

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. 1005.04,  
18 F.S.; requiring certain institutions to include  
19 specified information relating to student fees and  
20 costs in a disclosure to prospective students;  
21 requiring institutions to provide information  
22 affirmatively demonstrating compliance with fair  
23 consumer practice requirements; creating s. 1005.11,  
24 F.S.; requiring the Commission for Independent  
25 Education to annually prepare an accountability report

26 | by a specified date; providing requirements for such  
27 | report; requiring licensed institutions to annually  
28 | provide certain data to the commission by a specified  
29 | date; providing requirements for the determination of  
30 | a specified rate; requiring the commission to  
31 | establish a common set of data definitions; requiring  
32 | the commission to impose administrative fines for an  
33 | institution that fails to timely submit the data;  
34 | providing requirements for such fines; providing  
35 | authority for the commission to require certain data  
36 | reporting by certain institutions; authorizing the  
37 | commission to establish certain benchmarks by rule;  
38 | providing for the designation of certain licensed  
39 | institutions as high performing; amending s. 1005.22,  
40 | F.S.; revising the powers and duties of the  
41 | commission; amending s. 1005.31, F.S.; revising the  
42 | commission's evaluation standards for licensure of an  
43 | institution; authorizing the commission to prohibit  
44 | the enrollment of new students, or limit the number of  
45 | students in a program at, a licensed institution under  
46 | certain circumstances; authorizing the commission to  
47 | take specified actions relating to licensed  
48 | institutions; creating s. 1005.335, F.S.; requiring  
49 | all programs at licensed institutions to be  
50 | specifically licensed; authorizing the commission to

51 require institutional accreditation prior to licensure  
52 of prelicensure professional nursing programs;  
53 requiring certain institutions to obtain and maintain  
54 accreditation within a specified time period;  
55 requiring the commission to adopt rules; creating s.  
56 1005.345, F.S.; authorizing the commission to require  
57 certain institutions to provide an assurance of  
58 institution's financial stability; providing  
59 requirements for such assurances; requiring the  
60 commission to adopt rules; amending s. 1007.27, F.S.;  
61 revising the articulated acceleration mechanisms  
62 available to certain students; requiring the state  
63 board and Board of Governors to identify Florida  
64 College System institutions and state universities to  
65 develop certain courses and provide specified  
66 training; requiring the department to take specified  
67 actions relating to certain courses; authorizing the  
68 department to partner with specified organizations to  
69 develop certain assessments; providing for the award  
70 of credit to certain students; requiring the  
71 department to provide a report to the Legislature by a  
72 specified date; providing requirements for such  
73 report; amending s. 1007.271, F.S.; requiring dual  
74 enrollment courses to be age and developmentally  
75 appropriate; amending s. 1007.35, F.S.; revising the

76 | responsibilities of the Florida Partnership for  
77 | Minority and Underrepresented Student Achievement;  
78 | conforming provisions to changes made by the act;  
79 | amending s. 1008.22, F.S.; authorizing school  
80 | districts to select the Classic Learning Test for an  
81 | annual districtwide administration for certain  
82 | students; amending s. 1008.34, F.S.; revising the  
83 | calculation of school grades for certain schools;  
84 | amending s. 1009.531, F.S.; authorizing students to  
85 | earn a concordant score on the Classic Learning Test  
86 | to meet the initial eligibility requirements for the  
87 | Florida Bright Futures Scholarship Program; amending  
88 | ss. 1009.534, 1009.535, and 1009.536, F.S.;  
89 | authorizing students to use a combination of volunteer  
90 | service hours and paid work hours to meet certain  
91 | program eligibility requirements; providing that paid  
92 | work hours completed on or after a specified date  
93 | shall be used to meet certain program eligibility  
94 | requirements; amending s. 1012.34, F.S.; providing  
95 | school administrators are not precluded from taking  
96 | specified actions; amending s. 1012.56, F.S.; revising  
97 | requirements for a person seeking an educator  
98 | certification; revising criteria for the award of a  
99 | temporary certificate; revising the validity period  
100 | for certain temporary certificates; deleting

101 provisions relating to the department's ability to  
 102 extend the validity period of certain temporary  
 103 certificates; revising the requirements for the  
 104 approval and administration of such programs;  
 105 establishing professional education competency  
 106 programs; requiring school districts to develop and  
 107 maintain such a program; authorizing private schools  
 108 and state-supported schools to develop and maintain  
 109 such a program; amending ss. 1012.57 and 1012.575,  
 110 F.S.; conforming cross-references; amending s.  
 111 1012.585, F.S.; requiring certain applicants for the  
 112 renewal of a professional certificate to earn  
 113 specified college credit or inservice points;  
 114 providing requirements for such credit or points;  
 115 amending s. 1012.586, F.S.; conforming a cross-  
 116 reference; amending s. 1012.98, F.S.; defining the  
 117 term "professional learning"; prohibiting specified  
 118 meetings from being considered professional learning  
 119 and eligible for inservice points; providing and  
 120 revising requirements for certain professional  
 121 learning activities; revising department and school  
 122 district duties relating to such activities; providing  
 123 requirements for entities contracted with to provide  
 124 professional learning services and inservice education  
 125 for school districts; amending s. 1012.986, F.S.;

126 renaming the "William Cecil Golden Professional  
 127 Development Program for School Leaders" as the  
 128 "William Cecil Golden Professional Learning Program  
 129 for School Leaders"; revising the goal of the program;  
 130 providing a directive to the Division of Law Revision;  
 131 providing an effective date.

132

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

134

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

137 1002.42 Private schools.—

138 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An  
 139 organization of private schools that has no fewer than 10 member  
 140 schools in this state may develop a professional learning  
 141 ~~development~~ system to be filed with the Department of Education  
 142 in accordance with s. 1012.98(7) ~~the provisions of s.~~  
 143 ~~1012.98(6)~~.

144 Section 2. Paragraph (e) of subsection (3) of section  
 145 1003.4282, Florida Statutes, is amended to read:

146 1003.4282 Requirements for a standard high school  
 147 diploma.—

148 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
 149 REQUIREMENTS.—

150 (e) One credit in fine or performing arts, speech and

151 debate, or, for students entering grade 9 in the 2023-2024  
 152 school year, career education ~~practical arts. The practical arts~~  
 153 ~~course must incorporate artistic content and techniques of~~  
 154 ~~creativity, interpretation, and imagination.~~ Eligible career  
 155 education ~~practical arts~~ courses are identified in the Course  
 156 Code Directory.

157 Section 3. Paragraph (b) of subsection (2) of section  
 158 1004.04, Florida Statutes, is amended to read:

159 1004.04 Public accountability and state approval for  
 160 teacher preparation programs.—

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

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

165 1. Candidate instruction and assessment in the Florida  
 166 Educator Accomplished Practices across content areas.

167 2. The use of state-adopted content standards to guide  
 168 curricula and instruction.

169 3. Scientifically researched and evidence-based reading  
 170 instructional strategies that improve reading performance for  
 171 all students, including explicit, systematic, and sequential  
 172 approaches to teaching phonemic awareness, phonics, vocabulary,  
 173 fluency, and text comprehension and multisensory intervention  
 174 strategies.

175 4. Content literacy and mathematics practices.

176           5. Strategies appropriate for the instruction of English  
177 language learners.

178           6. Strategies appropriate for the instruction of students  
179 with disabilities.

180           7. Strategies to differentiate instruction based on  
181 student needs.

182           8. Strategies and practices to support evidence-based  
183 content aligned to state standards and grading practices.

184           9. Strategies appropriate for the early identification of  
185 a student in crisis or experiencing a mental health challenge  
186 and the referral of such student to a mental health professional  
187 for support.

188           10. Strategies to support the use of technology in  
189 education and distance learning.

190           11. Strategies and practices to support effective,  
191 research-based assessment and grading practices aligned to the  
192 state's academic standards.

193           Section 4. Paragraph (a) of subsection (2) and subsections  
194 (3), (4), and (5) of section 1004.85, Florida Statutes, are  
195 amended to read:

196           1004.85 Postsecondary educator preparation institutes.—

197           (2)(a) Postsecondary institutions that are accredited or  
198 approved as described in State Board of Education rule may seek  
199 approval from the Department of Education to create educator  
200 preparation institutes for the purpose of providing any or all



201 of the following:

202 1. Professional learning development ~~development~~ instruction to assist  
 203 teachers in improving classroom instruction and in meeting  
 204 certification or recertification requirements.

205 2. Instruction to assist potential and existing substitute  
 206 teachers in performing their duties.

207 3. Instruction to assist paraprofessionals in meeting  
 208 education and training requirements.

209 4. Instruction for baccalaureate degree holders to become  
 210 certified teachers as provided in this section in order to  
 211 increase routes to the classroom for ~~mid-career~~ professionals  
 212 who hold a baccalaureate degree and college graduates who were  
 213 not education majors.

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

217 (3) Educator preparation institutes approved pursuant to  
 218 this section may offer competency-based certification programs  
 219 specifically designed for noneducation major baccalaureate  
 220 degree holders to enable program participants to meet the  
 221 educator certification requirements of s. 1012.56. An educator  
 222 preparation institute choosing to offer a competency-based  
 223 certification program pursuant to the provisions of this section  
 224 must implement a program ~~previously approved by the Department~~  
 225 ~~of Education for this purpose or a program~~ developed by the

226 institute and approved by the department for this purpose.  
 227 Approved programs shall be available for use by other approved  
 228 educator preparation institutes.

229 (a) Within 90 days after receipt of a request for  
 230 approval, the Department of Education shall approve a  
 231 preparation program pursuant to the requirements of this  
 232 subsection or issue a statement of the deficiencies in the  
 233 request for approval. The department shall approve a  
 234 certification program if the institute provides evidence of the  
 235 institute's capacity to implement a competency-based program  
 236 that instructs and assesses each candidate in ~~includes each of~~  
 237 the following:

238 1.a. ~~Participant instruction and assessment in~~ The Florida  
 239 Educator Accomplished Practices approved by the state board  
 240 ~~across content areas.~~

241 b. The state academic use of state-adopted student content  
 242 standards provided under s. 1003.41, including scientifically  
 243 based reading instruction, content literacy, and mathematical  
 244 practices, for each subject identified on the statement of  
 245 status of eligibility or the temporary certificate ~~to guide~~  
 246 ~~curriculum and instruction.~~

247 c. Scientifically researched and evidence-based reading  
 248 instructional strategies that improve reading performance for  
 249 all students, including explicit, systematic, and sequential  
 250 approaches to teaching phonemic awareness, phonics, vocabulary,

251 fluency, and text comprehension and multisensory intervention  
252 strategies.

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

254 ~~e. Strategies appropriate for instruction of English  
255 language learners.~~

256 ~~f. Strategies appropriate for instruction of students with  
257 disabilities.~~

258 ~~g. Strategies to differentiate instruction based on  
259 student needs.~~

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

262 ~~i. Strategies appropriate for the early identification of  
263 a student in crisis or experiencing a mental health challenge  
264 and the referral of such student to a mental health professional  
265 for support.~~

266 ~~j. Strategies to support the use of technology in  
267 education and distance learning.~~

268 2. An educational plan for each participant to meet  
269 certification requirements and demonstrate his or her ability to  
270 teach the subject area for which the participant is seeking  
271 certification, which is based on an assessment of his or her  
272 competency in the areas listed in subparagraph 1.

273 3. Field experiences appropriate to the certification  
274 subject area specified in the educational plan ~~with a diverse  
275 population of students in a variety of challenging environments,~~

276 ~~including, but not limited to, high-poverty schools, urban~~  
277 ~~schools, and rural schools,~~ under the supervision of qualified  
278 educators. The state board shall determine in rule the amount of  
279 field experience necessary to serve as the teacher of record,  
280 beginning with candidates entering a program in the 2023-2024  
281 school year.

282 4. A certification ombudsman to facilitate the process and  
283 procedures required for participants who complete the program to  
284 meet any requirements related to the background screening  
285 pursuant to s. 1012.32 and educator professional or temporary  
286 certification pursuant to s. 1012.56.

287 (b) Each program participant must:

288 1. Meet certification requirements pursuant to s.  
289 1012.56(1) by obtaining a statement of status of eligibility in  
290 the certification subject area of the educational plan and meet  
291 the requirements of s. 1012.56(2)(a)-(f).

292 2. Demonstrate competency and participate in ~~coursework~~  
293 ~~and~~ field experiences that are appropriate to his or her  
294 educational plan prepared under paragraph (a). Beginning with  
295 candidates entering an educator preparation institute in the  
296 2022-2023 school year, a candidate for certification in a  
297 coverage area identified pursuant to s. 1012.585(3)(f) must  
298 successfully complete all competencies for a reading  
299 endorsement, including completion of the endorsement practicum  
300 through the candidate's field experience, in order to graduate

301 from the program.

302 3. Before completion of the program, fully demonstrate his  
303 or her ability to teach the subject area for which he or she is  
304 seeking certification by documenting a positive impact on  
305 student learning growth in a prekindergarten through grade 12  
306 setting and, except as provided in s. 1012.56(7)(a)3., achieving  
307 a passing score on the professional education competency  
308 examination, the basic skills examination, and the subject area  
309 examination for the subject area certification which is required  
310 by state board rule.

311 (c) Upon completion of all requirements for a  
312 certification program approved pursuant to this subsection, a  
313 participant shall receive a credential from the sponsoring  
314 institution signifying that the participant has completed a  
315 state-approved competency-based certification program in the  
316 certification subject area specified in the educational plan. A  
317 participant is eligible for educator certification through the  
318 Department of Education upon satisfaction of all requirements  
319 for certification set forth in s. 1012.56(2).

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

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

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

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

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

334 ~~3. Workforce contributions, including placement of program~~  
335 ~~completers in instructional positions in Florida public and~~  
336 ~~private schools, with additional weight given to production of~~  
337 ~~program completers in statewide critical teacher shortage areas~~  
338 ~~as identified in s. 1012.07.~~

339 (5) Each institute approved pursuant to this section shall  
340 submit to the Department of Education annual performance  
341 evaluations that measure the effectiveness of the programs,  
342 ~~including the pass rates of participants on all examinations~~  
343 ~~required for teacher certification, employment rates,~~  
344 ~~longitudinal retention rates, and satisfaction surveys of~~  
345 ~~employers and program completers. The satisfaction surveys must~~  
346 ~~be designed to measure the sufficient preparation of the~~  
347 ~~educator for the realities of the classroom and the institute's~~  
348 ~~responsiveness to local school districts. These evaluations~~  
349 ~~shall be used by the Department of Education for purposes of~~  
350 ~~continued approval of an educator preparation institute's~~

351 ~~certification program.~~

352 Section 5. Section 1005.04, Florida Statutes, is amended  
353 to read:

354 1005.04 Fair consumer practices.—

355 (1) Every institution that is under the jurisdiction of  
356 the commission or is exempt from the jurisdiction or purview of  
357 the commission pursuant to s. 1005.06(1)(c) or (f) and that  
358 either directly or indirectly solicits for enrollment any  
359 student shall:

360 (a) Disclose to each prospective student a statement of  
361 the purpose of such institution, its educational programs and  
362 curricula, a description of its physical facilities, its status  
363 regarding licensure, its fee schedule and policies regarding  
364 retaining student fees if a student withdraws, and a statement  
365 regarding the transferability of credits to and from other  
366 institutions. The institution shall make the required  
367 disclosures in writing at least 1 week prior to enrollment or  
368 collection of any tuition from the prospective student. The  
369 required disclosures may be made in the institution's current  
370 catalog;

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

375 (c) Inform each student accurately about financial

376 assistance and obligations for repayment of loans; describe any  
377 employment placement services provided and the limitations  
378 thereof; and refrain from promising or implying guaranteed  
379 placement, market availability, or salary amounts;

380 (d) Provide to prospective and enrolled students accurate  
381 information regarding the relationship of its programs to state  
382 licensure requirements for practicing related occupations and  
383 professions in Florida;

384 (e) Ensure that all advertisements are accurate and not  
385 misleading;

386 (f) Publish and follow an equitable prorated refund policy  
387 for all students, and follow both the federal refund guidelines  
388 for students receiving federal financial assistance and the  
389 minimum refund guidelines set by commission rule;

390 (g) Follow the requirements of state and federal laws that  
391 require annual reporting with respect to crime statistics and  
392 physical plant safety and make those reports available to the  
393 public; ~~and~~

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

396 (i) Prior to enrollment, provide a written disclosure to a  
397 student or prospective student of all fees and costs that will  
398 be incurred by a student, the institution's refund policy, any  
399 exit examination requirements, and the grade point average  
400 required for completion of the student's program or degree. The



401 disclosure shall include a statement regarding the scope of  
402 accreditation, if applicable. Institutions licensed by the  
403 Commission for Independent Education shall disclose the  
404 information required pursuant to this paragraph in a format  
405 prescribed by the commission.

406 (2) In addition, institutions that are required to be  
407 licensed by the commission shall disclose to prospective  
408 students that additional information regarding the institution  
409 may be obtained by contacting the Commission for Independent  
410 Education, Department of Education, Tallahassee.

411 (3) The burden of demonstrating compliance with fair  
412 consumer practice is upon the person, entity, or institution  
413 asserting compliance. Determining compliance with this section  
414 shall rest with the commission. The commission may require  
415 further evidence and make such further investigation, in  
416 addition to any information submitted, as may be reasonably  
417 necessary in the commission's judgment.

418 Section 6. Section 1005.11, Florida Statutes, is created  
419 to read:

420 1005.11 Accountability for institutions licensed by the  
421 Commission for Independent Education.-

422 (1) By June 30, 2024, and by March 15 of each year  
423 thereafter, the commission shall prepare an annual  
424 accountability report for licensed institutions. The report must  
425 contain, at a minimum, the graduation rates, including the

426 number of graduates by program; retention rates; and placement  
427 rates for all licensed institutions.

428 (2) By March 1, 2024, and by November 30 of each year  
429 thereafter, each licensed institution shall provide data to the  
430 commission in a format prescribed by the commission. Placement  
431 rates shall be determined using Florida Education and Training  
432 Placement Information Program methodology.

433 (3) The commission shall establish a common set of data  
434 definitions consistent with those used by this state for  
435 institutional reporting purposes.

436 (4) The commission shall impose an administrative fine of  
437 not more than \$1,000 per incident when a licensed institution  
438 fails to timely submit the required data to the commission  
439 pursuant to this section. Administrative fines collected under  
440 this subsection shall be deposited into the Student Protection  
441 Fund.

442 (5) The commission shall have the authority to require  
443 licensed institutions to provide institutional, graduate, and  
444 student data through reasonable data collection efforts as  
445 required or necessitated by statute or rule or for the operation  
446 of other executive agencies, the Legislature, or the judiciary.

447 (6) The commission may establish, by rule, performance  
448 benchmarks to identify high-performing institutions licensed by  
449 the commission.

450 Section 7. Paragraph (p) is added to subsection (1) of

451 section 1005.22, Florida Statutes, to read:

452 1005.22 Powers and duties of commission.—

453 (1) The commission shall:

454 (p) Have the power, within its respective regulatory  
 455 jurisdiction, to examine and investigate the affairs of every  
 456 person, entity, or independent postsecondary institution in  
 457 order to determine whether the person, entity, or independent  
 458 postsecondary institution is operating in accordance with the  
 459 provisions of this chapter or has been or is engaged in any  
 460 unfair or deceptive act or practice prohibited by s. 1005.04.

461 Section 8. Subsections (9) through (15) of section  
 462 1005.31, Florida Statutes, are renumbered as subsection (8)  
 463 through (14), respectively, and subsections (2) and (8) of that  
 464 section are amended, to read:

465 1005.31 Licensure of institutions.—

466 (2) The commission shall develop minimum standards by  
 467 which to evaluate institutions for licensure. These standards  
 468 must include, at a minimum, ~~at least~~ the institution's name,  
 469 financial stability, purpose, administrative organization,  
 470 admissions and recruitment, educational programs and curricula,  
 471 retention ~~and~~ completion, including a retention and completion  
 472 management plan, career placement, faculty, learning resources,  
 473 student personnel services, physical plant and facilities,  
 474 publications, and disclosure statements about the status of the  
 475 institution with respect to professional certification and

476 licensure. The commission may adopt rules to ensure that  
477 institutions licensed under this section meet these standards in  
478 ways that are appropriate to achieve the stated intent of this  
479 chapter, including provisions for nontraditional or distance  
480 education programs and delivery.

481 (a) The standard relating to admissions and recruitment  
482 shall include, but is not limited to, requirements for  
483 verification of high school graduation, high school equivalency,  
484 or qualifying scores on an ability-to-benefit test.

485 (b) The commission may require a licensed institution to  
486 submit a management plan, prohibit a licensed institution from  
487 enrolling new students in the institution or a program of the  
488 institution, or limit the number of students in a program at a  
489 licensed institution, based upon the institution's performance  
490 on the licensure standards or criteria established pursuant to  
491 this chapter; the placement of the institution or a program of  
492 the institution on probation or the imposition of other adverse  
493 actions by the commission, an accrediting agency, or other  
494 regulatory agency, including the United States Department of  
495 Education; or similar circumstances that leave the institution  
496 unable to meet the needs of students or prospective students.

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

499 Section 9. Section 1005.335, Florida Statutes, is created  
500 to read:

501 1005.335 Accreditation requirements and programmatic  
 502 licensure.—

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

505 (2) All programs offered by a licensed institution must be  
 506 recognized and licensed by the commission, including, but not  
 507 limited to, avocational programs or courses, examination  
 508 preparation programs or courses, contract training programs or  
 509 courses, continuing education, or professional development  
 510 programs or courses. The commission shall adopt rules to  
 511 implement this subsection.

512 (3) An institution must obtain institutional accreditation  
 513 prior to obtaining approval from the commission to offer a  
 514 prelicensure professional nursing program.

515 (4) Every independent postsecondary institution that is  
 516 under the jurisdiction of the commission and which offers  
 517 degree-granting programs at the associate level or above shall,  
 518 within 7 years after initial licensure, obtain and maintain  
 519 institutional accreditation, as accreditation is defined in this  
 520 chapter. Institutions failing to comply shall be subject to  
 521 disciplinary action by the commission, up to and including  
 522 revocation of institutional licensure and preclusion of the  
 523 principals from operation of the subject institution or other  
 524 institutions in this state. Currently licensed institutions  
 525 shall have 5 years from the effective date of this act to comply

526 with this institutional accreditation requirement.

527 (5) The commission shall adopt rules to implement this  
 528 section.

529 Section 10. Section 1005.345, Florida Statutes, is created  
 530 to read:

531 1005.345 Assurance of financial stability.—

532 (1) The commission may require an institution applying for  
 533 initial licensure to provide an assurance of financial stability  
 534 as outlined in this section. The assurance of financial  
 535 stability shall remain in effect until the institution applies  
 536 for and receives a first annual licensure renewal and  
 537 demonstrates financial stability as determined by the  
 538 commission.

539 (2) The commission may require a surety bond, cash  
 540 deposited into an escrow account, or an irrevocable letter of  
 541 credit as an assurance of financial stability. The form and  
 542 content of the assurance of financial stability shall be  
 543 approved by the commission and all payments made thereunder  
 544 shall be deposited into a separate account within the  
 545 Institutional Assessment Trust Fund.

546 (3) An assurance of financial stability shall be payable  
 547 to the commission in an amount sufficient to pay for or  
 548 subsidize the following costs as determined by the commission:

549 (a) The costs of providing instructors and facilities to  
 550 complete the training of students enrolled at a licensed

551 institution at the time the institution ceases to operate. This  
552 includes, but is not limited to, the costs to the institution  
553 associated with reimbursing the Student Protection Fund for  
554 expenditures made pursuant to s. 1005.37(3).

555 (b) The costs of evaluating, storing, and maintaining  
556 student records.

557 (4) The commission shall adopt rules to implement this  
558 section.

559 Section 11. Subsections (1), (2), and (5) of section  
560 1007.27, Florida Statutes, are amended, and subsection (9) is  
561 added to that section, to read:

562 1007.27 Articulated acceleration mechanisms.—

563 (1)(a) It is the intent of the Legislature that a variety  
564 of articulated acceleration mechanisms be available for  
565 secondary and postsecondary students attending public  
566 educational institutions. It is intended that articulated  
567 acceleration serve to shorten the time necessary for a student  
568 to complete the requirements associated with the conference of a  
569 high school diploma and a postsecondary degree, broaden the  
570 scope of curricular options available to students, or increase  
571 the depth of study available for a particular subject.

572 Articulated acceleration mechanisms shall include, but are not  
573 limited to, dual enrollment and early admission as provided for  
574 in s. 1007.271, ~~advanced placement~~, credit by examination, the  
575 College Board Advanced Placement Program, the International

576 Baccalaureate Program, and the Advanced International  
 577 Certificate of Education Program. Credit earned through the  
 578 Florida Virtual School shall provide additional opportunities  
 579 for early graduation and acceleration. Students of Florida  
 580 public secondary schools enrolled pursuant to this subsection  
 581 shall be deemed authorized users of the state-funded electronic  
 582 library resources that are licensed for Florida College System  
 583 institutions and state universities by the Florida Postsecondary  
 584 Academic Library Network. Verification of eligibility shall be  
 585 in accordance with rules established by the State Board of  
 586 Education and regulations established by the Board of Governors  
 587 and processes implemented by Florida College System institutions  
 588 and state universities.

589 (b) The State Board of Education and the Board of  
 590 Governors shall identify Florida College System institutions and  
 591 state universities to develop courses that align with s. 1007.25  
 592 for students in secondary education and provide the training  
 593 required under s. 1007.35(6).

594 (2)(a) The Department of Education shall annually identify  
 595 and publish the minimum scores, maximum credit, and course or  
 596 courses for which credit is to be awarded for each course  
 597 developed under paragraph (1)(b), College Level Examination  
 598 Program (CLEP) subject examination, College Board Advanced  
 599 Placement Program examination, Advanced International  
 600 Certificate of Education examination, International



601 Baccalaureate examination, Excelsior College subject  
602 examination, Defense Activity for Non-Traditional Education  
603 Support (DANTES) subject standardized test, and Defense Language  
604 Proficiency Test (DLPT).

605 (b) The department may partner with an independent third-  
606 party testing or assessment organization to develop assessments  
607 that measure competencies consistent with the required course  
608 competencies identified by the Articulation Coordinating  
609 Committee for general education core courses under paragraph  
610 (1)(b). Postsecondary credit shall be limited to students who  
611 achieve a minimum score as established in this subsection.

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

619 (5) Advanced ~~courses include~~ placement shall be the  
620 enrollment of an eligible secondary student in a course offered  
621 through the Advanced Placement Program administered by the  
622 College Board or a course that prepares students for assessments  
623 developed under paragraph (2)(b). Postsecondary credit for an  
624 advanced ~~course or advanced~~ placement course shall be limited to  
625 students who score a minimum of 3, on a 5-point scale, on the

626 corresponding Advanced Placement Examination or at least the  
 627 minimum score on an assessment identified in subsection (2). The  
 628 specific courses for which students receive such credit shall be  
 629 identified in the statewide articulation agreement required by  
 630 s. 1007.23(1). Students of Florida public secondary schools  
 631 enrolled pursuant to this subsection shall be exempt from the  
 632 payment of any fees for administration of the examination  
 633 regardless of whether or not the student achieves a passing  
 634 score on the examination.

635 (9) The department, in consultation with the Board of  
 636 Governors, shall issue a report to the Legislature by January 1,  
 637 2024, on the alignment between acceleration mechanisms available  
 638 to secondary students and student success at the postsecondary  
 639 level. At a minimum, the report must explain how:

640 (a) Acceleration mechanisms align to secondary completion  
 641 and rates of success.

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

645 (c) Acceleration mechanisms align to postsecondary  
 646 completion rates.

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

650 (e) To improve acceptance of postsecondary credit earned

651 through acceleration courses through agreements with other  
652 states.

653 Section 12. Subsection (14) of section 1007.271, Florida  
654 Statutes, is amended to read:

655 1007.271 Dual enrollment programs.—

656 (14) The Department of Education shall approve any course  
657 for inclusion in the dual enrollment program that is age and  
658 developmentally appropriate and contained within the statewide  
659 course numbering system. However, developmental education and  
660 physical education and other courses that focus on the physical  
661 execution of a skill rather than the intellectual attributes of  
662 the activity, may not be so approved but must be evaluated  
663 individually for potential inclusion in the dual enrollment  
664 program. This subsection may not be construed to mean that an  
665 independent postsecondary institution eligible for inclusion in  
666 a dual enrollment or early admission program pursuant to s.  
667 1011.62 must participate in the statewide course numbering  
668 system developed pursuant to s. 1007.24 to participate in a dual  
669 enrollment program.

670 Section 13. Paragraph (a) of subsection (5) and subsection  
671 (6) of section 1007.35, Florida Statutes, are amended to read:

672 1007.35 Florida Partnership for Minority and  
673 Underrepresented Student Achievement.—

674 (5) Each public high school, including, but not limited  
675 to, schools and alternative sites and centers of the Department

676 of Juvenile Justice, shall provide for the administration of the  
677 Preliminary SAT/National Merit Scholarship Qualifying Test  
678 (PSAT/NMSQT), or the PreACT to all enrolled 10th grade students.  
679 However, a written notice shall be provided to each parent which  
680 must include the opportunity to exempt his or her child from  
681 taking the PSAT/NMSQT or the PreACT.

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

687 (6) The partnership shall:

688 (a) Provide teacher training and professional development  
689 to enable teachers of ~~AP or other~~ advanced courses to have the  
690 necessary content knowledge and instructional skills to prepare  
691 students for success on assessments developed pursuant to s.  
692 1007.27(2) ~~AP or other advanced course examinations~~ and mastery  
693 of postsecondary general education core courses ~~course content~~.

694 (b) Provide to middle school teachers and administrators  
695 professional development that will enable them to educate middle  
696 school students at the level necessary to prepare the students  
697 to enter high school ready to participate in advanced courses.

698 (c) Provide teacher training and materials that are  
699 aligned with the state standards ~~Next Generation Sunshine State~~  
700 ~~Standards~~ and are consistent with best theory and practice

701 regarding multiple learning styles and research on learning,  
702 instructional strategies, instructional design, and classroom  
703 assessment. Curriculum materials must be based on current,  
704 accepted, and essential academic knowledge.

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

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

714 (f) Consider ways to incorporate Florida College System  
715 institutions in the mission of preparing all students for  
716 postsecondary success.

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

720 (h) Work with school districts to identify minority and  
721 underrepresented students for participation in ~~AP or other~~  
722 advanced courses.

723 (i) Work with school districts to provide information to  
724 students and parents that explains available opportunities for  
725 students to take ~~AP and other~~ advanced courses and that explains

726 enrollment procedures that students must follow to enroll in  
 727 such courses. Such information must also explain the value of  
 728 such courses as they relate to:

729 1. Preparing the student for postsecondary level  
 730 coursework.

731 2. Enabling the student to gain access to postsecondary  
 732 education opportunities.

733 3. Qualifying for scholarships and other financial aid  
 734 opportunities.

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

739 1. Test administration dates and times.

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

742 3. The value of such tests in providing diagnostic  
 743 feedback on student skills.

744 4. The value of student scores in predicting the  
 745 probability of success on ~~AP or other~~ advanced course  
 746 examinations.

747 (k) Cooperate with the department to provide information  
 748 to administrators, teachers, and counselors, whenever possible,  
 749 about partnership activities, opportunities, and priorities.

750 (l) Partner with the Florida College System institutions

751 and state universities identified by the State Board of  
752 Education and Board of Governors pursuant to s. 1007.25(3) to  
753 develop advanced courses and provide teacher training.

754 Section 14. Paragraph (c) of subsection (3) of section  
755 1008.22, Florida Statutes, is amended to read:

756 1008.22 Student assessment program for public schools.—

757 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
758 Commissioner of Education shall design and implement a  
759 statewide, standardized assessment program aligned to the core  
760 curricular content established in the state academic standards.  
761 The commissioner also must develop or select and implement a  
762 common battery of assessment tools that will be used in all  
763 juvenile justice education programs in the state. These tools  
764 must accurately measure the core curricular content established  
765 in the state academic standards. Participation in the assessment  
766 program is mandatory for all school districts and all students  
767 attending public schools, including adult students seeking a  
768 standard high school diploma under s. 1003.4282 and students in  
769 Department of Juvenile Justice education programs, except as  
770 otherwise provided by law. If a student does not participate in  
771 the assessment program, the school district must notify the  
772 student's parent and provide the parent with information  
773 regarding the implications of such nonparticipation. The  
774 statewide, standardized assessment program shall be designed and  
775 implemented as follows:

776 (c) Nationally recognized high school assessments.— Each  
 777 school district shall, by the 2023-2024 ~~2021-2022~~ school year  
 778 and subject to appropriation, select either the SAT, ~~or~~ ACT, or  
 779 Classic Learning Test for districtwide administration to each  
 780 public school student in grade 11, including students attending  
 781 public high schools, alternative schools, and Department of  
 782 Juvenile Justice education programs.

783 Section 15. Paragraph (b) of subsection (3) of section  
 784 1008.34, Florida Statutes, is amended to read:

785 1008.34 School grading system; school report cards;  
 786 district grade.—

787 (3) DESIGNATION OF SCHOOL GRADES.—

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

791 a. The percentage of eligible students passing statewide,  
 792 standardized assessments in English Language Arts under s.  
 793 1008.22(3).

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

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

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

800 e. The percentage of eligible students who make Learning



801 Gains in English Language Arts as measured by statewide,  
802 standardized assessments administered under s. 1008.22(3).

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

806 g. The percentage of eligible students in the lowest 25  
807 percent in English Language Arts, as identified by prior year  
808 performance on statewide, standardized assessments, who make  
809 Learning Gains as measured by statewide, standardized English  
810 Language Arts assessments administered under s. 1008.22(3).

811 h. The percentage of eligible students in the lowest 25  
812 percent in mathematics, as identified by prior year performance  
813 on statewide, standardized assessments, who make Learning Gains  
814 as measured by statewide, standardized Mathematics assessments  
815 administered under s. 1008.22(3).

816 i. For schools comprised of middle grades 6 through 8 or  
817 grades 7 and 8, the percentage of eligible students passing high  
818 school level statewide, standardized end-of-course assessments  
819 or attaining national industry certifications identified in the  
820 CAPE Industry Certification Funding List pursuant to state board  
821 rule.

822 j. Beginning in the 2023-2024 school year, for schools  
823 comprised of grade levels that include grade 3, the percentage  
824 of eligible students who score an achievement level 3 or higher  
825 on the grade 3 statewide, standardized English Language Arts

826 assessment administered under s. 1008.22(3).

827

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

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

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

841 b. The percentage of students who were eligible to earn  
842 college and career credit through an assessment identified  
843 pursuant to s. 1007.27(2), College Board Advanced Placement  
844 examinations, International Baccalaureate examinations, dual  
845 enrollment courses, including career dual enrollment courses  
846 resulting in the completion of 300 or more clock hours during  
847 high school which are approved by the state board as meeting the  
848 requirements of s. 1007.271, or Advanced International  
849 Certificate of Education examinations; who, at any time during  
850 high school, earned national industry certification identified

851 in the CAPE Industry Certification Funding List, pursuant to  
852 rules adopted by the state board; or, ~~beginning with the 2022-~~  
853 ~~2023 school year,~~ who earned an Armed Services Qualification  
854 Test score that falls within Category II or higher on the Armed  
855 Services Vocational Aptitude Battery and earned a minimum of two  
856 credits in Junior Reserve Officers' Training Corps courses from  
857 the same branch of the United States Armed Forces.

858 Section 16. Paragraph (c) of subsection (6) of section  
859 1009.531, Florida Statutes, is amended to read:

860 1009.531 Florida Bright Futures Scholarship Program;  
861 student eligibility requirements for initial awards.-

862 (6)

863 (c) To ensure that the required examination scores  
864 represent top student performance and are equivalent between the  
865 SAT, and ACT, and Classic Learning Test (CLT), the department  
866 shall develop a method for determining the required examination  
867 scores which incorporates all of the following:

868 1. The minimum required SAT score for the Florida Academic  
869 Scholarship must be set no lower than the 89th national  
870 percentile on the SAT. The department may adjust the required  
871 SAT score only if the required score drops below the 89th  
872 national percentile, and any such adjustment must be applied to  
873 the bottom of the SAT score range that is concordant to the ACT  
874 and CLT.

875 2. The minimum required SAT score for the Florida

876 Medallion Scholarship must be set no lower than the 75th  
 877 national percentile on the SAT. The department may adjust the  
 878 required SAT score only if the required score drops below the  
 879 75th national percentile, and any such adjustment must be made  
 880 to the bottom of the SAT score range that is concordant to the  
 881 ACT and CLT.

882 3. The required ACT and CLT scores must be made concordant  
 883 to the required SAT scores, using the latest published national  
 884 concordance table developed jointly by the College Board, and  
 885 ACT, Inc., and Classic Learning Initiatives.

886 Section 17. Subsection (1) of section 1009.534, Florida  
 887 Statutes, is amended to read:

888 1009.534 Florida Academic Scholars award.—

889 (1) A student is eligible for a Florida Academic Scholars  
 890 award if he or she meets the general eligibility requirements  
 891 for the Florida Bright Futures Scholarship Program and:

892 (a) Has achieved a 3.5 weighted grade point average as  
 893 calculated pursuant to s. 1009.531, or its equivalent, in high  
 894 school courses that are designated by the State Board of  
 895 Education as college-preparatory academic courses and has  
 896 attained at least the score required under s. 1009.531(6)(a) on  
 897 the combined verbal and quantitative parts of the Scholastic  
 898 Aptitude Test, the Scholastic Assessment Test, or the recentered  
 899 Scholastic Assessment Test of the College Entrance Examination,  
 900 or an equivalent score on the ACT Assessment Program;

901 (b) Has attended a home education program according to s.  
 902 1002.41 during grades 11 and 12, has completed the International  
 903 Baccalaureate curriculum but failed to earn the International  
 904 Baccalaureate Diploma, or has completed the Advanced  
 905 International Certificate of Education curriculum but failed to  
 906 earn the Advanced International Certificate of Education  
 907 Diploma, and has attained at least the score required under s.  
 908 1009.531(6)(a) on the combined verbal and quantitative parts of  
 909 the Scholastic Aptitude Test, the Scholastic Assessment Test, or  
 910 the recentered Scholastic Assessment Test of the College  
 911 Entrance Examination, or an equivalent score on the ACT  
 912 Assessment Program;

913 (c) Has been awarded an International Baccalaureate  
 914 Diploma from the International Baccalaureate Office or an  
 915 Advanced International Certificate of Education Diploma from the  
 916 University of Cambridge International Examinations Office;

917 (d) Has been recognized by the merit or achievement  
 918 programs of the National Merit Scholarship Corporation as a  
 919 scholar or finalist; or

920 (e) Has been recognized by the National Hispanic  
 921 Recognition Program as a scholar recipient.

922  
 923 The student must complete a program of volunteer service or,  
 924 beginning with a high school student graduating in the 2022-2023  
 925 academic year and thereafter, paid work, as approved by the

926 district school board, the administrators of a nonpublic school,  
 927 or the Department of Education for home education program  
 928 students, which must include 100 hours of volunteer service, ~~or~~  
 929 paid work, or a combination of both. Eligible paid work  
 930 completed on or after June 27, 2022, shall be included in the  
 931 student's total of paid work hours. The student may identify a  
 932 social or civic issue or a professional area that interests him  
 933 or her and develop a plan for his or her personal involvement in  
 934 addressing the issue or learning about the area. The student  
 935 must, through papers or other presentations, evaluate and  
 936 reflect upon his or her volunteer service or paid work  
 937 experience. Such volunteer service or paid work may include, but  
 938 is not limited to, a business or governmental internship, work  
 939 for a nonprofit community service organization, or activities on  
 940 behalf of a candidate for public office. The hours of volunteer  
 941 service or paid work must be documented in writing, and the  
 942 document must be signed by the student, the student's parent or  
 943 guardian, and a representative of the organization for which the  
 944 student performed the volunteer service or paid work.

945 Section 18. Subsection (1) of section 1009.535, Florida  
 946 Statutes, is amended to read:

947 1009.535 Florida Medallion Scholars award.—

948 (1) A student is eligible for a Florida Medallion Scholars  
 949 award if he or she meets the general eligibility requirements  
 950 for the Florida Bright Futures Scholarship Program and:

951 (a) Has achieved a weighted grade point average of 3.0 as  
952 calculated pursuant to s. 1009.531, or the equivalent, in high  
953 school courses that are designated by the State Board of  
954 Education as college-preparatory academic courses and has  
955 attained at least the score required under s. 1009.531(6)(b) on  
956 the combined verbal and quantitative parts of the Scholastic  
957 Aptitude Test, the Scholastic Assessment Test, or the recentered  
958 Scholastic Assessment Test of the College Entrance Examination,  
959 or an equivalent score on the ACT Assessment Program;

960 (b) Has completed the International Baccalaureate  
961 curriculum but failed to earn the International Baccalaureate  
962 Diploma or has completed the Advanced International Certificate  
963 of Education curriculum but failed to earn the Advanced  
964 International Certificate of Education Diploma, and has attained  
965 at least the score required under s. 1009.531(6)(b) on the  
966 combined verbal and quantitative parts of the Scholastic  
967 Aptitude Test, the Scholastic Assessment Test, or the recentered  
968 Scholastic Assessment Test of the College Entrance Examination,  
969 or an equivalent score on the ACT Assessment Program;

970 (c) Has attended a home education program according to s.  
971 1002.41 during grades 11 and 12 and has attained at least the  
972 score required under s. 1009.531(6)(b) on the combined verbal  
973 and quantitative parts of the Scholastic Aptitude Test, the  
974 Scholastic Assessment Test, or the recentered Scholastic  
975 Assessment Test of the College Entrance Examination, or an

976 equivalent score on the ACT Assessment Program;

977 (d) Has been recognized by the merit or achievement  
 978 program of the National Merit Scholarship Corporation as a  
 979 scholar or finalist but has not completed the program of  
 980 volunteer service or paid work required under s. 1009.534; or

981 (e) Has been recognized by the National Hispanic  
 982 Recognition Program as a scholar, but has not completed the  
 983 program of volunteer service or paid work required under s.  
 984 1009.534.

985  
 986 A high school student must complete a program ~~at least 75 hours~~  
 987 of volunteer service or, beginning with a high school student  
 988 graduating in the 2022-2023 academic year and thereafter, ~~100~~  
 989 ~~hours of~~ paid work approved by the district school board, the  
 990 administrators of a nonpublic school, or the Department of  
 991 Education for home education program students, which must  
 992 include 75 hours of volunteer service, 100 hours of paid work,  
 993 or 100 hours of a combination of both. Eligible paid work  
 994 completed on or after June 27, 2022, shall be included in a  
 995 student's total of required paid work hours. The student may  
 996 identify a social or civic issue or a professional area that  
 997 interests him or her and develop a plan for his or her personal  
 998 involvement in addressing the issue or learning about the area.  
 999 The student must, through papers or other presentations,  
 1000 evaluate and reflect upon his or her volunteer service or paid



1001 work experience. Such volunteer service or paid work may  
 1002 include, but is not limited to, a business or governmental  
 1003 internship, work for a nonprofit community service organization,  
 1004 or activities on behalf of a candidate for public office. The  
 1005 hours of volunteer service or paid work must be documented in  
 1006 writing, and the document must be signed by the student, the  
 1007 student's parent or guardian, and a representative of the  
 1008 organization for which the student performed the volunteer  
 1009 service or paid work.

1010 Section 19. Paragraph (e) of subsection (1) and paragraph  
 1011 (b) of subsection (2) of section 1009.536, Florida Statutes, are  
 1012 amended to read:

1013 1009.536 Florida Gold Seal Vocational Scholars and Florida  
 1014 Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational  
 1015 Scholars award and the Florida Gold Seal CAPE Scholars award are  
 1016 created within the Florida Bright Futures Scholarship Program to  
 1017 recognize and reward academic achievement and career preparation  
 1018 by high school students who wish to continue their education.

1019 (1) A student is eligible for a Florida Gold Seal  
 1020 Vocational Scholars award if he or she meets the general  
 1021 eligibility requirements for the Florida Bright Futures  
 1022 Scholarship Program and:

1023 (e) Completes at least 30 hours of volunteer service or,  
 1024 beginning with high school students graduating in the 2022-2023  
 1025 academic year and thereafter, 100 hours of paid work, approved

1026 by the district school board, the administrators of a nonpublic  
 1027 school, or the Department of Education for home education  
 1028 program students, or 100 hours of a combination of both.  
 1029 Eligible paid work completed on or after June 27, 2022, shall be  
 1030 included in a student's total of required paid work hours. The  
 1031 student may identify a social or civic issue or a professional  
 1032 area that interests him or her and develop a plan for his or her  
 1033 personal involvement in addressing the issue or learning about  
 1034 the area. The student must, through papers or other  
 1035 presentations, evaluate and reflect upon his or her volunteer  
 1036 service or paid work experience. Such volunteer service or paid  
 1037 work may include, but is not limited to, a business or  
 1038 governmental internship, work for a nonprofit community service  
 1039 organization, or activities on behalf of a candidate for public  
 1040 office. The hours of volunteer service or paid work must be  
 1041 documented in writing, and the document must be signed by the  
 1042 student, the student's parent or guardian, and a representative  
 1043 of the organization for which the student performed the  
 1044 volunteer service or paid work.

1045 (2) A student is eligible for a Florida Gold Seal CAPE  
 1046 Scholars award if he or she meets the general eligibility  
 1047 requirements for the Florida Bright Futures Scholarship Program,  
 1048 and the student:

1049 (b) Completes at least 30 hours of volunteer service or,  
 1050 beginning with a high school student graduating in the 2022-2023

1051 academic year and thereafter, 100 hours of paid work, approved  
1052 by the district school board, the administrators of a nonpublic  
1053 school, or the Department of Education for home education  
1054 program students, or 100 hours of a combination of both.  
1055 Eligible paid work completed on or after June 27, 2022, shall be  
1056 included in a student's total required paid work hours. The  
1057 student may identify a social or civic issue or a professional  
1058 area that interests him or her and develop a plan for his or her  
1059 personal involvement in addressing the issue or learning about  
1060 the area. The student must, through papers or other  
1061 presentations, evaluate and reflect upon his or her experience.  
1062 Such volunteer service or paid work may include, but is not  
1063 limited to, a business or governmental internship, work for a  
1064 nonprofit community service organization, or activities on  
1065 behalf of a candidate for public office. The hours of volunteer  
1066 service or paid work must be documented in writing, and the  
1067 document must be signed by the student, the student's parent or  
1068 guardian, and a representative of the organization for which the  
1069 student performed the volunteer service or paid work.

1070 Section 20. Paragraph (a) of subsection (3) of section  
1071 1012.34, Florida Statutes, is amended to read:

1072 1012.34 Personnel evaluation procedures and criteria.—

1073 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional  
1074 personnel and school administrator performance evaluations must  
1075 be based upon the performance of students assigned to their

1076 classrooms or schools, as provided in this section. Pursuant to  
1077 this section, a school district's performance evaluation system  
1078 is not limited to basing unsatisfactory performance of  
1079 instructional personnel and school administrators solely upon  
1080 student performance, but may include other criteria to evaluate  
1081 instructional personnel and school administrators' performance,  
1082 or any combination of student performance and other criteria.  
1083 Evaluation procedures and criteria must comply with, but are not  
1084 limited to, the following:

1085       (a) A performance evaluation must be conducted for each  
1086 employee at least once a year, except that a classroom teacher,  
1087 as defined in s. 1012.01(2) (a), excluding substitute teachers,  
1088 who is newly hired by the district school board must be observed  
1089 and evaluated at least twice in the first year of teaching in  
1090 the school district. The performance evaluation must be based  
1091 upon sound educational principles and contemporary research in  
1092 effective educational practices. The evaluation criteria must  
1093 include:

1094       1. Performance of students.—At least one-third of a  
1095 performance evaluation must be based upon data and indicators of  
1096 student performance, as determined by each school district. This  
1097 portion of the evaluation must include growth or achievement  
1098 data of the teacher's students or, for a school administrator,  
1099 the students attending the school over the course of at least 3  
1100 years. If less than 3 years of data are available, the years for

1101 | which data are available must be used. The proportion of growth  
1102 | or achievement data may be determined by instructional  
1103 | assignment.

1104 |       2. Instructional practice.—For instructional personnel, at  
1105 | least one-third of the performance evaluation must be based upon  
1106 | instructional practice. Evaluation criteria used when annually  
1107 | observing classroom teachers, as defined in s. 1012.01(2)(a),  
1108 | excluding substitute teachers, must include indicators based  
1109 | upon each of the Florida Educator Accomplished Practices adopted  
1110 | by the State Board of Education. For instructional personnel who  
1111 | are not classroom teachers, evaluation criteria must be based  
1112 | upon indicators of the Florida Educator Accomplished Practices  
1113 | and may include specific job expectations related to student  
1114 | support. This section does not preclude a school administrator  
1115 | from visiting and observing classroom teachers throughout the  
1116 | school year for purposes of providing mentorship, training,  
1117 | instructional feedback, or professional learning.

1118 |       3. Instructional leadership.—For school administrators, at  
1119 | least one-third of the performance evaluation must be based on  
1120 | instructional leadership. Evaluation criteria for instructional  
1121 | leadership must include indicators based upon each of the  
1122 | leadership standards adopted by the State Board of Education  
1123 | under s. 1012.986, including performance measures related to the  
1124 | effectiveness of classroom teachers in the school, the  
1125 | administrator's appropriate use of evaluation criteria and

1126 | procedures, recruitment and retention of effective and highly  
1127 | effective classroom teachers, improvement in the percentage of  
1128 | instructional personnel evaluated at the highly effective or  
1129 | effective level, and other leadership practices that result in  
1130 | student learning growth. The system may include a means to give  
1131 | parents and instructional personnel an opportunity to provide  
1132 | input into the administrator's performance evaluation.

1133 |         4. Other indicators of performance.—For instructional  
1134 | personnel and school administrators, the remainder of a  
1135 | performance evaluation may include, but is not limited to,  
1136 | professional and job responsibilities as recommended by the  
1137 | State Board of Education or identified by the district school  
1138 | board and, for instructional personnel, peer reviews,  
1139 | objectively reliable survey information from students and  
1140 | parents based on teaching practices that are consistently  
1141 | associated with higher student achievement, and other valid and  
1142 | reliable measures of instructional practice.

1143 |         Section 21. Subsections (9) through (16) of section  
1144 | 1012.56, Florida Statutes, are renumbered as subsections (10)  
1145 | through (17), respectively, subsection (1), paragraphs (d), (g),  
1146 | and (i) of subsection (2) and subsections (6), (7), and (8) are  
1147 | amended, and a new subsection (9) is added to that section, to  
1148 | read:

1149 |             1012.56 Educator certification requirements.—

1150 |             (1) APPLICATION.—Each person seeking certification

1151 pursuant to this chapter shall submit a completed application  
1152 containing the applicant's social security number to the  
1153 Department of Education and remit the fee required pursuant to  
1154 s. 1012.59 and rules of the State Board of Education. Pursuant  
1155 to the federal Personal Responsibility and Work Opportunity  
1156 Reconciliation Act of 1996, each party is required to provide  
1157 his or her social security number in accordance with this  
1158 section. Disclosure of social security numbers obtained through  
1159 this requirement is limited to the purpose of administration of  
1160 the Title IV-D program of the Social Security Act for child  
1161 support enforcement.

1162 (a) Pursuant to s. 120.60, the department shall issue  
1163 within 90 calendar days after receipt of the completed  
1164 application a professional certificate to a qualifying applicant  
1165 covering the classification, level, and area for which the  
1166 applicant is deemed qualified and a document explaining the  
1167 requirements for renewal of the professional certificate.

1168 (b) The department shall issue a temporary certificate to  
1169 a qualifying applicant within 14 calendar days after receipt of  
1170 a request from an employer with a professional education  
1171 competence demonstration program pursuant to paragraph  
1172 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary  
1173 certificate must cover the classification, level, and area for  
1174 which the applicant is deemed qualified. The department shall  
1175 electronically notify the applicant's employer that the

1176 temporary certificate has been issued and provide the applicant  
1177 an official statement of status of eligibility at the time the  
1178 certificate is issued.

1179 (c) Pursuant to s. 120.60, the department shall issue  
1180 within 90 calendar days after receipt of the completed  
1181 application, if an applicant does not meet the requirements for  
1182 either certificate, an official statement of status of  
1183 eligibility.

1184  
1185 The statement of status of eligibility must be provided  
1186 electronically and must advise the applicant of any  
1187 qualifications that must be completed to qualify for  
1188 certification. Each method by which an applicant can complete  
1189 the qualifications for a professional certificate must be  
1190 included in the statement of status of eligibility. Each  
1191 statement of status of eligibility is valid for 5 ~~3~~ years after  
1192 its date of issuance, except as provided in paragraph (2)(d).

1193 (2) ELIGIBILITY CRITERIA.—To be eligible to seek  
1194 certification, a person must:

1195 (d) Submit to background screening in accordance with  
1196 subsection (11) ~~(10)~~. If the background screening indicates a  
1197 criminal history or if the applicant acknowledges a criminal  
1198 history, the applicant's records shall be referred to the  
1199 investigative section in the Department of Education for review  
1200 and determination of eligibility for certification. If the



1201 applicant fails to provide the necessary documentation requested  
 1202 by the department within 90 days after the date of the receipt  
 1203 of the certified mail request, the statement of eligibility and  
 1204 pending application shall become invalid.

1205 (g) Demonstrate mastery of general knowledge, pursuant to  
 1206 subsection (3), ~~if the person serves as a classroom teacher~~  
 1207 ~~pursuant to s. 1012.01(2) (a).~~

1208 (i) Demonstrate mastery of professional preparation and  
 1209 education competence, pursuant to subsection (6), if the person  
 1210 serves as a classroom teacher or school administrator as  
 1211 classified in s. 1012.01(2) (a) and (3) (c), respectively.

1212 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION  
 1213 COMPETENCE.—Acceptable means of demonstrating mastery of  
 1214 professional preparation and education competence are:

1215 (a) Successful completion of an approved teacher  
 1216 preparation program at a postsecondary educational institution  
 1217 within this state and achievement of a passing score on the  
 1218 professional education competency examination required by state  
 1219 board rule;

1220 (b) Successful completion of a teacher preparation program  
 1221 at a postsecondary educational institution outside Florida and  
 1222 achievement of a passing score on the professional education  
 1223 competency examination required by state board rule;

1224 (c) Documentation of a valid professional standard  
 1225 teaching certificate issued by another state;

1226 (d) Documentation of a valid certificate issued by the  
 1227 National Board for Professional Teaching Standards or a national  
 1228 educator credentialing board approved by the State Board of  
 1229 Education;

1230 (e) Documentation of two semesters of successful, full-  
 1231 time or part-time teaching in a Florida College System  
 1232 institution, state university, or private college or university  
 1233 that awards an associate or higher degree and is an accredited  
 1234 institution or an institution of higher education identified by  
 1235 the Department of Education as having a quality program and  
 1236 achievement of a passing score on the professional education  
 1237 competency examination required by state board rule;

1238 (f) Successful completion of professional preparation  
 1239 courses as specified in state board rule, successful completion  
 1240 of a professional ~~preparation and~~ education competence program  
 1241 pursuant to subsection (9) ~~paragraph (8) (b)~~, and achievement of  
 1242 a passing score on the professional education competency  
 1243 examination required by state board rule;

1244 (g) Successful completion of a professional learning  
 1245 ~~development certification and education competency~~ program,  
 1246 outlined in subsection (8) ~~paragraph (8) (a)~~; or

1247 (h) Successful completion of a competency-based  
 1248 certification program pursuant to s. 1004.85 and achievement of  
 1249 a passing score on the professional education competency  
 1250 examination required by rule of the State Board of Education.

1251  
 1252 The State Board of Education shall adopt rules to implement this  
 1253 subsection ~~by December 31, 2014,~~ including rules to approve  
 1254 specific teacher preparation programs that are not identified in  
 1255 this subsection which may be used to meet requirements for  
 1256 mastery of professional preparation and education competence.

1257 (7) TYPES AND TERMS OF CERTIFICATION.—

1258 (a) The Department of Education shall issue a professional  
 1259 certificate for a period not to exceed 5 years to any applicant  
 1260 who fulfills one of the following:

1261 1. Meets all the applicable requirements outlined in  
 1262 subsection (2).

1263 2. For a professional certificate covering grades 6  
 1264 through 12:

1265 a. Meets the applicable requirements of paragraphs (2) (a) -  
 1266 (h).

1267 b. Holds a master's or higher degree in the area of  
 1268 science, technology, engineering, or mathematics.

1269 c. Teaches a high school course in the subject of the  
 1270 advanced degree.

1271 d. Is rated highly effective as determined by the  
 1272 teacher's performance evaluation under s. 1012.34, based in part  
 1273 on student performance as measured by a statewide, standardized  
 1274 assessment or an Advanced Placement, Advanced International  
 1275 Certificate of Education, or International Baccalaureate

1276 examination.

1277 e. Achieves a passing score on the Florida professional  
 1278 education competency examination required by state board rule.

1279 3. Meets the applicable requirements of paragraphs (2) (a) -  
 1280 (h) and completes a professional learning certification  
 1281 ~~preparation and education competence~~ program approved by the  
 1282 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator  
 1283 preparation institute approved by the department pursuant to s.  
 1284 1004.85. An applicant who completes one of these programs and is  
 1285 rated highly effective as determined by his or her performance  
 1286 evaluation under s. 1012.34 is not required to take or achieve a  
 1287 passing score on the professional education competency  
 1288 examination in order to be awarded a professional certificate.

1289 (b) The department shall issue a temporary certificate to  
 1290 any applicant who:

1291 1. Completes the requirements outlined in paragraphs  
 1292 (2) (a) - (f) and completes the subject area content requirements  
 1293 specified in state board rule or demonstrates mastery of subject  
 1294 area knowledge pursuant to subsection (5) and holds an  
 1295 accredited degree or a degree approved by the Department of  
 1296 Education at the level required for the subject area  
 1297 specialization in state board rule; ~~or~~

1298 2. For a subject area specialization for which the state  
 1299 board otherwise requires a bachelor's degree, documents 48  
 1300 months of active-duty military service with an honorable

1301 discharge or a medical separation; completes the requirements  
1302 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the  
1303 subject area content requirements specified in state board rule  
1304 or demonstrates mastery of subject area knowledge pursuant to  
1305 subsection (5); and documents completion of 60 college credits  
1306 with a minimum cumulative grade point average of 2.5 on a 4.0  
1307 scale, as provided by one or more accredited institutions of  
1308 higher learning or a nonaccredited institution of higher  
1309 learning identified by the Department of Education as having a  
1310 quality program resulting in a bachelor's degree or higher; ~~or-~~

1311 3. Is enrolled in a state-approved teacher preparation  
1312 program under s. 1004.04; is actively completing the required  
1313 program field experience or internship at a public school;  
1314 completes the requirements outlined in paragraphs (2)(a), (b),  
1315 (d), (e), and (f); and documents completion of 60 college  
1316 credits with a minimum cumulative grade point average of 2.5 on  
1317 a 4.0 scale, as provided by one or more accredited institutions  
1318 of higher learning or a nonaccredited institution of higher  
1319 learning identified by the Department of Education as having a  
1320 quality program resulting in a bachelor's degree or higher.

1321 (c) The department shall issue one nonrenewable 2-year  
1322 temporary certificate and one nonrenewable 5-year professional  
1323 certificate to a qualified applicant who holds a bachelor's  
1324 degree in the area of speech-language impairment to allow for  
1325 completion of a master's degree program in speech-language

1326 impairment.

1327 (d) A person who is issued a temporary certificate under  
 1328 subparagraph (b)2. must be assigned a teacher mentor for a  
 1329 minimum of 2 school years after commencing employment. Each  
 1330 teacher mentor selected by the school district, charter school,  
 1331 or charter management organization must:

1332 1. Hold a valid professional certificate issued pursuant  
 1333 to this section;

1334 2. Have earned at least 3 years of teaching experience in  
 1335 prekindergarten through grade 12; and

1336 3. Have earned an effective or highly effective rating on  
 1337 the prior year's performance evaluation under s. 1012.34.

1338 (e)~~(e)1.~~ A temporary certificate ~~issued under subparagraph~~  
 1339 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1340 ~~2. A temporary certificate issued under subparagraph (b)2.~~  
 1341 is valid for 5 school fiscal years, is limited to a one-time  
 1342 issuance, and is nonrenewable.

1343  
 1344 At least 1 year before an individual's temporary certificate is  
 1345 set to expire, the department shall electronically notify the  
 1346 individual of the date on which his or her certificate will  
 1347 expire and provide a list of each method by which the  
 1348 qualifications for a professional certificate can be completed.

1349 ~~The State Board of Education shall adopt rules to allow the~~  
 1350 ~~department to extend the validity period of a temporary~~

1351 ~~certificate for 2 years when the requirements for the~~  
1352 ~~professional certificate were not completed due to the serious~~  
1353 ~~illness or injury of the applicant, the military service of an~~  
1354 ~~applicant's spouse, other extraordinary extenuating~~  
1355 ~~circumstances, or if the certificateholder is rated highly~~  
1356 ~~effective in the immediate prior year's performance evaluation~~  
1357 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~  
1358 ~~program pursuant to subsection (8). The department shall extend~~  
1359 ~~the temporary certificate upon approval by the Commissioner of~~  
1360 ~~Education. A written request for extension of the certificate~~  
1361 ~~shall be submitted by the district school superintendent, the~~  
1362 ~~governing authority of a university lab school, the governing~~  
1363 ~~authority of a state-supported school, or the governing~~  
1364 ~~authority of a private school.~~

1365 (8) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ CERTIFICATION AND  
1366 ~~EDUCATION~~ COMPETENCY PROGRAM.—

1367 (a) The Department of Education shall develop and each  
1368 school district, charter school, and charter management  
1369 organization may provide a cohesive competency-based  
1370 professional learning ~~development~~ certification and ~~education~~  
1371 ~~competency~~ program by which instructional staff may satisfy the  
1372 mastery of professional preparation and education competence  
1373 requirements specified in subsection (6) and rules of the State  
1374 Board of Education. Participants must hold a state-issued  
1375 temporary certificate. A school district, charter school, or

1376 charter management organization that implements the program  
 1377 shall provide a competency-based certification program developed  
 1378 by the Department of Education or developed by the district,  
 1379 charter school, or charter management organization and approved  
 1380 by the Department of Education. These entities may collaborate  
 1381 with other supporting agencies or educational entities for  
 1382 implementation. The program shall include the following:  
 1383 ~~1. A minimum period of initial preparation before assuming~~  
 1384 ~~duties as the teacher of record.~~  
 1385 ~~2. An option for collaboration with other supporting~~  
 1386 ~~agencies or educational entities for implementation.~~  
 1387 ~~1.3.~~ A teacher mentorship and induction component.  
 1388 a. Each individual selected by the district, charter  
 1389 school, or charter management organization as a mentor:  
 1390 (I) Must hold a valid professional certificate issued  
 1391 pursuant to this section;  
 1392 (II) Must have earned at least 3 years of teaching  
 1393 experience in prekindergarten through grade 12;  
 1394 (III) Must have completed ~~specialized~~ training in clinical  
 1395 supervision and participate in ongoing mentor training provided  
 1396 through the coordinated system of professional learning  
 1397 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(e)~~;  
 1398 (IV) Must have earned an effective or highly effective  
 1399 rating on the prior year's performance evaluation ~~under s.~~  
 1400 ~~1012.34~~; and



1401 (V) May be a peer evaluator under the district's  
1402 evaluation system approved under s. 1012.34.

1403 b. The teacher mentorship and induction component must, at  
1404 a minimum, provide routine ~~weekly~~ opportunities for mentoring  
1405 and induction activities, including ~~common planning time,~~  
1406 ongoing professional learning as described in s. 1012.98  
1407 ~~development~~ targeted to a teacher's needs, opportunities for a  
1408 teacher to observe other teachers, co-teaching experiences, and  
1409 reflection and followup discussions. Professional learning must  
1410 meet the criteria established in s. 1012.98(3). Mentorship and  
1411 induction activities must be provided for an applicant's first  
1412 year in the program and may be provided until the applicant  
1413 attains his or her professional certificate in accordance with  
1414 this section. ~~A principal who is rated highly effective as~~  
1415 ~~determined by his or her performance evaluation under s. 1012.34~~  
1416 ~~must be provided flexibility in selecting professional~~  
1417 ~~development activities under this paragraph; however, the~~  
1418 ~~activities must be approved by the department as part of the~~  
1419 ~~district's, charter school's, or charter management~~  
1420 ~~organization's program.~~

1421 2.4. An assessment of teaching performance aligned to the  
1422 district's, charter school's, or charter management  
1423 organization's system for personnel evaluation under s. 1012.34  
1424 which provides for:

1425 a. An initial evaluation of each educator's competencies

1426 to determine an appropriate individualized professional learning  
1427 ~~development~~ plan.

1428 b. A summative evaluation to assure successful completion  
1429 of the program.

1430 ~~3.5.~~ Professional education preparation content knowledge,  
1431 which must be included in the mentoring and induction activities  
1432 under subparagraph 1. 3., that includes, but is not limited to,  
1433 the following:

1434 a. The state academic standards provided under s. 1003.41,  
1435 including scientifically based reading instruction, content  
1436 literacy, and mathematical practices, for each subject  
1437 identified on the temporary certificate.

1438 b. The educator-accomplished practices approved by the  
1439 state board.

1440 ~~e. A variety of data indicators for monitoring student~~  
1441 ~~progress.~~

1442 ~~d. Methodologies for teaching students with disabilities.~~

1443 ~~e. Methodologies for teaching students of limited English~~  
1444 ~~proficiency appropriate for each subject area identified on the~~  
1445 ~~temporary certificate.~~

1446 ~~f. Techniques and strategies for operationalizing the role~~  
1447 ~~of the teacher in assuring a safe learning environment for~~  
1448 ~~students.~~

1449 4.6. Required achievement of passing scores on the subject  
1450 area and professional education competency examination required

1451 by State Board of Education rule. Mastery of general knowledge  
1452 must be demonstrated as described in subsection (3).

1453 ~~5.7.~~ Beginning with candidates entering a program in the  
1454 2022-2023 school year, a candidate for certification in a  
1455 coverage area identified pursuant to s. 1012.585(3)(f) must  
1456 successfully complete all competencies for a reading  
1457 endorsement, including completion of the endorsement practicum  
1458 ~~through the candidate's demonstration of mastery of professional~~  
1459 ~~preparation and education competence under paragraph (b).~~

1460 ~~(b)1.~~ Each school district ~~must and a private school or~~  
1461 ~~state-supported public school, including a charter school, may~~  
1462 ~~develop and maintain a system by which members of the~~  
1463 ~~instructional staff may demonstrate mastery of professional~~  
1464 ~~preparation and education competence as required by law. Each~~  
1465 ~~program must be based on classroom application of the Florida~~  
1466 ~~Educator Accomplished Practices and instructional performance~~  
1467 ~~and, for public schools, must be aligned with the district's or~~  
1468 ~~state-supported public school's evaluation system established~~  
1469 ~~under s. 1012.34, as applicable.~~

1470 ~~2.~~ The Commissioner of Education shall determine the  
1471 continued approval of programs implemented under this paragraph,  
1472 based upon the department's review of performance data. The  
1473 department shall review the performance data as a part of the  
1474 periodic review of each school district's professional  
1475 development system required under s. 1012.98.

1476 ~~(b)(c) No later than December 31, 2017, The department~~  
1477 ~~State Board of Education shall adopt rules ~~standards~~ for the~~  
1478 ~~approval and continued approval of professional learning~~  
1479 ~~development certification and education competency programs~~  
1480 ~~aligned to, including standards for the teacher mentorship and~~  
1481 ~~induction component, under paragraph (a). Standards for the~~  
1482 ~~teacher mentorship and induction component must include program~~  
1483 ~~administration and evaluation; mentor roles, selection, and~~  
1484 ~~training; beginning teacher assessment and professional~~  
1485 ~~development; and teacher content knowledge and practices aligned~~  
1486 ~~to the Florida Educator Accomplished Practices. Each school~~  
1487 ~~district or charter school with a program under this subsection~~  
1488 ~~must submit its program, including the teacher mentorship and~~  
1489 ~~induction component, to the department for approval no later~~  
1490 ~~than June 30, 2018. After December 31, 2018, A teacher may not~~  
1491 ~~satisfy requirements for a professional certificate through a~~  
1492 ~~professional learning development certification and education~~  
1493 ~~competency program under paragraph (a) unless the program has~~  
1494 ~~been approved by the department pursuant to this paragraph.~~

1495 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

1496 (a) Each school district must and a private school or  
1497 state-supported public school, including a charter school, may  
1498 develop and maintain a system by which members of the  
1499 instructional staff may demonstrate mastery of professional  
1500 preparation and education competence as required by law. Each

1501 program must be based on classroom application of the Florida  
1502 Educator Accomplished Practices and instructional performance  
1503 and, for public schools, must be aligned with the district's or  
1504 state-supported public school's evaluation system established  
1505 under s. 1012.34, as applicable.

1506 (b) The Commissioner of Education shall determine the  
1507 continued approval of programs implemented under this paragraph,  
1508 based upon the department's review of performance data. The  
1509 department shall review the performance data as a part of the  
1510 periodic review of each school district's professional learning  
1511 system required under s. 1012.98.

1512 ~~(d) The Commissioner of Education shall determine the~~  
1513 ~~continued approval of programs implemented under paragraph (a)~~  
1514 ~~based upon the department's periodic review of the following:~~

1515 ~~1. Evidence that the requirements in paragraph (a) are~~  
1516 ~~consistently met; and~~

1517 ~~2. Evidence of performance in each of the following areas:~~

1518 ~~a. Rate of retention for employed program completers in~~  
1519 ~~instructional positions in Florida public schools.~~

1520 ~~b. Performance of students in prekindergarten through~~  
1521 ~~grade 12 who are assigned to in-field program completers on~~  
1522 ~~statewide assessments using the results of the student learning~~  
1523 ~~growth formula adopted under s. 1012.34.~~

1524 ~~e. Performance of students in prekindergarten through~~  
1525 ~~grade 12 who are assigned to in-field program completers~~

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1526 aggregated by student subgroups, as defined in the federal  
1527 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.  
1528 6311(b)(2)(C)(v)(II), as a measure of how well the program  
1529 prepares teachers to work with a variety of students in Florida  
1530 public schools.

1531 d. ~~Results of program completers' annual evaluations in~~  
1532 ~~accordance with the timeline as set forth in s. 1012.34.~~

1533 e. ~~Production of program completers in statewide critical~~  
1534 ~~teacher shortage areas as defined in s. 1012.07.~~

1535 Section 22. Subsection (1) of section 1012.57, Florida  
1536 Statutes, is amended to read:

1537 1012.57 Certification of adjunct educators.—

1538 (1) Notwithstanding the provisions of ss. 1012.32,  
1539 1012.55, and 1012.56, or any other provision of law or rule to  
1540 the contrary, district school boards shall adopt rules to allow  
1541 for the issuance of an adjunct teaching certificate to any  
1542 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)  
1543 and (11) ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in  
1544 the subject area to be taught. An applicant shall be considered  
1545 to have expertise in the subject area to be taught if the  
1546 applicant demonstrates sufficient subject area mastery through  
1547 passage of a subject area test.

1548 Section 23. Section 1012.575, Florida Statutes, is amended  
1549 to read:

1550 1012.575 Alternative preparation programs for certified

1551 teachers to add additional coverage.—A district school board, or  
 1552 an organization of private schools or a consortium of charter  
 1553 schools with an approved professional learning development  
 1554 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design  
 1555 alternative teacher preparation programs to enable persons  
 1556 already certificated to add an additional coverage to their  
 1557 certificates. Each alternative teacher preparation program shall  
 1558 be reviewed and approved by the Department of Education to  
 1559 assure that persons who complete the program are competent in  
 1560 the necessary areas of subject matter specialization. Two or  
 1561 more school districts may jointly participate in an alternative  
 1562 preparation program for teachers.

1563 Section 24. Paragraph (g) of subsection (3) of section  
 1564 1012.585, Florida Statutes, is redesignated as paragraph (h),  
 1565 and a new paragraph (g) is added to that subsection, to read:

1566 1012.585 Process for renewal of professional  
 1567 certificates.—

1568 (3) For the renewal of a professional certificate, the  
 1569 following requirements must be met:

1570 (g) An applicant for renewal of a professional certificate  
 1571 in educational leadership from a Level I program under s.  
 1572 1012.562(2) or Level II program under s. 1012.562(3), with a  
 1573 beginning validity date of July 1, 2025, or thereafter, must  
 1574 earn a minimum of 1 college credit or 20 inservice points in  
 1575 Florida's educational leadership standards, as established in

1576 rule by the State Board of Education. The requirement in this  
 1577 paragraph may not add to the total hours required by the  
 1578 department for continuing education or inservice training.

1579 Section 25. Paragraph (a) of subsection (1) of section  
 1580 1012.586, Florida Statutes, is amended to read:

1581 1012.586 Additions or changes to certificates; duplicate  
 1582 certificates; reading endorsement pathways.—

1583 (1) A school district may process via a Department of  
 1584 Education website certificates for the following applications of  
 1585 public school employees:

1586 (a) Addition of a subject coverage or endorsement to a  
 1587 valid Florida certificate on the basis of the completion of the  
 1588 appropriate subject area testing requirements of s.  
 1589 1012.56(5) (a) or the completion of the requirements of an  
 1590 approved school district program or the inservice components for  
 1591 an endorsement.

1592 1. To reduce duplication, the department may recommend the  
 1593 consolidation of endorsement areas and requirements to the State  
 1594 Board of Education.

1595 2. At least once every 5 years, the department shall  
 1596 conduct a review of existing subject coverage or endorsement  
 1597 requirements in the elementary, reading, and exceptional student  
 1598 educational areas. The review must include reciprocity  
 1599 requirements for out-of-state certificates and requirements for  
 1600 demonstrating competency in the reading instruction professional



1601 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~  
1602 ~~1012.98(4)(b)11~~. The review must also consider the award of an  
1603 endorsement to an individual who holds a certificate issued by  
1604 an internationally recognized organization that establishes  
1605 standards for providing evidence-based interventions to  
1606 struggling readers or who completes a postsecondary program that  
1607 is accredited by such organization. Any such certificate or  
1608 program must require an individual who completes the certificate  
1609 or program to demonstrate competence in reading intervention  
1610 strategies through clinical experience. At the conclusion of  
1611 each review, the department shall recommend to the state board  
1612 changes to the subject coverage or endorsement requirements  
1613 based upon any identified instruction or intervention strategies  
1614 proven to improve student reading performance. This subparagraph  
1615 does not authorize the state board to establish any new  
1616 certification subject coverage.

1617  
1618 The employing school district shall charge the employee a fee  
1619 not to exceed the amount charged by the Department of Education  
1620 for such services. Each district school board shall retain a  
1621 portion of the fee as defined in the rules of the State Board of  
1622 Education. The portion sent to the department shall be used for  
1623 maintenance of the technology system, the web application, and  
1624 posting and mailing of the certificate.

1625 Section 26. Section 1012.98, Florida Statutes, is amended

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2023

1626 to read:

1627 1012.98 School Community Professional Learning Development  
1628 Act.—

1629 (1) The Department of Education, public postsecondary  
1630 educational institutions, public school districts, public  
1631 schools, state education foundations, consortia, and  
1632 professional organizations in this state shall work  
1633 collaboratively to establish a coordinated system of  
1634 professional learning. For the purposes of this section, the  
1635 term "professional learning" means learning that is aligned to  
1636 the state's standards for effective professional learning,  
1637 educator practices, and leadership practices; incorporates  
1638 active learning; is collaborative; provides models; and is  
1639 sustained and continuous ~~development~~. The purpose of the  
1640 professional learning ~~development~~ system is to increase student  
1641 achievement, enhance classroom instructional strategies that  
1642 promote rigor and relevance throughout the curriculum, and  
1643 prepare students for continuing education and the workforce. The  
1644 system of professional learning ~~development~~ must align to the  
1645 standards adopted by the state. Routine informational meetings  
1646 may not be considered professional learning and are not eligible  
1647 for inservice points and support the framework for standards  
1648 adopted by the National Staff Development Council.

1649 (2) The school community includes students and parents,  
1650 administrative personnel, managers, instructional personnel,

1651 support personnel, members of district school boards, members of  
1652 school advisory councils, business partners, and personnel that  
1653 provide health and social services to students.

1654 (3) Professional learning activities linked to student  
1655 learning and professional growth for instructional and  
1656 administrative staff meet the following criteria:

1657 (a) For instructional personnel, utilize materials aligned  
1658 to the state's academic standards.

1659 (b) For school administrators, utilize materials aligned  
1660 to the state's educational leadership standards.

1661 (c) Have clear, defined, and measurable outcomes for both  
1662 individual inservice activities and multiple day sessions.

1663 (d) Employ multiple measurement tools for data on teacher  
1664 growth, participants' use of new knowledge and skills, student  
1665 learning outcomes, instructional growth outcomes, and leadership  
1666 growth outcomes, as applicable.

1667 (e) Utilize active learning and engage participants  
1668 directly in designing and trying out strategies, providing  
1669 participants with the opportunity to engage in authentic  
1670 teaching and leadership experiences.

1671 (f) Utilize artifacts, interactive activities, and other  
1672 strategies to provide deeply embedded and highly contextualized  
1673 professional learning.

1674 (g) Create opportunities for collaboration.

1675 (h) Utilize coaching and expert support to involve the

1676 sharing of expertise about content and evidence-based practices,  
1677 focused directly on instructional personnel and school  
1678 administrator needs.

1679 (i) Provide opportunities for instructional personnel and  
1680 school administrators to think about, receive input on, and make  
1681 changes to practice by facilitating reflection and providing  
1682 feedback.

1683 (j) Provide sustained duration with followup for  
1684 instructional personnel and school administrators to have  
1685 adequate time to learn, practice, implement, and reflect upon  
1686 new strategies that facilitate changes in practice.

1687 (4)-(3) The activities designed to implement this section  
1688 must:

1689 (a) Support and increase the success of educators through  
1690 collaboratively developed school improvement plans that focus  
1691 on:

1692 1. Enhanced and differentiated instructional strategies to  
1693 engage students in a rigorous and relevant curriculum based on  
1694 state and local educational standards, goals, and initiatives;

1695 2. Increased opportunities to provide meaningful  
1696 relationships between teachers and all students; and

1697 3. Increased opportunities for professional collaboration  
1698 among and between teachers, certified school counselors,  
1699 instructional leaders, postsecondary educators engaged in  
1700 preservice training for new teachers, and the workforce

1701 community.

1702 (b) Assist the school community in providing stimulating,  
 1703 scientific research-based educational activities that encourage  
 1704 and motivate students to achieve at the highest levels and to  
 1705 participate as active learners and that prepare students for  
 1706 success at subsequent educational levels and the workforce.

1707 (c) Provide continuous support for all education  
 1708 professionals as well as temporary intervention for education  
 1709 professionals who need improvement in knowledge, skills, and  
 1710 performance.

1711 (d) Provide ~~middle grades~~ instructional personnel and  
 1712 school administrators with the knowledge, skills, and best  
 1713 practices necessary to support excellence in classroom  
 1714 instruction and educational leadership.

1715 (e) Provide training to teacher mentors as part of the  
 1716 professional learning development certification program under s.  
 1717 1012.56(8) and the professional education competency program  
 1718 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include  
 1719 components on teacher development, peer coaching, time  
 1720 management, and other related topics as determined by the  
 1721 Department of Education.

1722 ~~(5)(4)~~ The Department of Education, school districts,  
 1723 schools, Florida College System institutions, and state  
 1724 universities share the responsibilities described in this  
 1725 section. These responsibilities include the following:

1726        (a)1. The department shall create a high-quality  
1727 professional learning marketplace list that acts as guide and  
1728 tool for teachers, schools, school administrators, and districts  
1729 across the state to identify high-quality professional learning  
1730 provider programs and resources that meet the criteria described  
1731 in subsection (3) and have demonstrated success in meeting  
1732 identified student needs.

1733        ~~2.(a)1. The department shall disseminate to the school~~  
1734 ~~community, through a centralized professional learning webpage,~~  
1735 ~~the marketplace list under subparagraph 1 research-based~~  
1736 ~~professional development methods and programs that have~~  
1737 ~~demonstrated success in meeting identified student needs. The~~  
1738 ~~Commissioner of Education shall use data on student achievement~~  
1739 ~~to identify student needs. The methods of dissemination must~~  
1740 ~~include a web-based statewide performance support system,~~  
1741 ~~including a database of exemplary professional development~~  
1742 ~~activities, a listing of available professional development~~  
1743 ~~resources, training programs, and available assistance.~~

1744        ~~2. The web-based statewide performance support system~~  
1745 ~~established pursuant to subparagraph 1. must include for middle~~  
1746 ~~grades, subject to appropriation, materials related to classroom~~  
1747 ~~instruction, including integrated digital instruction and~~  
1748 ~~competency-based instruction; CAPE Digital Tool certificates and~~  
1749 ~~CAPE industry certifications; classroom management; student~~  
1750 ~~behavior and interaction; extended learning opportunities for~~

1751 ~~students; and instructional leadership.~~

1752 (b) Each school district shall develop a professional  
1753 learning development system as specified in subsection (4) ~~(3)~~.

1754 The system shall be developed in consultation with teachers,  
1755 teacher-educators of Florida College System institutions and  
1756 state universities, business and community representatives, and  
1757 local education foundations, consortia, and professional  
1758 organizations. The professional learning development system  
1759 must:

1760 1. Be reviewed and approved by the department for  
1761 compliance with s. 1003.42(3) and this section. Effective March  
1762 1, 2024, the department shall establish a calendar for the  
1763 review and approval of all professional learning systems. A  
1764 professional learning system must be reviewed and approved every  
1765 5 years. Any ~~All~~ substantial revisions to the system shall be  
1766 submitted to the department for review and ~~for continued~~  
1767 approval. The department shall establish a format for the review  
1768 and approval of a professional learning system.

1769 2. Be based on analyses of student achievement data and  
1770 instructional strategies and methods that support rigorous,  
1771 relevant, and challenging curricula for all students. Schools  
1772 and districts, in developing and refining the professional  
1773 learning development system, shall also review and monitor  
1774 school discipline data; school environment surveys; assessments  
1775 of parental satisfaction; performance appraisal data of

1776 teachers, managers, and administrative personnel; and other  
1777 performance indicators to identify school and student needs that  
1778 can be met by improved professional performance.

1779 3. Provide inservice activities coupled with followup  
1780 support appropriate to accomplish district-level and school-  
1781 level improvement goals and standards. The inservice activities  
1782 for instructional and school administrative personnel shall  
1783 focus on analysis of student achievement data, ongoing formal  
1784 and informal assessments of student achievement, identification  
1785 and use of enhanced and differentiated instructional strategies  
1786 that emphasize rigor, relevance, and reading in the content  
1787 areas, enhancement of subject content expertise, integrated use  
1788 of classroom technology that enhances teaching and learning,  
1789 classroom management, parent involvement, and school safety.

1790 4. Provide inservice activities and support targeted to  
1791 the individual needs of new teachers participating in the  
1792 professional learning development certification and education  
1793 competency program under s. 1012.56(8) (a).

1794 5. Include a professional learning catalog ~~master plan~~ for  
1795 inservice activities, pursuant to rules of the State Board of  
1796 Education, for all district employees from all fund sources. The  
1797 catalog ~~master plan~~ shall be updated annually by September 1,  
1798 must be based on input from teachers and district and school  
1799 instructional leaders, and must use the latest available student  
1800 achievement data and research to enhance rigor and relevance in



1801 the classroom. Each district inservice catalog plan must be  
1802 aligned to and support the school-based inservice catalog plans  
1803 and school improvement plans pursuant to s. 1001.42(18). Each  
1804 district inservice catalog plan must provide a description of  
1805 the training that middle grades instructional personnel and  
1806 school administrators receive on the district's code of student  
1807 conduct adopted pursuant to s. 1006.07; integrated digital  
1808 instruction and competency-based instruction and CAPE Digital  
1809 Tool certificates and CAPE industry certifications; classroom  
1810 management; student behavior and interaction; extended learning  
1811 opportunities for students; and instructional leadership.  
1812 District plans must be approved by the district school board  
1813 annually in order to ensure compliance with subsection (1) and  
1814 to allow for dissemination of research-based best practices to  
1815 other districts. District school boards must submit verification  
1816 of their approval to the Commissioner of Education no later than  
1817 October 1, annually. Each school principal may establish and  
1818 maintain an individual professional learning development plan  
1819 for each instructional employee assigned to the school as a  
1820 seamless component to the school improvement plans developed  
1821 pursuant to s. 1001.42(18). An individual professional learning  
1822 ~~development~~ plan must be related to specific performance data  
1823 for the students to whom the teacher is assigned, define the  
1824 inservice objectives and specific measurable improvements  
1825 expected in student performance as a result of the inservice

1826 activity, and include an evaluation component that determines  
1827 the effectiveness of the professional learning ~~development~~ plan.

1828 6. Include inservice activities for school administrative  
1829 personnel, aligned to the state's educational leadership  
1830 standards, that address updated skills necessary for  
1831 instructional leadership and effective school management  
1832 pursuant to s. 1012.986.

1833 7. Provide for systematic consultation with regional and  
1834 state personnel designated to provide technical assistance and  
1835 evaluation of local professional learning ~~development~~ programs.

1836 8. Provide for delivery of professional learning  
1837 ~~development~~ by distance learning and other technology-based  
1838 delivery systems to reach more educators at lower costs.

1839 9. Provide for the continuous evaluation of the quality  
1840 and effectiveness of professional learning ~~development~~ programs  
1841 in order to eliminate ineffective programs and strategies and to  
1842 expand effective ones. Evaluations must consider the impact of  
1843 such activities on the performance of participating educators  
1844 and their students' achievement and behavior.

1845 10. For all ~~middle~~ grades, emphasize:

1846 a. Interdisciplinary planning, collaboration, and  
1847 instruction.

1848 b. Alignment of curriculum and instructional materials to  
1849 the state academic standards adopted pursuant to s. 1003.41.

1850 c. Use of small learning communities; problem-solving,

1851 inquiry-driven research and analytical approaches for students;  
1852 strategies and tools based on student needs; competency-based  
1853 instruction; integrated digital instruction; and project-based  
1854 instruction.

1855

1856 Each school that includes any of grades 6, 7, or 8 must include  
1857 in its school improvement plan, required under s. 1001.42(18), a  
1858 description of the specific strategies used by the school to  
1859 implement each item listed in this subparagraph.

1860 11. Provide training to reading coaches, classroom  
1861 teachers, and school administrators in effective methods of  
1862 identifying characteristics of conditions such as dyslexia and  
1863 other causes of diminished phonological processing skills;  
1864 incorporating instructional techniques into the general  
1865 education setting which are proven to improve reading  
1866 performance for all students; and using predictive and other  
1867 data to make instructional decisions based on individual student  
1868 needs. The training must help teachers integrate phonemic  
1869 awareness; phonics, word study, and spelling; reading fluency;  
1870 vocabulary, including academic vocabulary; and text  
1871 comprehension strategies into an explicit, systematic, and  
1872 sequential approach to reading instruction, including  
1873 multisensory intervention strategies. Each district must provide  
1874 all elementary grades instructional personnel access to training  
1875 sufficient to meet the requirements of s. 1012.585(3)(f).

1876        ~~(5)~~ (6) Each district school board shall provide funding  
1877 for the professional learning ~~development~~ system as required by  
1878 s. 1011.62 and the General Appropriations Act, and shall direct  
1879 expenditures from other funding sources to continuously  
1880 strengthen the system in order to increase student achievement  
1881 and support instructional staff in enhancing rigor and relevance  
1882 in the classroom. The department shall identify professional  
1883 learning ~~development~~ opportunities that require the teacher to  
1884 demonstrate proficiency in specific classroom practices, with  
1885 priority given to implementing training to complete a reading  
1886 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A  
1887 school district may coordinate its professional learning  
1888 ~~development~~ program with that of another district, with an  
1889 educational consortium, or with a Florida College System  
1890 institution or university, especially in preparing and educating  
1891 personnel. Each district school board shall make available  
1892 inservice activities to instructional personnel of nonpublic  
1893 schools in the district and the state certified teachers who are  
1894 not employed by the district school board on a fee basis not to  
1895 exceed the cost of the activity per all participants.

1896        ~~(6)~~ (7) An organization of private schools or consortium of  
1897 charter schools which has no fewer than 10 member schools in  
1898 this state, which publishes and files with the Department of  
1899 Education copies of its standards, and the member schools of  
1900 which comply with the provisions of part II of chapter 1003,

1901 relating to compulsory school attendance, or a public or private  
 1902 college or university with a teacher preparation program  
 1903 approved pursuant to s. 1004.04, may also develop a professional  
 1904 learning development system that includes a professional  
 1905 learning catalog ~~master plan~~ for inservice activities. The  
 1906 system and inservice catalog ~~plan~~ must be submitted to the  
 1907 commissioner for approval pursuant to state board rules.

1908 (8) (a) ~~(7) (a)~~ The Department of Education shall  
 1909 disseminate, using web-based technology, research-based best  
 1910 practice methods by which the state and district school boards  
 1911 may evaluate and improve the professional learning development  
 1912 system. The best practices must include data that indicate the  
 1913 progress of all students. The department shall report annually  
 1914 to the State Board of Education and the Legislature any school  
 1915 district that, in the determination of the department, has  
 1916 failed to provide an adequate professional learning development  
 1917 system. This report must include the results of the department's  
 1918 investigation and of any intervention provided.

1919 (b) The department shall also disseminate, using web-based  
 1920 technology, professional learning development in the use of  
 1921 integrated digital instruction at schools that include middle  
 1922 grades. The professional learning development must provide  
 1923 training and materials that districts can use to provide  
 1924 instructional personnel with the necessary knowledge, skills,  
 1925 and strategies to effectively blend digital instruction into

1926 subject-matter curricula. The professional learning development  
 1927 must emphasize online learning and research techniques, reading  
 1928 instruction, the use of digital devices to supplement the  
 1929 delivery of curricular content to students, and digital device  
 1930 management and security. Districts are encouraged to incorporate  
 1931 the professional learning development as part of their  
 1932 professional learning development system.

1933 (9)-(8) The State Board of Education may adopt rules  
 1934 pursuant to ss. 120.536(1) and 120.54 to administer this  
 1935 section.

1936 (10)-(9) This section does not limit or discourage a  
 1937 district school board from contracting with independent entities  
 1938 for professional learning development services and inservice  
 1939 education if the district school board can demonstrate to the  
 1940 Commissioner of Education that, through such a contract, a  
 1941 better product can be acquired or its goals for education  
 1942 improvement can be better met. Such entities shall have 3 or  
 1943 more years of experience providing professional learning with  
 1944 demonstrative success in instructional or school administrator  
 1945 growth. The school district must verify that such entities and  
 1946 contracted professional learning activities from such entities  
 1947 meet the criteria established in subsection (3) for training  
 1948 linked to student learning or professional growth.

1949 (11)-(10) For instructional personnel and administrative  
 1950 personnel who have been evaluated as less than effective, a

1951 district school board shall require participation in specific  
1952 professional learning development programs as provided in  
1953 subparagraph (5)(b)5. ~~(4)(b)5.~~ as part of the improvement  
1954 prescription.

1955 (12) ~~(11)~~ The department shall disseminate to the school  
1956 community proven model professional learning development  
1957 programs that have demonstrated success in increasing rigorous  
1958 and relevant content, increasing student achievement and  
1959 engagement, meeting identified student needs, and providing  
1960 effective mentorship activities to new teachers and training to  
1961 teacher mentors. The methods of dissemination must include a  
1962 web-based statewide performance-support system including a  
1963 database of exemplary professional learning development  
1964 activities, a listing of available professional learning  
1965 ~~development~~ resources, training programs, and available  
1966 technical assistance. Professional learning development  
1967 resources must include sample course-at-a-glance and unit  
1968 overview templates that school districts may use when developing  
1969 curriculum. The templates must provide an organized structure  
1970 for addressing the Florida Standards, grade-level expectations,  
1971 evidence outcomes, and 21st century skills that build to  
1972 students' mastery of the standards at each grade level. Each  
1973 template must support teaching to greater intellectual depth and  
1974 emphasize transfer and application of concepts, content, and  
1975 skills. At a minimum, each template must:

1976 (a) Provide course or year-long sequencing of concept-  
 1977 based unit overviews based on the Florida Standards.

1978 (b) Describe the knowledge and vocabulary necessary for  
 1979 comprehension.

1980 (c) Promote the instructional shifts required within the  
 1981 Florida Standards.

1982 (d) Illustrate the interdependence of grade-level  
 1983 expectations within and across content areas within a grade.

1984 ~~(13)~~~~(12)~~ The department shall require teachers in grades  
 1985 K-12 to participate in continuing education training provided by  
 1986 the Department of Children and Families on identifying and  
 1987 reporting child abuse and neglect.

1988 Section 27. Subsection (1) of section 1012.986, Florida  
 1989 Statutes, is amended to read:

1990 1012.986 William Cecil Golden Professional Learning  
 1991 ~~Development~~ Program for School Leaders.—

1992 (1) There is established the William Cecil Golden  
 1993 Professional Learning ~~Development~~ Program for School Leaders to  
 1994 provide high-quality standards and sustained support for  
 1995 educational leaders. For purposes of this section, the term  
 1996 "educational leader" means teacher leaders, assistant  
 1997 principals, principals, or school district leaders. The program  
 1998 shall consist of a collaborative network of school districts,  
 1999 state-approved educational leadership programs, regional  
 2000 consortia, charter management organizations, and state and



2001 national professional leadership organizations to respond to  
 2002 educational leadership needs throughout the state. The network  
 2003 shall support the human-resource learning ~~development~~ needs of  
 2004 educational leaders using the framework of leadership standards  
 2005 adopted by the State Board of Education. The goal of the network  
 2006 leadership program is to:

2007 (a) Provide resources to support and enhance the roles of  
 2008 educational leaders.

2009 (b) Maintain a clearinghouse and disseminate data-  
 2010 supported information related to the continued enhancement of  
 2011 student achievement and learning, civic education, coaching and  
 2012 mentoring, mental health awareness, technology in education,  
 2013 distance learning, and school safety based on educational  
 2014 research and best practices.

2015 (c) Increase the quality and capacity of educational  
 2016 leadership learning ~~development~~ programs.

2017 (d) Support evidence-based leadership practices through  
 2018 dissemination and modeling at the preservice and inservice  
 2019 levels for educational leaders.

2020 (e) Support the professional growth of instructional  
 2021 personnel who provide reading instruction and interventions by  
 2022 training school administrators on classroom observation, l  
 2023 instructional coaching, and teacher evaluation practices aligned  
 2024 to evidence-based reading instruction and intervention  
 2025 strategies.

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2026           Section 28. The Division of Law Revision shall prepare a  
2027 reviser's bill to replace references to the term "professional  
2028 development" where it occurs within chapters 1000 through 1013  
2029 of the Florida Statutes with the term "professional learning."

2030           Section 29. This act shall take effect July 1, 2023.