

1 A bill to be entitled
 2 An act relating to education; amending s. 1002.42,
 3 F.S.; conforming a cross-reference; amending s.
 4 1003.4282, F.S.; revising a graduation requirement for
 5 certain students; amending s. 1004.04, F.S.; revising
 6 the core curricula for certain teacher preparation
 7 programs; amending s. 1004.85, F.S.; revising
 8 terminology; deleting a requirement that certain
 9 certification programs be previously approved by the
 10 Department of Education; revising requirements for
 11 certain competency-based programs, certain teacher
 12 preparation field experience, and participants in
 13 certain teacher preparation programs; requiring the
 14 State Board of Education to adopt specified rules
 15 relating to the continued approval of certain teacher
 16 preparation programs rather than by a determination of
 17 the Commissioner of Education; amending s. 1007.25,
 18 F.S.; requiring the state board and the Board of
 19 Governors to identify Florida College System
 20 institutions and state universities to develop certain
 21 courses and provide specified training; amending s.
 22 1007.27, F.S.; revising the articulated acceleration
 23 mechanisms available to certain students; authorizing
 24 the department to partner with specified organizations
 25 to develop certain assessments; providing for the

26 | award of credit to certain students; requiring the
27 | department to provide a report to the Legislature by a
28 | specified date; providing requirements for such
29 | report; amending s. 1007.271, F.S.; requiring dual
30 | enrollment courses to be age and developmentally
31 | appropriate; amending s. 1007.35, F.S.; revising the
32 | responsibilities of the Florida Partnership for
33 | Minority and Underrepresented Student Achievement;
34 | conforming provisions to changes made by the act;
35 | amending s. 1008.22, F.S.; authorizing school
36 | districts to select the Classic Learning Test for an
37 | annual districtwide administration for certain
38 | students; amending s. 1008.34, F.S.; revising the
39 | calculation of school grades for certain schools;
40 | amending s. 1009.531, F.S.; authorizing students to
41 | earn a concordant score on the Classic Learning Test
42 | to meet the initial eligibility requirements for the
43 | Florida Bright Futures Scholarship Program; amending
44 | s. 1011.62, F.S.; revising requirements for the
45 | calculation of additional full-time equivalent
46 | membership for certain funding through the Florida
47 | Education Finance Program; revising school eligibility
48 | requirements for the turnaround school supplemental
49 | services allocation; providing that certain allocation
50 | amounts be based on a specified membership survey;

51 amending s. 1012.34, F.S.; providing school
52 administrators are not precluded from taking specified
53 actions; amending s. 1012.56, F.S.; revising
54 requirements for a person seeking an educator
55 certification; revising criteria for the award of a
56 temporary certificate; revising the validity period
57 for certain temporary certificates; deleting
58 provisions relating to the department's ability to
59 extend the validity period of certain temporary
60 certificates; revising the requirements for the
61 approval and administration of such programs;
62 establishing professional education competency
63 programs; requiring school districts to develop and
64 maintain such a program; authorizing private schools
65 and state-supported schools to develop and maintain
66 such a program; amending ss. 1012.57 and 1012.575,
67 F.S.; conforming cross-references; amending s.
68 1012.585, F.S.; requiring certain applicants for the
69 renewal of a professional certificate to earn
70 specified college credit or inservice points;
71 providing requirements for such credit or points;
72 amending s. 1012.586, F.S.; conforming a cross-
73 reference; amending s. 1012.71, F.S.; revising the
74 funding calculation for the Florida Teachers Classroom
75 Supply Assistance Program; deleting a requirement that

76 school districts provide contributions for the
77 program; requiring the Department of Education to
78 administer a competitive procurement for the purchase
79 of materials and supplies through the program;
80 providing school district requirements; deleting
81 requirements for the distribution of funds to
82 classroom teachers through the program; deleting a
83 requirement that classroom teachers sign a specified
84 statement; revising requirements for unused program
85 funds; deleting provisions authorizing department and
86 district school boards to enter into specified
87 partnerships; amending s. 1012.98, F.S.; defining the
88 term "professional learning"; prohibiting specified
89 meetings from being considered professional learning
90 and eligible for inservice points; providing and
91 revising requirements for certain professional
92 learning activities; revising department and school
93 district duties relating to such activities; providing
94 requirements for entities contracted with to provide
95 professional learning services and inservice education
96 for school districts; amending s. 1012.986, F.S.;
97 renaming the "William Cecil Golden Professional
98 Development Program for School Leaders" as the
99 "William Cecil Golden Professional Learning Program
100 for School Leaders"; revising the goal of the program;

101 providing a directive to the Division of Law Revision;
 102 providing effective dates.

103

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

105

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

108 1002.42 Private schools.—

109 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An
 110 organization of private schools that has no fewer than 10 member
 111 schools in this state may develop a professional learning
 112 ~~development~~ system to be filed with the Department of Education
 113 in accordance with s. 1012.98(7) ~~the provisions of s.~~
 114 ~~1012.98(6)~~.

115 Section 2. Paragraph (e) of subsection (3) of section
 116 1003.4282, Florida Statutes, is amended to read:

117 1003.4282 Requirements for a standard high school
 118 diploma.—

119 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
 120 REQUIREMENTS.—

121 (e) One credit in fine or performing arts, speech and
 122 debate, or, for students entering grade 9 in the 2023-2024
 123 school year, career education ~~practical arts. The practical arts~~
 124 ~~course must incorporate artistic content and techniques of~~
 125 ~~creativity, interpretation, and imagination.~~ Eligible career

126 education ~~practical arts~~ courses are identified in the Course
127 Code Directory.

128 Section 3. Paragraph (b) of subsection (2) of section
129 1004.04, Florida Statutes, is amended to read:

130 1004.04 Public accountability and state approval for
131 teacher preparation programs.—

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

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

136 1. Candidate instruction and assessment in the Florida
137 Educator Accomplished Practices across content areas.

138 2. The use of state-adopted content standards to guide
139 curricula and instruction.

140 3. Scientifically researched and evidence-based reading
141 instructional strategies that improve reading performance for
142 all students, including explicit, systematic, and sequential
143 approaches to teaching phonemic awareness, phonics, vocabulary,
144 fluency, and text comprehension and multisensory intervention
145 strategies.

146 4. Content literacy and mathematics practices.

147 5. Strategies appropriate for the instruction of English
148 language learners.

149 6. Strategies appropriate for the instruction of students
150 with disabilities.

- 151 7. Strategies to differentiate instruction based on
 152 student needs.
- 153 8. Strategies and practices to support evidence-based
 154 content aligned to state standards and grading practices.
- 155 9. Strategies appropriate for the early identification of
 156 a student in crisis or experiencing a mental health challenge
 157 and the referral of such student to a mental health professional
 158 for support.
- 159 10. Strategies to support the use of technology in
 160 education and distance learning.
- 161 11. Strategies and practices to support effective,
 162 research-based assessment and grading practices aligned to the
 163 state's academic standards.
- 164 Section 4. Paragraph (a) of subsection (2) and subsections
 165 (3), (4), and (5) of section 1004.85, Florida Statutes, are
 166 amended to read:
- 167 1004.85 Postsecondary educator preparation institutes.—
 168 (2)(a) Postsecondary institutions that are accredited or
 169 approved as described in State Board of Education rule may seek
 170 approval from the Department of Education to create educator
 171 preparation institutes for the purpose of providing any or all
 172 of the following:
- 173 1. Professional learning development ~~development~~ instruction to assist
 174 teachers in improving classroom instruction and in meeting
 175 certification or recertification requirements.

176 2. Instruction to assist potential and existing substitute
177 teachers in performing their duties.

178 3. Instruction to assist paraprofessionals in meeting
179 education and training requirements.

180 4. Instruction for baccalaureate degree holders to become
181 certified teachers as provided in this section in order to
182 increase routes to the classroom for ~~mid-career~~ professionals
183 who hold a baccalaureate degree and college graduates who were
184 not education majors.

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

188 (3) Educator preparation institutes approved pursuant to
189 this section may offer competency-based certification programs
190 specifically designed for noneducation major baccalaureate
191 degree holders to enable program participants to meet the
192 educator certification requirements of s. 1012.56. An educator
193 preparation institute choosing to offer a competency-based
194 certification program pursuant to the provisions of this section
195 must implement a program ~~previously approved by the Department~~
196 ~~of Education for this purpose or a program~~ developed by the
197 institute and approved by the department for this purpose.
198 Approved programs shall be available for use by other approved
199 educator preparation institutes.

200 (a) Within 90 days after receipt of a request for

201 approval, the Department of Education shall approve a
202 preparation program pursuant to the requirements of this
203 subsection or issue a statement of the deficiencies in the
204 request for approval. The department shall approve a
205 certification program if the institute provides evidence of the
206 institute's capacity to implement a competency-based program
207 that instructs and assesses each candidate in ~~includes each of~~
208 the following:

209 1.a. ~~Participant instruction and assessment in~~ The Florida
210 Educator Accomplished Practices approved by the state board
211 ~~across content areas.~~

212 b. The state academic use of state-adopted student content
213 standards provided under s. 1003.41, including scientifically
214 based reading instruction, content literacy, and mathematical
215 practices, for each subject identified on the statement of
216 status of eligibility or the temporary certificate to guide
217 ~~curriculum and instruction.~~

218 c. Scientifically researched and evidence-based reading
219 instructional strategies that improve reading performance for
220 all students, including explicit, systematic, and sequential
221 approaches to teaching phonemic awareness, phonics, vocabulary,
222 fluency, and text comprehension and multisensory intervention
223 strategies.

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

225 ~~e. Strategies appropriate for instruction of English~~

226 ~~language learners.~~

227 ~~f. Strategies appropriate for instruction of students with~~
228 ~~disabilities.~~

229 ~~g. Strategies to differentiate instruction based on~~
230 ~~student needs.~~

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

233 ~~i. Strategies appropriate for the early identification of~~
234 ~~a student in crisis or experiencing a mental health challenge~~
235 ~~and the referral of such student to a mental health professional~~
236 ~~for support.~~

237 ~~j. Strategies to support the use of technology in~~
238 ~~education and distance learning.~~

239 2. An educational plan for each participant to meet
240 certification requirements and demonstrate his or her ability to
241 teach the subject area for which the participant is seeking
242 certification, which is based on an assessment of his or her
243 competency in the areas listed in subparagraph 1.

244 3. Field experiences appropriate to the certification
245 subject area specified in the educational plan ~~with a diverse~~
246 ~~population of students in a variety of challenging environments,~~
247 ~~including, but not limited to, high-poverty schools, urban~~
248 ~~schools, and rural schools,~~ under the supervision of qualified
249 educators. The state board shall determine in rule the amount of
250 field experience necessary to serve as the teacher of record,

251 beginning with candidates entering a program in the 2023-2024
252 school year.

253 4. A certification ombudsman to facilitate the process and
254 procedures required for participants who complete the program to
255 meet any requirements related to the background screening
256 pursuant to s. 1012.32 and educator professional or temporary
257 certification pursuant to s. 1012.56.

258 (b) Each program participant must:

259 1. Meet certification requirements pursuant to s.
260 1012.56(1) by obtaining a statement of status of eligibility in
261 the certification subject area of the educational plan and meet
262 the requirements of s. 1012.56(2)(a)-(f).

263 2. Demonstrate competency and participate in coursework
264 ~~and~~ field experiences that are appropriate to his or her
265 educational plan prepared under paragraph (a). Beginning with
266 candidates entering an educator preparation institute in the
267 2022-2023 school year, a candidate for certification in a
268 coverage area identified pursuant to s. 1012.585(3)(f) must
269 successfully complete all competencies for a reading
270 endorsement, including completion of the endorsement practicum
271 through the candidate's field experience, in order to graduate
272 from the program.

273 3. Before completion of the program, fully demonstrate his
274 or her ability to teach the subject area for which he or she is
275 seeking certification by documenting a positive impact on

276 student learning growth in a prekindergarten through grade 12
277 setting and, except as provided in s. 1012.56(7)(a)3., achieving
278 a passing score on the professional education competency
279 examination, the basic skills examination, and the subject area
280 examination for the subject area certification which is required
281 by state board rule.

282 (c) Upon completion of all requirements for a
283 certification program approved pursuant to this subsection, a
284 participant shall receive a credential from the sponsoring
285 institution signifying that the participant has completed a
286 state-approved competency-based certification program in the
287 certification subject area specified in the educational plan. A
288 participant is eligible for educator certification through the
289 Department of Education upon satisfaction of all requirements
290 for certification set forth in s. 1012.56(2).

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

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

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

299 ~~1. Performance of students in prekindergarten through~~
300 ~~grade 12 who are assigned to in-field program completers on~~

301 ~~statewide assessments using the results of the student learning~~
 302 ~~growth formula adopted under s. 1012.34.~~

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

305 ~~3. Workforce contributions, including placement of program~~
 306 ~~completers in instructional positions in Florida public and~~
 307 ~~private schools, with additional weight given to production of~~
 308 ~~program completers in statewide critical teacher shortage areas~~
 309 ~~as identified in s. 1012.07.~~

310 (5) Each institute approved pursuant to this section shall
 311 submit to the Department of Education annual performance
 312 evaluations that measure the effectiveness of the programs,
 313 ~~including the pass rates of participants on all examinations~~
 314 ~~required for teacher certification, employment rates,~~
 315 ~~longitudinal retention rates, and satisfaction surveys of~~
 316 ~~employers and program completers. The satisfaction surveys must~~
 317 ~~be designed to measure the sufficient preparation of the~~
 318 ~~educator for the realities of the classroom and the institute's~~
 319 ~~responsiveness to local school districts. These evaluations~~
 320 ~~shall be used by the Department of Education for purposes of~~
 321 ~~continued approval of an educator preparation institute's~~
 322 ~~certification program.~~

323 Section 5. Subsection (3) of section 1007.25, Florida
 324 Statutes, is amended to read:

325 1007.25 General education courses; common prerequisites;

326 other degree requirements.—

327 (3) The chair of the State Board of Education and the
328 chair of the Board of Governors, or their designees, shall
329 jointly appoint faculty committees to identify statewide general
330 education core course options. General education core course
331 options shall consist of a maximum of five courses within each
332 of the subject areas of communication, mathematics, social
333 sciences, humanities, and natural sciences. The core courses may
334 be revised, or the five-course maximum within each subject area
335 may be exceeded, if approved by the State Board of Education and
336 the Board of Governors, as recommended by the subject area
337 faculty committee and approved by the Articulation Coordinating
338 Committee as necessary for a subject area. Each general
339 education core course option must contain high-level academic
340 and critical thinking skills and common competencies that
341 students must demonstrate to successfully complete the course.
342 Beginning with students initially entering a Florida College
343 System institution or state university in 2015-2016 and
344 thereafter, each student must complete at least one identified
345 core course in each subject area as part of the general
346 education course requirements. The State Board of Education and
347 the Board of Governors shall identify Florida College System
348 institutions and state universities to develop advanced courses
349 for students in secondary education and provide the training
350 required under s. 1007.35(6). Beginning in the 2022-2023

351 academic year and thereafter, students entering a technical
352 degree education program as defined in s. 1004.02(13) must
353 complete at least one identified core course in each subject
354 area as part of the general education course requirements before
355 a degree is awarded. All public postsecondary educational
356 institutions shall accept these courses as meeting general
357 education core course requirements. The remaining general
358 education course requirements shall be identified by each
359 institution and reported to the department by their statewide
360 course number. The general education core course options shall
361 be adopted in rule by the State Board of Education and in
362 regulation by the Board of Governors.

363 Section 6. Subsections (1), (2), and (5) of section
364 1007.27, Florida Statutes, are amended, and subsection (9) is
365 added to that section, to read:

366 1007.27 Articulated acceleration mechanisms.—

367 (1) It is the intent of the Legislature that a variety of
368 articulated acceleration mechanisms be available for secondary
369 and postsecondary students attending public educational
370 institutions. It is intended that articulated acceleration serve
371 to shorten the time necessary for a student to complete the
372 requirements associated with the conference of a high school
373 diploma and a postsecondary degree, broaden the scope of
374 curricular options available to students, or increase the depth
375 of study available for a particular subject. Articulated

376 acceleration mechanisms shall include, but are not limited to,
 377 dual enrollment and early admission as provided for in s.
 378 1007.271, advanced courses ~~placement~~, credit by examination, the
 379 International Baccalaureate Program, and the Advanced
 380 International Certificate of Education Program. Credit earned
 381 through the Florida Virtual School shall provide additional
 382 opportunities for early graduation and acceleration. Students of
 383 Florida public secondary schools enrolled pursuant to this
 384 subsection shall be deemed authorized users of the state-funded
 385 electronic library resources that are licensed for Florida
 386 College System institutions and state universities by the
 387 Florida Postsecondary Academic Library Network. Verification of
 388 eligibility shall be in accordance with rules established by the
 389 State Board of Education and regulations established by the
 390 Board of Governors and processes implemented by Florida College
 391 System institutions and state universities.

392 (2) The Department of Education shall annually identify
 393 and publish the minimum scores, maximum credit, and course or
 394 courses for which credit is to be awarded for each College Level
 395 Examination Program (CLEP) subject examination, College Board
 396 Advanced Placement Program examination, Advanced International
 397 Certificate of Education examination, International
 398 Baccalaureate examination, Excelsior College subject
 399 examination, Defense Activity for Non-Traditional Education
 400 Support (DANTES) subject standardized test, and Defense Language

401 Proficiency Test (DLPT). The department may partner with an
402 independent third-party testing or assessment organization to
403 develop assessments that measure competencies consistent with
404 the required course competencies identified by the Articulation
405 Coordinating Committee for general education core courses
406 pursuant to s. 1007.25. Postsecondary credit shall be limited to
407 students who achieve a minimum score as established in this
408 subsection. The department shall use student performance data in
409 subsequent postsecondary courses to determine the appropriate
410 examination scores and courses for which credit is to be
411 granted. Minimum scores may vary by subject area based on
412 available performance data. In addition, the department shall
413 identify such courses in the general education core curriculum
414 of each state university and Florida College System institution.

415 (5) Advanced courses ~~placement~~ shall be the enrollment of
416 an eligible secondary student in a course offered through the
417 Advanced Placement Program administered by the College Board or
418 a course that prepares students for assessments identified in
419 subsection (2). Postsecondary credit for an advanced ~~placement~~
420 course shall be limited to students who score a minimum of 3, on
421 a 5-point scale, on the corresponding Advanced Placement
422 Examination or at least the minimum score on an assessment
423 identified in subsection (2). The specific courses for which
424 students receive such credit shall be identified in the
425 statewide articulation agreement required by s. 1007.23(1).

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426 Students of Florida public secondary schools enrolled pursuant
427 to this subsection shall be exempt from the payment of any fees
428 for administration of the examination regardless of whether or
429 not the student achieves a passing score on the examination.

430 (9) The department, in cooperation with the Board of
431 Governors, shall issue a report to the Legislature by January 1,
432 2024, on the alignment between acceleration mechanisms available
433 to secondary students and student success at the postsecondary
434 level. At a minimum, the report must examine how:

435 (a) Acceleration mechanisms align to secondary completion
436 and rates of success.

437 (b) Bonuses provided to classroom teachers for the
438 completion or passage of acceleration courses by students impact
439 school quality and performance.

440 (c) Acceleration mechanisms align to postsecondary
441 completion rates.

442 (d) Acceleration course offerings align with general
443 education core courses and reduce the amount of time needed for
444 students to complete a postsecondary degree.

445 (e) To improve acceptance of postsecondary credit earned
446 through acceleration courses through agreements with other
447 states.

448 Section 7. Subsection (14) of section 1007.271, Florida
449 Statutes, is amended to read:

450 1007.271 Dual enrollment programs.—

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451 (14) The Department of Education shall approve any course
452 for inclusion in the dual enrollment program that is age and
453 developmentally appropriate and contained within the statewide
454 course numbering system. However, developmental education and
455 physical education and other courses that focus on the physical
456 execution of a skill rather than the intellectual attributes of
457 the activity, may not be so approved but must be evaluated
458 individually for potential inclusion in the dual enrollment
459 program. This subsection may not be construed to mean that an
460 independent postsecondary institution eligible for inclusion in
461 a dual enrollment or early admission program pursuant to s.
462 1011.62 must participate in the statewide course numbering
463 system developed pursuant to s. 1007.24 to participate in a dual
464 enrollment program.

465 Section 8. Paragraph (a) of subsection (5) and subsection
466 (6) of section 1007.35, Florida Statutes, are amended to read:

467 1007.35 Florida Partnership for Minority and
468 Underrepresented Student Achievement.—

469 (5) Each public high school, including, but not limited
470 to, schools and alternative sites and centers of the Department
471 of Juvenile Justice, shall provide for the administration of the
472 Preliminary SAT/National Merit Scholarship Qualifying Test
473 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.
474 However, a written notice shall be provided to each parent which
475 must include the opportunity to exempt his or her child from

476 taking the PSAT/NMSQT or the PreACT.

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

482 (6) The partnership shall:

483 (a) Provide teacher training and professional development
 484 to enable teachers of ~~AP or other~~ advanced courses to have the
 485 necessary content knowledge and instructional skills to prepare
 486 students for success on assessments developed pursuant to s.
 487 1007.27(2) ~~AP or other advanced course examinations~~ and mastery
 488 of postsecondary general education core courses ~~course content~~.

489 (b) Provide to middle school teachers and administrators
 490 professional development that will enable them to educate middle
 491 school students at the level necessary to prepare the students
 492 to enter high school ready to participate in advanced courses.

493 (c) Provide teacher training and materials that are
 494 aligned with the state standards ~~Next Generation Sunshine State~~
 495 ~~Standards~~ and are consistent with best theory and practice
 496 regarding multiple learning styles and research on learning,
 497 instructional strategies, instructional design, and classroom
 498 assessment. Curriculum materials must be based on current,
 499 accepted, and essential academic knowledge.

500 (d) Provide assessment of individual strengths and

501 weaknesses as related to potential success in ~~AP or other~~
502 advanced courses and readiness for college.

503 (e) Provide college entrance exam preparation through a
504 variety of means that may include, but are not limited to,
505 training teachers to provide courses at schools; training
506 community organizations to provide courses at community centers,
507 faith-based organizations, and businesses; and providing online
508 courses.

509 (f) Consider ways to incorporate Florida College System
510 institutions in the mission of preparing all students for
511 postsecondary success.

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

515 (h) Work with school districts to identify minority and
516 underrepresented students for participation in ~~AP or other~~
517 advanced courses.

518 (i) Work with school districts to provide information to
519 students and parents that explains available opportunities for
520 students to take ~~AP and other~~ advanced courses and that explains
521 enrollment procedures that students must follow to enroll in
522 such courses. Such information must also explain the value of
523 such courses as they relate to:

524 1. Preparing the student for postsecondary level
525 coursework.

526 2. Enabling the student to gain access to postsecondary
527 education opportunities.

528 3. Qualifying for scholarships and other financial aid
529 opportunities.

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

534 1. Test administration dates and times.

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

537 3. The value of such tests in providing diagnostic
538 feedback on student skills.

539 4. The value of student scores in predicting the
540 probability of success on ~~AP or other~~ advanced course
541 examinations.

542 (k) Cooperate with the department to provide information
543 to administrators, teachers, and counselors, whenever possible,
544 about partnership activities, opportunities, and priorities.

545 (l) Partner with the Florida College System institutions
546 and state universities identified by the State Board of
547 Education and Board of Governors pursuant to s. 1007.25(3) to
548 develop advanced courses and provide teacher training.

549 Section 9. Paragraph (c) of subsection (3) of section
550 1008.22, Florida Statutes, is amended to read:

551 1008.22 Student assessment program for public schools.—
 552 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
 553 Commissioner of Education shall design and implement a
 554 statewide, standardized assessment program aligned to the core
 555 curricular content established in the state academic standards.
 556 The commissioner also must develop or select and implement a
 557 common battery of assessment tools that will be used in all
 558 juvenile justice education programs in the state. These tools
 559 must accurately measure the core curricular content established
 560 in the state academic standards. Participation in the assessment
 561 program is mandatory for all school districts and all students
 562 attending public schools, including adult students seeking a
 563 standard high school diploma under s. 1003.4282 and students in
 564 Department of Juvenile Justice education programs, except as
 565 otherwise provided by law. If a student does not participate in
 566 the assessment program, the school district must notify the
 567 student's parent and provide the parent with information
 568 regarding the implications of such nonparticipation. The
 569 statewide, standardized assessment program shall be designed and
 570 implemented as follows:
 571 (c) Nationally recognized high school assessments.— Each
 572 school district shall, by the 2023-2024 ~~2021-2022~~ school year
 573 and subject to appropriation, select either the SAT, ~~or~~ ACT, or
 574 Classic Learning Test for districtwide administration to each
 575 public school student in grade 11, including students attending

576 public high schools, alternative schools, and Department of
 577 Juvenile Justice education programs.

578 Section 10. Paragraph (b) of subsection (3) of section
 579 1008.34, Florida Statutes, is amended to read:

580 1008.34 School grading system; school report cards;
 581 district grade.—

582 (3) DESIGNATION OF SCHOOL GRADES.—

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

586 a. The percentage of eligible students passing statewide,
 587 standardized assessments in English Language Arts under s.
 588 1008.22(3).

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

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

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

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

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

601 g. The percentage of eligible students in the lowest 25
602 percent in English Language Arts, as identified by prior year
603 performance on statewide, standardized assessments, who make
604 Learning Gains as measured by statewide, standardized English
605 Language Arts assessments administered under s. 1008.22(3).

606 h. The percentage of eligible students in the lowest 25
607 percent in mathematics, as identified by prior year performance
608 on statewide, standardized assessments, who make Learning Gains
609 as measured by statewide, standardized Mathematics assessments
610 administered under s. 1008.22(3).

611 i. For schools comprised of middle grades 6 through 8 or
612 grades 7 and 8, the percentage of eligible students passing high
613 school level statewide, standardized end-of-course assessments
614 or attaining national industry certifications identified in the
615 CAPE Industry Certification Funding List pursuant to state board
616 rule.

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

622

623 In calculating Learning Gains for the components listed in sub-
624 subparagraphs e.-h., the State Board of Education shall require
625 that learning growth toward achievement levels 3, 4, and 5 is

626 demonstrated by students who scored below each of those levels
627 in the prior year. In calculating the components in sub-
628 subparagraphs a.-d., the state board shall include the
629 performance of English language learners only if they have been
630 enrolled in a school in the United States for more than 2 years.

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

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

636 b. The percentage of students who were eligible to earn
637 college and career credit through an assessment identified
638 pursuant to s. 1007.27(2), College Board Advanced Placement
639 examinations, International Baccalaureate examinations, dual
640 enrollment courses, including career dual enrollment courses
641 resulting in the completion of 300 or more clock hours during
642 high school which are approved by the state board as meeting the
643 requirements of s. 1007.271, or Advanced International
644 Certificate of Education examinations; who, at any time during
645 high school, earned national industry certification identified
646 in the CAPE Industry Certification Funding List, pursuant to
647 rules adopted by the state board; ~~or, beginning with the 2022-~~
648 ~~2023 school year,~~ who earned an Armed Services Qualification
649 Test score that falls within Category II or higher on the Armed
650 Services Vocational Aptitude Battery and earned a minimum of two

651 credits in Junior Reserve Officers' Training Corps courses from
652 the same branch of the United States Armed Forces.

653 Section 11. Paragraph (c) of subsection (6) of section
654 1009.531, Florida Statutes, is amended to read:

655 1009.531 Florida Bright Futures Scholarship Program;
656 student eligibility requirements for initial awards.—

657 (6)

658 (c) To ensure that the required examination scores
659 represent top student performance and are equivalent between the
660 SAT, and ACT, and Classic Learning Test (CLT), the department
661 shall develop a method for determining the required examination
662 scores which incorporates all of the following:

663 1. The minimum required SAT score for the Florida Academic
664 Scholarship must be set no lower than the 89th national
665 percentile on the SAT. The department may adjust the required
666 SAT score only if the required score drops below the 89th
667 national percentile, and any such adjustment must be applied to
668 the bottom of the SAT score range that is concordant to the ACT
669 and CLT.

670 2. The minimum required SAT score for the Florida
671 Medallion Scholarship must be set no lower than the 75th
672 national percentile on the SAT. The department may adjust the
673 required SAT score only if the required score drops below the
674 75th national percentile, and any such adjustment must be made
675 to the bottom of the SAT score range that is concordant to the

676 ACT and CLT.

677 3. The required ACT and CLT scores must be made concordant
678 to the required SAT scores, using the latest published national
679 concordance table developed jointly by the College Board, ~~and~~
680 ACT, Inc., and Classic Learning Initiatives.

681 Section 12. Paragraphs (n) and (o) of subsection (1) and
682 subsection (17) of section 1011.62, Florida Statutes, are
683 amended to read:

684 1011.62 Funds for operation of schools.—If the annual
685 allocation from the Florida Education Finance Program to each
686 district for operation of schools is not determined in the
687 annual appropriations act or the substantive bill implementing
688 the annual appropriations act, it shall be determined as
689 follows:

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

694 (n) Calculation of additional full-time equivalent
695 membership based on ~~college board advanced placement scores of~~
696 students ~~and~~ earning postsecondary credit or a college board
697 advanced placement capstone diplomas.—A value of 0.16 full-time
698 equivalent student membership shall be calculated for each
699 student in each advanced ~~placement~~ course who receives at least
700 the minimum ~~a score of 3 or higher~~ on assessments identified

701 pursuant to s. 1007.27(2) ~~the College Board Advanced Placement~~
702 ~~Examination~~ for the prior year and added to the total full-time
703 equivalent student membership in basic programs for grades 9
704 through 12 in the subsequent fiscal year. A value of 0.3 full-
705 time equivalent student membership shall be calculated for each
706 student who receives a College Board Advanced Placement Capstone
707 Diploma and meets the requirements for a standard high school
708 diploma under s. 1003.4282. Such value shall be added to the
709 total full-time equivalent student membership in basic programs
710 for grades 9 through 12 in the subsequent fiscal year. Each
711 district must allocate at least 80 percent of the funds provided
712 to the district for advanced course ~~placement~~ instruction, in
713 accordance with this paragraph, to the high school that
714 generates the funds. The school district shall distribute to
715 each classroom teacher who provided advanced course ~~placement~~
716 instruction:

717 1. A bonus in the amount of \$50 for each student taught by
718 the ~~Advanced Placement~~ teacher in each advanced ~~placement~~ course
719 who receives at least the minimum ~~a score of 3 or higher~~ on an
720 assessment identified pursuant to s. 1007.27(2) ~~the College~~
721 ~~Board Advanced Placement Examination.~~

722 2. An additional bonus of \$500 to each ~~Advanced Placement~~
723 teacher in a school designated with a grade of "D" or "F" who
724 has at least one student scoring at least the minimum score ~~3 or~~
725 ~~higher~~ on an assessment identified pursuant to s. 1007.27(2) ~~the~~

726 ~~College Board Advanced Placement Examination~~, regardless of the
727 number of classes taught or of the number of students scoring at
728 least the minimum a 3 or higher on an assessment identified
729 pursuant to s. 1007.27(2) ~~the College Board Advanced Placement~~
730 ~~Examination.~~

731
732 Bonuses awarded under this paragraph shall be in addition to any
733 regular wage or other bonus the teacher received or is scheduled
734 to receive. For such courses, the teacher shall earn an
735 additional bonus of \$50 for each student who has a qualifying
736 score.

737 (o) Calculation of additional full-time equivalent
738 membership based on successful completion of a career-themed
739 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
740 courses with embedded CAPE industry certifications or CAPE
741 Digital Tool certificates, and issuance of industry
742 certification identified on the CAPE Industry Certification
743 Funding List pursuant to rules adopted by the State Board of
744 Education or CAPE Digital Tool certificates pursuant to s.
745 1003.4203.—

746 1.a. A value of 0.025 full-time equivalent student
747 membership shall be calculated for CAPE Digital Tool
748 certificates earned by students in elementary and middle school
749 grades.

750 b. A value of 0.1 or 0.2 full-time equivalent student

751 membership shall be calculated for each student who completes a
752 course as defined in s. 1003.493(1)(b) or courses with embedded
753 CAPE industry certifications and who is issued an industry
754 certification identified annually on the CAPE Industry
755 Certification Funding List approved under rules adopted by the
756 State Board of Education. A value of 0.2 full-time equivalent
757 membership shall be calculated for each student who is issued a
758 CAPE industry certification that has a statewide articulation
759 agreement for college credit approved by the State Board of
760 Education. For CAPE industry certifications that do not
761 articulate for college credit, the Department of Education shall
762 assign a full-time equivalent value of 0.1 for each
763 certification. Middle grades students who earn additional FTE
764 membership for a CAPE Digital Tool certificate pursuant to sub-
765 subparagraph a. may not use the previously funded examination to
766 satisfy the requirements for earning an industry certification
767 under this sub-subparagraph. ~~Additional FTE membership for an~~
768 ~~elementary or middle grades student may not exceed 0.1 for~~
769 ~~certificates or certifications earned within the same fiscal~~
770 ~~year.~~ The State Board of Education shall include the assigned
771 values on the CAPE Industry Certification Funding List under
772 rules adopted by the state board. Such value shall be added to
773 the total full-time equivalent student membership for grades 6
774 through 12 in the subsequent year. CAPE industry certifications
775 earned through dual enrollment must be reported and funded

776 pursuant to s. 1011.80. However, if a student earns a
777 certification through a dual enrollment course and the
778 certification is not a fundable certification on the
779 postsecondary certification funding list, or the dual enrollment
780 certification is earned as a result of an agreement between a
781 school district and a nonpublic postsecondary institution, the
782 bonus value shall be funded in the same manner as other nondual
783 enrollment course industry certifications. In such cases, the
784 school district may provide for an agreement between the high
785 school and the technical center, or the school district and the
786 postsecondary institution may enter into an agreement for
787 equitable distribution of the bonus funds.

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

793 d. A value of 0.5 full-time equivalent student membership
794 shall be calculated for CAPE Acceleration Industry
795 Certifications that articulate for 15 to 29 college credit
796 hours, and 1.0 full-time equivalent student membership shall be
797 calculated for CAPE Acceleration Industry Certifications that
798 articulate for 30 or more college credit hours pursuant to CAPE
799 Acceleration Industry Certifications approved by the
800 commissioner pursuant to ss. 1003.4203(5)(b) and 1008.44.

801 2. Each district must allocate at least 80 percent of the
802 funds provided for CAPE industry certification, in accordance
803 with this paragraph, to the program that generated the funds.
804 This allocation may not be used to supplant funds provided for
805 basic operation of the program.

806 3. For CAPE industry certifications earned in the 2013-
807 2014 school year and in subsequent years, the school district
808 shall distribute to each classroom teacher who provided direct
809 instruction toward the attainment of a CAPE industry
810 certification that qualified for additional full-time equivalent
811 membership under subparagraph 1.:

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

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

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

824 d. A bonus of \$100 for each student taught by a teacher
825 who provided instruction in a course that led to the attainment

826 of a CAPE industry certification on the CAPE Industry
 827 Certification Funding List with a weight of 0.5 or 1.0.

828
 829 Bonuses awarded pursuant to this paragraph shall be provided to
 830 teachers who are employed by the district in the year in which
 831 the additional FTE membership calculation is included in the
 832 calculation. Bonuses shall be calculated based upon the
 833 associated weight of a CAPE industry certification on the CAPE
 834 Industry Certification Funding List for the year in which the
 835 certification is earned by the student. Any bonus awarded to a
 836 teacher pursuant to this paragraph is in addition to any regular
 837 wage or other bonus the teacher received or is scheduled to
 838 receive. A bonus may not be awarded to a teacher who fails to
 839 maintain the security of any CAPE industry certification
 840 examination or who otherwise violates the security or
 841 administration protocol of any assessment instrument that may
 842 result in a bonus being awarded to the teacher under this
 843 paragraph.

844 (17) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—
 845 The turnaround school supplemental services allocation is
 846 created to provide ~~district-managed~~ turnaround schools, as
 847 identified in s. 1008.33, ~~s. 1008.33(4)(a)~~, ~~schools that earn~~
 848 ~~three consecutive grades below a "C," as identified in s.~~
 849 ~~1008.33(4)(b)3.,~~ and schools that implemented a turnaround plan
 850 and exited turnaround status by earning a school grade of ~~have~~

851 ~~improved to a "C" or higher and are no longer in turnaround~~
852 ~~status,~~ as identified in s. 1008.33(4)(c), with funds to offer
853 services designed to improve the overall academic and community
854 welfare of the schools' students and their families.

855 (a)1. Services funded by the allocation may include, but
856 are not limited to, tutorial and after-school programs, student
857 counseling, nutrition education, parental counseling, and an
858 extended school day and school year. In addition, services may
859 include models that develop a culture that encourages students
860 to complete high school and to attend college or career
861 training, set high academic expectations, and inspire character
862 development.

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

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

875 (c) At a minimum, the plan required under paragraph (b)

876 must:

877 1. Establish comprehensive support services that develop
878 family and community partnerships;

879 2. Establish clearly defined and measurable high academic
880 and character standards;

881 3. Increase parental involvement and engagement in the
882 child's education;

883 4. Describe how instructional personnel will be
884 identified, recruited, retained, and rewarded;

885 5. Provide professional learning development ~~development~~ that focuses
886 on academic rigor, direct instruction, and creating high
887 academic and character standards;

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

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

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

896 (e) Subject to legislative appropriation, each school
897 district's allocation must be based on the unweighted FTE
898 student enrollment at the eligible schools and a per-FTE funding
899 amount of \$500 or as provided in the General Appropriations Act.
900 The supplement provided in the General Appropriations Act shall

901 be based on the most recent school grades and shall serve as a
902 proxy for the official calculation. Once school grades are
903 available for the school year immediately preceding the fiscal
904 year coinciding with the appropriation, the supplement shall be
905 recalculated for the official participating schools as part of
906 the subsequent FEFP calculation. The commissioner may prepare a
907 preliminary calculation so that districts may proceed with
908 timely planning and use of the funds. If the calculated funds
909 for the statewide allocation exceed the funds appropriated, the
910 allocation of funds to each school district must be prorated
911 based on each school district's share of the total unweighted
912 FTE student enrollment for the eligible schools. The final
913 amount allocated for each school district shall be based on
914 actual student membership from the October FTE survey.

915 (f) Subject to legislative appropriation, each school
916 shall remain eligible for the allocation ~~for a maximum of 4~~
917 ~~continuous fiscal years~~ while implementing a turnaround option
918 pursuant to s. 1008.33(4). In addition, a school that improves
919 to a grade of "C" or higher shall remain eligible to receive the
920 allocation for a maximum of 2 continuous fiscal years after
921 exiting turnaround status.

922 Section 13. Paragraph (a) of subsection (3) of section
923 1012.34, Florida Statutes, is amended to read:

924 1012.34 Personnel evaluation procedures and criteria.—

925 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional

926 personnel and school administrator performance evaluations must
927 be based upon the performance of students assigned to their
928 classrooms or schools, as provided in this section. Pursuant to
929 this section, a school district's performance evaluation system
930 is not limited to basing unsatisfactory performance of
931 instructional personnel and school administrators solely upon
932 student performance, but may include other criteria to evaluate
933 instructional personnel and school administrators' performance,
934 or any combination of student performance and other criteria.
935 Evaluation procedures and criteria must comply with, but are not
936 limited to, the following:

937 (a) A performance evaluation must be conducted for each
938 employee at least once a year, except that a classroom teacher,
939 as defined in s. 1012.01(2)(a), excluding substitute teachers,
940 who is newly hired by the district school board must be observed
941 and evaluated at least twice in the first year of teaching in
942 the school district. The performance evaluation must be based
943 upon sound educational principles and contemporary research in
944 effective educational practices. The evaluation criteria must
945 include:

946 1. Performance of students.—At least one-third of a
947 performance evaluation must be based upon data and indicators of
948 student performance, as determined by each school district. This
949 portion of the evaluation must include growth or achievement
950 data of the teacher's students or, for a school administrator,

951 the students attending the school over the course of at least 3
952 years. If less than 3 years of data are available, the years for
953 which data are available must be used. The proportion of growth
954 or achievement data may be determined by instructional
955 assignment.

956 2. Instructional practice.—For instructional personnel, at
957 least one-third of the performance evaluation must be based upon
958 instructional practice. Evaluation criteria used when annually
959 observing classroom teachers, as defined in s. 1012.01(2)(a),
960 excluding substitute teachers, must include indicators based
961 upon each of the Florida Educator Accomplished Practices adopted
962 by the State Board of Education. For instructional personnel who
963 are not classroom teachers, evaluation criteria must be based
964 upon indicators of the Florida Educator Accomplished Practices
965 and may include specific job expectations related to student
966 support. This section does not preclude a school administrator
967 from visiting and observing classroom teachers throughout the
968 school year for purposes of providing mentorship, training,
969 instructional feedback, or professional learning.

970 3. Instructional leadership.—For school administrators, at
971 least one-third of the performance evaluation must be based on
972 instructional leadership. Evaluation criteria for instructional
973 leadership must include indicators based upon each of the
974 leadership standards adopted by the State Board of Education
975 under s. 1012.986, including performance measures related to the

976 effectiveness of classroom teachers in the school, the
977 administrator's appropriate use of evaluation criteria and
978 procedures, recruitment and retention of effective and highly
979 effective classroom teachers, improvement in the percentage of
980 instructional personnel evaluated at the highly effective or
981 effective level, and other leadership practices that result in
982 student learning growth. The system may include a means to give
983 parents and instructional personnel an opportunity to provide
984 input into the administrator's performance evaluation.

985 4. Other indicators of performance.—For instructional
986 personnel and school administrators, the remainder of a
987 performance evaluation may include, but is not limited to,
988 professional and job responsibilities as recommended by the
989 State Board of Education or identified by the district school
990 board and, for instructional personnel, peer reviews,
991 objectively reliable survey information from students and
992 parents based on teaching practices that are consistently
993 associated with higher student achievement, and other valid and
994 reliable measures of instructional practice.

995 Section 14. Subsections (9) through (16) of section
996 1012.56, Florida Statutes, are renumbered as subsections (10)
997 through (17), respectively, subsection (1), paragraphs (d), (g),
998 and (i) of subsection (2) and subsections (6), (7), and (8) are
999 amended, and a new subsection (9) is added to that section, to
1000 read:

1001 1012.56 Educator certification requirements.—
 1002 (1) APPLICATION.—Each person seeking certification
 1003 pursuant to this chapter shall submit a completed application
 1004 containing the applicant's social security number to the
 1005 Department of Education and remit the fee required pursuant to
 1006 s. 1012.59 and rules of the State Board of Education. Pursuant
 1007 to the federal Personal Responsibility and Work Opportunity
 1008 Reconciliation Act of 1996, each party is required to provide
 1009 his or her social security number in accordance with this
 1010 section. Disclosure of social security numbers obtained through
 1011 this requirement is limited to the purpose of administration of
 1012 the Title IV-D program of the Social Security Act for child
 1013 support enforcement.

1014 (a) Pursuant to s. 120.60, the department shall issue
 1015 within 90 calendar days after receipt of the completed
 1016 application a professional certificate to a qualifying applicant
 1017 covering the classification, level, and area for which the
 1018 applicant is deemed qualified and a document explaining the
 1019 requirements for renewal of the professional certificate.

1020 (b) The department shall issue a temporary certificate to
 1021 a qualifying applicant within 14 calendar days after receipt of
 1022 a request from an employer with a professional education
 1023 competence demonstration program pursuant to paragraph
 1024 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary
 1025 certificate must cover the classification, level, and area for

1026 | which the applicant is deemed qualified. The department shall
 1027 | electronically notify the applicant's employer that the
 1028 | temporary certificate has been issued and provide the applicant
 1029 | an official statement of status of eligibility at the time the
 1030 | certificate is issued.

1031 | (c) Pursuant to s. 120.60, the department shall issue
 1032 | within 90 calendar days after receipt of the completed
 1033 | application, if an applicant does not meet the requirements for
 1034 | either certificate, an official statement of status of
 1035 | eligibility.

1036 |
 1037 | The statement of status of eligibility must be provided
 1038 | electronically and must advise the applicant of any
 1039 | qualifications that must be completed to qualify for
 1040 | certification. Each method by which an applicant can complete
 1041 | the qualifications for a professional certificate must be
 1042 | included in the statement of status of eligibility. Each
 1043 | statement of status of eligibility is valid for 5 ~~3~~ years after
 1044 | its date of issuance, except as provided in paragraph (2)(d).

1045 | (2) ELIGIBILITY CRITERIA.—To be eligible to seek
 1046 | certification, a person must:

1047 | (d) Submit to background screening in accordance with
 1048 | subsection (11) ~~(10)~~. If the background screening indicates a
 1049 | criminal history or if the applicant acknowledges a criminal
 1050 | history, the applicant's records shall be referred to the

1051 | investigative section in the Department of Education for review
 1052 | and determination of eligibility for certification. If the
 1053 | applicant fails to provide the necessary documentation requested
 1054 | by the department within 90 days after the date of the receipt
 1055 | of the certified mail request, the statement of eligibility and
 1056 | pending application shall become invalid.

1057 | (g) Demonstrate mastery of general knowledge, pursuant to
 1058 | subsection (3), ~~if the person serves as a classroom teacher~~
 1059 | ~~pursuant to s. 1012.01(2)(a).~~

1060 | (i) Demonstrate mastery of professional preparation and
 1061 | education competence, pursuant to subsection (6), if the person
 1062 | serves as a classroom teacher or school administrator as
 1063 | classified in s. 1012.01(2)(a) and (3)(c), respectively.

1064 | (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION
 1065 | COMPETENCE.—Acceptable means of demonstrating mastery of
 1066 | professional preparation and education competence are:

1067 | (a) Successful completion of an approved teacher
 1068 | preparation program at a postsecondary educational institution
 1069 | within this state and achievement of a passing score on the
 1070 | professional education competency examination required by state
 1071 | board rule;

1072 | (b) Successful completion of a teacher preparation program
 1073 | at a postsecondary educational institution outside Florida and
 1074 | achievement of a passing score on the professional education
 1075 | competency examination required by state board rule;

1076 (c) Documentation of a valid professional standard
 1077 teaching certificate issued by another state;

1078 (d) Documentation of a valid certificate issued by the
 1079 National Board for Professional Teaching Standards or a national
 1080 educator credentialing board approved by the State Board of
 1081 Education;

1082 (e) Documentation of two semesters of successful, full-
 1083 time or part-time teaching in a Florida College System
 1084 institution, state university, or private college or university
 1085 that awards an associate or higher degree and is an accredited
 1086 institution or an institution of higher education identified by
 1087 the Department of Education as having a quality program and
 1088 achievement of a passing score on the professional education
 1089 competency examination required by state board rule;

1090 (f) Successful completion of professional preparation
 1091 courses as specified in state board rule, successful completion
 1092 of a professional ~~preparation and~~ education competence program
 1093 pursuant to subsection (9) ~~paragraph (8) (b)~~, and achievement of
 1094 a passing score on the professional education competency
 1095 examination required by state board rule;

1096 (g) Successful completion of a professional learning
 1097 ~~development certification and education competency~~ program,
 1098 outlined in subsection (8) ~~paragraph (8) (a)~~; or

1099 (h) Successful completion of a competency-based
 1100 certification program pursuant to s. 1004.85 and achievement of

1101 a passing score on the professional education competency
1102 examination required by rule of the State Board of Education.
1103

1104 The State Board of Education shall adopt rules to implement this
1105 subsection ~~by December 31, 2014~~, including rules to approve
1106 specific teacher preparation programs that are not identified in
1107 this subsection which may be used to meet requirements for
1108 mastery of professional preparation and education competence.

1109 (7) TYPES AND TERMS OF CERTIFICATION.—

1110 (a) The Department of Education shall issue a professional
1111 certificate for a period not to exceed 5 years to any applicant
1112 who fulfills one of the following:

1113 1. Meets all the applicable requirements outlined in
1114 subsection (2).

1115 2. For a professional certificate covering grades 6
1116 through 12:

1117 a. Meets the applicable requirements of paragraphs (2) (a) -
1118 (h).

1119 b. Holds a master's or higher degree in the area of
1120 science, technology, engineering, or mathematics.

1121 c. Teaches a high school course in the subject of the
1122 advanced degree.

1123 d. Is rated highly effective as determined by the
1124 teacher's performance evaluation under s. 1012.34, based in part
1125 on student performance as measured by a statewide, standardized

1126 assessment or an Advanced Placement, Advanced International
 1127 Certificate of Education, or International Baccalaureate
 1128 examination.

1129 e. Achieves a passing score on the Florida professional
 1130 education competency examination required by state board rule.

1131 3. Meets the applicable requirements of paragraphs (2) (a) -
 1132 (h) and completes a professional learning certification
 1133 ~~preparation and education competence~~ program approved by the
 1134 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator
 1135 preparation institute approved by the department pursuant to s.
 1136 1004.85. An applicant who completes one of these programs and is
 1137 rated highly effective as determined by his or her performance
 1138 evaluation under s. 1012.34 is not required to take or achieve a
 1139 passing score on the professional education competency
 1140 examination in order to be awarded a professional certificate.

1141 (b) The department shall issue a temporary certificate to
 1142 any applicant who:

1143 1. Completes the requirements outlined in paragraphs
 1144 (2) (a)-(f) and completes the subject area content requirements
 1145 specified in state board rule or demonstrates mastery of subject
 1146 area knowledge pursuant to subsection (5) and holds an
 1147 accredited degree or a degree approved by the Department of
 1148 Education at the level required for the subject area
 1149 specialization in state board rule; ~~or~~

1150 2. For a subject area specialization for which the state

1151 board otherwise requires a bachelor's degree, documents 48
1152 months of active-duty military service with an honorable
1153 discharge or a medical separation; completes the requirements
1154 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
1155 subject area content requirements specified in state board rule
1156 or demonstrates mastery of subject area knowledge pursuant to
1157 subsection (5); and documents completion of 60 college credits
1158 with a minimum cumulative grade point average of 2.5 on a 4.0
1159 scale, as provided by one or more accredited institutions of
1160 higher learning or a nonaccredited institution of higher
1161 learning identified by the Department of Education as having a
1162 quality program resulting in a bachelor's degree or higher; ~~or-~~

1163 3. Is enrolled in a state-approved teacher preparation
1164 program under s. 1004.04; is actively completing the required
1165 program field experience or internship at a public school;
1166 completes the requirements outlined in paragraphs (2)(a), (b),
1167 (d), (e), and (f); and documents completion of 60 college
1168 credits with a minimum cumulative grade point average of 2.5 on
1169 a 4.0 scale, as provided by one or more accredited institutions
1170 of higher learning or a nonaccredited institution of higher
1171 learning identified by the Department of Education as having a
1172 quality program resulting in a bachelor's degree or higher.

1173 (c) The department shall issue one nonrenewable 2-year
1174 temporary certificate and one nonrenewable 5-year professional
1175 certificate to a qualified applicant who holds a bachelor's

1176 degree in the area of speech-language impairment to allow for
 1177 completion of a master's degree program in speech-language
 1178 impairment.

1179 (d) A person who is issued a temporary certificate under
 1180 subparagraph (b)2. must be assigned a teacher mentor for a
 1181 minimum of 2 school years after commencing employment. Each
 1182 teacher mentor selected by the school district, charter school,
 1183 or charter management organization must:

1184 1. Hold a valid professional certificate issued pursuant
 1185 to this section;

1186 2. Have earned at least 3 years of teaching experience in
 1187 prekindergarten through grade 12; and

1188 3. Have earned an effective or highly effective rating on
 1189 the prior year's performance evaluation under s. 1012.34.

1190 (e)~~(e)1.~~ A temporary certificate ~~issued under subparagraph~~
 1191 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1192 ~~2. A temporary certificate issued under subparagraph (b)2.~~
 1193 is valid for 5 school fiscal years, is limited to a one-time
 1194 issuance, and is nonrenewable.

1195
 1196 At least 1 year before an individual's temporary certificate is
 1197 set to expire, the department shall electronically notify the
 1198 individual of the date on which his or her certificate will
 1199 expire and provide a list of each method by which the
 1200 qualifications for a professional certificate can be completed.

1201 ~~The State Board of Education shall adopt rules to allow the~~
1202 ~~department to extend the validity period of a temporary~~
1203 ~~certificate for 2 years when the requirements for the~~
1204 ~~professional certificate were not completed due to the serious~~
1205 ~~illness or injury of the applicant, the military service of an~~
1206 ~~applicant's spouse, other extraordinary extenuating~~
1207 ~~circumstances, or if the certificateholder is rated highly~~
1208 ~~effective in the immediate prior year's performance evaluation~~
1209 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~
1210 ~~program pursuant to subsection (8). The department shall extend~~
1211 ~~the temporary certificate upon approval by the Commissioner of~~
1212 ~~Education. A written request for extension of the certificate~~
1213 ~~shall be submitted by the district school superintendent, the~~
1214 ~~governing authority of a university lab school, the governing~~
1215 ~~authority of a state-supported school, or the governing~~
1216 ~~authority of a private school.~~

1217 (8) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ CERTIFICATION AND
1218 ~~EDUCATION~~ COMPETENCY PROGRAM.—

1219 (a) The Department of Education shall develop and each
1220 school district, charter school, and charter management
1221 organization may provide a cohesive competency-based
1222 professional learning ~~development~~ certification and ~~education~~
1223 ~~competency~~ program by which instructional staff may satisfy the
1224 mastery of professional preparation and education competence
1225 requirements specified in subsection (6) and rules of the State

1226 Board of Education. Participants must hold a state-issued
 1227 temporary certificate. A school district, charter school, or
 1228 charter management organization that implements the program
 1229 shall provide a competency-based certification program developed
 1230 by the Department of Education or developed by the district,
 1231 charter school, or charter management organization and approved
 1232 by the Department of Education. These entities may collaborate
 1233 with other supporting agencies or educational entities for
 1234 implementation. The program shall include the following:
 1235 ~~1. A minimum period of initial preparation before assuming~~
 1236 ~~duties as the teacher of record.~~
 1237 ~~2. An option for collaboration with other supporting~~
 1238 ~~agencies or educational entities for implementation.~~
 1239 1.3. A teacher mentorship and induction component.
 1240 a. Each individual selected by the district, charter
 1241 school, or charter management organization as a mentor:
 1242 (I) Must hold a valid professional certificate issued
 1243 pursuant to this section;
 1244 (II) Must have earned at least 3 years of teaching
 1245 experience in prekindergarten through grade 12;
 1246 (III) Must have completed ~~specialized~~ training in clinical
 1247 supervision and participate in ongoing mentor training provided
 1248 through the coordinated system of professional learning
 1249 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c)~~;
 1250 (IV) Must have earned an effective or highly effective

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1251 rating on the prior year's performance evaluation ~~under s.~~
1252 ~~1012.34~~; and

1253 (V) May be a peer evaluator under the district's
1254 evaluation system approved under s. 1012.34.

1255 b. The teacher mentorship and induction component must, at
1256 a minimum, provide routine weekly opportunities for mentoring
1257 and induction activities, including ~~common planning time,~~
1258 ongoing professional learning as described in s. 1012.98
1259 ~~development~~ targeted to a teacher's needs, opportunities for a
1260 teacher to observe other teachers, co-teaching experiences, and
1261 reflection and followup discussions. Professional learning must
1262 meet the criteria established in s. 1012.98(3). Mentorship and
1263 induction activities must be provided for an applicant's first
1264 year in the program and may be provided until the applicant
1265 attains his or her professional certificate in accordance with
1266 this section. ~~A principal who is rated highly effective as~~
1267 ~~determined by his or her performance evaluation under s. 1012.34~~
1268 ~~must be provided flexibility in selecting professional~~
1269 ~~development activities under this paragraph; however, the~~
1270 ~~activities must be approved by the department as part of the~~
1271 ~~district's, charter school's, or charter management~~
1272 ~~organization's program.~~

1273 2.4. An assessment of teaching performance aligned to the
1274 district's, charter school's, or charter management
1275 organization's system for personnel evaluation under s. 1012.34

1276 | which provides for:

1277 | a. An initial evaluation of each educator's competencies
1278 | to determine an appropriate individualized professional learning
1279 | ~~development~~ plan.

1280 | b. A summative evaluation to assure successful completion
1281 | of the program.

1282 | 3.5. Professional education preparation content knowledge,
1283 | which must be included in the mentoring and induction activities
1284 | under subparagraph 1. 3., that includes, but is not limited to,
1285 | the following:

1286 | a. The state academic standards provided under s. 1003.41,
1287 | including scientifically based reading instruction, content
1288 | literacy, and mathematical practices, for each subject
1289 | identified on the temporary certificate.

1290 | b. The educator-accomplished practices approved by the
1291 | state board.

1292 | ~~e. A variety of data indicators for monitoring student~~
1293 | ~~progress.~~

1294 | ~~d. Methodologies for teaching students with disabilities.~~

1295 | ~~e. Methodologies for teaching students of limited English~~
1296 | ~~proficiency appropriate for each subject area identified on the~~
1297 | ~~temporary certificate.~~

1298 | ~~f. Techniques and strategies for operationalizing the role~~
1299 | ~~of the teacher in assuring a safe learning environment for~~
1300 | ~~students.~~

1301 ~~4.6.~~ Required achievement of passing scores on the subject
1302 area and professional education competency examination required
1303 by State Board of Education rule. Mastery of general knowledge
1304 must be demonstrated as described in subsection (3).

1305 ~~5.7.~~ Beginning with candidates entering a program in the
1306 2022-2023 school year, a candidate for certification in a
1307 coverage area identified pursuant to s. 1012.585(3)(f) must
1308 successfully complete all competencies for a reading
1309 endorsement, including completion of the endorsement practicum
1310 through the candidate's demonstration of mastery of professional
1311 preparation and education competence under paragraph (b).

1312 ~~(b)1.~~ Each school district must and a private school or
1313 state-supported public school, including a charter school, may
1314 develop and maintain a system by which members of the
1315 instructional staff may demonstrate mastery of professional
1316 preparation and education competence as required by law. Each
1317 program must be based on classroom application of the Florida
1318 Educator Accomplished Practices and instructional performance
1319 and, for public schools, must be aligned with the district's or
1320 state-supported public school's evaluation system established
1321 under s. 1012.34, as applicable.

1322 ~~2.~~ The Commissioner of Education shall determine the
1323 continued approval of programs implemented under this paragraph,
1324 based upon the department's review of performance data. The
1325 department shall review the performance data as a part of the

1326 ~~periodic review of each school district's professional~~
 1327 ~~development system required under s. 1012.98.~~
 1328 ~~(b)(c) No later than December 31, 2017, The department~~
 1329 State Board of Education shall adopt rules ~~standards~~ for the
 1330 approval and continued approval of professional learning
 1331 ~~development~~ certification and ~~education competency~~ programs
 1332 aligned to, ~~including standards for the teacher mentorship and~~
 1333 ~~induction component,~~ under paragraph (a). ~~Standards for the~~
 1334 ~~teacher mentorship and induction component must include program~~
 1335 ~~administration and evaluation; mentor roles, selection, and~~
 1336 ~~training; beginning teacher assessment and professional~~
 1337 ~~development; and teacher content knowledge and practices aligned~~
 1338 ~~to the Florida Educator Accomplished Practices. Each school~~
 1339 ~~district or charter school with a program under this subsection~~
 1340 ~~must submit its program, including the teacher mentorship and~~
 1341 ~~induction component, to the department for approval no later~~
 1342 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~
 1343 satisfy requirements for a professional certificate through a
 1344 professional learning ~~development~~ certification and ~~education~~
 1345 ~~competency~~ program under ~~paragraph (a)~~ unless the program has
 1346 been approved by the department pursuant to this paragraph.
 1347 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—
 1348 (a) Each school district must and a private school or
 1349 state-supported public school, including a charter school, may
 1350 develop and maintain a system by which members of the

1351 instructional staff may demonstrate mastery of professional
1352 preparation and education competence as required by law. Each
1353 program must be based on classroom application of the Florida
1354 Educator Accomplished Practices and instructional performance
1355 and, for public schools, must be aligned with the district's or
1356 state-supported public school's evaluation system established
1357 under s. 1012.34, as applicable.

1358 (b) The Commissioner of Education shall determine the
1359 continued approval of programs implemented under this paragraph,
1360 based upon the department's review of performance data. The
1361 department shall review the performance data as a part of the
1362 periodic review of each school district's professional learning
1363 system required under s. 1012.98.

1364 ~~(d) The Commissioner of Education shall determine the~~
1365 ~~continued approval of programs implemented under paragraph (a)~~
1366 ~~based upon the department's periodic review of the following:~~

1367 ~~1. Evidence that the requirements in paragraph (a) are~~
1368 ~~consistently met; and~~

1369 ~~2. Evidence of performance in each of the following areas:~~

1370 ~~a. Rate of retention for employed program completers in~~
1371 ~~instructional positions in Florida public schools.~~

1372 ~~b. Performance of students in prekindergarten through~~
1373 ~~grade 12 who are assigned to in-field program completers on~~
1374 ~~statewide assessments using the results of the student learning~~
1375 ~~growth formula adopted under s. 1012.34.~~

1376 ~~e. Performance of students in prekindergarten through~~
1377 ~~grade 12 who are assigned to in-field program completers~~
1378 ~~aggregated by student subgroups, as defined in the federal~~
1379 ~~Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.~~
1380 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~
1381 ~~prepares teachers to work with a variety of students in Florida~~
1382 ~~public schools.~~

1383 ~~d. Results of program completers' annual evaluations in~~
1384 ~~accordance with the timeline as set forth in s. 1012.34.~~

1385 ~~e. Production of program completers in statewide critical~~
1386 ~~teacher shortage areas as defined in s. 1012.07.~~

1387 Section 15. Subsection (1) of section 1012.57, Florida
1388 Statutes, is amended to read:

1389 1012.57 Certification of adjunct educators.—

1390 (1) Notwithstanding the provisions of ss. 1012.32,
1391 1012.55, and 1012.56, or any other provision of law or rule to
1392 the contrary, district school boards shall adopt rules to allow
1393 for the issuance of an adjunct teaching certificate to any
1394 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)
1395 and (11) ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in
1396 the subject area to be taught. An applicant shall be considered
1397 to have expertise in the subject area to be taught if the
1398 applicant demonstrates sufficient subject area mastery through
1399 passage of a subject area test.

1400 Section 16. Section 1012.575, Florida Statutes, is amended

1401 to read:

1402 1012.575 Alternative preparation programs for certified
1403 teachers to add additional coverage.—A district school board, or
1404 an organization of private schools or a consortium of charter
1405 schools with an approved professional learning development
1406 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design
1407 alternative teacher preparation programs to enable persons
1408 already certificated to add an additional coverage to their
1409 certificates. Each alternative teacher preparation program shall
1410 be reviewed and approved by the Department of Education to
1411 assure that persons who complete the program are competent in
1412 the necessary areas of subject matter specialization. Two or
1413 more school districts may jointly participate in an alternative
1414 preparation program for teachers.

1415 Section 17. Paragraph (g) of subsection (3) of section
1416 1012.585, Florida Statutes, is redesignated as paragraph (h),
1417 and a new paragraph (g) is added to that subsection, to read:

1418 1012.585 Process for renewal of professional
1419 certificates.—

1420 (3) For the renewal of a professional certificate, the
1421 following requirements must be met:

1422 (g) An applicant for renewal of a professional certificate
1423 in educational leadership from a Level I program under s.
1424 1012.562(2) or Level II program under s. 1012.562(3), with a
1425 beginning validity date of July 1, 2025, or thereafter, must

1426 earn a minimum of 1 college credit or 20 inservice points in
1427 Florida's educational leadership standards, as established in
1428 rule by the State Board of Education. The requirement in this
1429 paragraph may not add to the total hours required by the
1430 department for continuing education or inservice training.

1431 Section 18. Paragraph (a) of subsection (1) of section
1432 1012.586, Florida Statutes, is amended to read:

1433 1012.586 Additions or changes to certificates; duplicate
1434 certificates; reading endorsement pathways.—

1435 (1) A school district may process via a Department of
1436 Education website certificates for the following applications of
1437 public school employees:

1438 (a) Addition of a subject coverage or endorsement to a
1439 valid Florida certificate on the basis of the completion of the
1440 appropriate subject area testing requirements of s.

1441 1012.56(5) (a) or the completion of the requirements of an
1442 approved school district program or the inservice components for
1443 an endorsement.

1444 1. To reduce duplication, the department may recommend the
1445 consolidation of endorsement areas and requirements to the State
1446 Board of Education.

1447 2. At least once every 5 years, the department shall
1448 conduct a review of existing subject coverage or endorsement
1449 requirements in the elementary, reading, and exceptional student
1450 educational areas. The review must include reciprocity

1451 requirements for out-of-state certificates and requirements for
1452 demonstrating competency in the reading instruction professional
1453 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~
1454 ~~1012.98(4)(b)11~~. The review must also consider the award of an
1455 endorsement to an individual who holds a certificate issued by
1456 an internationally recognized organization that establishes
1457 standards for providing evidence-based interventions to
1458 struggling readers or who completes a postsecondary program that
1459 is accredited by such organization. Any such certificate or
1460 program must require an individual who completes the certificate
1461 or program to demonstrate competence in reading intervention
1462 strategies through clinical experience. At the conclusion of
1463 each review, the department shall recommend to the state board
1464 changes to the subject coverage or endorsement requirements
1465 based upon any identified instruction or intervention strategies
1466 proven to improve student reading performance. This subparagraph
1467 does not authorize the state board to establish any new
1468 certification subject coverage.

1469
1470 The employing school district shall charge the employee a fee
1471 not to exceed the amount charged by the Department of Education
1472 for such services. Each district school board shall retain a
1473 portion of the fee as defined in the rules of the State Board of
1474 Education. The portion sent to the department shall be used for
1475 maintenance of the technology system, the web application, and

1476 | posting and mailing of the certificate.

1477 | Section 19. Effective upon this act becoming law, section
1478 | 1012.71, Florida Statutes, is amended to read:

1479 | 1012.71 The Florida Teachers Classroom Supply Assistance
1480 | Program.—

1481 | (1) For purposes of the Florida Teachers Classroom Supply
1482 | Assistance Program, the term "classroom teacher" means a
1483 | certified teacher employed by a public school district or a
1484 | public charter school in that district on or before September 1
1485 | of each year whose full-time or job-share responsibility is the
1486 | classroom instruction of students in prekindergarten through
1487 | grade 12, including full-time media specialists and certified
1488 | school counselors serving students in prekindergarten through
1489 | grade 12, who are funded through the Florida Education Finance
1490 | Program. A "job-share" classroom teacher is one of two teachers
1491 | whose combined full-time equivalent employment for the same
1492 | teaching assignment equals one full-time classroom teacher.

1493 | (2) The Legislature, in the General Appropriations Act,
1494 | shall determine funding for the Florida Teachers Classroom
1495 | Supply Assistance Program. The funds appropriated are for
1496 | classroom teachers to purchase, on behalf of the school district
1497 | or charter school, classroom materials and supplies for the
1498 | public school students assigned to them and may not be used to
1499 | purchase equipment. The funds appropriated shall be used to
1500 | supplement the materials and supplies otherwise available to

1501 classroom teachers. ~~From the funds appropriated for the Florida~~
1502 ~~Teachers Classroom Supply Assistance Program, the Commissioner~~
1503 ~~of Education shall calculate an amount for each school district~~
1504 ~~based upon each school district's proportionate share of the~~
1505 ~~state's total unweighted FTE student enrollment and shall~~
1506 ~~disburse the funds to the school districts by July 15.~~

1507 (3) From the funds allocated to each school district ~~and~~
1508 ~~any funds received from local contributions~~ for the Florida
1509 Teachers Classroom Supply Assistance Program, the district
1510 school board shall calculate an identical amount for each
1511 classroom teacher who is estimated to be employed by the school
1512 district or a charter school in the district on September 1 of
1513 each year, which is that teacher's proportionate share of the
1514 total amount allocated to the district from state funds ~~and~~
1515 ~~funds received from local contributions~~. A job-share classroom
1516 teacher may receive a prorated share of the amount provided to a
1517 full-time classroom teacher.

1518 (4) The department shall administer a competitive
1519 procurement through which classroom teachers may purchase
1520 classroom materials and supplies. By September 1 of each year,
1521 each school district shall submit to the department:

1522 (a) The identical amount per classroom teacher calculated
1523 in subsection (3), including the proportionate share of the
1524 identical amount if such classroom teacher is a job-share
1525 classroom teacher.

1526 (b) The name of each eligible classroom teacher.

1527 (c) The name and master school identification number of
1528 the school in which the classroom teacher is assigned.

1529 (d) Any other information necessary for administration of
1530 the program as determined by the department ~~For a classroom~~
1531 ~~teacher determined eligible on July 1, the district school board~~
1532 ~~and each charter school board may provide the teacher with his~~
1533 ~~or her total proportionate share by August 1 based on the~~
1534 ~~estimate of the number of teachers who will be employed on~~
1535 ~~September 1. For a classroom teacher determined eligible after~~
1536 ~~July 1, the district school board and each charter school board~~
1537 ~~shall provide the teacher with his or her total proportionate~~
1538 ~~share by September 30. The proportionate share may be provided~~
1539 ~~by any means determined appropriate by the district school board~~
1540 ~~or charter school board, including, but not limited to, direct~~
1541 ~~deposit, check, debit card, or purchasing card. If a debit card~~
1542 ~~is used, an identifier must be placed on the front of the debit~~
1543 ~~card which clearly indicates that the card has been issued for~~
1544 ~~the Florida Teachers Classroom Supply Assistance Program.~~
1545 ~~Expenditures under the program are not subject to state or local~~
1546 ~~competitive bidding requirements. Funds received by a classroom~~
1547 ~~teacher do not affect wages, hours, or terms and conditions of~~
1548 ~~employment and, therefore, are not subject to collective~~
1549 ~~bargaining. Any classroom teacher may decline receipt of or~~
1550 ~~return the funds without explanation or cause.~~

1551 ~~(5)(4)~~ Each classroom teacher must ~~sign a statement~~
1552 ~~acknowledging receipt of the funds,~~ keep receipts for no less
1553 than 4 years to show that funds expended meet the requirements
1554 of this section, ~~and return any unused funds to the district~~
1555 ~~school board at the end of the regular school year.~~ Any unused
1556 funds ~~that are returned to the district school board~~ shall be
1557 deposited into the school advisory council account of the school
1558 at which the classroom teacher ~~returning the funds~~ was employed
1559 when the funds were made available to the classroom teacher. If
1560 a school does not have a school advisory council, the funds
1561 shall be expended for classroom materials and supplies as
1562 determined by the principal ~~that teacher received the funds or~~
1563 ~~deposited into the Florida Teachers Classroom Supply Assistance~~
1564 ~~Program account of the school district in which a charter school~~
1565 ~~is sponsored, as applicable.~~

1566 ~~(5)~~ ~~The statement must be signed and dated by each~~
1567 ~~classroom teacher before receipt of the Florida Teachers~~
1568 ~~Classroom Supply Assistance Program funds and shall include the~~
1569 ~~wording: "I, ... (name of teacher) ..., am employed by the~~
1570 ~~....County District School Board or by theCharter School as~~
1571 ~~a full-time classroom teacher. I acknowledge that Florida~~
1572 ~~Teachers Classroom Supply Assistance Program funds are~~
1573 ~~appropriated by the Legislature for the sole purpose of~~
1574 ~~purchasing classroom materials and supplies to be used in the~~
1575 ~~instruction of students assigned to me. In accepting custody of~~

1576 | ~~these funds, I agree to keep the receipts for all expenditures~~
1577 | ~~for no less than 4 years. I understand that if I do not keep the~~
1578 | ~~receipts, it will be my personal responsibility to pay any~~
1579 | ~~federal taxes due on these funds. I also agree to return any~~
1580 | ~~unexpended funds to the district school board at the end of the~~
1581 | ~~regular school year for deposit into the school advisory council~~
1582 | ~~account of the school where I was employed at the time I~~
1583 | ~~received the funds or for deposit into the Florida Teachers~~
1584 | ~~Classroom Supply Assistance Program account of the school~~
1585 | ~~district in which the charter school is sponsored, as~~
1586 | ~~applicable."~~

1587 | ~~(6) The Department of Education and district school boards~~
1588 | ~~may, and are encouraged to, enter into public-private~~
1589 | ~~partnerships in order to increase the total amount of Florida~~
1590 | ~~Teachers Classroom Supply Assistance Programs funds available to~~
1591 | ~~classroom teachers.~~

1592 | Section 20. Section 1012.98, Florida Statutes, is amended
1593 | to read:

1594 | 1012.98 School Community Professional Learning Development
1595 | Act.—

1596 | (1) The Department of Education, public postsecondary
1597 | educational institutions, public school districts, public
1598 | schools, state education foundations, consortia, and
1599 | professional organizations in this state shall work
1600 | collaboratively to establish a coordinated system of

1601 professional learning. For the purposes of this section, the
1602 term "professional learning" means learning that is aligned to
1603 the state's standards for effective professional learning,
1604 educator practices, and leadership practices; incorporates
1605 active learning; is collaborative; provides models; and is
1606 sustained and continuous ~~development~~. The purpose of the
1607 professional learning ~~development~~ system is to increase student
1608 achievement, enhance classroom instructional strategies that
1609 promote rigor and relevance throughout the curriculum, and
1610 prepare students for continuing education and the workforce. The
1611 system of professional learning ~~development~~ must align to the
1612 standards adopted by the state. Routine informational meetings
1613 may not be considered professional learning and are not eligible
1614 for inservice points ~~and support the framework for standards~~
1615 ~~adopted by the National Staff Development Council.~~

1616 (2) The school community includes students and parents,
1617 administrative personnel, managers, instructional personnel,
1618 support personnel, members of district school boards, members of
1619 school advisory councils, business partners, and personnel that
1620 provide health and social services to students.

1621 (3) Professional learning activities linked to student
1622 learning and professional growth for instructional and
1623 administrative staff meet the following criteria:

1624 (a) For instructional personnel, utilize materials aligned
1625 to the state's academic standards.

1626 (b) For school administrators, utilize materials aligned
1627 to the state's educational leadership standards.

1628 (c) Have clear, defined, and measurable outcomes for both
1629 individual inservice activities and multiple day sessions.

1630 (d) Employ multiple measurement tools for data on teacher
1631 growth, participants' use of new knowledge and skills, student
1632 learning outcomes, instructional growth outcomes, and leadership
1633 growth outcomes, as applicable.

1634 (e) Utilize active learning and engage participants
1635 directly in designing and trying out strategies, providing
1636 participants with the opportunity to engage in authentic
1637 teaching and leadership experiences.

1638 (f) Utilize artifacts, interactive activities, and other
1639 strategies to provide deeply embedded and highly contextualized
1640 professional learning.

1641 (g) Create opportunities for collaboration.

1642 (h) Utilize coaching and expert support to involve the
1643 sharing of expertise about content and evidence-based practices,
1644 focused directly on instructional personnel and school
1645 administrator needs.

1646 (i) Provide opportunities for instructional personnel and
1647 school administrators to think about, receive input on, and make
1648 changes to practice by facilitating reflection and providing
1649 feedback.

1650 (j) Provide sustained duration with followup for

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1651 instructional personnel and school administrators to have
1652 adequate time to learn, practice, implement, and reflect upon
1653 new strategies that facilitate changes in practice.

1654 (4)~~(3)~~ The activities designed to implement this section
1655 must:

1656 (a) Support and increase the success of educators through
1657 collaboratively developed school improvement plans that focus
1658 on:

1659 1. Enhanced and differentiated instructional strategies to
1660 engage students in a rigorous and relevant curriculum based on
1661 state and local educational standards, goals, and initiatives;

1662 2. Increased opportunities to provide meaningful
1663 relationships between teachers and all students; and

1664 3. Increased opportunities for professional collaboration
1665 among and between teachers, certified school counselors,
1666 instructional leaders, postsecondary educators engaged in
1667 preservice training for new teachers, and the workforce
1668 community.

1669 (b) Assist the school community in providing stimulating,
1670 scientific research-based educational activities that encourage
1671 and motivate students to achieve at the highest levels and to
1672 participate as active learners and that prepare students for
1673 success at subsequent educational levels and the workforce.

1674 (c) Provide continuous support for all education
1675 professionals as well as temporary intervention for education

1676 professionals who need improvement in knowledge, skills, and
1677 performance.

1678 (d) Provide ~~middle-grades~~ instructional personnel and
1679 school administrators with the knowledge, skills, and best
1680 practices necessary to support excellence in classroom
1681 instruction and educational leadership.

1682 (e) Provide training to teacher mentors as part of the
1683 professional learning development certification program under s.
1684 1012.56(8) and the professional education competency program
1685 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
1686 components on teacher development, peer coaching, time
1687 management, and other related topics as determined by the
1688 Department of Education.

1689 ~~(5)(4)~~ The Department of Education, school districts,
1690 schools, Florida College System institutions, and state
1691 universities share the responsibilities described in this
1692 section. These responsibilities include the following:

1693 (a)1. The department shall create a high-quality
1694 professional learning marketplace list that acts as guide and
1695 tool for teachers, schools, school administrators, and districts
1696 across the state to identify high-quality professional learning
1697 provider programs and resources that meet the criteria described
1698 in subsection (3) and have demonstrated success in meeting
1699 identified student needs.

1700 ~~2.(a)1.~~ The department shall disseminate to the school

1701 community, through a centralized professional learning webpage,
1702 the marketplace list under subparagraph 1 ~~research-based~~
1703 ~~professional development methods and programs that have~~
1704 ~~demonstrated success in meeting identified student needs.~~ The
1705 Commissioner of Education shall use data on student achievement
1706 to identify student needs. ~~The methods of dissemination must~~
1707 ~~include a web-based statewide performance support system,~~
1708 ~~including a database of exemplary professional development~~
1709 ~~activities, a listing of available professional development~~
1710 ~~resources, training programs, and available assistance.~~

1711 2. ~~The web-based statewide performance support system~~
1712 ~~established pursuant to subparagraph 1. must include for middle~~
1713 ~~grades, subject to appropriation, materials related to classroom~~
1714 ~~instruction, including integrated digital instruction and~~
1715 ~~competency-based instruction; CAPE Digital Tool certificates and~~
1716 ~~CAPE industry certifications; classroom management; student~~
1717 ~~behavior and interaction; extended learning opportunities for~~
1718 ~~students; and instructional leadership.~~

1719 (b) Each school district shall develop a professional
1720 learning ~~development~~ system as specified in subsection (4) ~~(3)~~.
1721 The system shall be developed in consultation with teachers,
1722 teacher-educators of Florida College System institutions and
1723 state universities, business and community representatives, and
1724 local education foundations, consortia, and professional
1725 organizations. The professional learning ~~development~~ system

1726 must:

1727 1. Be reviewed and approved by the department for
1728 compliance with s. 1003.42(3) and this section. Effective March
1729 1, 2024, the department shall establish a calendar for the
1730 review and approval of all professional learning systems. A
1731 professional learning system must be reviewed and approved every
1732 5 years. Any ~~All~~ substantial revisions to the system shall be
1733 submitted to the department for review and ~~for continued~~
1734 approval. The department shall establish a format for the review
1735 and approval of a professional learning system.

1736 2. Be based on analyses of student achievement data and
1737 instructional strategies and methods that support rigorous,
1738 relevant, and challenging curricula for all students. Schools
1739 and districts, in developing and refining the professional
1740 learning development system, shall also review and monitor
1741 school discipline data; school environment surveys; assessments
1742 of parental satisfaction; performance appraisal data of
1743 teachers, managers, and administrative personnel; and other
1744 performance indicators to identify school and student needs that
1745 can be met by improved professional performance.

1746 3. Provide inservice activities coupled with followup
1747 support appropriate to accomplish district-level and school-
1748 level improvement goals and standards. The inservice activities
1749 for instructional and school administrative personnel shall
1750 focus on analysis of student achievement data, ongoing formal

1751 and informal assessments of student achievement, identification
1752 and use of enhanced and differentiated instructional strategies
1753 that emphasize rigor, relevance, and reading in the content
1754 areas, enhancement of subject content expertise, integrated use
1755 of classroom technology that enhances teaching and learning,
1756 classroom management, parent involvement, and school safety.

1757 4. Provide inservice activities and support targeted to
1758 the individual needs of new teachers participating in the
1759 professional learning development certification and education
1760 competency program under s. 1012.56(8) (a).

1761 5. Include a professional learning catalog ~~master plan~~ for
1762 inservice activities, pursuant to rules of the State Board of
1763 Education, for all district employees from all fund sources. The
1764 catalog ~~master plan~~ shall be updated annually by September 1,
1765 must be based on input from teachers and district and school
1766 instructional leaders, and must use the latest available student
1767 achievement data and research to enhance rigor and relevance in
1768 the classroom. Each district inservice catalog ~~plan~~ must be
1769 aligned to and support the school-based inservice catalog ~~plans~~
1770 and school improvement plans pursuant to s. 1001.42(18). Each
1771 district inservice catalog ~~plan~~ must provide a description of
1772 the training that middle grades instructional personnel and
1773 school administrators receive on the district's code of student
1774 conduct adopted pursuant to s. 1006.07; integrated digital
1775 instruction and competency-based instruction and CAPE Digital

1776 Tool certificates and CAPE industry certifications; classroom
1777 management; student behavior and interaction; extended learning
1778 opportunities for students; and instructional leadership.
1779 District plans must be approved by the district school board
1780 annually in order to ensure compliance with subsection (1) and
1781 to allow for dissemination of research-based best practices to
1782 other districts. District school boards must submit verification
1783 of their approval to the Commissioner of Education no later than
1784 October 1, annually. Each school principal may establish and
1785 maintain an individual professional learning development plan
1786 for each instructional employee assigned to the school as a
1787 seamless component to the school improvement plans developed
1788 pursuant to s. 1001.42(18). An individual professional learning
1789 ~~development~~ plan must be related to specific performance data
1790 for the students to whom the teacher is assigned, define the
1791 inservice objectives and specific measurable improvements
1792 expected in student performance as a result of the inservice
1793 activity, and include an evaluation component that determines
1794 the effectiveness of the professional learning development plan.
1795 6. Include inservice activities for school administrative
1796 personnel, aligned to the state's educational leadership
1797 standards, that address updated skills necessary for
1798 instructional leadership and effective school management
1799 pursuant to s. 1012.986.
1800 7. Provide for systematic consultation with regional and

1801 state personnel designated to provide technical assistance and
1802 evaluation of local professional learning ~~development~~ programs.

1803 8. Provide for delivery of professional learning
1804 ~~development~~ by distance learning and other technology-based
1805 delivery systems to reach more educators at lower costs.

1806 9. Provide for the continuous evaluation of the quality
1807 and effectiveness of professional learning ~~development~~ programs
1808 in order to eliminate ineffective programs and strategies and to
1809 expand effective ones. Evaluations must consider the impact of
1810 such activities on the performance of participating educators
1811 and their students' achievement and behavior.

1812 10. For all ~~middle~~ grades, emphasize:

1813 a. Interdisciplinary planning, collaboration, and
1814 instruction.

1815 b. Alignment of curriculum and instructional materials to
1816 the state academic standards adopted pursuant to s. 1003.41.

1817 c. Use of small learning communities; problem-solving,
1818 inquiry-driven research and analytical approaches for students;
1819 strategies and tools based on student needs; competency-based
1820 instruction; integrated digital instruction; and project-based
1821 instruction.

1822
1823 Each school that includes any of grades 6, 7, or 8 must include
1824 in its school improvement plan, required under s. 1001.42(18), a
1825 description of the specific strategies used by the school to

1826 | implement each item listed in this subparagraph.

1827 | 11. Provide training to reading coaches, classroom
 1828 | teachers, and school administrators in effective methods of
 1829 | identifying characteristics of conditions such as dyslexia and
 1830 | other causes of diminished phonological processing skills;
 1831 | incorporating instructional techniques into the general
 1832 | education setting which are proven to improve reading
 1833 | performance for all students; and using predictive and other
 1834 | data to make instructional decisions based on individual student
 1835 | needs. The training must help teachers integrate phonemic
 1836 | awareness; phonics, word study, and spelling; reading fluency;
 1837 | vocabulary, including academic vocabulary; and text
 1838 | comprehension strategies into an explicit, systematic, and
 1839 | sequential approach to reading instruction, including
 1840 | multisensory intervention strategies. Each district must provide
 1841 | all elementary grades instructional personnel access to training
 1842 | sufficient to meet the requirements of s. 1012.585(3)(f).

1843 | (6)~~(5)~~ Each district school board shall provide funding
 1844 | for the professional learning development ~~development~~ system as required by
 1845 | s. 1011.62 and the General Appropriations Act, and shall direct
 1846 | expenditures from other funding sources to continuously
 1847 | strengthen the system in order to increase student achievement
 1848 | and support instructional staff in enhancing rigor and relevance
 1849 | in the classroom. The department shall identify professional
 1850 | learning development ~~development~~ opportunities that require the teacher to

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1851 demonstrate proficiency in specific classroom practices, with
1852 priority given to implementing training to complete a reading
1853 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
1854 school district may coordinate its professional learning
1855 ~~development~~ program with that of another district, with an
1856 educational consortium, or with a Florida College System
1857 institution or university, especially in preparing and educating
1858 personnel. Each district school board shall make available
1859 inservice activities to instructional personnel of nonpublic
1860 schools in the district and the state certified teachers who are
1861 not employed by the district school board on a fee basis not to
1862 exceed the cost of the activity per all participants.

1863 (7)~~(6)~~ An organization of private schools or consortium of
1864 charter schools which has no fewer than 10 member schools in
1865 this state, which publishes and files with the Department of
1866 Education copies of its standards, and the member schools of
1867 which comply with the provisions of part II of chapter 1003,
1868 relating to compulsory school attendance, or a public or private
1869 college or university with a teacher preparation program
1870 approved pursuant to s. 1004.04, may also develop a professional
1871 learning development system that includes a professional
1872 learning catalog ~~master plan~~ for inservice activities. The
1873 system and inservice catalog ~~plan~~ must be submitted to the
1874 commissioner for approval pursuant to state board rules.

1875 (8)(a)~~(7)(a)~~ The Department of Education shall

1876 disseminate, using web-based technology, research-based best
1877 practice methods by which the state and district school boards
1878 may evaluate and improve the professional learning development
1879 system. The best practices must include data that indicate the
1880 progress of all students. The department shall report annually
1881 to the State Board of Education and the Legislature any school
1882 district that, in the determination of the department, has
1883 failed to provide an adequate professional learning development
1884 system. This report must include the results of the department's
1885 investigation and of any intervention provided.

1886 (b) The department shall also disseminate, using web-based
1887 technology, professional learning development in the use of
1888 integrated digital instruction at schools that include middle
1889 grades. The professional learning development must provide
1890 training and materials that districts can use to provide
1891 instructional personnel with the necessary knowledge, skills,
1892 and strategies to effectively blend digital instruction into
1893 subject-matter curricula. The professional learning development
1894 must emphasize online learning and research techniques, reading
1895 instruction, the use of digital devices to supplement the
1896 delivery of curricular content to students, and digital device
1897 management and security. Districts are encouraged to incorporate
1898 the professional learning development as part of their
1899 professional learning development system.

1900 (9)-(8) The State Board of Education may adopt rules

1901 pursuant to ss. 120.536(1) and 120.54 to administer this
 1902 section.

1903 ~~(10)-(9)~~ This section does not limit or discourage a
 1904 district school board from contracting with independent entities
 1905 for professional learning development services and inservice
 1906 education if the district school board can demonstrate to the
 1907 Commissioner of Education that, through such a contract, a
 1908 better product can be acquired or its goals for education
 1909 improvement can be better met. Such entities shall have 3 or
 1910 more years of experience providing professional learning with
 1911 demonstrative success in instructional or school administrator
 1912 growth. The school district must verify that such entities and
 1913 contracted professional learning activities from such entities
 1914 meet the criteria established in subsection (3) for training
 1915 linked to student learning or professional growth.

1916 ~~(11)-(10)~~ For instructional personnel and administrative
 1917 personnel who have been evaluated as less than effective, a
 1918 district school board shall require participation in specific
 1919 professional learning development programs as provided in
 1920 subparagraph (5)(b)5. ~~(4)(b)5.~~ as part of the improvement
 1921 prescription.

1922 ~~(12)-(11)~~ The department shall disseminate to the school
 1923 community proven model professional learning development
 1924 programs that have demonstrated success in increasing rigorous
 1925 and relevant content, increasing student achievement and

1926 engagement, meeting identified student needs, and providing
1927 effective mentorship activities to new teachers and training to
1928 teacher mentors. The methods of dissemination must include a
1929 web-based statewide performance-support system including a
1930 database of exemplary professional learning ~~development~~
1931 activities, a listing of available professional learning
1932 ~~development~~ resources, training programs, and available
1933 technical assistance. Professional learning ~~development~~
1934 resources must include sample course-at-a-glance and unit
1935 overview templates that school districts may use when developing
1936 curriculum. The templates must provide an organized structure
1937 for addressing the Florida Standards, grade-level expectations,
1938 evidence outcomes, and 21st century skills that build to
1939 students' mastery of the standards at each grade level. Each
1940 template must support teaching to greater intellectual depth and
1941 emphasize transfer and application of concepts, content, and
1942 skills. At a minimum, each template must:

1943 (a) Provide course or year-long sequencing of concept-
1944 based unit overviews based on the Florida Standards.

1945 (b) Describe the knowledge and vocabulary necessary for
1946 comprehension.

1947 (c) Promote the instructional shifts required within the
1948 Florida Standards.

1949 (d) Illustrate the interdependence of grade-level
1950 expectations within and across content areas within a grade.

1951 ~~(12)~~ (13) The department shall require teachers in grades
 1952 K-12 to participate in continuing education training provided by
 1953 the Department of Children and Families on identifying and
 1954 reporting child abuse and neglect.

1955 Section 21. Subsection (1) of section 1012.986, Florida
 1956 Statutes, is amended to read:

1957 1012.986 William Cecil Golden Professional Learning
 1958 ~~Development~~ Program for School Leaders.—

1959 (1) There is established the William Cecil Golden
 1960 Professional Learning ~~Development~~ Program for School Leaders to
 1961 provide high-quality standards and sustained support for
 1962 educational leaders. For purposes of this section, the term
 1963 "educational leader" means teacher leaders, assistant
 1964 principals, principals, or school district leaders. The program
 1965 shall consist of a collaborative network of school districts,
 1966 state-approved educational leadership programs, regional
 1967 consortia, charter management organizations, and state and
 1968 national professional leadership organizations to respond to
 1969 educational leadership needs throughout the state. The network
 1970 shall support the human-resource learning ~~development~~ needs of
 1971 educational leaders using the framework of leadership standards
 1972 adopted by the State Board of Education. The goal of the network
 1973 leadership program is to:

1974 (a) Provide resources to support and enhance the roles of
 1975 educational leaders.

1976 (b) Maintain a clearinghouse and disseminate data-
 1977 supported information related to the continued enhancement of
 1978 student achievement and learning, civic education, coaching and
 1979 mentoring, mental health awareness, technology in education,
 1980 distance learning, and school safety based on educational
 1981 research and best practices.

1982 (c) Increase the quality and capacity of educational
 1983 leadership learning development programs.

1984 (d) Support evidence-based leadership practices through
 1985 dissemination and modeling at the preservice and inservice
 1986 levels for educational leaders.

1987 (e) Support the professional growth of instructional
 1988 personnel who provide reading instruction and interventions by
 1989 training school administrators on classroom observation, l
 1990 instructional coaching, and teacher evaluation practices aligned
 1991 to evidence-based reading instruction and intervention
 1992 strategies.

1993 Section 22. The Division of Law Revision shall prepare a
 1994 reviser's bill to replace references to the term "professional
 1995 development" where it occurs within chapters 1000 through 1013
 1996 of the Florida Statutes with the term "professional learning."

1997 Section 23. Except as otherwise expressly provided in this
 1998 act, and except for this section, which shall take effect upon
 1999 this act becoming a law, this act shall take effect July 1,
 2000 2023.