

By the Appropriations Committee on Education; and Senator Avila

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1                   A bill to be entitled  
2       An act relating to education; amending ss. 1002.42 and  
3       1002.45, F.S.; conforming cross-references; amending  
4       s. 1003.4282, F.S.; revising a graduation requirement  
5       for certain students; amending s. 1004.04, F.S.;  
6       revising the core curricula for certain teacher  
7       preparation programs; amending s. 1004.85, F.S.;  
8       revising terminology; deleting a requirement that  
9       certain certification programs be previously approved  
10      by the Department of Education; revising requirements  
11      for 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  
18      of the Commissioner of Education; amending s. 1005.04,  
19      F.S.; requiring certain institutions to provide a  
20      written disclosure to prospective and enrolled  
21      students relating costs that will be incurred by the  
22      student and other specified information; providing  
23      that applicants for certain licensure have the burden  
24      of demonstrating compliance with fair consumer  
25      practices; creating s. 1005.11, F.S.; requiring the  
26      Commission for Independent Education to prepare an  
27      annual report; providing requirements for the report;  
28      requiring certain institutions to provide data to the  
29      commission; requiring the commission to establish

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30 definitions for the data for reporting purposes;  
31 requiring the commission to impose a fine when an  
32 institution does not timely submit the required data;  
33 authorizing the commission to establish rules;  
34 amending s. 1005.22, F.S.; authorizing the commission  
35 to examine and investigate the affairs of every  
36 person, entity, or independent postsecondary  
37 institution for specified purposes; amending s.  
38 1005.31, F.S.; revising the standards for licensure  
39 that the commission must adopt; authorizing the  
40 commission to require a licensed institution to submit  
41 a management plan and prohibit an institution from  
42 accepting new students; creating s. 1005.335, F.S.;  
43 prohibiting an institution from conducting a program  
44 unless specifically authorized by its license;  
45 requiring that all programs offered by a licensed  
46 institution be recognized and licensed by the  
47 commission; requiring an institution to obtain  
48 accreditation and approval from the commission before  
49 offering a prelicensure professional nursing program;  
50 requiring the commission to adopt rules; creating s.  
51 1005.345, F.S.; authorizing the commission to require  
52 an institution seeking licensure to provide an  
53 assurance of financial stability; requiring the  
54 commission to adopt rules; providing an appropriation;  
55 amending s. 1007.27, F.S.; establishing Advanced  
56 Courses as an articulated acceleration mechanism;  
57 providing requirements for Advanced Courses; requiring  
58 the State Board of Education and the Board of

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59           Governors to identify certain postsecondary  
60           institutions to develop Advanced Courses; providing  
61           authorizations to the Department of Education relating  
62           to Advanced Courses; requiring the department to issue  
63           a report to the Legislature; providing requirements  
64           for the report; amending s. 1007.35, F.S.; revising  
65           the types of courses included in the term "advanced  
66           courses"; revising the courses that a school counselor  
67           may identify as a course a student is prepared to  
68           enroll in; amending s. 1008.22, F.S.; revising  
69           requirements for end-of-course assessments to include  
70           Advanced Courses; requiring the Classical Learning  
71           Test to be included in nationally recognized high  
72           school assessments administered by each school  
73           district; amending s. 1008.34, F.S.; revising the  
74           calculation of school grades for certain schools;  
75           amending s. 1009.531, F.S.; requiring Advanced Courses  
76           to be used in determining student eligibility for a  
77           Bright Futures Scholarship; amending s. 1011.62, F.S.;  
78           revising requirements for the calculation of  
79           additional full-time equivalent membership for certain  
80           funding through the Florida Education Finance Program;  
81           requiring each school district to distribute specified  
82           bonuses to teachers who provide Advanced Courses  
83           instruction; revising school eligibility requirements  
84           for the turnaround school supplemental services  
85           allocation; providing that certain allocation amounts  
86           be based on a specified membership survey; amending s.  
87           1012.34, F.S.; providing school administrators are not

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88 precluded from taking specified actions; amending s.  
89 1012.56, F.S.; revising requirements for a person  
90 seeking an educator certification; revising criteria  
91 for the award of a temporary certificate; revising the  
92 validity period for certain temporary certificates;  
93 deleting provisions relating to the department's  
94 ability to extend the validity period of certain  
95 temporary certificates; revising the requirements for  
96 the approval and administration of such programs;  
97 establishing professional education competency  
98 programs; requiring school districts to develop and  
99 maintain such a program; authorizing private schools  
100 and state-supported schools to develop and maintain  
101 such a program; amending ss. 1012.57 and 1012.575,  
102 F.S.; conforming cross-references; amending s.  
103 1012.585, F.S.; requiring certain applicants for the  
104 renewal of a professional certificate to earn  
105 specified college credit or inservice points;  
106 providing requirements for such credit or points;  
107 amending s. 1012.586, F.S.; conforming a cross-  
108 reference; amending s. 1012.71, F.S.; revising the  
109 funding calculation for the Florida Teachers Classroom  
110 Supply Assistance Program; deleting a requirement that  
111 school districts provide contributions for the  
112 program; requiring the Department of Education to  
113 administer a competitive procurement for the purchase  
114 of materials and supplies through the program;  
115 providing school district requirements; deleting  
116 requirements for the distribution of funds to

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117 classroom teachers through the program; deleting a  
118 requirement that classroom teachers sign a specified  
119 statement; revising requirements for unused program  
120 funds; deleting provisions authorizing department and  
121 district school boards to enter into specified  
122 partnerships; amending s. 1012.98, F.S.; defining the  
123 term "professional learning"; prohibiting specified  
124 meetings from being considered professional learning  
125 and eligible for inservice points; providing and  
126 revising requirements for certain professional  
127 learning activities; revising department and school  
128 district duties relating to such activities; providing  
129 requirements for entities contracted with to provide  
130 professional learning services and inservice education  
131 for school districts; amending s. 1012.986, F.S.;  
132 renaming the "William Cecil Golden Professional  
133 Development Program for School Leaders" as the  
134 "William Cecil Golden Professional Learning Program  
135 for School Leaders"; revising the goal of the program;  
136 providing a directive to the Division of Law Revision;  
137 providing effective dates.

138

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

140

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

143 1002.42 Private schools.—

144 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An

145 organization of private schools that has no fewer than 10 member

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146 schools in this state may develop a professional learning  
 147 ~~development~~ system to be filed with the Department of Education  
 148 in accordance with s. 1012.98(7) ~~the provisions of s.~~  
 149 ~~1012.98(6)~~.

150 Section 2. Paragraph (b) of subsection (6) of section  
 151 1002.45, Florida Statutes, is amended to read:

152 1002.45 Virtual instruction programs.—

153 (6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL  
 154 FUNDING.—

155 (b) Students enrolled in a virtual instruction program  
 156 shall be funded in the Florida Education Finance Program as  
 157 provided in the General Appropriations Act. The calculation to  
 158 determine the amount of funds for each student through the  
 159 Florida Education Finance Program shall include the sum of the  
 160 base Florida Education Finance Program pursuant to s.  
 161 1011.62(1)(t) ~~s. 1011.62(1)(s)~~ and all categorical programs  
 162 except for the categorical programs established pursuant to ss.  
 163 1011.62(1)(f), (7), and (13); 1011.68; 1011.685; and 1012.71.  
 164 Students residing outside of the school district reporting the  
 165 full-time equivalent virtual student shall be funded from state  
 166 funds only.

167 Section 3. Paragraph (e) of subsection (3) of section  
 168 1003.4282, Florida Statutes, is amended to read:

169 1003.4282 Requirements for a standard high school diploma.—

170 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
 171 REQUIREMENTS.—

172 (e) *One credit in fine or performing arts, speech and*  
 173 *debate, or career and technical education, ~~or practical arts.~~—A*  
 174 *The practical arts course that incorporates ~~must incorporate~~*

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175 artistic content and techniques of creativity, interpretation,  
176 and imagination satisfies the one credit requirement in fine or  
177 performing arts, speech and debate, or career and technical  
178 education. Eligible practical arts courses are identified in the  
179 Course Code Directory.

180 Section 4. Paragraph (b) of subsection (2) of section  
181 1004.04, Florida Statutes, is amended to read:

182 1004.04 Public accountability and state approval for  
183 teacher preparation programs.—

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

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

188 1. Candidate instruction and assessment in the Florida  
189 Educator Accomplished Practices across content areas.

190 2. The use of state-adopted content standards to guide  
191 curricula and instruction.

192 3. 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 4. Content literacy and mathematics practices.

199 5. Strategies appropriate for the instruction of English  
200 language learners.

201 6. Strategies appropriate for the instruction of students  
202 with disabilities.

203 7. Strategies to differentiate instruction based on student

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204 needs.

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

207 9. 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 10. Strategies to support the use of technology in  
212 education and distance learning.

213 11. Strategies and practices to support effective,  
214 research-based assessment and grading practices aligned to the  
215 state's academic standards.

216 Section 5. Paragraph (a) of subsection (2) and subsections  
217 (3), (4), and (5) of section 1004.85, Florida Statutes, are  
218 amended to read:

219 1004.85 Postsecondary educator preparation institutes.—

220 (2) (a) Postsecondary institutions that are accredited or  
221 approved as described in State Board of Education rule may seek  
222 approval from the Department of Education to create educator  
223 preparation institutes for the purpose of providing any or all  
224 of the following:

225 1. Professional learning development ~~development~~ instruction to assist  
226 teachers in improving classroom instruction and in meeting  
227 certification or recertification requirements.

228 2. Instruction to assist potential and existing substitute  
229 teachers in performing their duties.

230 3. Instruction to assist paraprofessionals in meeting  
231 education and training requirements.

232 4. Instruction for baccalaureate degree holders to become



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233 certified teachers as provided in this section in order to  
234 increase routes to the classroom for ~~mid-career~~ professionals  
235 who hold a baccalaureate degree and college graduates who were  
236 not education majors.

237 5. Instruction and professional learning development for  
238 part-time and full-time nondegreed teachers of career programs  
239 under s. 1012.39(1)(c).

240 (3) Educator preparation institutes approved pursuant to  
241 this section may offer competency-based certification programs  
242 specifically designed for noneducation major baccalaureate  
243 degree holders to enable program participants to meet the  
244 educator certification requirements of s. 1012.56. An educator  
245 preparation institute choosing to offer a competency-based  
246 certification program pursuant to the provisions of this section  
247 must implement a program ~~previously approved by the Department~~  
248 ~~of Education for this purpose or a program~~ developed by the  
249 institute and approved by the department for this purpose.  
250 Approved programs shall be available for use by other approved  
251 educator preparation institutes.

252 (a) Within 90 days after receipt of a request for approval,  
253 the Department of Education shall approve a preparation program  
254 pursuant to the requirements of this subsection or issue a  
255 statement of the deficiencies in the request for approval. The  
256 department shall approve a certification program if the  
257 institute provides evidence of the institute's capacity to  
258 implement a competency-based program that instructs and assesses  
259 each candidate in ~~includes each of~~ the following:

260 1.a. ~~Participant instruction and assessment in~~ The Florida  
261 Educator Accomplished Practices approved by the state board

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262 ~~across content areas.~~

263       b. The state academic ~~use of state-adopted student content~~  
264 standards provided under s. 1003.41, including scientifically  
265 based reading instruction, content literacy, and mathematical  
266 practices, for each subject identified on the statement of  
267 status of eligibility or the temporary certificate to guide  
268 ~~curriculum and instruction.~~

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

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

276       ~~e. Strategies appropriate for instruction of English~~  
277 ~~language learners.~~

278       ~~f. Strategies appropriate for instruction of students with~~  
279 ~~disabilities.~~

280       ~~g. Strategies to differentiate instruction based on student~~  
281 ~~needs.~~

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

284       ~~i. Strategies appropriate for the early identification of a~~  
285 ~~student in crisis or experiencing a mental health challenge and~~  
286 ~~the referral of such student to a mental health professional for~~  
287 ~~support.~~

288       ~~j. Strategies to support the use of technology in education~~  
289 ~~and distance learning.~~

290       2. An educational plan for each participant to meet

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291 certification requirements and demonstrate his or her ability to  
292 teach the subject area for which the participant is seeking  
293 certification, which is based on an assessment of his or her  
294 competency in the areas listed in subparagraph 1.

295 3. Field experiences appropriate to the certification  
296 subject area specified in the educational plan ~~with a diverse~~  
297 ~~population of students in a variety of challenging environments,~~  
298 ~~including, but not limited to, high-poverty schools, urban~~  
299 ~~schools, and rural schools,~~ under the supervision of qualified  
300 educators. The state board shall determine in rule the amount of  
301 field experience necessary to serve as the teacher of record,  
302 beginning with candidates entering a program in the 2023-2024  
303 school year.

304 4. A certification ombudsman to facilitate the process and  
305 procedures required for participants who complete the program to  
306 meet any requirements related to the background screening  
307 pursuant to s. 1012.32 and educator professional or temporary  
308 certification pursuant to s. 1012.56.

309 (b) Each program participant must:

310 1. Meet certification requirements pursuant to s.  
311 1012.56(1) by obtaining a statement of status of eligibility in  
312 the certification subject area of the educational plan and meet  
313 the requirements of s. 1012.56(2)(a)-(f).

314 2. Demonstrate competency and participate in ~~coursework and~~  
315 field experiences that are appropriate to his or her educational  
316 plan prepared under paragraph (a). Beginning with candidates  
317 entering an educator preparation institute in the 2022-2023  
318 school year, a candidate for certification in a coverage area  
319 identified pursuant to s. 1012.585(3)(f) must successfully

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320 complete all competencies for a reading endorsement, including  
321 completion of the endorsement practicum through the candidate's  
322 field experience, in order to graduate from the program.

323 3. Before completion of the program, fully demonstrate his  
324 or her ability to teach the subject area for which he or she is  
325 seeking certification by documenting a positive impact on  
326 student learning growth in a prekindergarten through grade 12  
327 setting and, except as provided in s. 1012.56(7)(a)3., achieving  
328 a passing score on the professional education competency  
329 examination, the basic skills examination, and the subject area  
330 examination for the subject area certification which is required  
331 by state board rule.

332 (c) Upon completion of all requirements for a certification  
333 program approved pursuant to this subsection, a participant  
334 shall receive a credential from the sponsoring institution  
335 signifying that the participant has completed a state-approved  
336 competency-based certification program in the certification  
337 subject area specified in the educational plan. A participant is  
338 eligible for educator certification through the Department of  
339 Education upon satisfaction of all requirements for  
340 certification set forth in s. 1012.56(2).

341 (4) The state board shall adopt rules for the continued  
342 approval of each program approved pursuant to this section ~~shall~~  
343 ~~be determined by the Commissioner of Education based upon a~~  
344 ~~periodic review of the following areas:~~

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

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

348 ~~1. Performance of students in prekindergarten through grade~~

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349 ~~12 who are assigned to in-field program completers on statewide~~  
350 ~~assessments using the results of the student learning growth~~  
351 ~~formula adopted under s. 1012.34.~~

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

354 ~~3. Workforce contributions, including placement of program~~  
355 ~~completers in instructional positions in Florida public and~~  
356 ~~private schools, with additional weight given to production of~~  
357 ~~program completers in statewide critical teacher shortage areas~~  
358 ~~as identified in s. 1012.07.~~

359 (5) Each institute approved pursuant to this section shall  
360 submit to the Department of Education annual performance  
361 evaluations that measure the effectiveness of the programs,  
362 ~~including the pass rates of participants on all examinations~~  
363 ~~required for teacher certification, employment rates,~~  
364 ~~longitudinal retention rates, and satisfaction surveys of~~  
365 ~~employers and program completers. The satisfaction surveys must~~  
366 ~~be designed to measure the sufficient preparation of the~~  
367 ~~educator for the realities of the classroom and the institute's~~  
368 ~~responsiveness to local school districts. These evaluations~~  
369 ~~shall be used by the Department of Education for purposes of~~  
370 ~~continued approval of an educator preparation institute's~~  
371 ~~certification program.~~

372 Section 6. Subsection (1) of section 1005.04, Florida  
373 Statutes, is amended, and a new subsection (3) is added to that  
374 section, read:

375 1005.04 Fair consumer practices.—

376 (1) Every institution that is under the jurisdiction of the  
377 commission or is exempt from the jurisdiction or purview of the

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378 commission pursuant to s. 1005.06(1)(c) or (f) and that either  
379 directly or indirectly solicits for enrollment any student  
380 shall:

381 (a) Disclose to each prospective student a statement of the  
382 purpose of such institution, its educational programs and  
383 curricula, a description of its physical facilities, its status  
384 regarding licensure, its fee schedule and policies regarding  
385 retaining student fees if a student withdraws, and a statement  
386 regarding the transferability of credits to and from other  
387 institutions. The institution shall make the required  
388 disclosures in writing at least 1 week prior to enrollment or  
389 collection of any tuition from the prospective student. The  
390 required disclosures may be made in the institution's current  
391 catalog;

392 (b) Use a reliable method to assess, before accepting a  
393 student into a program, the student's ability to complete  
394 successfully the course of study for which he or she has  
395 applied;

396 (c) Inform each student accurately about financial  
397 assistance and obligations for repayment of loans; describe any  
398 employment placement services provided and the limitations  
399 thereof; and refrain from promising or implying guaranteed  
400 placement, market availability, or salary amounts;

401 (d) Provide to prospective and enrolled students accurate  
402 information regarding the relationship of its programs to state  
403 licensure requirements for practicing related occupations and  
404 professions in Florida;

405 (e) Ensure that all advertisements are accurate and not  
406 misleading;

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407 (f) Publish and follow an equitable prorated refund policy  
408 for all students, and follow both the federal refund guidelines  
409 for students receiving federal financial assistance and the  
410 minimum refund guidelines set by commission rule;

411 (g) Follow the requirements of state and federal laws that  
412 require annual reporting with respect to crime statistics and  
413 physical plant safety and make those reports available to the  
414 public; ~~and~~

415 (h) Publish and follow procedures for handling student  
416 complaints, disciplinary actions, and appeals; and

417 (i) Prior to enrollment, provide to each prospective or  
418 enrolled student a written disclosure of all fees and costs that  
419 will be incurred by the student, the institution's refund  
420 policy, any exit examination requirements, and the grade point  
421 average required for completion of the student's program or  
422 degree. The disclosure must include a statement regarding the  
423 scope of accreditation, if applicable. Institutions licensed by  
424 the Commission for Independent Education shall disclose the  
425 information required pursuant to this paragraph in a format  
426 prescribed by the commission.

427 (3) In any application for licensure, the burden of  
428 demonstrating compliance with fair consumer practice is upon the  
429 person, entity, or institution asserting compliance. Determining  
430 compliance with this section shall rest with the commission. The  
431 commission may require further evidence and make such further  
432 investigation, in addition to any information submitted, as may  
433 be reasonably necessary in the commission's judgment.

434 Section 7. Section 1005.11, Florida Statutes, is created to  
435 read:

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436 1005.11 Accountability for institutions licensed by the  
437 Commission for Independent Education.-

438 (1) By June 30, 2024, and by April 15 of each year  
439 thereafter, the commission shall prepare an annual  
440 accountability report for licensed institutions. The report must  
441 contain, at a minimum, the graduation rates, including the  
442 number of graduates by program, retention rates, and placement  
443 rates, for all licensed institutions.

444 (2) By March 15, 2024, and by November 30 of each year  
445 thereafter, each licensed institution shall provide data to the  
446 commission in a format prescribed by the commission. Placement  
447 rates must be determined using a methodology approved by the  
448 commission.

449 (3) The commission shall establish a common set of data  
450 definitions for institutional reporting purposes.

451 (4) The commission shall impose an administrative fine of  
452 not more than \$500 when a licensed institution fails to timely  
453 submit the required data to the commission pursuant to this  
454 section. Administrative fines collected under this subsection  
455 must be deposited into the Student Protection Fund.

456 (5) The commission may require licensed institutions to  
457 provide institutional, graduate, and student data through  
458 reasonable data collection efforts as required or necessitated  
459 by statute or rule.

460 (6) The commission may establish, by rule, performance  
461 benchmarks to identify high-performing institutions licensed by  
462 the commission.

463 Section 8. Paragraph (p) is added to subsection (1) of  
464 section 1005.22, Florida Statutes, to read:



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465 1005.22 Powers and duties of commission.—

466 (1) The commission shall:

467 (p) Have the power, within its respective regulatory  
468 jurisdiction, to examine and investigate the affairs of every  
469 person, entity, or independent postsecondary institution in  
470 order to determine whether the person, entity, or independent  
471 postsecondary institution is operating in accordance with this  
472 chapter or has been or is engaged in any unfair or deceptive act  
473 or practice prohibited by s. 1005.04.

474 Section 9. Subsections (2) and (8) of section 1005.31,  
475 Florida Statutes, are amended to read:

476 1005.31 Licensure of institutions.—

477 (2) The commission shall develop minimum standards by which  
478 to evaluate institutions for licensure. These standards must  
479 include, at a minimum, ~~at least~~ the institution's name;;  
480 financial stability;; purpose;; administrative organization;;  
481 admissions and recruitment;; educational programs and  
482 curricula;; retention and completion, including a retention and  
483 completion management plan; career placement;; faculty;;  
484 learning resources;; student personnel services;; physical plant  
485 and facilities;; publications;; and disclosure statements about  
486 the status of the institution with respect to professional  
487 certification and licensure. The commission may adopt rules to  
488 ensure that institutions licensed under this section meet these  
489 standards in ways that are appropriate to achieve the stated  
490 intent of this chapter, including provisions for nontraditional  
491 or distance education programs and delivery.

492 (a) The standards relating to admissions and recruitment  
493 must include, but need not be limited to, requirements for

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494 verification of high school graduation, high school equivalency,  
495 or qualifying scores on an ability-to-benefit test.

496 (b) The commission may require a licensed institution to  
497 submit a management plan, prohibit a licensed institution from  
498 enrolling new students in the institution or a program of the  
499 institution, or limit the number of students in a program at a  
500 licensed institution based upon any of the following factors:

501 1. The institution's performance on the licensure standards  
502 or criteria established pursuant to this chapter.

503 2. The placement of the institution or a program of the  
504 institution on probation or the imposition of other adverse  
505 actions by the commission, an accrediting agency, or other  
506 regulatory agency, including the United States Department of  
507 Education.

508 3. Similar circumstances that leave the institution unable  
509 to meet the needs of students or prospective students.

510 ~~(8) An institution may not conduct a program unless~~  
511 ~~specific authority is granted in its license.~~

512 Section 10. Section 1005.335, Florida Statutes, is created  
513 to read:

514 1005.335 Accreditation requirements and programmatic  
515 licensure.—

516 (1) An institution may not conduct a program unless  
517 specific authority is granted in its license.

518 (2) All programs offered by a licensed institution must be  
519 recognized and licensed by the commission, including, but not  
520 limited to, avocational programs or courses, examination  
521 preparation programs or courses, contract training programs or  
522 courses, continuing education, or professional development

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523 programs or courses. Notwithstanding this requirement, an  
524 institution may provide a contract training program or course  
525 without approval by the commission if the program or course has  
526 a duration of less than 1 year and is not paid for by students  
527 or trainees participating in the program. The commission shall  
528 adopt rules to implement this subsection.

529 (3) An institution must obtain institutional accreditation  
530 before obtaining approval from the commission to offer a  
531 prelicensure professional nursing program.

532 (4) The commission shall adopt rules to implement this  
533 section.

534 Section 11. Section 1005.345, Florida Statutes, is created  
535 to read:

536 1005.345 Assurance of financial stability.-

537 (1) The commission may require an institution applying for  
538 initial licensure to provide an assurance of financial stability  
539 as provided in this section. The assurance of financial  
540 stability must remain in effect until the institution applies  
541 for and receives a first annual licensure renewal and  
542 demonstrates financial stability as determined by the  
543 commission.

544 (2) The commission may require a surety bond, cash  
545 deposited into an escrow account, or an irrevocable letter of  
546 credit as an assurance of financial stability. The form and  
547 content of the assurance of financial stability must be approved  
548 by the commission, and all payments made thereunder must be  
549 deposited into a separate account within the Institutional  
550 Assessment Trust Fund.

551 (3) An assurance of financial stability must be payable to

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552 the commission in an amount sufficient to pay for or subsidize  
553 the following costs as determined by the commission:

554 (a) The costs of providing instructors or facilities to  
555 complete the training of students enrolled at a licensed  
556 institution at the time the institution ceases to operate. This  
557 includes, but is not limited to, the costs to the institution  
558 associated with reimbursing the Student Protection Fund for  
559 expenditures made pursuant to s. 1005.37(3).

560 (b) The costs of evaluating, storing, and maintaining  
561 student records.

562 (4) The commission shall adopt rules to implement this  
563 section.

564 Section 12. For the 2023-2024 fiscal year, the sum of  
565 \$600,000 in recurring funds from the Institutional Assessment  
566 Trust Fund is appropriated to the Commission for Independent  
567 Education to fund the additional workload and direct costs to  
568 implement ss. 1003.45, 1005.31, and 1005.335, Florida Statutes.

569 Section 13. Subsections (1) and (2) of section 1007.27,  
570 Florida Statutes, are amended, and subsections (9) and (10) are  
571 added to that section, to read:

572 1007.27 Articulated acceleration mechanisms.—

573 (1) It is the intent of the Legislature that a variety of  
574 articulated acceleration mechanisms be available for secondary  
575 and postsecondary students attending public educational  
576 institutions. It is intended that articulated acceleration serve  
577 to shorten the time necessary for a student to complete the  
578 requirements associated with the conference of a high school  
579 diploma and a postsecondary degree, broaden the scope of  
580 curricular options available to students, or increase the depth

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581 of study available for a particular subject. Articulated  
582 acceleration mechanisms shall include, but are not limited to,  
583 dual enrollment and early admission as provided for in s.  
584 1007.271, advanced placement, credit by examination, the  
585 International Baccalaureate Program, ~~and~~ the Advanced  
586 International Certificate of Education Program, and Advanced  
587 Courses. Credit earned through the Florida Virtual School shall  
588 provide additional opportunities for early graduation and  
589 acceleration. Students of Florida public secondary schools  
590 enrolled pursuant to this subsection shall be deemed authorized  
591 users of the state-funded electronic library resources that are  
592 licensed for Florida College System institutions and state  
593 universities by the Florida Postsecondary Academic Library  
594 Network. Verification of eligibility shall be in accordance with  
595 rules established by the State Board of Education and  
596 regulations established by the Board of Governors and processes  
597 implemented by Florida College System institutions and state  
598 universities.

599 (2) The Department of Education shall annually identify and  
600 publish the minimum scores, maximum credit, and course or  
601 courses for which credit is to be awarded for each College Level  
602 Examination Program (CLEP) subject examination, College Board  
603 Advanced Placement Program examination, Advanced Courses  
604 assessment, Advanced International Certificate of Education  
605 examination, International Baccalaureate examination, Excelsior  
606 College subject examination, Defense Activity for Non-  
607 Traditional Education Support (DANTES) subject standardized  
608 test, and Defense Language Proficiency Test (DLPT). The  
609 department shall use student performance data in subsequent

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610 postsecondary courses to determine the appropriate examination  
611 scores and courses for which credit is to be granted. Minimum  
612 scores may vary by subject area based on available performance  
613 data. In addition, the department shall identify such courses in  
614 the general education core curriculum of each state university  
615 and Florida College System institution.

616 (9) Advanced Courses shall be the enrollment of an eligible  
617 secondary student in a secondary course created by a public  
618 postsecondary institution which prepares students for an  
619 assessment identified in subsection (2). Postsecondary credit  
620 for an Advanced Course is limited to students who score the  
621 minimum score on an assessment identified under subsection (2).  
622 The specific courses for which students receive such credit must  
623 be identified in the statewide articulation agreement required  
624 by s. 1007.23(1). Students of Florida public secondary schools  
625 enrolled pursuant to this subsection are exempt from the payment  
626 of any fees for administration of the examination regardless of  
627 whether the student achieves a passing score on the examination.

628 (a) The State Board of Education and the Board of Governors  
629 shall identify Florida College System institutions and state  
630 universities, respectively, to develop Advanced Courses and  
631 provide the training required under s. 1007.35(6).

632 (b) The Department of Education may partner with an  
633 independent third-party testing or assessment organization to  
634 develop assessments that measure competencies consistent with  
635 the required course competencies identified by the Articulation  
636 Coordinating Committee, pursuant to s. 1007.25, for general  
637 education core courses. Postsecondary credit is limited to  
638 students who achieve a minimum score on an assessment identified

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639 in subsection (2).

640 (10) The Department of Education, in cooperation with the  
641 Board of Governors, shall issue a report to the Legislature by  
642 January 1, 2024, on the alignment between acceleration  
643 mechanisms available to secondary students and student success  
644 at the postsecondary level. At a minimum, the report must  
645 examine how:

646 (a) Acceleration mechanisms align to secondary completion  
647 and rates of success.

648 (b) Bonuses provided for completion or passage of  
649 acceleration courses impact school quality and performance.

650 (c) Acceleration mechanisms align with postsecondary  
651 completion rates.

652 (d) Acceleration course offerings align with general  
653 education core courses and reduce time to degree.

654 (e) Acceptance of postsecondary credit earned through  
655 acceleration courses through agreements with other states has  
656 improved.

657 Section 14. Present subsections (2) through (10) of section  
658 1007.35, Florida Statutes, are redesignated as subsections (3)  
659 through (11), respectively, a new subsection (2) is added to  
660 that section, and paragraph (a) of present subsection (5) and  
661 present subsections (6) and (8) of that section are amended, to  
662 read:

663 1007.35 Florida Partnership for Minority and  
664 Underrepresented Student Achievement.—

665 (2) For purposes of this section, the term "advanced  
666 courses" includes Advanced Placement courses, International  
667 Baccalaureate courses, Advanced International Certificate of

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668 Education courses, dual enrollment courses, and other Advanced  
669 Courses identified in s. 1007.27(9).

670 (6)~~(5)~~ Each public high school, including, but not limited  
671 to, schools and alternative sites and centers of the Department  
672 of Juvenile Justice, shall provide for the administration of the  
673 Preliminary SAT/National Merit Scholarship Qualifying Test  
674 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.  
675 However, a written notice shall be provided to each parent which  
676 must include the opportunity to exempt his or her child from  
677 taking the PSAT/NMSQT or the PreACT.

678 (a) Test results will provide each high school with a  
679 database of student assessment data which certified school  
680 counselors will use to identify students who are prepared or who  
681 need additional work to be prepared to enroll and be successful  
682 in ~~AP courses or other~~ advanced ~~high school~~ courses.

683 (7)~~(6)~~ The partnership shall:

684 (a) Provide teacher training and professional development  
685 to enable teachers of ~~AP or other~~ advanced courses to have the  
686 necessary content knowledge and instructional skills to prepare  
687 students for success on ~~AP or other~~ advanced course examinations  
688 and mastery of postsecondary course content.

689 (b) Provide to middle school teachers and administrators  
690 professional development that will enable them to educate middle  
691 school students at the level necessary to prepare the students  
692 to enter high school ready to participate in advanced courses.

693 (c) Provide teacher training and materials that are aligned  
694 with state standards ~~the Next Generation Sunshine State~~  
695 ~~Standards~~ and are consistent with best theory and practice  
696 regarding multiple learning styles and research on learning,



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697 instructional strategies, instructional design, and classroom  
698 assessment. Curriculum materials must be based on current,  
699 accepted, and essential academic knowledge.

700 (d) Provide assessment of individual strengths and  
701 weaknesses as related to potential success in ~~AP or other~~  
702 advanced courses and readiness for college.

703 (e) Provide college entrance exam preparation through a  
704 variety of means that may include, but are not limited to,  
705 training teachers to provide courses at schools; training  
706 community organizations to provide courses at community centers,  
707 faith-based organizations, and businesses; and providing online  
708 courses.

709 (f) Consider ways to incorporate Florida College System  
710 institutions in the mission of preparing all students for  
711 postsecondary success.

712 (g) Provide a plan for communication and coordination of  
713 efforts with the Florida Virtual School's provision of online ~~AP~~  
714 ~~or other~~ advanced courses.

715 (h) Work with school districts to identify minority and  
716 underrepresented students for participation in ~~AP or other~~  
717 advanced courses.

718 (i) Work with school districts to provide information to  
719 students and parents that explains available opportunities for  
720 students to take ~~AP and other~~ advanced courses and that explains  
721 enrollment procedures that students must follow to enroll in  
722 such courses. Such information must also explain the value of  
723 such courses as they relate to:

724 1. Preparing the student for postsecondary level  
725 coursework.

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726           2. Enabling the student to gain access to postsecondary  
727 education opportunities.

728           3. Qualifying for scholarships and other financial aid  
729 opportunities.

730           (j) Provide information to students, parents, teachers,  
731 counselors, administrators, districts, Florida College System  
732 institutions, and state universities regarding PSAT/NMSQT or the  
733 PreACT administration, including, but not limited to:

734           1. Test administration dates and times.

735           2. That participation in the PSAT/NMSQT or the PreACT is  
736 open to all 10th grade students.

737           3. The value of such tests in providing diagnostic feedback  
738 on student skills.

739           4. The value of student scores in predicting the  
740 probability of success on ~~AP or other~~ advanced course  
741 examinations.

742           (k) Cooperate with the department to provide information to  
743 administrators, teachers, and counselors, whenever possible,  
744 about partnership activities, opportunities, and priorities.

745           (l) Consider ways to partner with colleges and universities  
746 to develop courses and provide teacher training.

747           (9) (a) ~~(8) (a)~~ By September 30 of each year, the partnership  
748 shall submit to the department a report that contains an  
749 evaluation of the effectiveness of the delivered services and  
750 activities. Activities and services must be evaluated on their  
751 effectiveness at raising student achievement and increasing the  
752 number of ~~AP or other~~ advanced course examinations in low-  
753 performing middle and high schools. Other indicators that must  
754 be addressed in the evaluation report include the number of

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755 middle and high school teachers trained; the effectiveness of  
756 the training; measures of postsecondary readiness of the  
757 students affected by the program; levels of participation in  
758 10th grade PSAT/NMSQT or the PreACT testing; and measures of  
759 student, parent, and teacher awareness of and satisfaction with  
760 the services of the partnership.

761 (b) The department shall contribute to the evaluation  
762 process by providing access, consistent with s. 119.071(5)(a),  
763 to student and teacher information necessary to match against  
764 databases containing teacher professional development data and  
765 databases containing assessment data for the PSAT/NMSQT, SAT,  
766 ACT, Classical Learning Test, PreACT, ~~AP~~, advanced courses  
767 assessment, and other appropriate measures. The department shall  
768 also provide student-level data on student progress from middle  
769 school through high school and into college and the workforce,  
770 if available, in order to support longitudinal studies. The  
771 partnership shall analyze and report student performance data in  
772 a manner that protects the rights of students and parents as  
773 required in 20 U.S.C. s. 1232g and s. 1002.22.

774 Section 15. Paragraphs (b) and (c) of subsection (3) and  
775 subsection (9) of section 1008.22, Florida Statutes, are amended  
776 to read:

777 1008.22 Student assessment program for public schools.—

778 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
779 Commissioner of Education shall design and implement a  
780 statewide, standardized assessment program aligned to the core  
781 curricular content established in the state academic standards.  
782 The commissioner also must develop or select and implement a  
783 common battery of assessment tools that will be used in all

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784 juvenile justice education programs in the state. These tools  
785 must accurately measure the core curricular content established  
786 in the state academic standards. Participation in the assessment  
787 program is mandatory for all school districts and all students  
788 attending public schools, including adult students seeking a  
789 standard high school diploma under s. 1003.4282 and students in  
790 Department of Juvenile Justice education programs, except as  
791 otherwise provided by law. If a student does not participate in  
792 the assessment program, the school district must notify the  
793 student's parent and provide the parent with information  
794 regarding the implications of such nonparticipation. The  
795 statewide, standardized assessment program shall be designed and  
796 implemented as follows:

797 (b) *End-of-course (EOC) assessments.*—EOC assessments must  
798 be statewide, standardized, and developed or approved by the  
799 Department of Education as follows:

800 1. EOC assessments for Algebra I, Geometry, Biology I,  
801 United States History, and Civics shall be administered to  
802 students enrolled in such courses as specified in the course  
803 code directory.

804 2. Students enrolled in a course, as specified in the  
805 course code directory, with an associated statewide,  
806 standardized EOC assessment must take the EOC assessment for  
807 such course and may not take the corresponding subject or grade-  
808 level statewide, standardized assessment pursuant to paragraph  
809 (a). Sections 1003.4156 and 1003.4282 govern the use of  
810 statewide, standardized EOC assessment results for students.

811 3. The commissioner may select one or more nationally  
812 developed comprehensive examinations, which may include

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813 examinations for a College Board Advanced Placement course,  
814 International Baccalaureate course, ~~or~~ Advanced International  
815 Certificate of Education course, Advanced Courses under s.  
816 1007.27(9), or industry-approved examinations to earn national  
817 industry certifications identified in the CAPE Industry  
818 Certification Funding List, for use as EOC assessments under  
819 this paragraph if the commissioner determines that the content  
820 knowledge and skills assessed by the examinations meet or exceed  
821 the grade-level expectations for the core curricular content  
822 established for the course in the state academic standards. Use  
823 of any such examination as an EOC assessment must be approved by  
824 the state board in rule.

825 4. Contingent upon funding provided in the General  
826 Appropriations Act, including the appropriation of funds  
827 received through federal grants, the commissioner may establish  
828 an implementation schedule for the development and  
829 administration of additional statewide, standardized EOC  
830 assessments that must be approved by the state board in rule. If  
831 approved by the state board, student performance on such  
832 assessments constitutes 30 percent of a student's final course  
833 grade.

834 5. All statewide, standardized EOC assessments must be  
835 administered online except as otherwise provided in paragraph  
836 (d).

837 6. A student enrolled in an Advanced Placement (AP) course,  
838 International Baccalaureate (IB) course, ~~or~~ Advanced  
839 International Certificate of Education (AICE) course, or  
840 Advanced Course who takes the respective AP, IB, ~~or~~ AICE, or  
841 Advanced Course assessment and earns the minimum score necessary

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842 to earn college credit, as identified in s. 1007.27(2), meets  
843 the requirements of this paragraph and does not have to take the  
844 EOC assessment for the corresponding course.

845 (c) *Nationally recognized high school assessments.*—Each  
846 school district shall, by the 2023-2024 ~~2021-2022~~ school year  
847 and subject to appropriation, select either the SAT, ~~or~~ ACT, or  
848 Classical Learning Test (CLT) for districtwide administration to  
849 each public school student in grade 11, including students  
850 attending public high schools, alternative schools, and  
851 Department of Juvenile Justice education programs.

852 (9) CONCORDANT SCORES.—The Commissioner of Education must  
853 identify scores on the SAT, ~~and~~ ACT, and CLT that if achieved  
854 satisfy the graduation requirement that a student pass the grade  
855 10 ELA assessment. The commissioner may identify concordant  
856 scores on assessments other than the SAT, ~~and~~ ACT, and CLT. If  
857 the content or scoring procedures change for the grade 10 ELA  
858 assessment, new concordant scores must be determined. If new  
859 concordant scores are not timely adopted, the last-adopted  
860 concordant scores remain in effect until such time as new scores  
861 are adopted. The state board shall adopt concordant scores in  
862 rule.

863 Section 16. Paragraph (b) of subsection (3) of section  
864 1008.34, Florida Statutes, is amended to read:

865 1008.34 School grading system; school report cards;  
866 district grade.—

867 (3) DESIGNATION OF SCHOOL GRADES.—

868 (b)1. Beginning with the 2023-2024 ~~2014-2015~~ school year, a  
869 school's grade must ~~shall~~ be based on the following components,  
870 each worth 100 points:

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- 871 a. The percentage of eligible students passing statewide,  
872 standardized assessments in English Language Arts under s.  
873 1008.22(3).
- 874 b. The percentage of eligible students passing statewide,  
875 standardized assessments in mathematics under s. 1008.22(3).
- 876 c. The percentage of eligible students passing statewide,  
877 standardized assessments in science under s. 1008.22(3).
- 878 d. The percentage of eligible students passing statewide,  
879 standardized assessments in social studies under s. 1008.22(3).
- 880 e. The percentage of eligible students who make Learning  
881 Gains in English Language Arts as measured by statewide,  
882 standardized assessments administered under s. 1008.22(3).
- 883 f. The percentage of eligible students who make Learning  
884 Gains in mathematics as measured by statewide, standardized  
885 assessments administered under s. 1008.22(3).
- 886 g. The percentage of eligible students in the lowest 25  
887 percent in English Language Arts, as identified by prior year  
888 performance on statewide, standardized assessments, who make  
889 Learning Gains as measured by statewide, standardized English  
890 Language Arts assessments administered under s. 1008.22(3).
- 891 h. The percentage of eligible students in the lowest 25  
892 percent in mathematics, as identified by prior year performance  
893 on statewide, standardized assessments, who make Learning Gains  
894 as measured by statewide, standardized Mathematics assessments  
895 administered under s. 1008.22(3).
- 896 i. For schools comprised of middle grades 6 through 8 or  
897 grades 7 and 8, the percentage of eligible students passing high  
898 school level statewide, standardized end-of-course assessments  
899 or attaining national industry certifications identified in the

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900 CAPE Industry Certification Funding List pursuant to state board  
901 rule.

902 j. For schools that include grade 3, the percentage of  
903 eligible students who score an achievement level 3 or higher on  
904 the grade 3 statewide, standardized English Language Arts  
905 assessment administered under s. 1008.22(3).

906

907 In calculating Learning Gains for the components listed in sub-  
908 subparagraphs e.-h., the State Board of Education shall require  
909 that learning growth toward achievement levels 3, 4, and 5 is  
910 demonstrated by students who scored below each of those levels  
911 in the prior year. In calculating the components in sub-  
912 subparagraphs a.-d., the state board shall include the  
913 performance of English language learners only if they have been  
914 enrolled in a school in the United States for more than 2 years.

915 2. For a school comprised of grades 9, 10, 11, and 12, or  
916 grades 10, 11, and 12, the school's grade shall also be based on  
917 the following components, each worth 100 points:

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

920 b. The percentage of students who were eligible to earn  
921 college and career credit through College Board Advanced  
922 Placement examinations, International Baccalaureate  
923 examinations, Advanced Courses under s. 1007.27(9), dual  
924 enrollment courses, including career dual enrollment courses  
925 resulting in the completion of 300 or more clock hours during  
926 high school which are approved by the state board as meeting the  
927 requirements of s. 1007.271, or Advanced International  
928 Certificate of Education examinations; who, at any time during



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929 high school, earned national industry certification identified  
930 in the CAPE Industry Certification Funding List, pursuant to  
931 rules adopted by the state board; or, beginning with the 2022-  
932 2023 school year, who earned an Armed Services Qualification  
933 Test score that falls within Category II or higher on the Armed  
934 Services Vocational Aptitude Battery and earned a minimum of two  
935 credits in Junior Reserve Officers' Training Corps courses from  
936 the same branch of the United States Armed Forces.

937 Section 17. Subsection (3) and paragraph (c) of subsection  
938 (6) of section 1009.531, Florida Statutes, are amended to read:

939 1009.531 Florida Bright Futures Scholarship Program;  
940 student eligibility requirements for initial awards.—

941 (3) For purposes of calculating the grade point average to  
942 be used in determining initial eligibility for a Florida Bright  
943 Futures Scholarship, the department shall assign additional  
944 weights to grades earned in the following courses:

945 (a) Courses identified in the course code directory as  
946 Advanced Placement, pre-International Baccalaureate,  
947 International Baccalaureate, International General Certificate  
948 of Secondary Education (pre-AICE), ~~or~~ Advanced International  
949 Certificate of Education, or Advanced Courses under s.  
950 1007.27(9).

951 (b) Courses designated as academic dual enrollment courses  
952 in the statewide course numbering system.

953  
954 The department may assign additional weights to courses, other  
955 than those described in paragraphs (a) and (b), that are  
956 identified by the Department of Education as containing rigorous  
957 academic curriculum and performance standards. The additional

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958 weight assigned to a course pursuant to this subsection shall  
959 not exceed 0.5 per course. The weighted system shall be  
960 developed and distributed to all high schools in the state. The  
961 department may determine a student's eligibility status during  
962 the senior year before graduation and may inform the student of  
963 the award at that time.

964 (6)

965 (c) To ensure that the required examination scores  
966 represent top student performance and are equivalent between the  
967 SAT, and ACT, and Classical Learning Test (CLT), the department  
968 shall develop a method for determining the required examination  
969 scores which incorporates all of the following:

970 1. The minimum required SAT score for the Florida Academic  
971 Scholarship must be set no lower than the 89th national  
972 percentile on the SAT. The department may adjust the required  
973 SAT score only if the required score drops below the 89th  
974 national percentile, and any such adjustment must be applied to  
975 the bottom of the SAT score range that is concordant to the ACT  
976 and CLT.

977 2. The minimum required SAT score for the Florida Medallion  
978 Scholarship must be set no lower than the 75th national  
979 percentile on the SAT. The department may adjust the required  
980 SAT score only if the required score drops below the 75th  
981 national percentile, and any such adjustment must be made to the  
982 bottom of the SAT score range that is concordant to the ACT and  
983 CLT.

984 3. The required ACT and CLT scores must be made concordant  
985 to the required SAT scores, using the latest published national  
986 concordance table developed jointly by the College Board, and

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987 ACT, Inc, and Classic Learning Initiatives.

988 Section 18. Present paragraphs (p) through (t) of  
989 subsection (1) of section 1011.62, Florida Statutes, are  
990 redesignated as subsections (q) through (u), respectively, a new  
991 paragraph (p) is added to that subsection, and paragraph (o) of  
992 subsection (1) and subsection (17) of that section are amended,  
993 to read:

994 1011.62 Funds for operation of schools.—If the annual  
995 allocation from the Florida Education Finance Program to each  
996 district for operation of schools is not determined in the  
997 annual appropriations act or the substantive bill implementing  
998 the annual appropriations act, it shall be determined as  
999 follows:

1000 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
1001 OPERATION.—The following procedure shall be followed in  
1002 determining the annual allocation to each district for  
1003 operation:

1004 (o) *Calculation of additional full-time equivalent*  
1005 *membership based on successful completion of a career-themed*  
1006 *course pursuant to ss. 1003.491, 1003.492, and 1003.493, or*  
1007 *courses with embedded CAPE industry certifications or CAPE*  
1008 *Digital Tool certificates, and issuance of industry*  
1009 *certification identified on the CAPE Industry Certification*  
1010 *Funding List pursuant to rules adopted by the State Board of*  
1011 *Education or CAPE Digital Tool certificates pursuant to s.*  
1012 *1003.4203.—*

1013 1.a. A value of 0.025 full-time equivalent student  
1014 membership shall be calculated for CAPE Digital Tool  
1015 certificates earned by students in elementary and middle school

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1016 grades.

1017       b. A value of 0.1 or 0.2 full-time equivalent student  
1018 membership shall be calculated for each student who completes a  
1019 course as defined in s. 1003.493(1)(b) or courses with embedded  
1020 CAPE industry certifications and who is issued an industry  
1021 certification identified annually on the CAPE Industry  
1022 Certification Funding List approved under rules adopted by the  
1023 State Board of Education. A value of 0.2 full-time equivalent  
1024 membership shall be calculated for each student who is issued a  
1025 CAPE industry certification that has a statewide articulation  
1026 agreement for college credit approved by the State Board of  
1027 Education. For CAPE industry certifications that do not  
1028 articulate for college credit, the Department of Education shall  
1029 assign a full-time equivalent value of 0.1 for each  
1030 certification. Middle grades students who earn additional FTE  
1031 membership for a CAPE Digital Tool certificate pursuant to sub-  
1032 subparagraph a. may not use the previously funded examination to  
1033 satisfy the requirements for earning an industry certification  
1034 under this sub-subparagraph. ~~Additional FTE membership for an~~  
1035 ~~elementary or middle grades student may not exceed 0.1 for~~  
1036 ~~certificates or certifications earned within the same fiscal~~  
1037 ~~year.~~ The State Board of Education shall include the assigned  
1038 values on the CAPE Industry Certification Funding List under  
1039 rules adopted by the state board. Such value shall be added to  
1040 the total full-time equivalent student membership for grades 6  
1041 through 12 in the subsequent year. CAPE industry certifications  
1042 earned through dual enrollment must be reported and funded  
1043 pursuant to s. 1011.80. However, if a student earns a  
1044 certification through a dual enrollment course and the

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1045 certification is not a fundable certification on the  
1046 postsecondary certification funding list, or the dual enrollment  
1047 certification is earned as a result of an agreement between a  
1048 school district and a nonpublic postsecondary institution, the  
1049 bonus value shall be funded in the same manner as other nondual  
1050 enrollment course industry certifications. In such cases, the  
1051 school district may provide for an agreement between the high  
1052 school and the technical center, or the school district and the  
1053 postsecondary institution may enter into an agreement for  
1054 equitable distribution of the bonus funds.

1055 c. A value of 0.3 full-time equivalent student membership  
1056 shall be calculated for student completion of the courses and  
1057 the embedded certifications identified on the CAPE Industry  
1058 Certification Funding List and approved by the commissioner  
1059 pursuant to ss. 1003.4203(5) (a) and 1008.44.

1060 d. A value of 0.5 full-time equivalent student membership  
1061 shall be calculated for CAPE Acceleration Industry  
1062 Certifications that articulate for 15 to 29 college credit  
1063 hours, and 1.0 full-time equivalent student membership shall be  
1064 calculated for CAPE Acceleration Industry Certifications that  
1065 articulate for 30 or more college credit hours pursuant to CAPE  
1066 Acceleration Industry Certifications approved by the  
1067 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

1068 2. Each district must allocate at least 80 percent of the  
1069 funds provided for CAPE industry certification, in accordance  
1070 with this paragraph, to the program that generated the funds.  
1071 This allocation may not be used to supplant funds provided for  
1072 basic operation of the program.

1073 3. For CAPE industry certifications earned in the 2013-2014

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1074 school year and in subsequent years, the school district shall  
1075 distribute to each classroom teacher who provided direct  
1076 instruction toward the attainment of a CAPE industry  
1077 certification that qualified for additional full-time equivalent  
1078 membership under subparagraph 1.:

1079 a. A bonus of \$25 for each student taught by a teacher who  
1080 provided instruction in a course that led to the attainment of a  
1081 CAPE industry certification on the CAPE Industry Certification  
1082 Funding List with a weight of 0.1.

1083 b. A bonus of \$50 for each student taught by a teacher who  
1084 provided instruction in a course that led to the attainment of a  
1085 CAPE industry certification on the CAPE Industry Certification  
1086 Funding List with a weight of 0.2.

1087 c. A bonus of \$75 for each student taught by a teacher who  
1088 provided instruction in a course that led to the attainment of a  
1089 CAPE industry certification on the CAPE Industry Certification  
1090 Funding List with a weight of 0.3.

1091 d. A bonus of \$100 for each student taught by a teacher who  
1092 provided instruction in a course that led to the attainment of a  
1093 CAPE industry certification on the CAPE Industry Certification  
1094 Funding List with a weight of 0.5 or 1.0.

1095  
1096 Bonuses awarded pursuant to this paragraph shall be provided to  
1097 teachers who are employed by the district in the year in which  
1098 the additional FTE membership calculation is included in the  
1099 calculation. Bonuses shall be calculated based upon the  
1100 associated weight of a CAPE industry certification on the CAPE  
1101 Industry Certification Funding List for the year in which the  
1102 certification is earned by the student. Any bonus awarded to a

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1103 teacher pursuant to this paragraph is in addition to any regular  
1104 wage or other bonus the teacher received or is scheduled to  
1105 receive. A bonus may not be awarded to a teacher who fails to  
1106 maintain the security of any CAPE industry certification  
1107 examination or who otherwise violates the security or  
1108 administration protocol of any assessment instrument that may  
1109 result in a bonus being awarded to the teacher under this  
1110 paragraph.

1111 (p) Calculation of additional full-time equivalent  
1112 membership based on Advanced Courses scores of students.-  
1113 Beginning in the 2025-2026 school year, a value of 0.16 full-  
1114 time equivalent student membership shall be calculated for each  
1115 student in each Advanced Course under s. 1007.27(9) who receives  
1116 a minimum score on an assessment identified pursuant to s.  
1117 1007.27(2) for the prior year and added to the total full-time  
1118 equivalent student membership in basic programs for grades 9  
1119 through 12 in the subsequent fiscal year. Each district must  
1120 allocate at least 80 percent of the funds provided to the  
1121 district for Advanced Courses instruction, in accordance with  
1122 this paragraph, to the high school that generates the funds. The  
1123 school district shall distribute to each classroom teacher who  
1124 provided Advanced Courses instruction:

1125 1. A bonus in the amount of \$50 for each student taught by  
1126 the teacher in each Advanced Course who receives a minimum score  
1127 on an Advanced Course assessment identified under s. 1007.27(2).

1128 2. An additional bonus of \$500 to each Advanced Courses  
1129 teacher in a school designated with a grade of "D" or "F" who  
1130 has at least one student scoring a minimum score on an  
1131 assessment identified pursuant to s. 1007.27(2), regardless of

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1132 the number of courses taught or of the number of students who  
1133 earn a minimum score on an Advanced Course assessment identified  
1134 pursuant to s. 1007.27(2).

1135  
1136 Bonuses awarded under this paragraph are in addition to any  
1137 regular wage or other bonus the teacher received or is scheduled  
1138 to receive.

1139 (17) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—  
1140 The turnaround school supplemental services allocation is  
1141 created to provide ~~district-managed~~ turnaround schools, as  
1142 identified in s. 1008.33, ~~s. 1008.33(4)(a)~~, ~~schools that earn~~  
1143 ~~three consecutive grades below a "C," as identified in s.~~  
1144 ~~1008.33(4)(b)3.,~~ and schools that implemented a turnaround plan  
1145 and exited turnaround status by earning a school grade of have  
1146 improved to a "C" or higher and are no longer in turnaround  
1147 ~~status~~, as identified in s. 1008.33(4)(c), with funds to offer  
1148 services designed to improve the overall academic and community  
1149 welfare of the schools' students and their families.

1150 (a)1. Services funded by the allocation may include, but  
1151 are not limited to, tutorial and after-school programs, student  
1152 counseling, nutrition education, parental counseling, and an  
1153 extended school day and school year. In addition, services may  
1154 include models that develop a culture that encourages students  
1155 to complete high school and to attend college or career  
1156 training, set high academic expectations, and inspire character  
1157 development.

1158 2. A school district may enter into a formal agreement with  
1159 a nonprofit organization that has tax-exempt status under s.  
1160 501(c)(3) of the Internal Revenue Code to implement an



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1161 integrated student support service model that provides students  
1162 and families with access to wrap-around services, including, but  
1163 not limited to, health services, after-school programs, drug  
1164 prevention programs, college and career readiness programs, and  
1165 food and clothing banks.

1166 (b) Before distribution of the allocation, the school  
1167 district shall develop and submit a plan for implementation to  
1168 its school board for approval no later than August 1 of each  
1169 fiscal year.

1170 (c) At a minimum, the plan required under paragraph (b)  
1171 must:

1172 1. Establish comprehensive support services that develop  
1173 family and community partnerships;

1174 2. Establish clearly defined and measurable high academic  
1175 and character standards;

1176 3. Increase parental involvement and engagement in the  
1177 child's education;

1178 4. Describe how instructional personnel will be identified,  
1179 recruited, retained, and rewarded;

1180 5. Provide professional learning development that focuses  
1181 on academic rigor, direct instruction, and creating high  
1182 academic and character standards;

1183 6. Provide focused instruction to improve student academic  
1184 proficiency, which may include additional instruction time  
1185 beyond the normal school day or school year; and

1186 7. Include a strategy for continuing to provide services  
1187 after the school is no longer in turnaround status by virtue of  
1188 achieving a grade of "C" or higher.

1189 (d) Each school district shall submit its approved plans to

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1190 the commissioner by September 1 of each fiscal year.

1191 (e) Subject to legislative appropriation, each school  
1192 district's allocation must be based on the unweighted FTE  
1193 student enrollment at the eligible schools and a per-FTE funding  
1194 amount of \$500 or as provided in the General Appropriations Act.  
1195 The supplement provided in the General Appropriations Act shall  
1196 be based on the most recent school grades and shall serve as a  
1197 proxy for the official calculation. Once school grades are  
1198 available for the school year immediately preceding the fiscal  
1199 year coinciding with the appropriation, the supplement shall be  
1200 recalculated for the official participating schools as part of  
1201 the subsequent FEFP calculation. The commissioner may prepare a  
1202 preliminary calculation so that districts may proceed with  
1203 timely planning and use of the funds. If the calculated funds  
1204 for the statewide allocation exceed the funds appropriated, the  
1205 allocation of funds to each school district must be prorated  
1206 based on each school district's share of the total unweighted  
1207 FTE student enrollment for the eligible schools. The final  
1208 amount allocated for each school district shall be based on  
1209 actual student membership from the October FTE survey.

1210 (f) Subject to legislative appropriation, each school shall  
1211 remain eligible for the allocation ~~for a maximum of 4 continuous~~  
1212 ~~fiscal years~~ while implementing a turnaround option pursuant to  
1213 s. 1008.33(4). In addition, a school that improves to a grade of  
1214 "C" or higher shall remain eligible to receive the allocation  
1215 for a maximum of 2 continuous fiscal years after exiting  
1216 turnaround status.

1217 Section 19. Paragraph (a) of subsection (3) of section  
1218 1012.34, Florida Statutes, is amended to read:

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1219 1012.34 Personnel evaluation procedures and criteria.—  
1220 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1221 personnel and school administrator performance evaluations must  
1222 be based upon the performance of students assigned to their  
1223 classrooms or schools, as provided in this section. Pursuant to  
1224 this section, a school district's performance evaluation system  
1225 is not limited to basing unsatisfactory performance of  
1226 instructional personnel and school administrators solely upon  
1227 student performance, but may include other criteria to evaluate  
1228 instructional personnel and school administrators' performance,  
1229 or any combination of student performance and other criteria.  
1230 Evaluation procedures and criteria must comply with, but are not  
1231 limited to, the following:

1232 (a) A performance evaluation must be conducted for each  
1233 employee at least once a year, except that a classroom teacher,  
1234 as defined in s. 1012.01(2)(a), excluding substitute teachers,  
1235 who is newly hired by the district school board must be observed  
1236 and evaluated at least twice in the first year of teaching in  
1237 the school district. The performance evaluation must be based  
1238 upon sound educational principles and contemporary research in  
1239 effective educational practices. The evaluation criteria must  
1240 include:

1241 1. Performance of students.—At least one-third of a  
1242 performance evaluation must be based upon data and indicators of  
1243 student performance, as determined by each school district. This  
1244 portion of the evaluation must include growth or achievement  
1245 data of the teacher's students or, for a school administrator,  
1246 the students attending the school over the course of at least 3  
1247 years. If less than 3 years of data are available, the years for

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1248 which data are available must be used. The proportion of growth  
1249 or achievement data may be determined by instructional  
1250 assignment.

1251 2. Instructional practice.—For instructional personnel, at  
1252 least one-third of the performance evaluation must be based upon  
1253 instructional practice. Evaluation criteria used when annually  
1254 observing classroom teachers, as defined in s. 1012.01(2)(a),  
1255 excluding substitute teachers, must include indicators based  
1256 upon each of the Florida Educator Accomplished Practices adopted  
1257 by the State Board of Education. For instructional personnel who  
1258 are not classroom teachers, evaluation criteria must be based  
1259 upon indicators of the Florida Educator Accomplished Practices  
1260 and may include specific job expectations related to student  
1261 support. This section does not preclude a school administrator  
1262 from visiting and observing classroom teachers throughout the  
1263 school year for purposes of providing mentorship, training,  
1264 instructional feedback, or professional learning.

1265 3. Instructional leadership.—For school administrators, at  
1266 least one-third of the performance evaluation must be based on  
1267 instructional leadership. Evaluation criteria for instructional  
1268 leadership must include indicators based upon each of the  
1269 leadership standards adopted by the State Board of Education  
1270 under s. 1012.986, including performance measures related to the  
1271 effectiveness of classroom teachers in the school, the  
1272 administrator's appropriate use of evaluation criteria and  
1273 procedures, recruitment and retention of effective and highly  
1274 effective classroom teachers, improvement in the percentage of  
1275 instructional personnel evaluated at the highly effective or  
1276 effective level, and other leadership practices that result in

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1277 student learning growth. The system may include a means to give  
1278 parents and instructional personnel an opportunity to provide  
1279 input into the administrator's performance evaluation.

1280 4. Other indicators of performance.—For instructional  
1281 personnel and school administrators, the remainder of a  
1282 performance evaluation may include, but is not limited to,  
1283 professional and job responsibilities as recommended by the  
1284 State Board of Education or identified by the district school  
1285 board and, for instructional personnel, peer reviews,  
1286 objectively reliable survey information from students and  
1287 parents based on teaching practices that are consistently  
1288 associated with higher student achievement, and other valid and  
1289 reliable measures of instructional practice.

1290 Section 20. Present subsections (9) through (16) of section  
1291 1012.56, Florida Statutes, are redesignated as subsections (10)  
1292 through (17), respectively, subsection (1), paragraphs (d), (g),  
1293 and (i) of subsection (2) and subsections (6), (7), and (8) are  
1294 amended, and a new subsection (9) is added to that section, to  
1295 read:

1296 1012.56 Educator certification requirements.—

1297 (1) APPLICATION.—Each person seeking certification pursuant  
1298 to this chapter shall submit a completed application containing  
1299 the applicant's social security number to the Department of  
1300 Education and remit the fee required pursuant to s. 1012.59 and  
1301 rules of the State Board of Education. Pursuant to the federal  
1302 Personal Responsibility and Work Opportunity Reconciliation Act  
1303 of 1996, each party is required to provide his or her social  
1304 security number in accordance with this section. Disclosure of  
1305 social security numbers obtained through this requirement is

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1306 limited to the purpose of administration of the Title IV-D  
1307 program of the Social Security Act for child support  
1308 enforcement.

1309 (a) Pursuant to s. 120.60, the department shall issue  
1310 within 90 calendar days after receipt of the completed  
1311 application a professional certificate to a qualifying applicant  
1312 covering the classification, level, and area for which the  
1313 applicant is deemed qualified and a document explaining the  
1314 requirements for renewal of the professional certificate.

1315 (b) The department shall issue a temporary certificate to a  
1316 qualifying applicant within 14 calendar days after receipt of a  
1317 request from an employer with a professional education  
1318 competence demonstration program pursuant to paragraph  
1319 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary  
1320 certificate must cover the classification, level, and area for  
1321 which the applicant is deemed qualified. The department shall  
1322 electronically notify the applicant's employer that the  
1323 temporary certificate has been issued and provide the applicant  
1324 an official statement of status of eligibility at the time the  
1325 certificate is issued.

1326 (c) Pursuant to s. 120.60, the department shall issue  
1327 within 90 calendar days after receipt of the completed  
1328 application, if an applicant does not meet the requirements for  
1329 either certificate, an official statement of status of  
1330 eligibility.

1331  
1332 The statement of status of eligibility must be provided  
1333 electronically and must advise the applicant of any  
1334 qualifications that must be completed to qualify for

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1335 certification. Each method by which an applicant can complete  
1336 the qualifications for a professional certificate must be  
1337 included in the statement of status of eligibility. Each  
1338 statement of status of eligibility is valid for 5 ~~3~~ years after  
1339 its date of issuance, except as provided in paragraph (2) (d).

1340 (2) ELIGIBILITY CRITERIA.—To be eligible to seek  
1341 certification, a person must:

1342 (d) Submit to background screening in accordance with  
1343 subsection (11) ~~(10)~~. If the background screening indicates a  
1344 criminal history or if the applicant acknowledges a criminal  
1345 history, the applicant's records shall be referred to the  
1346 investigative section in the Department of Education for review  
1347 and determination of eligibility for certification. If the  
1348 applicant fails to provide the necessary documentation requested  
1349 by the department within 90 days after the date of the receipt  
1350 of the certified mail request, the statement of eligibility and  
1351 pending application shall become invalid.

1352 (g) Demonstrate mastery of general knowledge, pursuant to  
1353 subsection (3), ~~if the person serves as a classroom teacher~~  
1354 ~~pursuant to s. 1012.01(2) (a).~~

1355 (i) Demonstrate mastery of professional preparation and  
1356 education competence, pursuant to subsection (6), if the person  
1357 serves as a classroom teacher or school administrator as  
1358 classified in s. 1012.01(2) (a) and (3) (c), respectively.

1359 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION  
1360 COMPETENCE.—Acceptable means of demonstrating mastery of  
1361 professional preparation and education competence are:

1362 (a) Successful completion of an approved teacher  
1363 preparation program at a postsecondary educational institution

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1364 within this state and achievement of a passing score on the  
1365 professional education competency examination required by state  
1366 board rule;

1367 (b) Successful completion of a teacher preparation program  
1368 at a postsecondary educational institution outside Florida and  
1369 achievement of a passing score on the professional education  
1370 competency examination required by state board rule;

1371 (c) Documentation of a valid professional standard teaching  
1372 certificate issued by another state;

1373 (d) Documentation of a valid certificate issued by the  
1374 National Board for Professional Teaching Standards or a national  
1375 educator credentialing board approved by the State Board of  
1376 Education;

1377 (e) Documentation of two semesters of successful, full-time  
1378 or part-time teaching in a Florida College System institution,  
1379 state university, or private college or university that awards  
1380 an associate or higher degree and is an accredited institution  
1381 or an institution of higher education identified by the  
1382 Department of Education as having a quality program and  
1383 achievement of a passing score on the professional education  
1384 competency examination required by state board rule;

1385 (f) Successful completion of professional preparation  
1386 courses as specified in state board rule, successful completion  
1387 of a professional ~~preparation and~~ education competence program  
1388 pursuant to subsection (9) paragraph (8)(b), and achievement of  
1389 a passing score on the professional education competency  
1390 examination required by state board rule;

1391 (g) Successful completion of a professional learning  
1392 ~~development certification and education competency~~ program,



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1393 outlined in subsection (8) ~~paragraph (8)(a)~~; or

1394 (h) Successful completion of a competency-based  
1395 certification program pursuant to s. 1004.85 and achievement of  
1396 a passing score on the professional education competency  
1397 examination required by rule of the State Board of Education.

1398  
1399 The State Board of Education shall adopt rules to implement this  
1400 subsection ~~by December 31, 2014~~, including rules to approve  
1401 specific teacher preparation programs that are not identified in  
1402 this subsection which may be used to meet requirements for  
1403 mastery of professional preparation and education competence.

1404 (7) TYPES AND TERMS OF CERTIFICATION.—

1405 (a) The Department of Education shall issue a professional  
1406 certificate for a period not to exceed 5 years to any applicant  
1407 who fulfills one of the following:

1408 1. Meets all the applicable requirements outlined in  
1409 subsection (2).

1410 2. For a professional certificate covering grades 6 through  
1411 12:

1412 a. Meets the applicable requirements of paragraphs (2)(a)-  
1413 (h).

1414 b. Holds a master's or higher degree in the area of  
1415 science, technology, engineering, or mathematics.

1416 c. Teaches a high school course in the subject of the  
1417 advanced degree.

1418 d. Is rated highly effective as determined by the teacher's  
1419 performance evaluation under s. 1012.34, based in part on  
1420 student performance as measured by a statewide, standardized  
1421 assessment or an Advanced Placement, Advanced International

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1422 Certificate of Education, or International Baccalaureate  
1423 examination.

1424 e. Achieves a passing score on the Florida professional  
1425 education competency examination required by state board rule.

1426 3. Meets the applicable requirements of paragraphs (2) (a)-  
1427 (h) and completes a professional learning certification  
1428 ~~preparation and education competence~~ program approved by the  
1429 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator  
1430 preparation institute approved by the department pursuant to s.  
1431 1004.85. An applicant who completes one of these programs and is  
1432 rated highly effective as determined by his or her performance  
1433 evaluation under s. 1012.34 is not required to take or achieve a  
1434 passing score on the professional education competency  
1435 examination in order to be awarded a professional certificate.

1436 (b) The department shall issue a temporary certificate to  
1437 any applicant who:

1438 1. Completes the requirements outlined in paragraphs  
1439 (2) (a)-(f) and completes the subject area content requirements  
1440 specified in state board rule or demonstrates mastery of subject  
1441 area knowledge pursuant to subsection (5) and holds an  
1442 accredited degree or a degree approved by the Department of  
1443 Education at the level required for the subject area  
1444 specialization in state board rule; ~~or~~

1445 2. For a subject area specialization for which the state  
1446 board otherwise requires a bachelor's degree, documents 48  
1447 months of active-duty military service with an honorable  
1448 discharge or a medical separation; completes the requirements  
1449 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the  
1450 subject area content requirements specified in state board rule

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1451 or demonstrates mastery of subject area knowledge pursuant to  
1452 subsection (5); and documents completion of 60 college credits  
1453 with a minimum cumulative grade point average of 2.5 on a 4.0  
1454 scale, as provided by one or more accredited institutions of  
1455 higher learning or a nonaccredited institution of higher  
1456 learning identified by the Department of Education as having a  
1457 quality program resulting in a bachelor's degree or higher; ~~or-~~

1458 3. Is enrolled in a state-approved teacher preparation  
1459 program under s. 1004.04; is actively completing the required  
1460 program field experience or internship at a public school;  
1461 completes the requirements outlined in paragraphs (2)(a), (b),  
1462 (d), (e), and (f); and documents completion of 60 college  
1463 credits with a minimum cumulative grade point average of 2.5 on  
1464 a 4.0 scale, as provided by one or more accredited institutions  
1465 of higher learning or a nonaccredited institution of higher  
1466 learning identified by the Department of Education as having a  
1467 quality program resulting in a bachelor's degree or higher.

1468 (c) The department shall issue one nonrenewable 2-year  
1469 temporary certificate and one nonrenewable 5-year professional  
1470 certificate to a qualified applicant who holds a bachelor's  
1471 degree in the area of speech-language impairment to allow for  
1472 completion of a master's degree program in speech-language  
1473 impairment.

1474 (d) A person who is issued a temporary certificate under  
1475 subparagraph (b)2. must be assigned a teacher mentor for a  
1476 minimum of 2 school years after commencing employment. Each  
1477 teacher mentor selected by the school district, charter school,  
1478 or charter management organization must:

1479 1. Hold a valid professional certificate issued pursuant to

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1480 this section;

1481 2. Have earned at least 3 years of teaching experience in  
1482 prekindergarten through grade 12; and

1483 3. Have earned an effective or highly effective rating on  
1484 the prior year's performance evaluation under s. 1012.34.

1485 (e)~~(e)~~1. A temporary certificate ~~issued under subparagraph~~  
1486 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1487 ~~2. A temporary certificate issued under subparagraph (b)2.~~  
1488 is valid for 5 school fiscal years, is limited to a one-time  
1489 issuance, and is nonrenewable.

1490  
1491 At least 1 year before an individual's temporary certificate is  
1492 set to expire, the department shall electronically notify the  
1493 individual of the date on which his or her certificate will  
1494 expire and provide a list of each method by which the  
1495 qualifications for a professional certificate can be completed.  
1496 ~~The State Board of Education shall adopt rules to allow the~~  
1497 ~~department to extend the validity period of a temporary~~  
1498 ~~certificate for 2 years when the requirements for the~~  
1499 ~~professional certificate were not completed due to the serious~~  
1500 ~~illness or injury of the applicant, the military service of an~~  
1501 ~~applicant's spouse, other extraordinary extenuating~~  
1502 ~~circumstances, or if the certificateholder is rated highly~~  
1503 ~~effective in the immediate prior year's performance evaluation~~  
1504 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~  
1505 ~~program pursuant to subsection (8). The department shall extend~~  
1506 ~~the temporary certificate upon approval by the Commissioner of~~  
1507 ~~Education. A written request for extension of the certificate~~  
1508 ~~shall be submitted by the district school superintendent, the~~

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1509 ~~governing authority of a university lab school, the governing~~  
1510 ~~authority of a state-supported school, or the governing~~  
1511 ~~authority of a private school.~~

1512 (8) PROFESSIONAL LEARNING DEVELOPMENT ~~DEVELOPMENT~~ CERTIFICATION AND  
1513 ~~EDUCATION COMPETENCY~~ PROGRAM.—

1514 (a) The Department of Education shall develop and each  
1515 school district, charter school, and charter management  
1516 organization may provide a cohesive competency-based  
1517 professional learning development ~~development~~ certification and ~~education~~  
1518 ~~competency~~ program by which instructional staff may satisfy the  
1519 mastery of professional preparation and education competence  
1520 requirements specified in subsection (6) and rules of the State  
1521 Board of Education. Participants must hold a state-issued  
1522 temporary certificate. A school district, charter school, or  
1523 charter management organization that implements the program  
1524 shall provide a competency-based certification program developed  
1525 by the Department of Education or developed by the district,  
1526 charter school, or charter management organization and approved  
1527 by the Department of Education. These entities may collaborate  
1528 with other supporting agencies or educational entities for  
1529 implementation. The program shall include the following:

1530 ~~1. A minimum period of initial preparation before assuming~~  
1531 ~~duties as the teacher of record.~~

1532 ~~2. An option for collaboration with other supporting~~  
1533 ~~agencies or educational entities for implementation.~~

1534 ~~1.3.~~ A teacher mentorship and induction component.

1535 a. Each individual selected by the district, charter  
1536 school, or charter management organization as a mentor:

1537 (I) Must hold a valid professional certificate issued

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1538 pursuant to this section;

1539 (II) Must have earned at least 3 years of teaching  
1540 experience in prekindergarten through grade 12;

1541 (III) Must have completed ~~specialized~~ training in clinical  
1542 supervision and participate in ongoing mentor training provided  
1543 through the coordinated system of professional learning  
1544 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;

1545 (IV) Must have earned an effective or highly effective  
1546 rating on the prior year's performance evaluation ~~under s.~~  
1547 ~~1012.34~~; and

1548 (V) May be a peer evaluator under the district's evaluation  
1549 system approved under s. 1012.34.

1550 b. The teacher mentorship and induction component must, at  
1551 a minimum, provide routine ~~weekly~~ opportunities for mentoring  
1552 and induction activities, including ~~common planning time,~~  
1553 ongoing professional learning as described in s. 1012.98  
1554 ~~development~~ targeted to a teacher's needs, opportunities for a  
1555 teacher to observe other teachers, co-teaching experiences, and  
1556 reflection and followup discussions. Professional learning must  
1557 meet the criteria established in s. 1012.98(3). Mentorship and  
1558 induction activities must be provided for an applicant's first  
1559 year in the program and may be provided until the applicant  
1560 attains his or her professional certificate in accordance with  
1561 this section. ~~A principal who is rated highly effective as~~  
1562 ~~determined by his or her performance evaluation under s. 1012.34~~  
1563 ~~must be provided flexibility in selecting professional~~  
1564 ~~development activities under this paragraph; however, the~~  
1565 ~~activities must be approved by the department as part of the~~  
1566 ~~district's, charter school's, or charter management~~

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1567 ~~organization's program.~~

1568 2.4. An assessment of teaching performance aligned to the  
1569 district's, charter school's, or charter management  
1570 organization's system for personnel evaluation under s. 1012.34  
1571 which provides for:

1572 a. An initial evaluation of each educator's competencies to  
1573 determine an appropriate individualized professional learning  
1574 ~~development~~ plan.

1575 b. A summative evaluation to assure successful completion  
1576 of the program.

1577 3.5. Professional education preparation content knowledge,  
1578 which must be included in the mentoring and induction activities  
1579 under subparagraph 1. 3., that includes, but is not limited to,  
1580 the following:

1581 a. The state academic standards provided under s. 1003.41,  
1582 including scientifically based reading instruction, content  
1583 literacy, and mathematical practices, for each subject  
1584 identified on the temporary certificate.

1585 b. The educator-accomplished practices approved by the  
1586 state board.

1587 ~~e. A variety of data indicators for monitoring student~~  
1588 ~~progress.~~

1589 ~~d. Methodologies for teaching students with disabilities.~~

1590 ~~e. Methodologies for teaching students of limited English~~  
1591 ~~proficiency appropriate for each subject area identified on the~~  
1592 ~~temporary certificate.~~

1593 ~~f. Techniques and strategies for operationalizing the role~~  
1594 ~~of the teacher in assuring a safe learning environment for~~  
1595 ~~students.~~

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1596 ~~4.6.~~ Required achievement of passing scores on the subject  
1597 area and professional education competency examination required  
1598 by State Board of Education rule. Mastery of general knowledge  
1599 must be demonstrated as described in subsection (3).

1600 ~~5.7.~~ Beginning with candidates entering a program in the  
1601 2022-2023 school year, a candidate for certification in a  
1602 coverage area identified pursuant to s. 1012.585(3)(f) must  
1603 successfully complete all competencies for a reading  
1604 endorsement, including completion of the endorsement practicum  
1605 ~~through the candidate's demonstration of mastery of professional~~  
1606 ~~preparation and education competence under paragraph (b).~~

1607 ~~(b)1. Each school district must and a private school or~~  
1608 ~~state-supported public school, including a charter school, may~~  
1609 ~~develop and maintain a system by which members of the~~  
1610 ~~instructional staff may demonstrate mastery of professional~~  
1611 ~~preparation and education competence as required by law. Each~~  
1612 ~~program must be based on classroom application of the Florida~~  
1613 ~~Educator Accomplished Practices and instructional performance~~  
1614 ~~and, for public schools, must be aligned with the district's or~~  
1615 ~~state-supported public school's evaluation system established~~  
1616 ~~under s. 1012.34, as applicable.~~

1617 ~~2. The Commissioner of Education shall determine the~~  
1618 ~~continued approval of programs implemented under this paragraph,~~  
1619 ~~based upon the department's review of performance data. The~~  
1620 ~~department shall review the performance data as a part of the~~  
1621 ~~periodic review of each school district's professional~~  
1622 ~~development system required under s. 1012.98.~~

1623 ~~(b)(c) No later than December 31, 2017, The department~~  
1624 ~~State Board of Education shall adopt rules ~~standards~~ for the~~



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1625 approval and continued approval of professional learning  
1626 ~~development certification and education competency programs~~  
1627 ~~aligned to, including standards for the teacher mentorship and~~  
1628 ~~induction component, under paragraph (a). Standards for the~~  
1629 ~~teacher mentorship and induction component must include program~~  
1630 ~~administration and evaluation; mentor roles, selection, and~~  
1631 ~~training; beginning teacher assessment and professional~~  
1632 ~~development; and teacher content knowledge and practices aligned~~  
1633 ~~to the Florida Educator Accomplished Practices. Each school~~  
1634 ~~district or charter school with a program under this subsection~~  
1635 ~~must submit its program, including the teacher mentorship and~~  
1636 ~~induction component, to the department for approval no later~~  
1637 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~  
1638 ~~satisfy requirements for a professional certificate through a~~  
1639 ~~professional learning development certification and education~~  
1640 ~~competency program under paragraph (a) unless the program has~~  
1641 ~~been approved by the department pursuant to this paragraph.~~

1642 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

1643 (a) Each school district must and a private school or  
1644 state-supported public school, including a charter school, may  
1645 develop and maintain a system by which members of the  
1646 instructional staff may demonstrate mastery of professional  
1647 preparation and education competence as required by law. Each  
1648 program must be based on classroom application of the Florida  
1649 Educator Accomplished Practices and instructional performance  
1650 and, for public schools, must be aligned with the district's or  
1651 state-supported public school's evaluation system established  
1652 under s. 1012.34, as applicable.

1653 (b) The Commissioner of Education shall determine the

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1654 continued approval of programs implemented under this paragraph,  
1655 based upon the department's review of performance data. The  
1656 department shall review the performance data as a part of the  
1657 periodic review of each school district's professional learning  
1658 system required under s. 1012.98.

1659 ~~(d) The Commissioner of Education shall determine the~~  
1660 ~~continued approval of programs implemented under paragraph (a)~~  
1661 ~~based upon the department's periodic review of the following:~~

1662 ~~1. Evidence that the requirements in paragraph (a) are~~  
1663 ~~consistently met; and~~

1664 ~~2. Evidence of performance in each of the following areas:~~

1665 ~~a. Rate of retention for employed program completers in~~  
1666 ~~instructional positions in Florida public schools.~~

1667 ~~b. Performance of students in prekindergarten through grade~~  
1668 ~~12 who are assigned to in-field program completers on statewide~~  
1669 ~~assessments using the results of the student learning growth~~  
1670 ~~formula adopted under s. 1012.34.~~

1671 ~~c. Performance of students in prekindergarten through grade~~  
1672 ~~12 who are assigned to in-field program completers aggregated by~~  
1673 ~~student subgroups, as defined in the federal Elementary and~~  
1674 ~~Secondary Education Act (ESEA), 20 U.S.C. s.~~

1675 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~  
1676 ~~prepares teachers to work with a variety of students in Florida~~  
1677 ~~public schools.~~

1678 ~~d. Results of program completers' annual evaluations in~~  
1679 ~~accordance with the timeline as set forth in s. 1012.34.~~

1680 ~~e. Production of program completers in statewide critical~~  
1681 ~~teacher shortage areas as defined in s. 1012.07.~~

1682 Section 21. Subsection (1) of section 1012.57, Florida

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1683 Statutes, is amended to read:

1684 1012.57 Certification of adjunct educators.—

1685 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,  
1686 and 1012.56, or any other provision of law or rule to the  
1687 contrary, district school boards shall adopt rules to allow for  
1688 the issuance of an adjunct teaching certificate to any applicant  
1689 who fulfills the requirements of s. 1012.56(2)(a)-(f) and (11)  
1690 ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in the  
1691 subject area to be taught. An applicant shall be considered to  
1692 have expertise in the subject area to be taught if the applicant  
1693 demonstrates sufficient subject area mastery through passage of  
1694 a subject area test.

1695 Section 22. Section 1012.575, Florida Statutes, is amended  
1696 to read:

1697 1012.575 Alternative preparation programs for certified  
1698 teachers to add additional coverage.—A district school board, or  
1699 an organization of private schools or a consortium of charter  
1700 schools with an approved professional learning development  
1701 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design  
1702 alternative teacher preparation programs to enable persons  
1703 already certificated to add an additional coverage to their  
1704 certificates. Each alternative teacher preparation program shall  
1705 be reviewed and approved by the Department of Education to  
1706 assure that persons who complete the program are competent in  
1707 the necessary areas of subject matter specialization. Two or  
1708 more school districts may jointly participate in an alternative  
1709 preparation program for teachers.

1710 Section 23. Paragraph (g) of subsection (3) of section  
1711 1012.585, Florida Statutes, is redesignated as paragraph (h) and

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1712 a new paragraph (g) is added to that subsection to read:

1713 1012.585 Process for renewal of professional certificates.-

1714 (3) For the renewal of a professional certificate, the  
1715 following requirements must be met:

1716 (g) An applicant for renewal of a professional certificate  
1717 in educational leadership from a Level I program under s.  
1718 1012.562(2) or Level II program under s. 1012.562(3), with a  
1719 beginning validity date of July 1, 2025, or thereafter, must  
1720 earn a minimum of 1 college credit or 20 inservice points in  
1721 Florida's educational leadership standards, as established in  
1722 rule by the State Board of Education. The requirement in this  
1723 paragraph may not add to the total hours required by the  
1724 department for continuing education or inservice training.

1725 Section 24. Paragraph (a) of subsection (1) of section  
1726 1012.586, Florida Statutes, is amended to read:

1727 1012.586 Additions or changes to certificates; duplicate  
1728 certificates; reading endorsement pathways.-

1729 (1) A school district may process via a Department of  
1730 Education website certificates for the following applications of  
1731 public school employees:

1732 (a) Addition of a subject coverage or endorsement to a  
1733 valid Florida certificate on the basis of the completion of the  
1734 appropriate subject area testing requirements of s.  
1735 1012.56(5)(a) or the completion of the requirements of an  
1736 approved school district program or the inservice components for  
1737 an endorsement.

1738 1. To reduce duplication, the department may recommend the  
1739 consolidation of endorsement areas and requirements to the State  
1740 Board of Education.

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1741           2. At least once every 5 years, the department shall  
1742 conduct a review of existing subject coverage or endorsement  
1743 requirements in the elementary, reading, and exceptional student  
1744 educational areas. The review must include reciprocity  
1745 requirements for out-of-state certificates and requirements for  
1746 demonstrating competency in the reading instruction professional  
1747 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~  
1748 ~~1012.98(4)(b)11~~. The review must also consider the award of an  
1749 endorsement to an individual who holds a certificate issued by  
1750 an internationally recognized organization that establishes  
1751 standards for providing evidence-based interventions to  
1752 struggling readers or who completes a postsecondary program that  
1753 is accredited by such organization. Any such certificate or  
1754 program must require an individual who completes the certificate  
1755 or program to demonstrate competence in reading intervention  
1756 strategies through clinical experience. At the conclusion of  
1757 each review, the department shall recommend to the state board  
1758 changes to the subject coverage or endorsement requirements  
1759 based upon any identified instruction or intervention strategies  
1760 proven to improve student reading performance. This subparagraph  
1761 does not authorize the state board to establish any new  
1762 certification subject coverage.

1763  
1764 The employing school district shall charge the employee a fee  
1765 not to exceed the amount charged by the Department of Education  
1766 for such services. Each district school board shall retain a  
1767 portion of the fee as defined in the rules of the State Board of  
1768 Education. The portion sent to the department shall be used for  
1769 maintenance of the technology system, the web application, and

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1770 posting and mailing of the certificate.

1771 Section 25. Effective upon this act becoming law, section  
1772 1012.71, Florida Statutes, is amended to read:

1773 1012.71 The Florida Teachers Classroom Supply Assistance  
1774 Program.—

1775 (1) For purposes of the Florida Teachers Classroom Supply  
1776 Assistance Program, the term "classroom teacher" means a  
1777 certified teacher employed by a public school district or a  
1778 public charter school in that district on or before September 1  
1779 of each year whose full-time or job-share responsibility is the  
1780 classroom instruction of students in prekindergarten through  
1781 grade 12, including full-time media specialists and certified  
1782 school counselors serving students in prekindergarten through  
1783 grade 12, who are funded through the Florida Education Finance  
1784 Program. A "job-share" classroom teacher is one of two teachers  
1785 whose combined full-time equivalent employment for the same  
1786 teaching assignment equals one full-time classroom teacher.

1787 (2) The Legislature, in the General Appropriations Act,  
1788 shall determine funding for the Florida Teachers Classroom  
1789 Supply Assistance Program. The funds appropriated are for  
1790 classroom teachers to purchase, on behalf of the school district  
1791 or charter school, classroom materials and supplies for the  
1792 public school students assigned to them and may not be used to  
1793 purchase equipment. The funds appropriated shall be used to  
1794 supplement the materials and supplies otherwise available to  
1795 classroom teachers. ~~From the funds appropriated for the Florida~~  
1796 ~~Teachers Classroom Supply Assistance Program, the Commissioner~~  
1797 ~~of Education shall calculate an amount for each school district~~  
1798 ~~based upon each school district's proportionate share of the~~

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1799 ~~state's total unweighted FTE student enrollment and shall~~  
1800 ~~disburse the funds to the school districts by July 15.~~

1801 (3) From the funds allocated to each school district ~~and~~  
1802 ~~any funds received from local contributions~~ for the Florida  
1803 Teachers Classroom Supply Assistance Program, the district  
1804 school board shall calculate an identical amount for each  
1805 classroom teacher who is estimated to be employed by the school  
1806 district or a charter school in the district on September 1 of  
1807 each year, which is that teacher's proportionate share of the  
1808 total amount allocated to the district from state funds ~~and~~  
1809 ~~funds received from local contributions~~. A job-share classroom  
1810 teacher may receive a prorated share of the amount provided to a  
1811 full-time classroom teacher.

1812 (4) The department shall administer a competitive  
1813 procurement through which classroom teachers may purchase  
1814 classroom materials and supplies. By September 1 of each year,  
1815 each school district shall submit to the department:

1816 (a) The identical amount per classroom teacher calculated  
1817 in subsection (3), including the proportionate share of the  
1818 identical amount if such classroom teacher is a job-share  
1819 classroom teacher.

1820 (b) The name of each eligible classroom teacher.

1821 (c) The name and master school identification number of the  
1822 school in which the classroom teacher is assigned.

1823 (d) Any other information necessary for administration of  
1824 the program as determined by the department ~~For a classroom~~  
1825 ~~teacher determined eligible on July 1, the district school board~~  
1826 ~~and each charter school board may provide the teacher with his~~  
1827 ~~or her total proportionate share by August 1 based on the~~

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1828 ~~estimate of the number of teachers who will be employed on~~  
1829 ~~September 1. For a classroom teacher determined eligible after~~  
1830 ~~July 1, the district school board and each charter school board~~  
1831 ~~shall provide the teacher with his or her total proportionate~~  
1832 ~~share by September 30. The proportionate share may be provided~~  
1833 ~~by any means determined appropriate by the district school board~~  
1834 ~~or charter school board, including, but not limited to, direct~~  
1835 ~~deposit, check, debit card, or purchasing card. If a debit card~~  
1836 ~~is used, an identifier must be placed on the front of the debit~~  
1837 ~~card which clearly indicates that the card has been issued for~~  
1838 ~~the Florida Teachers Classroom Supply Assistance Program.~~  
1839 ~~Expenditures under the program are not subject to state or local~~  
1840 ~~competitive bidding requirements. Funds received by a classroom~~  
1841 ~~teacher do not affect wages, hours, or terms and conditions of~~  
1842 ~~employment and, therefore, are not subject to collective~~  
1843 ~~bargaining. Any classroom teacher may decline receipt of or~~  
1844 ~~return the funds without explanation or cause.~~

1845 (5)~~(4)~~ Each classroom teacher must ~~sign a statement~~  
1846 ~~acknowledging receipt of the funds, keep receipts for no less~~  
1847 ~~than 4 years to show that funds expended meet the requirements~~  
1848 ~~of this section, and return any unused funds to the district~~  
1849 ~~school board at the end of the regular school year. Any unused~~  
1850 ~~funds that are returned to the district school board shall be~~  
1851 ~~deposited into the school advisory council account of the school~~  
1852 ~~at which the classroom teacher returning the funds was employed~~  
1853 ~~when the funds were made available to the classroom teacher. If~~  
1854 ~~a school does not have a school advisory council, the funds~~  
1855 ~~shall be expended for classroom materials and supplies as~~  
1856 ~~determined by the principal that teacher received the funds or~~



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1857 ~~deposited into the Florida Teachers Classroom Supply Assistance~~  
1858 ~~Program account of the school district in which a charter school~~  
1859 ~~is sponsored, as applicable.~~

1860 ~~(5) The statement must be signed and dated by each~~  
1861 ~~classroom teacher before receipt of the Florida Teachers~~  
1862 ~~Classroom Supply Assistance Program funds and shall include the~~  
1863 ~~wording: "I, ... (name of teacher) ..., am employed by the~~  
1864 ~~....County District School Board or by the ....Charter School as~~  
1865 ~~a full-time classroom teacher. I acknowledge that Florida~~  
1866 ~~Teachers Classroom Supply Assistance Program funds are~~  
1867 ~~appropriated by the Legislature for the sole purpose of~~  
1868 ~~purchasing classroom materials and supplies to be used in the~~  
1869 ~~instruction of students assigned to me. In accepting custody of~~  
1870 ~~these funds, I agree to keep the receipts for all expenditures~~  
1871 ~~for no less than 4 years. I understand that if I do not keep the~~  
1872 ~~receipts, it will be my personal responsibility to pay any~~  
1873 ~~federal taxes due on these funds. I also agree to return any~~  
1874 ~~unexpended funds to the district school board at the end of the~~  
1875 ~~regular school year for deposit into the school advisory council~~  
1876 ~~account of the school where I was employed at the time I~~  
1877 ~~received the funds or for deposit into the Florida Teachers~~  
1878 ~~Classroom Supply Assistance Program account of the school~~  
1879 ~~district in which the charter school is sponsored, as~~  
1880 ~~applicable."~~

1881 ~~(6) The Department of Education and district school boards~~  
1882 ~~may, and are encouraged to, enter into public-private~~  
1883 ~~partnerships in order to increase the total amount of Florida~~  
1884 ~~Teachers Classroom Supply Assistance Programs funds available to~~  
1885 ~~classroom teachers.~~

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1886 Section 26. Section 1012.98, Florida Statutes, is amended  
1887 to read:

1888 1012.98 School Community Professional Learning ~~Development~~  
1889 Act.—

1890 (1) The Department of Education, public postsecondary  
1891 educational institutions, public school districts, public  
1892 schools, state education foundations, consortia, and  
1893 professional organizations in this state shall work  
1894 collaboratively to establish a coordinated system of  
1895 professional learning. For the purposes of this section, the  
1896 term "professional learning" means learning that is aligned to  
1897 the state's standards for effective professional learning,  
1898 educator practices, and leadership practices; incorporates  
1899 active learning; is collaborative; provides models; and is  
1900 sustained and continuous ~~development~~. The purpose of the  
1901 professional learning ~~development~~ system is to increase student  
1902 achievement, enhance classroom instructional strategies that  
1903 promote rigor and relevance throughout the curriculum, and  
1904 prepare students for continuing education and the workforce. The  
1905 system of professional learning ~~development~~ must align to the  
1906 standards adopted by the state. Routine informational meetings  
1907 may not be considered professional learning and are not eligible  
1908 for inservice points and support the framework for standards  
1909 adopted by the National Staff Development Council.

1910 (2) The school community includes students and parents,  
1911 administrative personnel, managers, instructional personnel,  
1912 support personnel, members of district school boards, members of  
1913 school advisory councils, business partners, and personnel that  
1914 provide health and social services to students.

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1915 (3) Professional learning activities linked to student  
1916 learning and professional growth for instructional and  
1917 administrative staff must meet the following criteria:

1918 (a) For instructional personnel, utilize materials aligned  
1919 to the state's academic standards.

1920 (b) For school administrators, utilize materials aligned to  
1921 the state's educational leadership standards.

1922 (c) Have clear, defined, and measurable outcomes for both  
1923 individual inservice activities and multiple day sessions.

1924 (d) Employ multiple measurement tools for data on teacher  
1925 growth, participants' use of new knowledge and skills, student  
1926 learning outcomes, instructional growth outcomes, and leadership  
1927 growth outcomes, as applicable.

1928 (e) Utilize active learning and engage participants  
1929 directly in designing and trying out strategies, providing  
1930 participants with the opportunity to engage in authentic  
1931 teaching and leadership experiences.

1932 (f) Utilize artifacts, interactive activities, and other  
1933 strategies to provide deeply embedded and highly contextualized  
1934 professional learning.

1935 (g) Create opportunities for collaboration.

1936 (h) Utilize coaching and expert support to involve the  
1937 sharing of expertise about content and evidence-based practices,  
1938 focused directly on instructional personnel and school  
1939 administrator needs.

1940 (i) Provide opportunities for instructional personnel and  
1941 school administrators to think about, receive input on, and make  
1942 changes to practice by facilitating reflection and providing  
1943 feedback.

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1944        (j) Provide sustained duration with followup for  
1945 instructional personnel and school administrators to have  
1946 adequate time to learn, practice, implement, and reflect upon  
1947 new strategies that facilitate changes in practice.

1948        (4)~~(3)~~ The activities designed to implement this section  
1949 must:

1950            (a) Support and increase the success of educators through  
1951 collaboratively developed school improvement plans that focus  
1952 on:

1953            1. Enhanced and differentiated instructional strategies to  
1954 engage students in a rigorous and relevant curriculum based on  
1955 state and local educational standards, goals, and initiatives;

1956            2. Increased opportunities to provide meaningful  
1957 relationships between teachers and all students; and

1958            3. Increased opportunities for professional collaboration  
1959 among and between teachers, certified school counselors,  
1960 instructional leaders, postsecondary educators engaged in  
1961 preservice training for new teachers, and the workforce  
1962 community.

1963            (b) Assist the school community in providing stimulating,  
1964 scientific research-based educational activities that encourage  
1965 and motivate students to achieve at the highest levels and to  
1966 participate as active learners and that prepare students for  
1967 success at subsequent educational levels and the workforce.

1968            (c) Provide continuous support for all education  
1969 professionals as well as temporary intervention for education  
1970 professionals who need improvement in knowledge, skills, and  
1971 performance.

1972            (d) Provide ~~middle grades~~ instructional personnel and

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1973 school administrators with the knowledge, skills, and best  
 1974 practices necessary to support excellence in classroom  
 1975 instruction and educational leadership.

1976 (e) Provide training to teacher mentors as part of the  
 1977 professional learning development certification program under s.  
 1978 1012.56(8) and the professional education competency program  
 1979 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include  
 1980 components on teacher development, peer coaching, time  
 1981 management, and other related topics as determined by the  
 1982 Department of Education.

1983 (5) ~~(4)~~ The Department of Education, school districts,  
 1984 schools, Florida College System institutions, and state  
 1985 universities share the responsibilities described in this  
 1986 section. These responsibilities include the following:

1987 (a)1. The department shall create a high-quality  
 1988 professional learning marketplace list that acts as guide and  
 1989 tool for teachers, schools, school administrators, and districts  
 1990 across the state to identify high-quality professional learning  
 1991 provider programs and resources that meet the criteria described  
 1992 in subsection (3) and have demonstrated success in meeting  
 1993 identified student needs.

1994 2. The department shall disseminate to the school  
 1995 community, through a centralized professional learning webpage,  
 1996 the marketplace list under subparagraph 1 ~~research-based~~  
 1997 ~~professional development methods and programs that have~~  
 1998 ~~demonstrated success in meeting identified student needs.~~ The  
 1999 Commissioner of Education shall use data on student achievement  
 2000 to identify student needs. ~~The methods of dissemination must~~  
 2001 ~~include a web-based statewide performance support system,~~

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2002 including a database of exemplary professional development  
2003 activities, a listing of available professional development  
2004 resources, training programs, and available assistance.

2005 ~~2. The web-based statewide performance support system~~  
2006 ~~established pursuant to subparagraph 1. must include for middle~~  
2007 ~~grades, subject to appropriation, materials related to classroom~~  
2008 ~~instruction, including integrated digital instruction and~~  
2009 ~~competency-based instruction; CAPE Digital Tool certificates and~~  
2010 ~~CAPE industry certifications; classroom management; student~~  
2011 ~~behavior and interaction; extended learning opportunities for~~  
2012 ~~students; and instructional leadership.~~

2013 (b) Each school district shall develop a professional  
2014 learning development system as specified in subsection (4) ~~(3)~~.  
2015 The system shall be developed in consultation with teachers,  
2016 teacher-educators of Florida College System institutions and  
2017 state universities, business and community representatives, and  
2018 local education foundations, consortia, and professional  
2019 organizations. The professional learning development system  
2020 must:

2021 1. Be reviewed and approved by the department for  
2022 compliance with s. 1003.42(3) and this section. Effective March  
2023 1, 2024, the department shall establish a calendar for the  
2024 review and approval of all professional learning systems. A  
2025 professional learning system must be reviewed and approved every  
2026 5 years. Any ~~All~~ substantial revisions to the system shall be  
2027 submitted to the department for review and ~~for continued~~  
2028 approval. The department shall establish a format for the review  
2029 and approval of a professional learning system.

2030 2. Be based on analyses of student achievement data and

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2031 instructional strategies and methods that support rigorous,  
2032 relevant, and challenging curricula for all students. Schools  
2033 and districts, in developing and refining the professional  
2034 learning development system, shall also review and monitor  
2035 school discipline data; school environment surveys; assessments  
2036 of parental satisfaction; performance appraisal data of  
2037 teachers, managers, and administrative personnel; and other  
2038 performance indicators to identify school and student needs that  
2039 can be met by improved professional performance.

2040 3. Provide inservice activities coupled with followup  
2041 support appropriate to accomplish district-level and school-  
2042 level improvement goals and standards. The inservice activities  
2043 for instructional and school administrative personnel shall  
2044 focus on analysis of student achievement data, ongoing formal  
2045 and informal assessments of student achievement, identification  
2046 and use of enhanced and differentiated instructional strategies  
2047 that emphasize rigor, relevance, and reading in the content  
2048 areas, enhancement of subject content expertise, integrated use  
2049 of classroom technology that enhances teaching and learning,  
2050 classroom management, parent involvement, and school safety.

2051 4. Provide inservice activities and support targeted to the  
2052 individual needs of new teachers participating in the  
2053 professional learning development certification and education  
2054 competency program under s. 1012.56(8)(a).

2055 5. Include a professional learning catalog ~~master plan~~ for  
2056 inservice activities, pursuant to rules of the State Board of  
2057 Education, for all district employees from all fund sources. The  
2058 catalog ~~master plan~~ shall be updated annually by September 1,  
2059 must be based on input from teachers and district and school

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2060 instructional leaders, and must use the latest available student  
2061 achievement data and research to enhance rigor and relevance in  
2062 the classroom. Each district inservice catalog ~~plan~~ must be  
2063 aligned to and support the school-based inservice catalog ~~plans~~  
2064 and school improvement plans pursuant to s. 1001.42(18). Each  
2065 district inservice catalog ~~plan~~ must provide a description of  
2066 the training that middle grades instructional personnel and  
2067 school administrators receive on the district's code of student  
2068 conduct adopted pursuant to s. 1006.07; integrated digital  
2069 instruction and competency-based instruction and CAPE Digital  
2070 Tool certificates and CAPE industry certifications; classroom  
2071 management; student behavior and interaction; extended learning  
2072 opportunities for students; and instructional leadership.  
2073 District plans must be approved by the district school board  
2074 annually in order to ensure compliance with subsection (1) and  
2075 to allow for dissemination of research-based best practices to  
2076 other districts. District school boards must submit verification  
2077 of their approval to the Commissioner of Education no later than  
2078 October 1, annually. Each school principal may establish and  
2079 maintain an individual professional learning ~~development~~ plan  
2080 for each instructional employee assigned to the school as a  
2081 seamless component to the school improvement plans developed  
2082 pursuant to s. 1001.42(18). An individual professional learning  
2083 ~~development~~ plan must be related to specific performance data  
2084 for the students to whom the teacher is assigned, define the  
2085 inservice objectives and specific measurable improvements  
2086 expected in student performance as a result of the inservice  
2087 activity, and include an evaluation component that determines  
2088 the effectiveness of the professional learning ~~development~~ plan.



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2089           6. Include inservice activities for school administrative  
2090 personnel, aligned to the state's educational leadership  
2091 standards, that address updated skills necessary for  
2092 instructional leadership and effective school management  
2093 pursuant to s. 1012.986.

2094           7. Provide for systematic consultation with regional and  
2095 state personnel designated to provide technical assistance and  
2096 evaluation of local professional learning ~~development~~ programs.

2097           8. Provide for delivery of professional learning  
2098 ~~development~~ by distance learning and other technology-based  
2099 delivery systems to reach more educators at lower costs.

2100           9. Provide for the continuous evaluation of the quality and  
2101 effectiveness of professional learning ~~development~~ programs in  
2102 order to eliminate ineffective programs and strategies and to  
2103 expand effective ones. Evaluations must consider the impact of  
2104 such activities on the performance of participating educators  
2105 and their students' achievement and behavior.

2106           10. For all ~~middle~~ grades, emphasize:

2107           a. Interdisciplinary planning, collaboration, and  
2108 instruction.

2109           b. Alignment of curriculum and instructional materials to  
2110 the state academic standards adopted pursuant to s. 1003.41.

2111           c. Use of small learning communities; problem-solving,  
2112 inquiry-driven research and analytical approaches for students;  
2113 strategies and tools based on student needs; competency-based  
2114 instruction; integrated digital instruction; and project-based  
2115 instruction.

2116  
2117 Each school that includes any of grades 6, 7, or 8 must include

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2118 in its school improvement plan, required under s. 1001.42(18), a  
2119 description of the specific strategies used by the school to  
2120 implement each item listed in this subparagraph.

2121 11. Provide training to reading coaches, classroom  
2122 teachers, and school administrators in effective methods of  
2123 identifying characteristics of conditions such as dyslexia and  
2124 other causes of diminished phonological processing skills;  
2125 incorporating instructional techniques into the general  
2126 education setting which are proven to improve reading  
2127 performance for all students; and using predictive and other  
2128 data to make instructional decisions based on individual student  
2129 needs. The training must help teachers integrate phonemic  
2130 awareness; phonics, word study, and spelling; reading fluency;  
2131 vocabulary, including academic vocabulary; and text  
2132 comprehension strategies into an explicit, systematic, and  
2133 sequential approach to reading instruction, including  
2134 multisensory intervention strategies. Each district must provide  
2135 all elementary grades instructional personnel access to training  
2136 sufficient to meet the requirements of s. 1012.585(3)(f).

2137 (6)~~(5)~~ Each district school board shall provide funding for  
2138 the professional learning development ~~development~~ system as required by s.  
2139 1011.62 and the General Appropriations Act, and shall direct  
2140 expenditures from other funding sources to continuously  
2141 strengthen the system in order to increase student achievement  
2142 and support instructional staff in enhancing rigor and relevance  
2143 in the classroom. The department shall identify professional  
2144 learning development ~~development~~ opportunities that require the teacher to  
2145 demonstrate proficiency in specific classroom practices, with  
2146 priority given to implementing training to complete a reading

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2147 endorsement pathway adopted pursuant to s. 1012.586(2) (a). A  
2148 school district may coordinate its professional learning  
2149 ~~development~~ program with that of another district, with an  
2150 educational consortium, or with a Florida College System  
2151 institution or university, especially in preparing and educating  
2152 personnel. Each district school board shall make available  
2153 inservice activities to instructional personnel of nonpublic  
2154 schools in the district and the state certified teachers who are  
2155 not employed by the district school board on a fee basis not to  
2156 exceed the cost of the activity per all participants.

2157 (7) ~~(6)~~ An organization of private schools or consortium of  
2158 charter schools which has no fewer than 10 member schools in  
2159 this state, which publishes and files with the Department of  
2160 Education copies of its standards, and the member schools of  
2161 which comply with the provisions of part II of chapter 1003,  
2162 relating to compulsory school attendance, or a public or private  
2163 college or university with a teacher preparation program  
2164 approved pursuant to s. 1004.04, may also develop a professional  
2165 learning development system that includes a professional  
2166 learning catalog ~~master plan~~ for inservice activities. The  
2167 system and inservice catalog ~~plan~~ must be submitted to the  
2168 commissioner for approval pursuant to state board rules.

2169 (8) (a) ~~(7) (a)~~ The Department of Education shall disseminate,  
2170 using web-based technology, research-based best practice methods  
2171 by which the state and district school boards may evaluate and  
2172 improve the professional learning development system. The best  
2173 practices must include data that indicate the progress of all  
2174 students. The department shall report annually to the State  
2175 Board of Education and the Legislature any school district that,

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2176 in the determination of the department, has failed to provide an  
2177 adequate professional learning ~~development~~ system. This report  
2178 must include the results of the department's investigation and  
2179 of any intervention provided.

2180 (b) The department shall also disseminate, using web-based  
2181 technology, professional learning ~~development~~ in the use of  
2182 integrated digital instruction at schools that include middle  
2183 grades. The professional learning ~~development~~ must provide  
2184 training and materials that districts can use to provide  
2185 instructional personnel with the necessary knowledge, skills,  
2186 and strategies to effectively blend digital instruction into  
2187 subject-matter curricula. The professional learning ~~development~~  
2188 must emphasize online learning and research techniques, reading  
2189 instruction, the use of digital devices to supplement the  
2190 delivery of curricular content to students, and digital device  
2191 management and security. Districts are encouraged to incorporate  
2192 the professional learning ~~development~~ as part of their  
2193 professional learning ~~development~~ system.

2194 ~~(9)(8)~~ The State Board of Education may adopt rules  
2195 pursuant to ss. 120.536(1) and 120.54 to administer this  
2196 section.

2197 ~~(10)(9)~~ This section does not limit or discourage a  
2198 district school board from contracting with independent entities  
2199 for professional learning ~~development~~ services and inservice  
2200 education if the district school board can demonstrate to the  
2201 Commissioner of Education that, through such a contract, a  
2202 better product can be acquired or its goals for education  
2203 improvement can be better met. Such entities shall have 3 or  
2204 more years of experience providing professional learning with

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2205 demonstrative success in instructional or school administrator  
2206 growth. The school district must verify that such entities and  
2207 contracted professional learning activities from such entities  
2208 meet the criteria established in subsection (3) for training  
2209 linked to student learning or professional growth.

2210 (11)~~(10)~~ For instructional personnel and administrative  
2211 personnel who have been evaluated as less than effective, a  
2212 district school board shall require participation in specific  
2213 professional learning development programs as provided in  
2214 subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement  
2215 prescription.

2216 (12)~~(11)~~ The department shall disseminate to the school  
2217 community proven model professional learning development  
2218 programs that have demonstrated success in increasing rigorous  
2219 and relevant content, increasing student achievement and  
2220 engagement, meeting identified student needs, and providing  
2221 effective mentorship activities to new teachers and training to  
2222 teacher mentors. The methods of dissemination must include a  
2223 web-based statewide performance-support system including a  
2224 database of exemplary professional learning development  
2225 activities, a listing of available professional learning  
2226 ~~development~~ resources, training programs, and available  
2227 technical assistance. Professional learning development  
2228 resources must include sample course-at-a-glance and unit  
2229 overview templates that school districts may use when developing  
2230 curriculum. The templates must provide an organized structure  
2231 for addressing the Florida Standards, grade-level expectations,  
2232 evidence outcomes, and 21st century skills that build to  
2233 students' mastery of the standards at each grade level. Each

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2234 template must support teaching to greater intellectual depth and  
2235 emphasize transfer and application of concepts, content, and  
2236 skills. At a minimum, each template must:

2237 (a) Provide course or year-long sequencing of concept-based  
2238 unit overviews based on the Florida Standards.

2239 (b) Describe the knowledge and vocabulary necessary for  
2240 comprehension.

2241 (c) Promote the instructional shifts required within the  
2242 Florida Standards.

2243 (d) Illustrate the interdependence of grade-level  
2244 expectations within and across content areas within a grade.

2245 (13)~~(12)~~ The department shall require teachers in grades K-  
2246 12 to participate in continuing education training provided by  
2247 the Department of Children and Families on identifying and  
2248 reporting child abuse and neglect.

2249 Section 27. Subsection (1) of section 1012.986, Florida  
2250 Statutes, is amended to read:

2251 1012.986 William Cecil Golden Professional Learning  
2252 ~~Development~~ Program for School Leaders.—

2253 (1) There is established the William Cecil Golden  
2254 Professional Learning ~~Development~~ Program for School Leaders to  
2255 provide high-quality standards and sustained support for  
2256 educational leaders. For purposes of this section, the term  
2257 “educational leader” means teacher leaders, assistant  
2258 principals, principals, or school district leaders. The program  
2259 shall consist of a collaborative network of school districts,  
2260 state-approved educational leadership programs, regional  
2261 consortia, charter management organizations, and state and  
2262 national professional leadership organizations to respond to

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2263 educational leadership needs throughout the state. The network  
2264 shall support the human-resource learning ~~development~~ needs of  
2265 educational leaders using the framework of leadership standards  
2266 adopted by the State Board of Education. The goal of the network  
2267 leadership program is to:

2268 (a) Provide resources to support and enhance the roles of  
2269 educational leaders.

2270 (b) Maintain a clearinghouse and disseminate data-supported  
2271 information related to the continued enhancement of student  
2272 achievement and learning, civic education, coaching and  
2273 mentoring, mental health awareness, technology in education,  
2274 distance learning, and school safety based on educational  
2275 research and best practices.

2276 (c) Increase the quality and capacity of educational  
2277 leadership learning ~~development~~ programs.

2278 (d) Support evidence-based leadership practices through  
2279 dissemination and modeling at the preservice and inservice  
2280 levels for educational leaders.

2281 (e) Support the professional growth of instructional  
2282 personnel who provide reading instruction and interventions by  
2283 training school administrators on classroom observation,  
2284 instructional coaching, and teacher evaluation practices aligned  
2285 to evidence-based reading instruction and intervention  
2286 strategies.

2287 Section 28. The Division of Law Revision shall prepare a  
2288 reviser's bill to replace references to the term "professional  
2289 development" where it occurs within chapters 1000 through 1013  
2290 of the Florida Statutes with the term "professional learning."

2291 Section 29. Except as otherwise expressly provided in this

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2292 act and except for this section, which shall take effect upon  
2293 this act becoming a law, this act shall take effect July 1,  
2294 2023.