

By Senator Avila

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1                                   A bill to be entitled  
2       An act relating to education; amending s. 1002.42,  
3       F.S.; conforming a cross-reference; amending s.  
4       1003.4282, F.S.; revising a graduation requirement for  
5       certain students; amending s. 1004.04, F.S.; revising  
6       the core curricula for certain teacher preparation  
7       programs; amending s. 1004.85, F.S.; revising  
8       terminology; deleting a requirement that certain  
9       certification programs be previously approved by the  
10      Department of Education; revising requirements for  
11      certain competency-based programs; revising  
12      requirements for certain teacher preparation field  
13      experience; revising requirements for participants in  
14      certain teacher preparation programs; requiring the  
15      State Board of Education to adopt specified rules  
16      relating to the continued approval of certain teacher  
17      preparation programs rather than by a determination of  
18      the Commissioner of Education; amending s. 1008.34,  
19      F.S.; revising the calculation of school grades for  
20      certain schools; amending s. 1011.62, F.S.; revising  
21      requirements for the calculation of additional full-  
22      time equivalent membership for certain funding through  
23      the Florida Education Finance Program; revising school  
24      eligibility requirements for the turnaround school  
25      supplemental services allocation; providing that  
26      certain allocation amounts be based on a specified  
27      membership survey; amending s. 1012.34, F.S.;  
28      providing school administrators are not precluded from  
29      taking specified actions; amending s. 1012.56, F.S.;

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30 revising requirements for a person seeking an educator  
31 certification; revising criteria for the award of a  
32 temporary certificate; revising the validity period  
33 for certain temporary certificates; deleting  
34 provisions relating to the department's ability to  
35 extend the validity period of certain temporary  
36 certificates; revising the requirements for the  
37 approval and administration of such programs;  
38 establishing professional education competency  
39 programs; requiring school districts to develop and  
40 maintain such a program; authorizing private schools  
41 and state-supported schools to develop and maintain  
42 such a program; amending ss. 1012.57 and 1012.575,  
43 F.S.; conforming cross-references; amending s.  
44 1012.585, F.S.; requiring certain applicants for the  
45 renewal of a professional certificate to earn  
46 specified college credit or inservice points;  
47 providing requirements for such credit or points;  
48 amending s. 1012.586, F.S.; conforming a cross-  
49 reference; amending s. 1012.71, F.S.; revising the  
50 funding calculation for the Florida Teachers Classroom  
51 Supply Assistance Program; deleting a requirement that  
52 school districts provide contributions for the  
53 program; requiring the Department of Education to  
54 administer a competitive procurement for the purchase  
55 of materials and supplies through the program;  
56 providing school district requirements; deleting  
57 requirements for the distribution of funds to  
58 classroom teachers through the program; deleting a

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59 requirement that classroom teachers sign a specified  
60 statement; revising requirements for unused program  
61 funds; deleting provisions authorizing department and  
62 district school boards to enter into specified  
63 partnerships; amending s. 1012.98, F.S.; defining the  
64 term "professional learning"; prohibiting specified  
65 meetings from being considered professional learning  
66 and eligible for inservice points; providing and  
67 revising requirements for certain professional  
68 learning activities; revising department and school  
69 district duties relating to such activities; providing  
70 requirements for entities contracted with to provide  
71 professional learning services and inservice education  
72 for school districts; amending s. 1012.986, F.S.;  
73 renaming the "William Cecil Golden Professional  
74 Development Program for School Leaders" as the  
75 "William Cecil Golden Professional Learning Program  
76 for School Leaders"; revising the goal of the program;  
77 providing a directive to the Division of Law Revision;  
78 providing effective dates.

79

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

81

82 Section 1. Subsection (13) of section 1002.42, Florida  
83 Statutes, is amended to read:

84 1002.42 Private schools.—

85 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An  
86 organization of private schools that has no fewer than 10 member  
87 schools in this state may develop a professional learning

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88 ~~development~~ system to be filed with the Department of Education  
89 in accordance with s. 1012.98(7) ~~the provisions of s.~~  
90 ~~1012.98(6)~~.

91 Section 2. Paragraph (e) of subsection (3) of section  
92 1003.4282, Florida Statutes, is amended to read:

93 1003.4282 Requirements for a standard high school diploma.—

94 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
95 REQUIREMENTS.—

96 (e) *One credit in fine or performing arts, speech and*  
97 *debate, or, for students entering grade 9 in the 2023-2024*  
98 *school year, career education.*— ~~practical arts.~~ ~~The practical~~  
99 ~~arts course must incorporate artistic content and techniques of~~  
100 ~~creativity, interpretation, and imagination.~~ Eligible career  
101 education ~~practical arts~~ courses are identified in the Course  
102 Code Directory.

103 Section 3. Paragraph (b) of subsection (2) of section  
104 1004.04, Florida Statutes, is amended to read:

105 1004.04 Public accountability and state approval for  
106 teacher preparation programs.—

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

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

111 1. Candidate instruction and assessment in the Florida  
112 Educator Accomplished Practices across content areas.

113 2. The use of state-adopted content standards to guide  
114 curricula and instruction.

115 3. Scientifically researched and evidence-based reading  
116 instructional strategies that improve reading performance for

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117 all students, including explicit, systematic, and sequential  
118 approaches to teaching phonemic awareness, phonics, vocabulary,  
119 fluency, and text comprehension and multisensory intervention  
120 strategies.

121 4. Content literacy and mathematics practices.

122 5. Strategies appropriate for the instruction of English  
123 language learners.

124 6. Strategies appropriate for the instruction of students  
125 with disabilities.

126 7. Strategies to differentiate instruction based on student  
127 needs.

128 8. Strategies and practices to support evidence-based  
129 content aligned to state standards and grading practices.

130 9. Strategies appropriate for the early identification of a  
131 student in crisis or experiencing a mental health challenge and  
132 the referral of such student to a mental health professional for  
133 support.

134 10. Strategies to support the use of technology in  
135 education and distance learning.

136 11. Strategies and practices to support effective,  
137 research-based assessment and grading practices aligned to the  
138 state's academic standards.

139 Section 4. Paragraph (a) of subsection (2) and subsections  
140 (3), (4), and (5) of section 1004.85, Florida Statutes, are  
141 amended to read:

142 1004.85 Postsecondary educator preparation institutes.—

143 (2) (a) Postsecondary institutions that are accredited or  
144 approved as described in State Board of Education rule may seek  
145 approval from the Department of Education to create educator

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146 preparation institutes for the purpose of providing any or all  
147 of the following:

148 1. Professional learning development ~~development~~ instruction to assist  
149 teachers in improving classroom instruction and in meeting  
150 certification or recertification requirements.

151 2. Instruction to assist potential and existing substitute  
152 teachers in performing their duties.

153 3. Instruction to assist paraprofessionals in meeting  
154 education and training requirements.

155 4. Instruction for baccalaureate degree holders to become  
156 certified teachers as provided in this section in order to  
157 increase routes to the classroom for ~~mid-career~~ professionals  
158 who hold a baccalaureate degree and college graduates who were  
159 not education majors.

160 5. Instruction and professional learning development ~~development~~ for  
161 part-time and full-time nondegreed teachers of career programs  
162 under s. 1012.39(1)(c).

163 (3) Educator preparation institutes approved pursuant to  
164 this section may offer competency-based certification programs  
165 specifically designed for noneducation major baccalaureate  
166 degree holders to enable program participants to meet the  
167 educator certification requirements of s. 1012.56. An educator  
168 preparation institute choosing to offer a competency-based  
169 certification program pursuant to the provisions of this section  
170 must implement a program ~~previously approved by the Department~~  
171 ~~of Education for this purpose or a program~~ developed by the  
172 institute and approved by the department for this purpose.  
173 Approved programs shall be available for use by other approved  
174 educator preparation institutes.

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175 (a) Within 90 days after receipt of a request for approval,  
176 the Department of Education shall approve a preparation program  
177 pursuant to the requirements of this subsection or issue a  
178 statement of the deficiencies in the request for approval. The  
179 department shall approve a certification program if the  
180 institute provides evidence of the institute's capacity to  
181 implement a competency-based program that instructs and assesses  
182 each candidate in ~~includes each of~~ the following:

183 1.a. ~~Participant instruction and assessment in~~ The Florida  
184 Educator Accomplished Practices approved by the state board  
185 ~~across content areas.~~

186 b. The state academic use of state-adopted student content  
187 standards provided under s. 1003.41, including scientifically  
188 based reading instruction, content literacy, and mathematical  
189 practices, for each subject identified on the statement of  
190 status of eligibility or the temporary certificate ~~to guide~~  
191 ~~curriculum and instruction.~~

192 c. Scientifically researched and evidence-based reading  
193 instructional strategies that improve reading performance for  
194 all students, including explicit, systematic, and sequential  
195 approaches to teaching phonemic awareness, phonics, vocabulary,  
196 fluency, and text comprehension and multisensory intervention  
197 strategies.

198 ~~d. Content literacy and mathematical practices.~~

199 ~~e. Strategies appropriate for instruction of English~~  
200 ~~language learners.~~

201 ~~f. Strategies appropriate for instruction of students with~~  
202 ~~disabilities.~~

203 ~~g. Strategies to differentiate instruction based on student~~

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204 ~~needs.~~

205 ~~h. Strategies and practices to support evidence-based~~  
206 ~~content aligned to state standards and grading practices.~~

207 ~~i. Strategies appropriate for the early identification of a~~  
208 ~~student in crisis or experiencing a mental health challenge and~~  
209 ~~the referral of such student to a mental health professional for~~  
210 ~~support.~~

211 ~~j. Strategies to support the use of technology in education~~  
212 ~~and distance learning.~~

213 2. An educational plan for each participant to meet  
214 certification requirements and demonstrate his or her ability to  
215 teach the subject area for which the participant is seeking  
216 certification, which is based on an assessment of his or her  
217 competency in the areas listed in subparagraph 1.

218 3. Field experiences appropriate to the certification  
219 subject area specified in the educational plan ~~with a diverse~~  
220 ~~population of students in a variety of challenging environments,~~  
221 ~~including, but not limited to, high poverty schools, urban~~  
222 ~~schools, and rural schools,~~ under the supervision of qualified  
223 educators. The state board shall determine in rule the amount of  
224 field experience necessary to serve as the teacher of record,  
225 beginning with candidates entering a program in the 2023-2024  
226 school year.

227 4. A certification ombudsman to facilitate the process and  
228 procedures required for participants who complete the program to  
229 meet any requirements related to the background screening  
230 pursuant to s. 1012.32 and educator professional or temporary  
231 certification pursuant to s. 1012.56.

232 (b) Each program participant must:



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233           1. Meet certification requirements pursuant to s.  
234 1012.56(1) by obtaining a statement of status of eligibility in  
235 the certification subject area of the educational plan and meet  
236 the requirements of s. 1012.56(2) (a)-(f).

237           2. Demonstrate competency and participate in ~~coursework and~~  
238 field experiences that are appropriate to his or her educational  
239 plan prepared under paragraph (a). Beginning with candidates  
240 entering an educator preparation institute in the 2022-2023  
241 school year, a candidate for certification in a coverage area  
242 identified pursuant to s. 1012.585(3) (f) must successfully  
243 complete all competencies for a reading endorsement, including  
244 completion of the endorsement practicum through the candidate's  
245 field experience, in order to graduate from the program.

246           3. Before completion of the program, fully demonstrate his  
247 or her ability to teach the subject area for which he or she is  
248 seeking certification by documenting a positive impact on  
249 student learning growth in a prekindergarten through grade 12  
250 setting and, except as provided in s. 1012.56(7) (a)3., achieving  
251 a passing score on the professional education competency  
252 examination, the basic skills examination, and the subject area  
253 examination for the subject area certification which is required  
254 by state board rule.

255           (c) Upon completion of all requirements for a certification  
256 program approved pursuant to this subsection, a participant  
257 shall receive a credential from the sponsoring institution  
258 signifying that the participant has completed a state-approved  
259 competency-based certification program in the certification  
260 subject area specified in the educational plan. A participant is  
261 eligible for educator certification through the Department of

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262 Education upon satisfaction of all requirements for  
263 certification set forth in s. 1012.56(2).

264 (4) The state board shall adopt rules for the continued  
265 approval of each program approved pursuant to this section.  
266 ~~shall be determined by the Commissioner of Education based upon~~  
267 ~~a periodic review of the following areas:~~

268 ~~(a) Candidate readiness based on passage rates on educator~~  
269 ~~certification examinations under s. 1012.56, as applicable.~~

270 ~~(b) Evidence of performance in each of the following areas:~~

271 ~~1. Performance of students in prekindergarten through grade~~  
272 ~~12 who are assigned to in-field program completers on statewide~~  
273 ~~assessments using the results of the student learning growth~~  
274 ~~formula adopted under s. 1012.34.~~

275 ~~2. Results of program completers' annual evaluations in~~  
276 ~~accordance with the timeline as set forth in s. 1012.34.~~

277 ~~3. Workforce contributions, including placement of program~~  
278 ~~completers in instructional positions in Florida public and~~  
279 ~~private schools, with additional weight given to production of~~  
280 ~~program completers in statewide critical teacher shortage areas~~  
281 ~~as identified in s. 1012.07.~~

282 (5) Each institute approved pursuant to this section shall  
283 submit to the Department of Education annual performance  
284 evaluations that measure the effectiveness of the programs,  
285 ~~including the pass rates of participants on all examinations~~  
286 ~~required for teacher certification, employment rates,~~  
287 ~~longitudinal retention rates, and satisfaction surveys of~~  
288 ~~employers and program completers. The satisfaction surveys must~~  
289 ~~be designed to measure the sufficient preparation of the~~  
290 ~~educator for the realities of the classroom and the institute's~~

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291 ~~responsiveness to local school districts. These evaluations~~  
292 ~~shall be used by the Department of Education for purposes of~~  
293 ~~continued approval of an educator preparation institute's~~  
294 ~~certification program.~~

295 Section 5. Paragraph (b) of subsection (3) of section  
296 1008.34, Florida Statutes, is amended to read:

297 1008.34 School grading system; school report cards;  
298 district grade.—

299 (3) DESIGNATION OF SCHOOL GRADES.—

300 (b)1. ~~Beginning with the 2014-2015 school year,~~ A school's  
301 grade shall be based on the following components, each worth 100  
302 points:

303 a. The percentage of eligible students passing statewide,  
304 standardized assessments in English Language Arts under s.  
305 1008.22(3).

306 b. The percentage of eligible students passing statewide,  
307 standardized assessments in mathematics under s. 1008.22(3).

308 c. The percentage of eligible students passing statewide,  
309 standardized assessments in science under s. 1008.22(3).

310 d. The percentage of eligible students passing statewide,  
311 standardized assessments in social studies under s. 1008.22(3).

312 e. The percentage of eligible students who make Learning  
313 Gains in English Language Arts as measured by statewide,  
314 standardized assessments administered under s. 1008.22(3).

315 f. The percentage of eligible students who make Learning  
316 Gains in mathematics as measured by statewide, standardized  
317 assessments administered under s. 1008.22(3).

318 g. The percentage of eligible students in the lowest 25  
319 percent in English Language Arts, as identified by prior year

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320 performance on statewide, standardized assessments, who make  
321 Learning Gains as measured by statewide, standardized English  
322 Language Arts assessments administered under s. 1008.22(3).

323 h. The percentage of eligible students in the lowest 25  
324 percent in mathematics, as identified by prior year performance  
325 on statewide, standardized assessments, who make Learning Gains  
326 as measured by statewide, standardized Mathematics assessments  
327 administered under s. 1008.22(3).

328 i. For schools comprised of middle grades 6 through 8 or  
329 grades 7 and 8, the percentage of eligible students passing high  
330 school level statewide, standardized end-of-course assessments  
331 or attaining national industry certifications identified in the  
332 CAPE Industry Certification Funding List pursuant to state board  
333 rule.

334 j. Beginning in the 2023-2024 school year, for schools  
335 comprised of grade levels that include grade 3, the percentage  
336 of eligible students who score an achievement level 3 or higher  
337 on the grade 3 statewide, standardized English Language Arts  
338 assessment administered under s. 1008.22(3).

339  
340 In calculating Learning Gains for the components listed in sub-  
341 subparagraphs e.-h., the State Board of Education shall require  
342 that learning growth toward achievement levels 3, 4, and 5 is  
343 demonstrated by students who scored below each of those levels  
344 in the prior year. In calculating the components in sub-  
345 subparagraphs a.-d., the state board shall include the  
346 performance of English language learners only if they have been  
347 enrolled in a school in the United States for more than 2 years.

348 2. For a school comprised of grades 9, 10, 11, and 12, or

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349 grades 10, 11, and 12, the school's grade shall also be based on  
350 the following components, each worth 100 points:

351 a. The 4-year high school graduation rate of the school as  
352 defined by state board rule.

353 b. The percentage of students who were eligible to earn  
354 college and career credit through College Board Advanced  
355 Placement examinations, International Baccalaureate  
356 examinations, dual enrollment courses, including career dual  
357 enrollment courses resulting in the completion of 300 or more  
358 clock hours during high school which are approved by the state  
359 board as meeting the requirements of s. 1007.271, or Advanced  
360 International Certificate of Education examinations; who, at any  
361 time during high school, earned national industry certification  
362 identified in the CAPE Industry Certification Funding List,  
363 pursuant to rules adopted by the state board; or, beginning with  
364 the 2022-2023 school year, who earned an Armed Services  
365 Qualification Test score that falls within Category II or higher  
366 on the Armed Services Vocational Aptitude Battery and earned a  
367 minimum of two credits in Junior Reserve Officers' Training  
368 Corps courses from the same branch of the United States Armed  
369 Forces.

370 Section 6. Paragraph (o) of subsection (1) and subsection  
371 (17) of section 1011.62, Florida Statutes, are amended to read:

372 1011.62 Funds for operation of schools.—If the annual  
373 allocation from the Florida Education Finance Program to each  
374 district for operation of schools is not determined in the  
375 annual appropriations act or the substantive bill implementing  
376 the annual appropriations act, it shall be determined as  
377 follows:

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

382 (o) *Calculation of additional full-time equivalent*  
383 *membership based on successful completion of a career-themed*  
384 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
385 *courses with embedded CAPE industry certifications or CAPE*  
386 *Digital Tool certificates, and issuance of industry*  
387 *certification identified on the CAPE Industry Certification*  
388 *Funding List pursuant to rules adopted by the State Board of*  
389 *Education or CAPE Digital Tool certificates pursuant to s.*  
390 *1003.4203.—*

391 1.a. A value of 0.025 full-time equivalent student  
392 membership shall be calculated for CAPE Digital Tool  
393 certificates earned by students in elementary and middle school  
394 grades.

395 b. A value of 0.1 or 0.2 full-time equivalent student  
396 membership shall be calculated for each student who completes a  
397 course as defined in s. 1003.493(1)(b) or courses with embedded  
398 CAPE industry certifications and who is issued an industry  
399 certification identified annually on the CAPE Industry  
400 Certification Funding List approved under rules adopted by the  
401 State Board of Education. A value of 0.2 full-time equivalent  
402 membership shall be calculated for each student who is issued a  
403 CAPE industry certification that has a statewide articulation  
404 agreement for college credit approved by the State Board of  
405 Education. For CAPE industry certifications that do not  
406 articulate for college credit, the Department of Education shall

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407 assign a full-time equivalent value of 0.1 for each  
408 certification. Middle grades students who earn additional FTE  
409 membership for a CAPE Digital Tool certificate pursuant to sub-  
410 subparagraph a. may not use the previously funded examination to  
411 satisfy the requirements for earning an industry certification  
412 under this sub-subparagraph. ~~Additional FTE membership for an~~  
413 ~~elementary or middle grades student may not exceed 0.1 for~~  
414 ~~certificates or certifications earned within the same fiscal~~  
415 ~~year.~~ The State Board of Education shall include the assigned  
416 values on the CAPE Industry Certification Funding List under  
417 rules adopted by the state board. Such value shall be added to  
418 the total full-time equivalent student membership for grades 6  
419 through 12 in the subsequent year. CAPE industry certifications  
420 earned through dual enrollment must be reported and funded  
421 pursuant to s. 1011.80. However, if a student earns a  
422 certification through a dual enrollment course and the  
423 certification is not a fundable certification on the  
424 postsecondary certification funding list, or the dual enrollment  
425 certification is earned as a result of an agreement between a  
426 school district and a nonpublic postsecondary institution, the  
427 bonus value shall be funded in the same manner as other nondual  
428 enrollment course industry certifications. In such cases, the  
429 school district may provide for an agreement between the high  
430 school and the technical center, or the school district and the  
431 postsecondary institution may enter into an agreement for  
432 equitable distribution of the bonus funds.

433 c. A value of 0.3 full-time equivalent student membership  
434 shall be calculated for student completion of the courses and  
435 the embedded certifications identified on the CAPE Industry

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436 Certification Funding List and approved by the commissioner  
437 pursuant to ss. 1003.4203(5) (a) and 1008.44.

438 d. A value of 0.5 full-time equivalent student membership  
439 shall be calculated for CAPE Acceleration Industry  
440 Certifications that articulate for 15 to 29 college credit  
441 hours, and 1.0 full-time equivalent student membership shall be  
442 calculated for CAPE Acceleration Industry Certifications that  
443 articulate for 30 or more college credit hours pursuant to CAPE  
444 Acceleration Industry Certifications approved by the  
445 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

446 2. Each district must allocate at least 80 percent of the  
447 funds provided for CAPE industry certification, in accordance  
448 with this paragraph, to the program that generated the funds.  
449 This allocation may not be used to supplant funds provided for  
450 basic operation of the program.

451 3. For CAPE industry certifications earned in the 2013-2014  
452 school year and in subsequent years, the school district shall  
453 distribute to each classroom teacher who provided direct  
454 instruction toward the attainment of a CAPE industry  
455 certification that qualified for additional full-time equivalent  
456 membership under subparagraph 1.:

457 a. A bonus of \$25 for each student taught by a teacher who  
458 provided instruction in a course that led to the attainment of a  
459 CAPE industry certification on the CAPE Industry Certification  
460 Funding List with a weight of 0.1.

461 b. A bonus of \$50 for each student taught by a teacher who  
462 provided instruction in a course that led to the attainment of a  
463 CAPE industry certification on the CAPE Industry Certification  
464 Funding List with a weight of 0.2.



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465 c. A bonus of \$75 for each student taught by a teacher who  
466 provided instruction in a course that led to the attainment of a  
467 CAPE industry certification on the CAPE Industry Certification  
468 Funding List with a weight of 0.3.

469 d. A bonus of \$100 for each student taught by a teacher who  
470 provided instruction in a course that led to the attainment of a  
471 CAPE industry certification on the CAPE Industry Certification  
472 Funding List with a weight of 0.5 or 1.0.

473

474 Bonuses awarded pursuant to this paragraph shall be provided to  
475 teachers who are employed by the district in the year in which  
476 the additional FTE membership calculation is included in the  
477 calculation. Bonuses shall be calculated based upon the  
478 associated weight of a CAPE industry certification on the CAPE  
479 Industry Certification Funding List for the year in which the  
480 certification is earned by the student. Any bonus awarded to a  
481 teacher pursuant to this paragraph is in addition to any regular  
482 wage or other bonus the teacher received or is scheduled to  
483 receive. A bonus may not be awarded to a teacher who fails to  
484 maintain the security of any CAPE industry certification  
485 examination or who otherwise violates the security or  
486 administration protocol of any assessment instrument that may  
487 result in a bonus being awarded to the teacher under this  
488 paragraph.

489 (17) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—

490 The turnaround school supplemental services allocation is  
491 created to provide ~~district-managed~~ turnaround schools, as  
492 identified in s. 1008.33, ~~s. 1008.33(4)(a)~~, ~~schools that earn~~  
493 ~~three consecutive grades below a "C," as identified in s.~~

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494 ~~1008.33(4)(b)3.,~~ and schools that implemented a turnaround plan  
495 and exited turnaround status by earning a school grade of ~~have~~  
496 improved to a "C" or higher ~~and are no longer in turnaround~~  
497 ~~status,~~ as identified in s. 1008.33(4)(c), with funds to offer  
498 services designed to improve the overall academic and community  
499 welfare of the schools' students and their families.

500 (a)1. Services funded by the allocation may include, but  
501 are not limited to, tutorial and after-school programs, student  
502 counseling, nutrition education, parental counseling, and an  
503 extended school day and school year. In addition, services may  
504 include models that develop a culture that encourages students  
505 to complete high school and to attend college or career  
506 training, set high academic expectations, and inspire character  
507 development.

508 2. A school district may enter into a formal agreement with  
509 a nonprofit organization that has tax-exempt status under s.  
510 501(c)(3) of the Internal Revenue Code to implement an  
511 integrated student support service model that provides students  
512 and families with access to wrap-around services, including, but  
513 not limited to, health services, after-school programs, drug  
514 prevention programs, college and career readiness programs, and  
515 food and clothing banks.

516 (b) Before distribution of the allocation, the school  
517 district shall develop and submit a plan for implementation to  
518 its school board for approval no later than August 1 of each  
519 fiscal year.

520 (c) At a minimum, the plan required under paragraph (b)  
521 must:

522 1. Establish comprehensive support services that develop

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523 family and community partnerships;

524 2. Establish clearly defined and measurable high academic  
525 and character standards;

526 3. Increase parental involvement and engagement in the  
527 child's education;

528 4. Describe how instructional personnel will be identified,  
529 recruited, retained, and rewarded;

530 5. Provide professional learning development that focuses  
531 on academic rigor, direct instruction, and creating high  
532 academic and character standards;

533 6. Provide focused instruction to improve student academic  
534 proficiency, which may include additional instruction time  
535 beyond the normal school day or school year; and

536 7. Include a strategy for continuing to provide services  
537 after the school is no longer in turnaround status by virtue of  
538 achieving a grade of "C" or higher.

539 (d) Each school district shall submit its approved plans to  
540 the commissioner by September 1 of each fiscal year.

541 (e) Subject to legislative appropriation, each school  
542 district's allocation must be based on the unweighted FTE  
543 student enrollment at the eligible schools and a per-FTE funding  
544 amount of \$500 or as provided in the General Appropriations Act.  
545 The supplement provided in the General Appropriations Act shall  
546 be based on the most recent school grades and shall serve as a  
547 proxy for the official calculation. Once school grades are  
548 available for the school year immediately preceding the fiscal  
549 year coinciding with the appropriation, the supplement shall be  
550 recalculated for the official participating schools as part of  
551 the subsequent FEFP calculation. The commissioner may prepare a

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552 preliminary calculation so that districts may proceed with  
553 timely planning and use of the funds. If the calculated funds  
554 for the statewide allocation exceed the funds appropriated, the  
555 allocation of funds to each school district must be prorated  
556 based on each school district's share of the total unweighted  
557 FTE student enrollment for the eligible schools. The final  
558 amount allocated for each school district shall be based on  
559 actual student membership from the October FTE survey.

560 (f) Subject to legislative appropriation, each school shall  
561 remain eligible for the allocation ~~for a maximum of 4 continuous~~  
562 ~~fiscal years~~ while implementing a turnaround option pursuant to  
563 s. 1008.33(4). In addition, a school that improves to a grade of  
564 "C" or higher shall remain eligible to receive the allocation  
565 for a maximum of 2 continuous fiscal years after exiting  
566 turnaround status.

567 Section 7. Paragraph (a) of subsection (3) of section  
568 1012.34, Florida Statutes, is amended to read:

569 1012.34 Personnel evaluation procedures and criteria.—

570 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
571 personnel and school administrator performance evaluations must  
572 be based upon the performance of students assigned to their  
573 classrooms or schools, as provided in this section. Pursuant to  
574 this section, a school district's performance evaluation system  
575 is not limited to basing unsatisfactory performance of  
576 instructional personnel and school administrators solely upon  
577 student performance, but may include other criteria to evaluate  
578 instructional personnel and school administrators' performance,  
579 or any combination of student performance and other criteria.  
580 Evaluation procedures and criteria must comply with, but are not

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581 limited to, the following:

582 (a) A performance evaluation must be conducted for each  
583 employee at least once a year, except that a classroom teacher,  
584 as defined in s. 1012.01(2)(a), excluding substitute teachers,  
585 who is newly hired by the district school board must be observed  
586 and evaluated at least twice in the first year of teaching in  
587 the school district. The performance evaluation must be based  
588 upon sound educational principles and contemporary research in  
589 effective educational practices. The evaluation criteria must  
590 include:

591 1. Performance of students.—At least one-third of a  
592 performance evaluation must be based upon data and indicators of  
593 student performance, as determined by each school district. This  
594 portion of the evaluation must include growth or achievement  
595 data of the teacher's students or, for a school administrator,  
596 the students attending the school over the course of at least 3  
597 years. If less than 3 years of data are available, the years for  
598 which data are available must be used. The proportion of growth  
599 or achievement data may be determined by instructional  
600 assignment.

601 2. Instructional practice.—For instructional personnel, at  
602 least one-third of the performance evaluation must be based upon  
603 instructional practice. Evaluation criteria used when annually  
604 observing classroom teachers, as defined in s. 1012.01(2)(a),  
605 excluding substitute teachers, must include indicators based  
606 upon each of the Florida Educator Accomplished Practices adopted  
607 by the State Board of Education. For instructional personnel who  
608 are not classroom teachers, evaluation criteria must be based  
609 upon indicators of the Florida Educator Accomplished Practices

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610 and may include specific job expectations related to student  
611 support. This section does not preclude a school administrator  
612 from visiting and observing classroom teachers throughout the  
613 school year for purposes of providing mentorship, training,  
614 instructional feedback, or professional learning.

615 3. Instructional leadership.—For school administrators, at  
616 least one-third of the performance evaluation must be based on  
617 instructional leadership. Evaluation criteria for instructional  
618 leadership must include indicators based upon each of the  
619 leadership standards adopted by the State Board of Education  
620 under s. 1012.986, including performance measures related to the  
621 effectiveness of classroom teachers in the school, the  
622 administrator's appropriate use of evaluation criteria and  
623 procedures, recruitment and retention of effective and highly  
624 effective classroom teachers, improvement in the percentage of  
625 instructional personnel evaluated at the highly effective or  
626 effective level, and other leadership practices that result in  
627 student learning growth. The system may include a means to give  
628 parents and instructional personnel an opportunity to provide  
629 input into the administrator's performance evaluation.

630 4. Other indicators of performance.—For instructional  
631 personnel and school administrators, the remainder of a  
632 performance evaluation may include, but is not limited to,  
633 professional and job responsibilities as recommended by the  
634 State Board of Education or identified by the district school  
635 board and, for instructional personnel, peer reviews,  
636 objectively reliable survey information from students and  
637 parents based on teaching practices that are consistently  
638 associated with higher student achievement, and other valid and

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639 reliable measures of instructional practice.

640 Section 8. Subsections (9) through (16) of section 1012.56,  
641 Florida Statutes, are renumbered as subsections (10) through  
642 (17), respectively, subsection (1), paragraphs (d), (g), and (i)  
643 of subsection (2) and subsections (6), (7), and (8) are amended,  
644 and a new subsection (9) is added to that section, to read:

645 1012.56 Educator certification requirements.—

646 (1) APPLICATION.—Each person seeking certification pursuant  
647 to this chapter shall submit a completed application containing  
648 the applicant's social security number to the Department of  
649 Education and remit the fee required pursuant to s. 1012.59 and  
650 rules of the State Board of Education. Pursuant to the federal  
651 Personal Responsibility and Work Opportunity Reconciliation Act  
652 of 1996, each party is required to provide his or her social  
653 security number in accordance with this section. Disclosure of  
654 social security numbers obtained through this requirement is  
655 limited to the purpose of administration of the Title IV-D  
656 program of the Social Security Act for child support  
657 enforcement.

658 (a) Pursuant to s. 120.60, the department shall issue  
659 within 90 calendar days after receipt of the completed  
660 application a professional certificate to a qualifying applicant  
661 covering the classification, level, and area for which the  
662 applicant is deemed qualified and a document explaining the  
663 requirements for renewal of the professional certificate.

664 (b) The department shall issue a temporary certificate to a  
665 qualifying applicant within 14 calendar days after receipt of a  
666 request from an employer with a professional education  
667 competence demonstration program pursuant to paragraph

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668 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary  
669 certificate must cover the classification, level, and area for  
670 which the applicant is deemed qualified. The department shall  
671 electronically notify the applicant's employer that the  
672 temporary certificate has been issued and provide the applicant  
673 an official statement of status of eligibility at the time the  
674 certificate is issued.

675 (c) Pursuant to s. 120.60, the department shall issue  
676 within 90 calendar days after receipt of the completed  
677 application, if an applicant does not meet the requirements for  
678 either certificate, an official statement of status of  
679 eligibility.

680  
681 The statement of status of eligibility must be provided  
682 electronically and must advise the applicant of any  
683 qualifications that must be completed to qualify for  
684 certification. Each method by which an applicant can complete  
685 the qualifications for a professional certificate must be  
686 included in the statement of status of eligibility. Each  
687 statement of status of eligibility is valid for 5 ~~3~~ years after  
688 its date of issuance, except as provided in paragraph (2) (d).

689 (2) ELIGIBILITY CRITERIA.—To be eligible to seek  
690 certification, a person must:

691 (d) Submit to background screening in accordance with  
692 subsection (11) ~~(10)~~. If the background screening indicates a  
693 criminal history or if the applicant acknowledges a criminal  
694 history, the applicant's records shall be referred to the  
695 investigative section in the Department of Education for review  
696 and determination of eligibility for certification. If the



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697 applicant fails to provide the necessary documentation requested  
698 by the department within 90 days after the date of the receipt  
699 of the certified mail request, the statement of eligibility and  
700 pending application shall become invalid.

701 (g) Demonstrate mastery of general knowledge, pursuant to  
702 subsection (3), ~~if the person serves as a classroom teacher~~  
703 ~~pursuant to s. 1012.01(2)(a).~~

704 (i) Demonstrate mastery of professional preparation and  
705 education competence, pursuant to subsection (6), if the person  
706 serves as a classroom teacher or school administrator as  
707 classified in s. 1012.01(2)(a) and (3)(c), respectively.

708 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION  
709 COMPETENCE.—Acceptable means of demonstrating mastery of  
710 professional preparation and education competence are:

711 (a) Successful completion of an approved teacher  
712 preparation program at a postsecondary educational institution  
713 within this state and achievement of a passing score on the  
714 professional education competency examination required by state  
715 board rule;

716 (b) Successful completion of a teacher preparation program  
717 at a postsecondary educational institution outside Florida and  
718 achievement of a passing score on the professional education  
719 competency examination required by state board rule;

720 (c) Documentation of a valid professional standard teaching  
721 certificate issued by another state;

722 (d) Documentation of a valid certificate issued by the  
723 National Board for Professional Teaching Standards or a national  
724 educator credentialing board approved by the State Board of  
725 Education;

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726 (e) Documentation of two semesters of successful, full-time  
727 or part-time teaching in a Florida College System institution,  
728 state university, or private college or university that awards  
729 an associate or higher degree and is an accredited institution  
730 or an institution of higher education identified by the  
731 Department of Education as having a quality program and  
732 achievement of a passing score on the professional education  
733 competency examination required by state board rule;

734 (f) Successful completion of professional preparation  
735 courses as specified in state board rule, successful completion  
736 of a professional ~~preparation and~~ education competence program  
737 pursuant to subsection (9) ~~paragraph (8)(b)~~, and achievement of  
738 a passing score on the professional education competency  
739 examination required by state board rule;

740 (g) Successful completion of a professional learning  
741 ~~development~~ certification and ~~education~~ ~~competency~~ program,  
742 outlined in subsection (8) ~~paragraph (8)(a)~~; or

743 (h) Successful completion of a competency-based  
744 certification program pursuant to s. 1004.85 and achievement of  
745 a passing score on the professional education competency  
746 examination required by rule of the State Board of Education.

747  
748 The State Board of Education shall adopt rules to implement this  
749 subsection ~~by December 31, 2014~~, including rules to approve  
750 specific teacher preparation programs that are not identified in  
751 this subsection which may be used to meet requirements for  
752 mastery of professional preparation and education competence.

753 (7) TYPES AND TERMS OF CERTIFICATION.—

754 (a) The Department of Education shall issue a professional

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755 certificate for a period not to exceed 5 years to any applicant  
756 who fulfills one of the following:

757 1. Meets all the applicable requirements outlined in  
758 subsection (2).

759 2. For a professional certificate covering grades 6 through  
760 12:

761 a. Meets the applicable requirements of paragraphs (2) (a)-  
762 (h).

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

765 c. Teaches a high school course in the subject of the  
766 advanced degree.

767 d. Is rated highly effective as determined by the teacher's  
768 performance evaluation under s. 1012.34, based in part on  
769 student performance as measured by a statewide, standardized  
770 assessment or an Advanced Placement, Advanced International  
771 Certificate of Education, or International Baccalaureate  
772 examination.

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

775 3. Meets the applicable requirements of paragraphs (2) (a)-  
776 (h) and completes a professional learning certification  
777 ~~preparation and education competence~~ program approved by the  
778 department pursuant to paragraph (8) (b) ~~(8) (c)~~ or an educator  
779 preparation institute approved by the department pursuant to s.  
780 1004.85. An applicant who completes one of these programs and is  
781 rated highly effective as determined by his or her performance  
782 evaluation under s. 1012.34 is not required to take or achieve a  
783 passing score on the professional education competency

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784 examination in order to be awarded a professional certificate.

785 (b) The department shall issue a temporary certificate to  
786 any applicant who:

787 1. Completes the requirements outlined in paragraphs  
788 (2) (a)-(f) and completes the subject area content requirements  
789 specified in state board rule or demonstrates mastery of subject  
790 area knowledge pursuant to subsection (5) and holds an  
791 accredited degree or a degree approved by the Department of  
792 Education at the level required for the subject area  
793 specialization in state board rule; ~~or~~

794 2. For a subject area specialization for which the state  
795 board otherwise requires a bachelor's degree, documents 48  
796 months of active-duty military service with an honorable  
797 discharge or a medical separation; completes the requirements  
798 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the  
799 subject area content requirements specified in state board rule  
800 or demonstrates mastery of subject area knowledge pursuant to  
801 subsection (5); and documents completion of 60 college credits  
802 with a minimum cumulative grade point average of 2.5 on a 4.0  
803 scale, as provided by one or more accredited institutions of  
804 higher learning or a nonaccredited institution of higher  
805 learning identified by the Department of Education as having a  
806 quality program resulting in a bachelor's degree or higher; or-

807 3. Is enrolled in a state-approved teacher preparation  
808 program under s. 1004.04; is actively completing the required  
809 program field experience or internship at a public school;  
810 completes the requirements outlined in paragraphs (2) (a), (b),  
811 (d), (e), and (f); and documents completion of 60 college  
812 credits with a minimum cumulative grade point average of 2.5 on

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813 a 4.0 scale, as provided by one or more accredited institutions  
814 of higher learning or a nonaccredited institution of higher  
815 learning identified by the Department of Education as having a  
816 quality program resulting in a bachelor's degree or higher.

817 (c) The department shall issue one nonrenewable 2-year  
818 temporary certificate and one nonrenewable 5-year professional  
819 certificate to a qualified applicant who holds a bachelor's  
820 degree in the area of speech-language impairment to allow for  
821 completion of a master's degree program in speech-language  
822 impairment.

823 (d) A person who is issued a temporary certificate under  
824 subparagraph (b)2. must be assigned a teacher mentor for a  
825 minimum of 2 school years after commencing employment. Each  
826 teacher mentor selected by the school district, charter school,  
827 or charter management organization must:

828 1. Hold a valid professional certificate issued pursuant to  
829 this section;

830 2. Have earned at least 3 years of teaching experience in  
831 prekindergarten through grade 12; and

832 3. Have earned an effective or highly effective rating on  
833 the prior year's performance evaluation under s. 1012.34.

834 ~~(e)(e)1. A temporary certificate issued under subparagraph~~  
835 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

836 ~~2. A temporary certificate issued under subparagraph (b)2.~~  
837 ~~is valid for 5 school fiscal years, is limited to a one-time~~  
838 ~~issuance, and is nonrenewable.~~

839

840 At least 1 year before an individual's temporary certificate is  
841 set to expire, the department shall electronically notify the

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842 individual of the date on which his or her certificate will  
843 expire and provide a list of each method by which the  
844 qualifications for a professional certificate can be completed.  
845 ~~The State Board of Education shall adopt rules to allow the~~  
846 ~~department to extend the validity period of a temporary~~  
847 ~~certificate for 2 years when the requirements for the~~  
848 ~~professional certificate were not completed due to the serious~~  
849 ~~illness or injury of the applicant, the military service of an~~  
850 ~~applicant's spouse, other extraordinary extenuating~~  
851 ~~circumstances, or if the certificateholder is rated highly~~  
852 ~~effective in the immediate prior year's performance evaluation~~  
853 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~  
854 ~~program pursuant to subsection (8). The department shall extend~~  
855 ~~the temporary certificate upon approval by the Commissioner of~~  
856 ~~Education. A written request for extension of the certificate~~  
857 ~~shall be submitted by the district school superintendent, the~~  
858 ~~governing authority of a university lab school, the governing~~  
859 ~~authority of a state-supported school, or the governing~~  
860 ~~authority of a private school.~~

861 (8) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ CERTIFICATION AND  
862 ~~EDUCATION COMPETENCY~~ PROGRAM.—

863 (a) The Department of Education shall develop and each  
864 school district, charter school, and charter management  
865 organization may provide a cohesive competency-based  
866 professional learning ~~development~~ certification and ~~education~~  
867 ~~competency~~ program by which instructional staff may satisfy the  
868 mastery of professional preparation and education competence  
869 requirements specified in subsection (6) and rules of the State  
870 Board of Education. Participants must hold a state-issued

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871 temporary certificate. A school district, charter school, or  
872 charter management organization that implements the program  
873 shall provide a competency-based certification program developed  
874 by the Department of Education or developed by the district,  
875 charter school, or charter management organization and approved  
876 by the Department of Education. These entities may collaborate  
877 with other supporting agencies or educational entities for  
878 implementation. The program shall include the following:

879 ~~1. A minimum period of initial preparation before assuming~~  
880 ~~duties as the teacher of record.~~

881 ~~2. An option for collaboration with other supporting~~  
882 ~~agencies or educational entities for implementation.~~

883 ~~1.3.~~ A teacher mentorship and induction component.

884 a. Each individual selected by the district, charter  
885 school, or charter management organization as a mentor:

886 (I) Must hold a valid professional certificate issued  
887 pursuant to this section;

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

890 (III) Must have completed ~~specialized~~ training in clinical  
891 supervision and participate in ongoing mentor training provided  
892 through the coordinated system of professional learning  
893 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;

894 (IV) Must have earned an effective or highly effective  
895 rating on the prior year's performance evaluation ~~under s.~~  
896 ~~1012.34~~; and

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

899 b. The teacher mentorship and induction component must, at

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900 a minimum, provide routine ~~weekly~~ opportunities for mentoring  
901 and induction activities, including ~~common planning time,~~  
902 ongoing professional learning as described in s. 1012.98  
903 ~~development~~ targeted to a teacher's needs, opportunities for a  
904 teacher to observe other teachers, co-teaching experiences, and  
905 reflection and followup discussions. Professional learning must  
906 meet the criteria established in s. 1012.98(3). Mentorship and  
907 induction activities must be provided for an applicant's first  
908 year in the program and may be provided until the applicant  
909 attains his or her professional certificate in accordance with  
910 this section. ~~A principal who is rated highly effective as~~  
911 ~~determined by his or her performance evaluation under s. 1012.34~~  
912 ~~must be provided flexibility in selecting professional~~  
913 ~~development activities under this paragraph; however, the~~  
914 ~~activities must be approved by the department as part of the~~  
915 ~~district's, charter school's, or charter management~~  
916 ~~organization's program.~~

917 2.4. An assessment of teaching performance aligned to the  
918 district's, charter school's, or charter management  
919 organization's system for personnel evaluation under s. 1012.34  
920 which provides for:

921 a. An initial evaluation of each educator's competencies to  
922 determine an appropriate individualized professional learning  
923 ~~development~~ plan.

924 b. A summative evaluation to assure successful completion  
925 of the program.

926 3.5. Professional education preparation content knowledge,  
927 which must be included in the mentoring and induction activities  
928 under subparagraph 1. 3., that includes, but is not limited to,



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929 the following:

930 a. The state academic standards provided under s. 1003.41,  
931 including scientifically based reading instruction, content  
932 literacy, and mathematical practices, for each subject  
933 identified on the temporary certificate.

934 b. The educator-accomplished practices approved by the  
935 state board.

936 ~~e. A variety of data indicators for monitoring student  
937 progress.~~

938 ~~d. Methodologies for teaching students with disabilities.~~

939 ~~e. Methodologies for teaching students of limited English  
940 proficiency appropriate for each subject area identified on the  
941 temporary certificate.~~

942 ~~f. Techniques and strategies for operationalizing the role  
943 of the teacher in assuring a safe learning environment for  
944 students.~~

945 ~~4.6.~~ Required achievement of passing scores on the subject  
946 area and professional education competency examination required  
947 by State Board of Education rule. Mastery of general knowledge  
948 must be demonstrated as described in subsection (3).

949 ~~5.7.~~ Beginning with candidates entering a program in the  
950 2022-2023 school year, a candidate for certification in a  
951 coverage area identified pursuant to s. 1012.585(3)(f) must  
952 successfully complete all competencies for a reading  
953 endorsement, including completion of the endorsement practicum  
954 ~~through the candidate's demonstration of mastery of professional  
955 preparation and education competence under paragraph (b).~~

956 ~~(b)1. Each school district must and a private school or  
957 state-supported public school, including a charter school, may~~

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958 ~~develop and maintain a system by which members of the~~  
959 ~~instructional staff may demonstrate mastery of professional~~  
960 ~~preparation and education competence as required by law. Each~~  
961 ~~program must be based on classroom application of the Florida~~  
962 ~~Educator Accomplished Practices and instructional performance~~  
963 ~~and, for public schools, must be aligned with the district's or~~  
964 ~~state-supported public school's evaluation system established~~  
965 ~~under s. 1012.34, as applicable.~~

966 ~~2. The Commissioner of Education shall determine the~~  
967 ~~continued approval of programs implemented under this paragraph,~~  
968 ~~based upon the department's review of performance data. The~~  
969 ~~department shall review the performance data as a part of the~~  
970 ~~periodic review of each school district's professional~~  
971 ~~development system required under s. 1012.98.~~

972 ~~(b)(c) No later than December 31, 2017, The department~~  
973 ~~State Board of Education shall adopt rules ~~standards~~ for the~~  
974 ~~approval and continued approval of professional learning~~  
975 ~~development certification and education competency programs~~  
976 ~~aligned to, including standards for the teacher mentorship and~~  
977 ~~induction component, under paragraph (a). Standards for the~~  
978 ~~teacher mentorship and induction component must include program~~  
979 ~~administration and evaluation; mentor roles, selection, and~~  
980 ~~training; beginning teacher assessment and professional~~  
981 ~~development; and teacher content knowledge and practices aligned~~  
982 ~~to the Florida Educator Accomplished Practices. Each school~~  
983 ~~district or charter school with a program under this subsection~~  
984 ~~must submit its program, including the teacher mentorship and~~  
985 ~~induction component, to the department for approval no later~~  
986 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~

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987 satisfy requirements for a professional certificate through a  
988 professional learning development certification ~~and education~~  
989 ~~competency~~ program under ~~paragraph (a)~~ unless the program has  
990 been approved by the department pursuant to this paragraph.

991 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

992 (a) Each school district must and a private school or  
993 state-supported public school, including a charter school, may  
994 develop and maintain a system by which members of the  
995 instructional staff may demonstrate mastery of professional  
996 preparation and education competence as required by law. Each  
997 program must be based on classroom application of the Florida  
998 Educator Accomplished Practices and instructional performance  
999 and, for public schools, must be aligned with the district's or  
1000 state-supported public school's evaluation system established  
1001 under s. 1012.34, as applicable.

1002 (b) The Commissioner of Education shall determine the  
1003 continued approval of programs implemented under this paragraph,  
1004 based upon the department's review of performance data. The  
1005 department shall review the performance data as a part of the  
1006 periodic review of each school district's professional learning  
1007 system required under s. 1012.98.

1008 ~~(d) The Commissioner of Education shall determine the~~  
1009 ~~continued approval of programs implemented under paragraph (a)~~  
1010 ~~based upon the department's periodic review of the following:~~

- 1011 1. ~~Evidence that the requirements in paragraph (a) are~~  
1012 ~~consistently met; and~~
- 1013 2. ~~Evidence of performance in each of the following areas:~~
- 1014 a. ~~Rate of retention for employed program completers in~~  
1015 ~~instructional positions in Florida public schools.~~

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1016 ~~b. Performance of students in prekindergarten through grade~~  
1017 ~~12 who are assigned to in-field program completers on statewide~~  
1018 ~~assessments using the results of the student learning growth~~  
1019 ~~formula adopted under s. 1012.34.~~

1020 ~~e. Performance of students in prekindergarten through grade~~  
1021 ~~12 who are assigned to in-field program completers aggregated by~~  
1022 ~~student subgroups, as defined in the federal Elementary and~~  
1023 ~~Secondary Education Act (ESEA), 20 U.S.C. s.~~  
1024 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~  
1025 ~~prepares teachers to work with a variety of students in Florida~~  
1026 ~~public schools.~~

1027 ~~d. Results of program completers' annual evaluations in~~  
1028 ~~accordance with the timeline as set forth in s. 1012.34.~~

1029 ~~e. Production of program completers in statewide critical~~  
1030 ~~teacher shortage areas as defined in s. 1012.07.~~

1031 Section 9. Subsection (1) of section 1012.57, Florida  
1032 Statutes, is amended to read:

1033 1012.57 Certification of adjunct educators.—

1034 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,  
1035 and 1012.56, or any other provision of law or rule to the  
1036 contrary, district school boards shall adopt rules to allow for  
1037 the issuance of an adjunct teaching certificate to any applicant  
1038 who fulfills the requirements of s. 1012.56(2)(a)-(f) and (11)  
1039 ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in the  
1040 subject area to be taught. An applicant shall be considered to  
1041 have expertise in the subject area to be taught if the applicant  
1042 demonstrates sufficient subject area mastery through passage of  
1043 a subject area test.

1044 Section 10. Section 1012.575, Florida Statutes, is amended

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1045 to read:

1046 1012.575 Alternative preparation programs for certified  
1047 teachers to add additional coverage.—A district school board, or  
1048 an organization of private schools or a consortium of charter  
1049 schools with an approved professional learning development  
1050 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design  
1051 alternative teacher preparation programs to enable persons  
1052 already certificated to add an additional coverage to their  
1053 certificates. Each alternative teacher preparation program shall  
1054 be reviewed and approved by the Department of Education to  
1055 assure that persons who complete the program are competent in  
1056 the necessary areas of subject matter specialization. Two or  
1057 more school districts may jointly participate in an alternative  
1058 preparation program for teachers.

1059 Section 11. Paragraph (g) of subsection (3) of section  
1060 1012.585, Florida Statutes, is redesignated as paragraph (h) and  
1061 a new paragraph (g) is added to that subsection to read:

1062 1012.585 Process for renewal of professional certificates.—

1063 (3) For the renewal of a professional certificate, the  
1064 following requirements must be met:

1065 (g) An applicant for renewal of a professional certificate  
1066 in educational leadership from a Level I program under s.  
1067 1012.562(2) or Level II program under s. 1012.562(3), with a  
1068 beginning validity date of July 1, 2025, or thereafter, must  
1069 earn a minimum of 1 college credit or 20 inservice points in  
1070 Florida's educational leadership standards, as established in  
1071 rule by the State Board of Education. The requirement in this  
1072 paragraph may not add to the total hours required by the  
1073 department for continuing education or inservice training.

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1074 Section 12. Paragraph (a) of subsection (1) of section  
1075 1012.586, Florida Statutes, is amended to read:

1076 1012.586 Additions or changes to certificates; duplicate  
1077 certificates; reading endorsement pathways.—

1078 (1) A school district may process via a Department of  
1079 Education website certificates for the following applications of  
1080 public school employees:

1081 (a) Addition of a subject coverage or endorsement to a  
1082 valid Florida certificate on the basis of the completion of the  
1083 appropriate subject area testing requirements of s.  
1084 1012.56(5) (a) or the completion of the requirements of an  
1085 approved school district program or the inservice components for  
1086 an endorsement.

1087 1. To reduce duplication, the department may recommend the  
1088 consolidation of endorsement areas and requirements to the State  
1089 Board of Education.

1090 2. At least once every 5 years, the department shall  
1091 conduct a review of existing subject coverage or endorsement  
1092 requirements in the elementary, reading, and exceptional student  
1093 educational areas. The review must include reciprocity  
1094 requirements for out-of-state certificates and requirements for  
1095 demonstrating competency in the reading instruction professional  
1096 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~  
1097 ~~1012.98(4)(b)11~~. The review must also consider the award of an  
1098 endorsement to an individual who holds a certificate issued by  
1099 an internationally recognized organization that establishes  
1100 standards for providing evidence-based interventions to  
1101 struggling readers or who completes a postsecondary program that  
1102 is accredited by such organization. Any such certificate or

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1103 program must require an individual who completes the certificate  
1104 or program to demonstrate competence in reading intervention  
1105 strategies through clinical experience. At the conclusion of  
1106 each review, the department shall recommend to the state board  
1107 changes to the subject coverage or endorsement requirements  
1108 based upon any identified instruction or intervention strategies  
1109 proven to improve student reading performance. This subparagraph  
1110 does not authorize the state board to establish any new  
1111 certification subject coverage.

1112

1113 The employing school district shall charge the employee a fee  
1114 not to exceed the amount charged by the Department of Education  
1115 for such services. Each district school board shall retain a  
1116 portion of the fee as defined in the rules of the State Board of  
1117 Education. The portion sent to the department shall be used for  
1118 maintenance of the technology system, the web application, and  
1119 posting and mailing of the certificate.

1120 Section 13. Effective upon this act becoming law, section  
1121 1012.71, Florida Statutes, is amended to read:

1122 1012.71 The Florida Teachers Classroom Supply Assistance  
1123 Program.—

1124 (1) For purposes of the Florida Teachers Classroom Supply  
1125 Assistance Program, the term "classroom teacher" means a  
1126 certified teacher employed by a public school district or a  
1127 public charter school in that district on or before September 1  
1128 of each year whose full-time or job-share responsibility is the  
1129 classroom instruction of students in prekindergarten through  
1130 grade 12, including full-time media specialists and certified  
1131 school counselors serving students in prekindergarten through

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1132 grade 12, who are funded through the Florida Education Finance  
1133 Program. A "job-share" classroom teacher is one of two teachers  
1134 whose combined full-time equivalent employment for the same  
1135 teaching assignment equals one full-time classroom teacher.

1136 (2) The Legislature, in the General Appropriations Act,  
1137 shall determine funding for the Florida Teachers Classroom  
1138 Supply Assistance Program. The funds appropriated are for  
1139 classroom teachers to purchase, on behalf of the school district  
1140 or charter school, classroom materials and supplies for the  
1141 public school students assigned to them and may not be used to  
1142 purchase equipment. The funds appropriated shall be used to  
1143 supplement the materials and supplies otherwise available to  
1144 classroom teachers. ~~From the funds appropriated for the Florida  
1145 Teachers Classroom Supply Assistance Program, the Commissioner  
1146 of Education shall calculate an amount for each school district  
1147 based upon each school district's proportionate share of the  
1148 state's total unweighted FTE student enrollment and shall  
1149 disburse the funds to the school districts by July 15.~~

1150 (3) From the funds allocated to each school district ~~and~~  
1151 ~~any funds received from local contributions~~ for the Florida  
1152 Teachers Classroom Supply Assistance Program, the district  
1153 school board shall calculate an identical amount for each  
1154 classroom teacher who is estimated to be employed by the school  
1155 district or a charter school in the district on September 1 of  
1156 each year, which is that teacher's proportionate share of the  
1157 total amount allocated to the district from state funds ~~and~~  
1158 ~~funds received from local contributions~~. A job-share classroom  
1159 teacher may receive a prorated share of the amount provided to a  
1160 full-time classroom teacher.



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1161       (4) The department shall administer a competitive  
1162 procurement through which classroom teachers may purchase  
1163 classroom materials and supplies. By September 1 of each year,  
1164 each school district shall submit to the department:

1165       (a) The identical amount per classroom teacher calculated  
1166 in subsection (3), including the proportionate share of the  
1167 identical amount if such classroom teacher is a job-share  
1168 classroom teacher.

1169       (b) The name of each eligible classroom teacher.

1170       (c) The name and master school identification number of the  
1171 school in which the classroom teacher is assigned.

1172       (d) Any other information necessary for administration of  
1173 the program as determined by the department ~~For a classroom~~  
1174 ~~teacher determined eligible on July 1, the district school board~~  
1175 ~~and each charter school board may provide the teacher with his~~  
1176 ~~or her total proportionate share by August 1 based on the~~  
1177 ~~estimate of the number of teachers who will be employed on~~  
1178 ~~September 1. For a classroom teacher determined eligible after~~  
1179 ~~July 1, the district school board and each charter school board~~  
1180 ~~shall provide the teacher with his or her total proportionate~~  
1181 ~~share by September 30. The proportionate share may be provided~~  
1182 ~~by any means determined appropriate by the district school board~~  
1183 ~~or charter school board, including, but not limited to, direct~~  
1184 ~~deposit, check, debit card, or purchasing card. If a debit card~~  
1185 ~~is used, an identifier must be placed on the front of the debit~~  
1186 ~~card which clearly indicates that the card has been issued for~~  
1187 ~~the Florida Teachers Classroom Supply Assistance Program.~~  
1188 ~~Expenditures under the program are not subject to state or local~~  
1189 ~~competitive bidding requirements. Funds received by a classroom~~

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1190 ~~teacher do not affect wages, hours, or terms and conditions of~~  
1191 ~~employment and, therefore, are not subject to collective~~  
1192 ~~bargaining. Any classroom teacher may decline receipt of or~~  
1193 ~~return the funds without explanation or cause.~~

1194 ~~(5) (4) Each classroom teacher must sign a statement~~  
1195 ~~acknowledging receipt of the funds, keep receipts for no less~~  
1196 ~~than 4 years to show that funds expended meet the requirements~~  
1197 ~~of this section, and return any unused funds to the district~~  
1198 ~~school board at the end of the regular school year. Any unused~~  
1199 ~~funds that are returned to the district school board shall be~~  
1200 ~~deposited into the school advisory council account of the school~~  
1201 ~~at which the classroom teacher returning the funds was employed~~  
1202 ~~when the funds were made available to the classroom teacher. If~~  
1203 ~~a school does not have a school advisory council, the funds~~  
1204 ~~shall be expended for classroom materials and supplies as~~  
1205 ~~determined by the principal that teacher received the funds or~~  
1206 ~~deposited into the Florida Teachers Classroom Supply Assistance~~  
1207 ~~Program account of the school district in which a charter school~~  
1208 ~~is sponsored, as applicable.~~

1209 ~~(5) The statement must be signed and dated by each~~  
1210 ~~classroom teacher before receipt of the Florida Teachers~~  
1211 ~~Classroom Supply Assistance Program funds and shall include the~~  
1212 ~~wording: "I, ... (name of teacher) ..., am employed by the~~  
1213 ~~....County District School Board or by the ....Charter School as~~  
1214 ~~a full-time classroom teacher. I acknowledge that Florida~~  
1215 ~~Teachers Classroom Supply Assistance Program funds are~~  
1216 ~~appropriated by the Legislature for the sole purpose of~~  
1217 ~~purchasing classroom materials and supplies to be used in the~~  
1218 ~~instruction of students assigned to me. In accepting custody of~~

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1219 ~~these funds, I agree to keep the receipts for all expenditures~~  
1220 ~~for no less than 4 years. I understand that if I do not keep the~~  
1221 ~~receipts, it will be my personal responsibility to pay any~~  
1222 ~~federal taxes due on these funds. I also agree to return any~~  
1223 ~~unexpended funds to the district school board at the end of the~~  
1224 ~~regular school year for deposit into the school advisory council~~  
1225 ~~account of the school where I was employed at the time I~~  
1226 ~~received the funds or for deposit into the Florida Teachers~~  
1227 ~~Classroom Supply Assistance Program account of the school~~  
1228 ~~district in which the charter school is sponsored, as~~  
1229 ~~applicable.”~~

1230 ~~(6) The Department of Education and district school boards~~  
1231 ~~may, and are encouraged to, enter into public-private~~  
1232 ~~partnerships in order to increase the total amount of Florida~~  
1233 ~~Teachers Classroom Supply Assistance Programs funds available to~~  
1234 ~~classroom teachers.~~

1235 Section 14. Section 1012.98, Florida Statutes, is amended  
1236 to read:

1237 1012.98 School Community Professional Learning Development  
1238 Act.—

1239 (1) The Department of Education, public postsecondary  
1240 educational institutions, public school districts, public  
1241 schools, state education foundations, consortia, and  
1242 professional organizations in this state shall work  
1243 collaboratively to establish a coordinated system of  
1244 professional learning. For the purposes of this section, the  
1245 term “professional learning” means learning that is aligned to  
1246 the state’s standards for effective professional learning,  
1247 educator practices, and leadership practices; incorporates

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1248 active learning; is collaborative; provides models; and is  
1249 sustained and continuous development. The purpose of the  
1250 professional learning development system is to increase student  
1251 achievement, enhance classroom instructional strategies that  
1252 promote rigor and relevance throughout the curriculum, and  
1253 prepare students for continuing education and the workforce. The  
1254 system of professional learning development must align to the  
1255 standards adopted by the state. Routine informational meetings  
1256 may not be considered professional learning and are not eligible  
1257 for inservice points and support the framework for standards  
1258 adopted by the National Staff Development Council.

1259 (2) The school community includes students and parents,  
1260 administrative personnel, managers, instructional personnel,  
1261 support personnel, members of district school boards, members of  
1262 school advisory councils, business partners, and personnel that  
1263 provide health and social services to students.

1264 (3) Professional learning activities linked to student  
1265 learning and professional growth for instructional and  
1266 administrative staff must meet the following criteria:

1267 (a) For instructional personnel, utilize materials aligned  
1268 to the state's academic standards.

1269 (b) For school administrators, utilize materials aligned to  
1270 the state's educational leadership standards.

1271 (c) Have clear, defined, and measurable outcomes for both  
1272 individual inservice activities and multiple day sessions.

1273 (d) Employ multiple measurement tools for data on teacher  
1274 growth, participants' use of new knowledge and skills, student  
1275 learning outcomes, instructional growth outcomes, and leadership  
1276 growth outcomes, as applicable.

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1277       (e) Utilize active learning and engage participants  
1278 directly in designing and trying out strategies, providing  
1279 participants with the opportunity to engage in authentic  
1280 teaching and leadership experiences.

1281       (f) Utilize artifacts, interactive activities, and other  
1282 strategies to provide deeply embedded and highly contextualized  
1283 professional learning.

1284       (g) Create opportunities for collaboration.

1285       (h) Utilize coaching and expert support to involve the  
1286 sharing of expertise about content and evidence-based practices,  
1287 focused directly on instructional personnel and school  
1288 administrator needs.

1289       (i) Provide opportunities for instructional personnel and  
1290 school administrators to think about, receive input on, and make  
1291 changes to practice by facilitating reflection and providing  
1292 feedback.

1293       (j) Provide sustained duration with followup for  
1294 instructional personnel and school administrators to have  
1295 adequate time to learn, practice, implement, and reflect upon  
1296 new strategies that facilitate changes in practice.

1297       (4)(3) The activities designed to implement this section  
1298 must:

1299       (a) Support and increase the success of educators through  
1300 collaboratively developed school improvement plans that focus  
1301 on:

- 1302       1. Enhanced and differentiated instructional strategies to  
1303 engage students in a rigorous and relevant curriculum based on  
1304 state and local educational standards, goals, and initiatives;  
1305       2. Increased opportunities to provide meaningful

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1306 relationships between teachers and all students; and

1307 3. Increased opportunities for professional collaboration  
1308 among and between teachers, certified school counselors,  
1309 instructional leaders, postsecondary educators engaged in  
1310 preservice training for new teachers, and the workforce  
1311 community.

1312 (b) Assist the school community in providing stimulating,  
1313 scientific research-based educational activities that encourage  
1314 and motivate students to achieve at the highest levels and to  
1315 participate as active learners and that prepare students for  
1316 success at subsequent educational levels and the workforce.

1317 (c) Provide continuous support for all education  
1318 professionals as well as temporary intervention for education  
1319 professionals who need improvement in knowledge, skills, and  
1320 performance.

1321 (d) Provide ~~middle-grades~~ instructional personnel and  
1322 school administrators with the knowledge, skills, and best  
1323 practices necessary to support excellence in classroom  
1324 instruction and educational leadership.

1325 (e) Provide training to teacher mentors as part of the  
1326 professional learning development certification program under s.  
1327 1012.56(8) and the professional education competency program  
1328 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include  
1329 components on teacher development, peer coaching, time  
1330 management, and other related topics as determined by the  
1331 Department of Education.

1332 ~~(5)(4)~~ The Department of Education, school districts,  
1333 schools, Florida College System institutions, and state  
1334 universities share the responsibilities described in this

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1335 section. These responsibilities include the following:

1336 (a)1. The department shall create a high-quality  
1337 professional learning marketplace list that acts as guide and  
1338 tool for teachers, schools, school administrators, and districts  
1339 across the state to identify high-quality professional learning  
1340 provider programs and resources that meet the criteria described  
1341 in subsection (3) and have demonstrated success in meeting  
1342 identified student needs.

1343 2. The department shall disseminate to the school  
1344 community, through a centralized professional learning webpage,  
1345 the marketplace list under subparagraph 1 ~~research-based~~  
1346 ~~professional development methods and programs that have~~  
1347 ~~demonstrated success in meeting identified student needs.~~ The  
1348 Commissioner of Education shall use data on student achievement  
1349 to identify student needs. ~~The methods of dissemination must~~  
1350 ~~include a web-based statewide performance support system,~~  
1351 ~~including a database of exemplary professional development~~  
1352 ~~activities, a listing of available professional development~~  
1353 ~~resources, training programs, and available assistance.~~

1354 2. ~~The web-based statewide performance support system~~  
1355 ~~established pursuant to subparagraph 1. must include for middle~~  
1356 ~~grades, subject to appropriation, materials related to classroom~~  
1357 ~~instruction, including integrated digital instruction and~~  
1358 ~~competency-based instruction; CAPE Digital Tool certificates and~~  
1359 ~~CAPE industry certifications; classroom management; student~~  
1360 ~~behavior and interaction; extended learning opportunities for~~  
1361 ~~students; and instructional leadership.~~

1362 (b) Each school district shall develop a professional  
1363 learning development system as specified in subsection (4) ~~(3)~~.

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1364 The system shall be developed in consultation with teachers,  
1365 teacher-educators of Florida College System institutions and  
1366 state universities, business and community representatives, and  
1367 local education foundations, consortia, and professional  
1368 organizations. The professional learning development system  
1369 must:

1370 1. Be reviewed and approved by the department for  
1371 compliance with s. 1003.42(3) and this section. Effective March  
1372 1, 2024, the department shall establish a calendar for the  
1373 review and approval of all professional learning systems. A  
1374 professional learning system must be reviewed and approved every  
1375 5 years. Any ~~All~~ substantial revisions to the system shall be  
1376 submitted to the department for review and ~~for continued~~  
1377 approval. The department shall establish a format for the review  
1378 and approval of a professional learning system.

1379 2. Be based on analyses of student achievement data and  
1380 instructional strategies and methods that support rigorous,  
1381 relevant, and challenging curricula for all students. Schools  
1382 and districts, in developing and refining the professional  
1383 learning development system, shall also review and monitor  
1384 school discipline data; school environment surveys; assessments  
1385 of parental satisfaction; performance appraisal data of  
1386 teachers, managers, and administrative personnel; and other  
1387 performance indicators to identify school and student needs that  
1388 can be met by improved professional performance.

1389 3. Provide inservice activities coupled with followup  
1390 support appropriate to accomplish district-level and school-  
1391 level improvement goals and standards. The inservice activities  
1392 for instructional and school administrative personnel shall



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1393 focus on analysis of student achievement data, ongoing formal  
1394 and informal assessments of student achievement, identification  
1395 and use of enhanced and differentiated instructional strategies  
1396 that emphasize rigor, relevance, and reading in the content  
1397 areas, enhancement of subject content expertise, integrated use  
1398 of classroom technology that enhances teaching and learning,  
1399 classroom management, parent involvement, and school safety.

1400 4. Provide inservice activities and support targeted to the  
1401 individual needs of new teachers participating in the  
1402 professional learning development certification and education  
1403 competency program under s. 1012.56(8) (a).

1404 5. Include a professional learning catalog ~~master plan~~ for  
1405 inservice activities, pursuant to rules of the State Board of  
1406 Education, for all district employees from all fund sources. The  
1407 catalog ~~master plan~~ shall be updated annually by September 1,  
1408 must be based on input from teachers and district and school  
1409 instructional leaders, and must use the latest available student  
1410 achievement data and research to enhance rigor and relevance in  
1411 the classroom. Each district inservice catalog ~~plan~~ must be  
1412 aligned to and support the school-based inservice catalog ~~plans~~  
1413 and school improvement plans pursuant to s. 1001.42(18). Each  
1414 district inservice catalog ~~plan~~ must provide a description of  
1415 the training that middle grades instructional personnel and  
1416 school administrators receive on the district's code of student  
1417 conduct adopted pursuant to s. 1006.07; integrated digital  
1418 instruction and competency-based instruction and CAPE Digital  
1419 Tool certificates and CAPE industry certifications; classroom  
1420 management; student behavior and interaction; extended learning  
1421 opportunities for students; and instructional leadership.

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1422 District plans must be approved by the district school board  
1423 annually in order to ensure compliance with subsection (1) and  
1424 to allow for dissemination of research-based best practices to  
1425 other districts. District school boards must submit verification  
1426 of their approval to the Commissioner of Education no later than  
1427 October 1, annually. Each school principal may establish and  
1428 maintain an individual professional learning development plan  
1429 for each instructional employee assigned to the school as a  
1430 seamless component to the school improvement plans developed  
1431 pursuant to s. 1001.42(18). An individual professional learning  
1432 ~~development~~ plan must be related to specific performance data  
1433 for the students to whom the teacher is assigned, define the  
1434 inservice objectives and specific measurable improvements  
1435 expected in student performance as a result of the inservice  
1436 activity, and include an evaluation component that determines  
1437 the effectiveness of the professional learning development plan.

1438 6. Include inservice activities for school administrative  
1439 personnel, aligned to the state's educational leadership  
1440 standards, that address updated skills necessary for  
1441 instructional leadership and effective school management  
1442 pursuant to s. 1012.986.

1443 7. Provide for systematic consultation with regional and  
1444 state personnel designated to provide technical assistance and  
1445 evaluation of local professional learning development programs.

1446 8. Provide for delivery of professional learning  
1447 ~~development~~ by distance learning and other technology-based  
1448 delivery systems to reach more educators at lower costs.

1449 9. Provide for the continuous evaluation of the quality and  
1450 effectiveness of professional learning development programs in

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1451 order to eliminate ineffective programs and strategies and to  
1452 expand effective ones. Evaluations must consider the impact of  
1453 such activities on the performance of participating educators  
1454 and their students' achievement and behavior.

1455 10. For all ~~middle~~ grades, emphasize:

1456 a. Interdisciplinary planning, collaboration, and  
1457 instruction.

1458 b. Alignment of curriculum and instructional materials to  
1459 the state academic standards adopted pursuant to s. 1003.41.

1460 c. Use of small learning communities; problem-solving,  
1461 inquiry-driven research and analytical approaches for students;  
1462 strategies and tools based on student needs; competency-based  
1463 instruction; integrated digital instruction; and project-based  
1464 instruction.

1465  
1466 Each school that includes any of grades 6, 7, or 8 must include  
1467 in its school improvement plan, required under s. 1001.42(18), a  
1468 description of the specific strategies used by the school to  
1469 implement each item listed in this subparagraph.

1470 11. Provide training to reading coaches, classroom  
1471 teachers, and school administrators in effective methods of  
1472 identifying characteristics of conditions such as dyslexia and  
1473 other causes of diminished phonological processing skills;  
1474 incorporating instructional techniques into the general  
1475 education setting which are proven to improve reading  
1476 performance for all students; and using predictive and other  
1477 data to make instructional decisions based on individual student  
1478 needs. The training must help teachers integrate phonemic  
1479 awareness; phonics, word study, and spelling; reading fluency;

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1480 vocabulary, including academic vocabulary; and text  
1481 comprehension strategies into an explicit, systematic, and  
1482 sequential approach to reading instruction, including  
1483 multisensory intervention strategies. Each district must provide  
1484 all elementary grades instructional personnel access to training  
1485 sufficient to meet the requirements of s. 1012.585(3)(f).

1486 (6)~~(5)~~ Each district school board shall provide funding for  
1487 the professional learning development system as required by s.  
1488 1011.62 and the General Appropriations Act, and shall direct  
1489 expenditures from other funding sources to continuously  
1490 strengthen the system in order to increase student achievement  
1491 and support instructional staff in enhancing rigor and relevance  
1492 in the classroom. The department shall identify professional  
1493 learning development opportunities that require the teacher to  
1494 demonstrate proficiency in specific classroom practices, with  
1495 priority given to implementing training to complete a reading  
1496 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A  
1497 school district may coordinate its professional learning  
1498 ~~development~~ program with that of another district, with an  
1499 educational consortium, or with a Florida College System  
1500 institution or university, especially in preparing and educating  
1501 personnel. Each district school board shall make available  
1502 inservice activities to instructional personnel of nonpublic  
1503 schools in the district and the state certified teachers who are  
1504 not employed by the district school board on a fee basis not to  
1505 exceed the cost of the activity per all participants.

1506 (7)~~(6)~~ An organization of private schools or consortium of  
1507 charter schools which has no fewer than 10 member schools in  
1508 this state, which publishes and files with the Department of

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1509 Education copies of its standards, and the member schools of  
1510 which comply with the provisions of part II of chapter 1003,  
1511 relating to compulsory school attendance, or a public or private  
1512 college or university with a teacher preparation program  
1513 approved pursuant to s. 1004.04, may also develop a professional  
1514 learning development system that includes a professional  
1515 learning catalog ~~master plan~~ for inservice activities. The  
1516 system and inservice catalog ~~plan~~ must be submitted to the  
1517 commissioner for approval pursuant to state board rules.

1518 (8) (a) ~~(7) (a)~~ The Department of Education shall disseminate,  
1519 using web-based technology, research-based best practice methods  
1520 by which the state and district school boards may evaluate and  
1521 improve the professional learning development system. The best  
1522 practices must include data that indicate the progress of all  
1523 students. The department shall report annually to the State  
1524 Board of Education and the Legislature any school district that,  
1525 in the determination of the department, has failed to provide an  
1526 adequate professional learning development system. This report  
1527 must include the results of the department's investigation and  
1528 of any intervention provided.

1529 (b) The department shall also disseminate, using web-based  
1530 technology, professional learning development in the use of  
1531 integrated digital instruction at schools that include middle  
1532 grades. The professional learning development must provide  
1533 training and materials that districts can use to provide  
1534 instructional personnel with the necessary knowledge, skills,  
1535 and strategies to effectively blend digital instruction into  
1536 subject-matter curricula. The professional learning development  
1537 must emphasize online learning and research techniques, reading

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1538 instruction, the use of digital devices to supplement the  
1539 delivery of curricular content to students, and digital device  
1540 management and security. Districts are encouraged to incorporate  
1541 the professional learning development as part of their  
1542 professional learning development system.

1543 ~~(9)(8)~~ The State Board of Education may adopt rules  
1544 pursuant to ss. 120.536(1) and 120.54 to administer this  
1545 section.

1546 ~~(10)(9)~~ This section does not limit or discourage a  
1547 district school board from contracting with independent entities  
1548 for professional learning development services and inservice  
1549 education if the district school board can demonstrate to the  
1550 Commissioner of Education that, through such a contract, a  
1551 better product can be acquired or its goals for education  
1552 improvement can be better met. Such entities shall have 3 or  
1553 more years of experience providing professional learning with  
1554 demonstrative success in instructional or school administrator  
1555 growth. The school district must verify that such entities and  
1556 contracted professional learning activities from such entities  
1557 meet the criteria established in subsection (3) for training  
1558 linked to student learning or professional growth.

1559 ~~(11)(10)~~ For instructional personnel and administrative  
1560 personnel who have been evaluated as less than effective, a  
1561 district school board shall require participation in specific  
1562 professional learning development programs as provided in  
1563 subparagraph (5)(b)5. ~~(4)(b)5.~~ as part of the improvement  
1564 prescription.

1565 ~~(12)(11)~~ The department shall disseminate to the school  
1566 community proven model professional learning development

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1567 programs that have demonstrated success in increasing rigorous  
1568 and relevant content, increasing student achievement and  
1569 engagement, meeting identified student needs, and providing  
1570 effective mentorship activities to new teachers and training to  
1571 teacher mentors. The methods of dissemination must include a  
1572 web-based statewide performance-support system including a  
1573 database of exemplary professional learning development  
1574 activities, a listing of available professional learning  
1575 ~~development~~ resources, training programs, and available  
1576 technical assistance. Professional learning development  
1577 resources must include sample course-at-a-glance and unit  
1578 overview templates that school districts may use when developing  
1579 curriculum. The templates must provide an organized structure  
1580 for addressing the Florida Standards, grade-level expectations,  
1581 evidence outcomes, and 21st century skills that build to  
1582 students' mastery of the standards at each grade level. Each  
1583 template must support teaching to greater intellectual depth and  
1584 emphasize transfer and application of concepts, content, and  
1585 skills. At a minimum, each template must:

1586 (a) Provide course or year-long sequencing of concept-based  
1587 unit overviews based on the Florida Standards.

1588 (b) Describe the knowledge and vocabulary necessary for  
1589 comprehension.

1590 (c) Promote the instructional shifts required within the  
1591 Florida Standards.

1592 (d) Illustrate the interdependence of grade-level  
1593 expectations within and across content areas within a grade.

1594 (13) ~~(12)~~ The department shall require teachers in grades K-  
1595 12 to participate in continuing education training provided by

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1596 the Department of Children and Families on identifying and  
1597 reporting child abuse and neglect.

1598 Section 15. Subsection (1) of section 1012.986, Florida  
1599 Statutes, is amended to read:

1600 1012.986 William Cecil Golden Professional Learning  
1601 ~~Development~~ Program for School Leaders.—

1602 (1) There is established the William Cecil Golden  
1603 Professional Learning ~~Development~~ Program for School Leaders to  
1604 provide high-quality standards and sustained support for  
1605 educational leaders. For purposes of this section, the term  
1606 “educational leader” means teacher leaders, assistant  
1607 principals, principals, or school district leaders. The program  
1608 shall consist of a collaborative network of school districts,  
1609 state-approved educational leadership programs, regional  
1610 consortia, charter management organizations, and state and  
1611 national professional leadership organizations to respond to  
1612 educational leadership needs throughout the state. The network  
1613 shall support the human-resource learning ~~development~~ needs of  
1614 educational leaders using the framework of leadership standards  
1615 adopted by the State Board of Education. The goal of the network  
1616 leadership program is to:

1617 (a) Provide resources to support and enhance the roles of  
1618 educational leaders.

1619 (b) Maintain a clearinghouse and disseminate data-supported  
1620 information related to the continued enhancement of student  
1621 achievement and learning, civic education, coaching and  
1622 mentoring, mental health awareness, technology in education,  
1623 distance learning, and school safety based on educational  
1624 research and best practices.



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1625 (c) Increase the quality and capacity of educational  
1626 leadership learning ~~development~~ programs.

1627 (d) Support evidence-based leadership practices through  
1628 dissemination and modeling at the preservice and inservice  
1629 levels for educational leaders.

1630 (e) Support the professional growth of instructional  
1631 personnel who provide reading instruction and interventions by  
1632 training school administrators on classroom observation,  
1633 instructional coaching, and teacher evaluation practices aligned  
1634 to evidence-based reading instruction and intervention  
1635 strategies.

1636 Section 16. The Division of Law Revision shall prepare a  
1637 reviser's bill to replace references to the term "professional  
1638 development" where it occurs within chapters 1000 through 1013  
1639 of the Florida Statutes with the term "professional learning."

1640 Section 17. Except as otherwise expressly provided in this  
1641 act, and except for this section, which shall take effect upon  
1642 this act becoming a law, this act shall take effect July 1,  
1643 2023.