁸ valid for 5 years and renewable.²⁹
- Temporary Certificate: covers employment in full-time positions for which educator certification is required;³⁰ generally valid for 3 years and nonrenewable.³¹
- Athletic Coaching Certificate: covers full-time and part-time employment as a public school athletic coach;³² includes two types of athletic coaching certificates – one is valid for 5 years and may be issued for subsequent 5-year periods while the other is valid for 3 years and may be issued only once.³³

An applicant seeking a professional certification must:

- Meet the basic eligibility requirements for certification,³⁴

²⁴ Section 1012.54, F.S.; see rule 6A-4.001(1), F.A.C.

²⁵ Section 1012.56(2)(a)-(f), F.S.

²⁶ Section 1012.56(2)(c), F.S.; rule 6A-4.003(1), F.A.C. (approved accrediting agencies); see also 34 C.F.R. ss. 602.1-602.50; U.S. Department of Education, *Institutional Accrediting Agencies*,

https://www2.ed.gov/admins/finaid/accred/accreditation_pg3.html#RegionalInstitutional (last visited Mar. 15, 2023).

²⁷ Section 1012.56(2)(c), F.S.; rule 6A-4.003(2), F.A.C. (criteria for approval of nonaccredited institutions of higher learning). Section 1012.56(2)(c), F.S.

²⁸ Rule 6A-4.004(3), F.A.C.

²⁹ Section 1012.56(7)(a), F.S.; see rule 6A-4.0051(3)(d), F.A.C. (validity period is expressed as 5 years from July 1 of the school fiscal year). The DOE also issues a nonrenewable 5-year professional certificate that allows an applicant with a bachelor’s degree in the area of speech-language impairment to complete a master’s degree in speech-language impairment. Section 1012.56(7)(c), F.S.; rule 6A-4.004(4), F.A.C.

³⁰ Rule 6A-4.004(1)(a)2., F.A.C.

³¹ Section 1012.56(7)(e), F.S. (flush-left provisions at end of subsection; validity period is expressed in school fiscal years); rule 6A-4.004(1)(a), F.A.C. The veteran’s pathway to educator certification authorizes a 5 year nonrenewable temporary certificate. Section 1012.56(7)(e)2., F.S. The DOE also issues a nonrenewable temporary certificate, which is valid for 2 years, in the area of speech-language impairment. Sections 1012.56(7)(c), F.S.

³² Section 1012.55(2)(a), F.S.

³³ Rule 6A-4.004(5), F.A.C. (validity periods expressed in school fiscal years).

³⁴ Section 1012.56(2)(a)-(f), F.S.

- Demonstrate mastery of general knowledge, if the person serves as a classroom teacher;³⁵
- Demonstrate mastery of subject area knowledge;³⁶ and
- Demonstrate mastery of professional preparation and education competence.³⁷

A professional certificate is renewable for successive periods of 5 years³⁸, but may be extended by:

- One year due to serious illness or injury of the applicant or other extraordinary extenuating circumstances; or
- A period of time equal to the active duty status for any person who volunteers or is called into wartime or required peacetime military service.

An applicant seeking a temporary certification must:

- Meet the basic eligibility requirements for certification;³⁹
- Obtain full-time employment in a position that requires a Florida educator certificate by a school district or private school that has a DOE-approved professional education competence demonstration program;⁴⁰ and
- Do one of the following:
 - Demonstrate mastery of subject area knowledge;⁴¹ or
 - Complete the required degree or content courses specified in state board rule for subject area specialization⁴² and attain at least a 2.5 grade point average on a 4.0 scale in the subject area courses.⁴³

To qualify for a temporary certificate, an applicant must meet subject area specialization requirements in at least one subject. Each subject area has specific degree or course requirements set in SBE rule,⁴⁴ and select subject areas including Reading, Speech-Language Impaired, School Counseling, School Psychology, and School Social Work require a master's or specialist degree.⁴⁵

³⁵ Section 1012.56(2)(g) and (3), F.S.; Florida DOE, *General Knowledge*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Mar. 15, 2023).

³⁶ Section 1012.56(2)(h) and (5), F.S.

³⁷ Section 1012.56(2)(i) and (6), F.S.; Florida DOE, *Professional Preparation and Education Competence*, <http://www.fldoe.org/teaching/certification/general-cert-requirements/professional-preparation-edu-competenc.shtml> (last visited Mar. 15, 2023).

³⁸ Sections 1012.56(7)(a) and 1012.585, F.S.; rule 6A-4.0051(1), F.A.C.

³⁹ Section 1012.56(2)(a)-(f) and (7)(b), F.S.

⁴⁰ Section 1012.56(1)(b), F.S.; Rule 6A-4.004(1)(a), F.A.C.

⁴¹ Section 1012.56(7)(b), F.S.; Florida DOE, *Subject Area Knowledge* <http://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Mar. 15, 2023).

⁴² Section 1012.56(7)(b), F.S. The degree and content requirements are specified in ch. 6A-4, F.A.C.

⁴³ Section 1012.56(2)(c), F.S.; See Florida DOE, *Certificate Types and Requirements*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/> (last visited Mar. 15, 2023).

⁴⁴ Section 1012.56(7)(b), F.S. The degree and content requirements are established in ch. 6A-4, F.A.C.

⁴⁵ Florida DOE, Educator Certification, *Certificate Subjects*, <https://www.fldoe.org/teaching/certification/certificate-subjects/#degreed> (last visited Mar. 15, 2023).

Generally, a temporary certificate is valid for 3 years and is nonrenewable; however, a temporary certificate for military service members is valid for 5 years, limited to a one-time issuance, and is nonrenewable.⁴⁶

A temporary certificate may be extended by 2 years if the requirements for the professional certificate, other than the general knowledge requirement, have not been met due to serious illness or injury of the applicant, military service by the applicant's spouse, or other extraordinary extenuating circumstances; or, the certificate holder is rated highly effective in the immediate year's performance evaluation or has completed a 2-year mentorship program.⁴⁷

Renewal of Professional Certificates

A professional certificate must be renewed every 5 years.⁴⁸ An educator must submit an application,⁴⁹ pay a fee,⁵⁰ and earn at least six college credits or 120 inservice points, or a combination of both, during each 5-year validity cycle to renew his or her professional certification.⁵¹ At least three college credits or 60 inservice points must be earned in each subject area for which renewal is sought.⁵²

Applicants for renewal of a professional certificate must earn at least one college credit or the equivalent amount of inservice points in the area of instruction for teaching students with disabilities.⁵³

For professional certificates with specialization areas that include reading instruction or intervention for students in kindergarten through grade 6 and a beginning validity date on or after July 1, 2020, educators must complete two college credits or the equivalent amount of inservice points in specific reading instruction and intervention strategies for renewal of coverages specified in state board rule.⁵⁴

Certification in subject areas may also be renewed by earning a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.⁵⁵ Certification by the National Board for Professional Teaching Standards is deemed to meet certification renewal requirements for the life of the certificate, in the corresponding certification subject area.⁵⁶

⁴⁶ Section 1012.56(7)(e)2., F.S.

⁴⁷ Section 1012.56(7), F.S. (flush-left provisions at the end of subsection).

⁴⁸ Section 1012.585(2)(a), F.S.

⁴⁹ Rule 6A-4.0051(3)(c), F.A.C. The DOE processes certification renewals for individuals who are not employed by district school boards. Section 1012.585(1)(b), F.S. District school boards are responsible for processing certificate renewals for school district employees. Section 1012.585(1)(a), F.S.

⁵⁰ The fee for a certification renewal is \$75. Rules 6A-4.0051(3)(c) and 6A-4.0012(1)(b)1., F.A.C

⁵¹ Section 1012.585(3)(a), F.S.

⁵² Section 1012.585(3)(a), F.S.

⁵³ Section 1012.585(3)(e), F.S. This required training may not add to the total hours required by the DOE for continuing education or inservice training. *Id.*

⁵⁴ Section 1012.585(3)(f), F.S.

⁵⁵ Section 1012.585(3)(b), F.S. For the purposes of renewing a professional certificate, passage of a subject area examination is equivalent to three semester hours of college credit. Rule 6A-4.0051(1)(b), F.A.C.

⁵⁶ Section 1012.585(2)(b), F.S.; rule 6A-4.0051(1)(c), F.A.C.

Effect of Proposed Changes

SB 1430 modifies s. 1012.56, F.S., to extend the validity period of a temporary teaching certificates from 3 years to 5 years. Accordingly, the bill removes the authorization for the DOE to extend the validity period of a temporary certificate.

The bill expands eligibility for a temporary teaching certification to candidates who are currently enrolled in a state-approved teacher preparation program, are actively completing the required program field experience or internship at a public school, and can provide documentation of completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale as provided by one or more accredited institutions of higher learning identified by the DOE, or unaccredited institution identified by the DOE has having a quality bachelor's degree program.

The bill requires all applicants for a professional certificate to demonstrate mastery of general knowledge, instead of only classroom teachers. The bill also limits the personnel who must demonstrate mastery of professional preparation and education competence to classroom teachers and school administrators.

A candidate with a beginning validity date of July 1, 2025, or later seeking to renew a professional certificate in educational leadership must complete a minimum of 1 college credit or 20 inservice points in Florida's educational leadership standards. This provision does not add toward the total 120 required continuing education or inservice training hours currently required by the department.

Professional Development

Traditional professional development is differentiated from professional learning, which is intended to result in system-wide changes in student outcomes. Professional development is usually associated with one-time workshops, seminars, or lectures that are one-size-fits-all. Professional learning is typically interactive, ongoing, and tailored to the needs of educators. This approach encourages educators to take ownership of learning and apply what they've learned in different contexts.⁵⁷

Present Situation

Professional Development Systems

Current law requires school districts to develop a professional development system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.⁵⁸

⁵⁷ IES REL Regional Educational Laboratory Program, *Distinguishing Professional Learning form Professional Development*,

https://ies.ed.gov/ncee/edlabs/regions/pacific/blogs/blog2_DistinguishingProfLearning.asp#:~:text=Professional%20development%2C%20which%20%E2%80%9Chappens%20to%E2%80%9D%20teachers%2C%20is%20often,typically%20interactive%2C%20sustained%2C%20and%20customized%20to%20teachers%27%20needs. (last visited Mar. 16, 2023).

⁵⁸ Section 1012.98(4)(b), F.S.

Among other things, the professional development system must:⁵⁹

- Support and increase the success of educators through collaboratively developed school improvement plans;
- Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- Provide training to teacher mentors as part of professional development certification and education competency programs.

Each school district professional development system must:⁶⁰

- Be reviewed and approved by the DOE.
- Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.
- Provide inservice activities coupled with follow up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel must focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.
- Provide inservice activities and support targeted to the individual needs of teachers.
- Include a master inservice plan, or professional learning catalog, that identifies the educational training programs that may generate inservice points toward recertification or add-on certification.⁶¹ Each district catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom.⁶²
- Include inservice activities for school administrative personnel.
- Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.
- Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.
- Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones.
- For middle grades, emphasize interdisciplinary planning, collaboration, instruction, and alignment of curriculum and instructional materials to the state academic standards.

⁵⁹ Section 1012.98(3), F.S.

⁶⁰ Section 1012.98(4)(b), F.S.

⁶¹ Section 1012.98(4)(b)5., F.S.; Florida DOE, *Master Inservice Plans*, <http://www.fldoe.org/teaching/professional-dev/master-inservice-plans-mip.stml> (last visited Mar. 16, 2023).

⁶² Section 1012.98(4)(b)5., F.S.

- Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs.

In addition to improving school district professional development systems, the DOE is required to disseminate research-based professional development methods and programs that have demonstrated success in meeting identified student needs, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.⁶³

William Cecil Golden Professional Development Program

The William Cecil Golden Professional Development Program for School Leaders is a collaborative network of state and national professional leadership organizations for school principals. The program is designed to respond to Florida's needs for quality school leadership and support the efforts of school leaders in improving instruction and student achievement and developing and retaining quality teachers. Professional development provided through the program must be based upon the Florida Principal Leadership Standards⁶⁴ and other school leadership standards.⁶⁵ Goals of the program include support for the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.⁶⁶

Effect of Proposed Changes

SB 1430 modifies ss. 1012.98 and 1012.986, F.S. to make a number of changes to the professional development system, and changes the title to professional learning. The bill defines professional learning as learning that is aligned to the state's standards for effective professional learning, educator practices, and leadership practices; incorporates active learning; is collaborative; provides models; and is sustained and continuous.

The bill requires the Division of Law Revision to prepare a reviser's bill to replace references to the term "professional development" with the term "professional learning" throughout the Education Code to ensure an educational system-wide shift from professional development to professional learning.

To increase the quality of educator professional learning activities offered by school districts, charter schools, charter management organizations, and consortiums of private schools to instructional and administrative staff, the bill requires that professional learning activities linked to student learning and professional growth must meet the following criteria:

⁶³ Section 1012.98(4)(a)1., F.S.

⁶⁴ Florida DOE, *The Florida Educational Leadership Standards*, <https://www.fldoe.org/teaching/professional-dev/the-fl-ed-leadership-stards/> (last visited Mar. 16, 2023). Rule 6A-5.080, F.A.C.

⁶⁵ Section 1012.986(1)-(2), F.S.

⁶⁶ Section 1012.986(1)(e), F.S.

- For instructional personnel, utilize materials aligned to the state’s academic standards.
- For school administrators, utilize materials aligned to the state’s educational leadership standards.
- Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.
- Employ multiple measurement tools for data on teacher growth, participants’ use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.
- Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.
- Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.
- Create opportunities for collaboration.
- Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices, focused directly on instructional personnel and school administrator needs.
- Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.
- Provide sustained duration with followup for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

The bill specifies that routine meetings for the purposes of information dissemination that do not align to the established criteria are not eligible for inservice points.

The bill includes explicit training for school administrators aligned to the state’s leadership standards to address the updated skills required for instructional leadership and effective school management. Furthermore, the bill modifies s. 1012.34, F.S., to authorize school administrators to visit and observe classroom teachers throughout the year to provide mentorship, training, instructional feedback, or professional learning by separating such classroom visits and observations from teacher performance evaluations. To align with this change, the William Cecil Golden Professional Development Program for School Leaders is amended to include instructional coaching as a component to support the professional growth of instructional personnel.

The DOE must create a high-quality professional learning marketplace list on a centralized webpage to aid in the identification of high-quality programs and resources that meet the professional learning criteria and have demonstrated success in meeting student achievement needs.

Additionally, the DOE must establish a calendar to review and approve all professional learning systems every 5 years, by March 1, 2024. Any significant changes to the system made within the 5-year timeframe must be re-submitted to the DOE for review and approval.

The bill establishes requirements to the current authorization for a district school board, charter management organization, or private school consortium to contract with independent entities for professional development and inservice education. The bill authorizes school districts, charter management organizations, and private school consortiums to hire outside professional learning providers to provide inservice training to staff. Contracted external professional learning providers must have three or more years of experience providing professional learning with demonstrable success in instructional or school administrator growth. The school district, charter management organization, or private school consortium must certify that the provider's inservice activities meet the specified professional learning criteria.

To align with SBE rule, the bill renames the “master inservice plan”, which lists all inservice activities from all funding sources, as the “professional learning catalog.”

Practical Arts Requirement

Present Situation

As a part of the 24 credits required for high school graduation⁶⁷ a student must complete one credit in fine or performing arts, speech and debate, or practical arts. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified in the Course Code Directory.⁶⁸

Effect of Proposed Changes

SB 1430 modifies s. 1003.4282, F.S., to revise high school graduation requirements by replacing one credit in practical arts with one credit in career education, beginning with students entering grade 9 in the 2023-2024 school year.

School Grades

Present Situation

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.⁶⁹ School grades are also used to determine whether a school must select or implement a turnaround option.⁷⁰

Schools are graded using one of the following grades:⁷¹

- “A” for schools making excellent progress – 62 percent or higher of total points.
- “B” for schools making above average progress – 54 percent to 61 percent of total points.
- “C” for schools making satisfactory progress – 41 percent to 53 percent of total points.
- “D” for schools making less than satisfactory progress – 32 percent to 40 percent of total points.

⁶⁷ Section 1003.4282(1)(a), F.S.

⁶⁸ For the 2022-2023 school year, the list of career and technical education courses that are approved to satisfy the practical arts requirement is located at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2223CTECPAGR.pdf>.

⁶⁹ Section 1008.34(1), F.S. If there are fewer than 10 eligible students with data for a component, the component is not included in the calculation. Section 1008.34(3)(a), F.S.

⁷⁰ Section 1008.33(4), F.S.

⁷¹ Section 1008.34(2), F.S.; rule 6A-1.09981(4)(d), F.A.C.

- “F” for schools failing to make adequate progress – 31 percent or less of total points.

Each school that earns a grade of “A” or improves at least two letter grades may have greater authority over the allocation of the school’s total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds.⁷²

Each school must assess at least 95 percent of its eligible students. Each school must receive a school grade based on the school’s performance on the following components, each worth 100 points. The percentage of eligible students:⁷³

- Passing statewide, standardized assessments in ELA;
- Passing statewide, standardized assessments in mathematics;
- Passing statewide, standardized assessments in science;
- Passing statewide, standardized assessments in social studies;
- Who make Learning Gains in ELA as measured by statewide, standardized assessments;
- Who make Learning Gains in mathematics as measured by statewide, standardized assessments;
- In the lowest 25 percent in ELA, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized ELA assessments;
- In the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments; and
- Passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to state board rule, for schools comprised of middle grades 6 through 8 or grades 7 and 8.

For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school’s grade is based on additional components, including graduation rate and acceleration credit earned, each worth 100 points:⁷⁴

Effect of Proposed Changes

The bill modifies s. 1008.34, F.S., to specify that beginning in 2023-2024 school year, an additional measure is added to the school grades formula to include the percentage of eligible students who earn an achievement level 3 or higher on the grade 3, standardized ELA assessment. Therefore, for schools with a grade 3, the school grade will include both a component with aggregated ELA scores, and a separate component for grade 3 ELA results.

⁷² Section 1008.34(2), F.S. (Flush-left provision).

⁷³ Section 1008.34(3)(b)1.a.-i., F.S.

⁷⁴ Section 1008.34(3)(b)2.a.-b., F.S.

Turnaround School Supplemental Services Allocation

Present Situation

The Turnaround School Supplemental Services Allocation provides additional funding to schools identified in Florida's school improvement and education accountability system so that they may offer services designed to improve the overall academic and community welfare of the schools' students and their families.⁷⁵ Eligible schools include those which are district-managed turnaround schools, schools that earn three consecutive grades below a "C", and schools that have improved to a "C" and are no longer in turnaround status. Services may include, but are not limited to, tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.⁷⁶

Subject to legislative appropriation, a school remains eligible for the allocation for a maximum of 4 continuous fiscal years while implementing a turnaround option, and a school that improves to a grade of "C" or higher remains eligible to receive the allocation for a maximum of 2 continuous fiscal years after exiting turnaround status.⁷⁷

Effect of Proposed Changes

SB 1430 modifies s. 1011.62, F.S., to expand the Turnaround School Supplemental Services Allocation to include all turnaround schools and schools that implemented a turnaround plan and exited turnaround status by earning a school grade of "C" or higher. The funds will be used to provide services designed to improve the overall academic and community welfare of the schools' students and families. To allow for better school budgeting and planning the allocation is based on actual student enrollment from the October FTE survey, rather than adjusting with each FEFP calculation. The bill also removes the four year maximum limitation for school eligibility for the program, allowing schools to remain eligible for the duration of their time while implementing a turnaround plan.

Florida Teachers Classroom Supply Assistance Program

Present Situation

The Florida Teachers Classroom Supply Assistance Program (Program), previously known as the Florida Teachers Lead Program,⁷⁸ was established in 1997 to provide eligible classroom teachers⁷⁹ with funds to purchase classroom materials and supplies to supplement materials and

⁷⁵ Section 1011.62(17), F.S.

⁷⁶ Section 1011.62(17)(a)1., F.S.

⁷⁷ Section 1011.62(17)(f), F.S.

⁷⁸ The program was renamed in 2013 by CS/CS/SB 1664, ch. 2013-185, s. 10, , Laws of Fla.

⁷⁹ Section 1012.71(1), F.S. "Classroom teacher" means a certified teacher employed by a public school district or a public charter school in that district on or before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the Florida Education Finance Program. *Id.*

supplies otherwise available to the teachers.⁸⁰ The funds are appropriated annually in the General Appropriations Act and allocated to each district by July 15 based on each district's proportionate share of the state's total unweighted FTE student enrollment.⁸¹ Program funds may not be used to purchase equipment.⁸²

District school boards must calculate an identical amount for each classroom teacher who is estimated to be employed by the school district or a charter school in the district on September 1.⁸³ If, by July 1, the district determines the number of classroom teachers, then the district and each charter school board may provide each teacher his or her proportionate share of program funds by August 1 of that year. All eligible teachers must be provided their proportionate share no later than September 30. A job-share classroom teacher⁸⁴ may receive a prorated share of the funds provided to a full-time classroom teacher.

Teachers must sign a statement acknowledging receipt of the funds, keep receipts for no less than four years to demonstrate compliance with expenditure requirements, and return any unused funds to the district school board at the end of the school year. Funds returned to the district must be deposited into the school advisory council account of the school at which the classroom teacher was employed when the teacher received the funds or deposited into the Program account of the school district in which the charter school is sponsored.⁸⁵

The DOE and district school boards may, and are encouraged to, enter into public-private partnerships in order to increase the total amount of the Florida Teachers Classroom Supply Assistance Program funds available to classroom teachers.⁸⁶

Effect of Proposed Changes

SB 1430 modifies s. 1012.71, F.S., to amend the Florida Teachers Classroom Supply Assistance Program. The bill replaces the distribution of Program funds to teachers with a competitive procurement administered by the DOE through which classroom teachers may purchase classroom materials and supplies. By September 1 of each year, each school district must submit the following to the DOE:

- The identical amount per classroom teacher calculated, including the proportionate share of the identical amount if a classroom teacher is a job-share classroom teacher;
- The name of each eligible classroom teacher;
- The name and master school identification number of the school in which the classroom teacher is assigned; and
- Any other information necessary for the administration of the program, as determined by the DOE.

⁸⁰ Ch. 97-384, s. 18, Laws of Fla.

⁸¹ Section 1012.71(2), F.S.

⁸² *Id.*

⁸³ Section 1012.71(3), F.S.

⁸⁴ Section 1012.71(1), F.S. A "job-share" classroom teacher is one of two teachers whose combined full-time equivalent employment for the same teaching assignment equals one full-time teacher. *Id.*

⁸⁵ Section 1012.71(4), F.S.

⁸⁶ Section 1012.71(6), F.S.

Accordingly, the bill removes the requirement for a teacher to sign an acknowledgment of receipt of funds. Funds are distributed to school districts to be credited to teachers for use under the Program. Unused funds must be deposited into the school advisory council account of the school where the teacher worked at the time the funds were made available. If the school does not have a school advisory council, the funds must be used to purchase classroom materials and supplies at the discretion of the principal.

Florida Education Finance Program

Present Situation

The FEFP allocates funds to each school district based on student enrollment.⁸⁷ The FEFP uses a unit of measure for each student called a full-time equivalent (FTE). One FTE equals one school year of instruction provided to a student.⁸⁸ Districts may earn additional FTE for students who meet qualifying student attainment metrics in specific bonus FTE programs or courses.⁸⁹

A value of 0.025 FTE is calculated for Career and Professional Education (CAPE) digital tool certificates earned by students in elementary and middle school.⁹⁰ Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.⁹¹

Effect of Proposed Changes

SB 1430 removes the cap of 0.1 FTE for CAPE certificates or certifications earned within the same fiscal year by elementary and middle grades students, allowing students to generate additional FTE for all courses completed successfully.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

⁸⁷ See s. 1011.62(1)(d)1., F.S.

⁸⁸ Section 1011.61(1)(a), F.S.

⁸⁹ Section 1011.62(1)(1)-(p), F.S. Bonus FTE programs include Advanced Placement exams, College Board AP Capstone Diploma, International Baccalaureate exams, International Baccalaureate Diploma, Advanced International Certificate of Education exams, Advanced International Certification of Education diploma, Career and Professional Education, and Early High School Graduation. *Id.*

⁹⁰ The Florida DOE, *2022-23 Funding for Florida School Districts (2022)* available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/fefpdist.pdf> at 19.

⁹¹ Section 1011.61(1)(o)1.b., F.S.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The fiscal impact of this bill is indeterminate. The bill may have a significant negative fiscal impact on state revenues or expenditures associated with removing the additional full-time equivalent membership (FTE) cap on elementary and middle school CAPE industry certifications and removing the 4 year maximum eligibility for the Turnaround School Supplemental Services Allocation.

There may be an additional fiscal impact to create a professional learning marketplace and calendar, as well as approving and reviewing learning systems every 5 years. The bill also requires procurement for teachers to purchase materials and supplies.

School districts could receive additional funding associated with removing the additional FTE cap on elementary and middle school CAPE industry certifications through the Florida Education Finance Program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1002.42, 1003.4282, 1004.04, 1004.85, 1008.34, 1011.62, 1012.34, 1012.56, 1012.57, 1012.575, 1012.585, 1012.586, 1012.71, 1012.98, and 1012.986.

IX. Additional Information:

- A. **Committee Substitute – Statement of Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

- B. **Amendments:**

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
