

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

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

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

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

101 for School Leaders"; revising the goal of the program;
 102 providing a directive to the Division of Law Revision;
 103 providing effective dates.

104

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

106

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

109 1002.42 Private schools.—

110 (13) PROFESSIONAL LEARNING ~~DEVELOPMENT~~ SYSTEM.—An
 111 organization of private schools that has no fewer than 10 member
 112 schools in this state may develop a professional learning
 113 ~~development~~ system to be filed with the Department of Education
 114 in accordance with s. 1012.98(7) ~~the provisions of s.~~
 115 ~~1012.98(6)~~.

116 Section 2. Paragraph (e) of subsection (3) of section
 117 1003.4282, Florida Statutes, is amended to read:

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

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

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

126 ~~creativity, interpretation, and imagination.~~ Eligible career
 127 education ~~practical arts~~ courses are identified in the Course
 128 Code Directory.

129 Section 3. Paragraph (b) of subsection (2) of section
 130 1004.04, Florida Statutes, is amended to read:

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

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

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

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

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

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

147 4. Content literacy and mathematics practices.

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

150 6. Strategies appropriate for the instruction of students

151 with disabilities.

152 7. Strategies to differentiate instruction based on
153 student needs.

154 8. Strategies and practices to support evidence-based
155 content aligned to state standards and grading practices.

156 9. Strategies appropriate for the early identification of
157 a student in crisis or experiencing a mental health challenge
158 and the referral of such student to a mental health professional
159 for support.

160 10. Strategies to support the use of technology in
161 education and distance learning.

162 11. Strategies and practices to support effective,
163 research-based assessment and grading practices aligned to the
164 state's academic standards.

165 Section 4. Paragraph (a) of subsection (2) and subsections
166 (3), (4), and (5) of section 1004.85, Florida Statutes, are
167 amended to read:

168 1004.85 Postsecondary educator preparation institutes.—

169 (2)(a) Postsecondary institutions that are accredited or
170 approved as described in State Board of Education rule may seek
171 approval from the Department of Education to create educator
172 preparation institutes for the purpose of providing any or all
173 of the following:

174 1. Professional learning ~~development~~ instruction to assist
175 teachers in improving classroom instruction and in meeting

176 certification or recertification requirements.

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

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

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

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

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

201 (a) Within 90 days after receipt of a request for
 202 approval, the Department of Education shall approve a
 203 preparation program pursuant to the requirements of this
 204 subsection or issue a statement of the deficiencies in the
 205 request for approval. The department shall approve a
 206 certification program if the institute provides evidence of the
 207 institute's capacity to implement a competency-based program
 208 that instructs and assesses each candidate in ~~includes each of~~
 209 the following:

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

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

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

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

226 ~~e. Strategies appropriate for instruction of English~~
 227 ~~language learners.~~

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

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

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

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

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

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

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

251 field experience necessary to serve as the teacher of record,
252 beginning with candidates entering a program in the 2023-2024
253 school year.

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

259 (b) Each program participant must:

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

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

274 3. Before completion of the program, fully demonstrate his
275 or her ability to teach the subject area for which he or she is

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

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

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

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

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

300 ~~1. Performance of students in prekindergarten through~~

301 ~~grade 12 who are assigned to in-field program completers on~~
302 ~~statewide assessments using the results of the student learning~~
303 ~~growth formula adopted under s. 1012.34.~~

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

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

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

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

326 1007.25 General education courses; common prerequisites;
 327 other degree requirements.—

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

351 required under s. 1007.35(6). Beginning in the 2022-2023
352 academic year and thereafter, students entering a technical
353 degree education program as defined in s. 1004.02(13) must
354 complete at least one identified core course in each subject
355 area as part of the general education course requirements before
356 a degree is awarded. All public postsecondary educational
357 institutions shall accept these courses as meeting general
358 education core course requirements. The remaining general
359 education course requirements shall be identified by each
360 institution and reported to the department by their statewide
361 course number. The general education core course options shall
362 be adopted in rule by the State Board of Education and in
363 regulation by the Board of Governors.

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

367 1007.27 Articulated acceleration mechanisms.—

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

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

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

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

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

426 statewide articulation agreement required by s. 1007.23(1).
427 Students of Florida public secondary schools enrolled pursuant
428 to this subsection shall be exempt from the payment of any fees
429 for administration of the examination regardless of whether or
430 not the student achieves a passing score on the examination.

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

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

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

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

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

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

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

451 1007.271 Dual enrollment programs.—

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

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

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

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

476 must include the opportunity to exempt his or her child from
477 taking the PSAT/NMSQT or the PreACT.

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

483 (6) The partnership shall:

484 (a) Provide teacher training and professional development
485 to enable teachers of ~~AP or other~~ advanced courses to have the
486 necessary content knowledge and instructional skills to prepare
487 students for success on assessments developed pursuant to s.
488 1007.27(5) ~~AP or other advanced course examinations~~ and mastery
489 of postsecondary general education core courses ~~course content~~.

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

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

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

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

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

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

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

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

525 1. Preparing the student for postsecondary level

526 coursework.

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

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

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

535 1. Test administration dates and times.

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

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

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

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

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

550 Section 9. Paragraph (c) of subsection (3) of section

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

576 public school student in grade 11, including students attending
 577 public high schools, alternative schools, and Department of
 578 Juvenile Justice education programs.

579 Section 10. Paragraph (b) of subsection (3) of section
 580 1008.34, Florida Statutes, is amended to read:

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

583 (3) DESIGNATION OF SCHOOL GRADES.—

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

587 a. The percentage of eligible students passing statewide,
 588 standardized assessments in English Language Arts under s.
 589 1008.22(3).

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

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

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

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

599 f. The percentage of eligible students who make Learning
 600 Gains in mathematics as measured by statewide, standardized

601 assessments administered under s. 1008.22(3).

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

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

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

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

623
624 In calculating Learning Gains for the components listed in sub-
625 subparagraphs e.-h., the State Board of Education shall require

626 that learning growth toward achievement levels 3, 4, and 5 is
627 demonstrated by students who scored below each of those levels
628 in the prior year. In calculating the components in sub-
629 subparagraphs a.-d., the state board shall include the
630 performance of English language learners only if they have been
631 enrolled in a school in the United States for more than 2 years.

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

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

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

651 Services Vocational Aptitude Battery and earned a minimum of two
 652 credits in Junior Reserve Officers' Training Corps courses from
 653 the same branch of the United States Armed Forces.

654 Section 11. Paragraph (c) of subsection (6) of section
 655 1009.531, Florida Statutes, is amended to read:

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

658 (6)

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

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

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

676 to the bottom of the SAT score range that is concordant to the
 677 ACT and CLT.

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

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

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

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

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

701 the minimum a score of 3 or higher on assessments identified
702 pursuant to s. 1007.27(2) the College Board Advanced Placement
703 ~~Examination~~ for the prior year and added to the total full-time
704 equivalent student membership in basic programs for grades 9
705 through 12 in the subsequent fiscal year. A value of 0.3 full-
706 time equivalent student membership shall be calculated for each
707 student who receives a College Board Advanced Placement Capstone
708 Diploma and meets the requirements for a standard high school
709 diploma under s. 1003.4282. Such value shall be added to the
710 total full-time equivalent student membership in basic programs
711 for grades 9 through 12 in the subsequent fiscal year. Each
712 district must allocate at least 80 percent of the funds provided
713 to the district for advanced course placement instruction, in
714 accordance with this paragraph, to the high school that
715 generates the funds. The school district shall distribute to
716 each classroom teacher who provided advanced course placement
717 instruction:

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

723 2. An additional bonus of \$500 to each ~~Advanced Placement~~
724 teacher in a school designated with a grade of "D" or "F" who
725 has at least one student scoring at least the minimum score 3 or

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

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

738 (o) Calculation of additional full-time equivalent
 739 membership based on successful completion of a career-themed
 740 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or
 741 courses with embedded CAPE industry certifications or CAPE
 742 Digital Tool certificates, and issuance of industry
 743 certification identified on the CAPE Industry Certification
 744 Funding List pursuant to rules adopted by the State Board of
 745 Education or CAPE Digital Tool certificates pursuant to s.
 746 1003.4203.-

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

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

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

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

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

801 commissioner pursuant to ss. 1003.4203(5)(b) and 1008.44.

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

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

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

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

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

825 d. A bonus of \$100 for each student taught by a teacher

826 | who provided instruction in a course that led to the attainment
 827 | of a CAPE industry certification on the CAPE Industry
 828 | Certification Funding List with a weight of 0.5 or 1.0.

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

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

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

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

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

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

876 (c) At a minimum, the plan required under paragraph (b)
 877 must:

- 878 1. Establish comprehensive support services that develop
 879 family and community partnerships;
- 880 2. Establish clearly defined and measurable high academic
 881 and character standards;
- 882 3. Increase parental involvement and engagement in the
 883 child's education;
- 884 4. Describe how instructional personnel will be
 885 identified, recruited, retained, and rewarded;
- 886 5. Provide professional learning development ~~development~~ that focuses
 887 on academic rigor, direct instruction, and creating high
 888 academic and character standards;
- 889 6. Provide focused instruction to improve student academic
 890 proficiency, which may include additional instruction time
 891 beyond the normal school day or school year; and
- 892 7. Include a strategy for continuing to provide services
 893 after the school is no longer in turnaround status by virtue of
 894 achieving a grade of "C" or higher.

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

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

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

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

923 Section 13. Paragraph (a) of subsection (3) of section
 924 1012.34, Florida Statutes, is amended to read:

925 1012.34 Personnel evaluation procedures and criteria.—

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

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

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

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

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

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

976 | under s. 1012.986, including performance measures related to the
 977 | effectiveness of classroom teachers in the school, the
 978 | administrator's appropriate use of evaluation criteria and
 979 | procedures, recruitment and retention of effective and highly
 980 | effective classroom teachers, improvement in the percentage of
 981 | instructional personnel evaluated at the highly effective or
 982 | effective level, and other leadership practices that result in
 983 | student learning growth. The system may include a means to give
 984 | parents and instructional personnel an opportunity to provide
 985 | input into the administrator's performance evaluation.

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

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

1001 read:

1002 1012.56 Educator certification requirements.—

1003 (1) APPLICATION.—Each person seeking certification

1004 pursuant to this chapter shall submit a completed application

1005 containing the applicant's social security number to the

1006 Department of Education and remit the fee required pursuant to

1007 s. 1012.59 and rules of the State Board of Education. Pursuant

1008 to the federal Personal Responsibility and Work Opportunity

1009 Reconciliation Act of 1996, each party is required to provide

1010 his or her social security number in accordance with this

1011 section. Disclosure of social security numbers obtained through

1012 this requirement is limited to the purpose of administration of

1013 the Title IV-D program of the Social Security Act for child

1014 support enforcement.

1015 (a) Pursuant to s. 120.60, the department shall issue

1016 within 90 calendar days after receipt of the completed

1017 application a professional certificate to a qualifying applicant

1018 covering the classification, level, and area for which the

1019 applicant is deemed qualified and a document explaining the

1020 requirements for renewal of the professional certificate.

1021 (b) The department shall issue a temporary certificate to

1022 a qualifying applicant within 14 calendar days after receipt of

1023 a request from an employer with a professional education

1024 competence demonstration program pursuant to paragraph

1025 ~~paragraphs~~ (6) (f) and subsection (9) ~~(8) (b)~~. The temporary

1026 certificate must cover the classification, level, and area for
 1027 which the applicant is deemed qualified. The department shall
 1028 electronically notify the applicant's employer that the
 1029 temporary certificate has been issued and provide the applicant
 1030 an official statement of status of eligibility at the time the
 1031 certificate is issued.

1032 (c) Pursuant to s. 120.60, the department shall issue
 1033 within 90 calendar days after receipt of the completed
 1034 application, if an applicant does not meet the requirements for
 1035 either certificate, an official statement of status of
 1036 eligibility.

1037
 1038 The statement of status of eligibility must be provided
 1039 electronically and must advise the applicant of any
 1040 qualifications that must be completed to qualify for
 1041 certification. Each method by which an applicant can complete
 1042 the qualifications for a professional certificate must be
 1043 included in the statement of status of eligibility. Each
 1044 statement of status of eligibility is valid for 5 ~~3~~ years after
 1045 its date of issuance, except as provided in paragraph (2)(d).

1046 (2) ELIGIBILITY CRITERIA.—To be eligible to seek
 1047 certification, a person must:

1048 (d) Submit to background screening in accordance with
 1049 subsection (11) ~~(10)~~. If the background screening indicates a
 1050 criminal history or if the applicant acknowledges a criminal

1051 history, the applicant's records shall be referred to the
 1052 investigative section in the Department of Education for review
 1053 and determination of eligibility for certification. If the
 1054 applicant fails to provide the necessary documentation requested
 1055 by the department within 90 days after the date of the receipt
 1056 of the certified mail request, the statement of eligibility and
 1057 pending application shall become invalid.

1058 (g) Demonstrate mastery of general knowledge, pursuant to
 1059 subsection (3), ~~if the person serves as a classroom teacher~~
 1060 ~~pursuant to s. 1012.01(2) (a).~~

1061 (i) Demonstrate mastery of professional preparation and
 1062 education competence, pursuant to subsection (6), if the person
 1063 serves as a classroom teacher or school administrator as
 1064 classified in s. 1012.01(2) (a) and (3) (c), respectively.

1065 (6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION
 1066 COMPETENCE.—Acceptable means of demonstrating mastery of
 1067 professional preparation and education competence are:

1068 (a) Successful completion of an approved teacher
 1069 preparation program at a postsecondary educational institution
 1070 within this state and achievement of a passing score on the
 1071 professional education competency examination required by state
 1072 board rule;

1073 (b) Successful completion of a teacher preparation program
 1074 at a postsecondary educational institution outside Florida and
 1075 achievement of a passing score on the professional education

1076 competency examination required by state board rule;

1077 (c) Documentation of a valid professional standard

1078 teaching certificate issued by another state;

1079 (d) Documentation of a valid certificate issued by the

1080 National Board for Professional Teaching Standards or a national

1081 educator credentialing board approved by the State Board of

1082 Education;

1083 (e) Documentation of two semesters of successful, full-

1084 time or part-time teaching in a Florida College System

1085 institution, state university, or private college or university

1086 that awards an associate or higher degree and is an accredited

1087 institution or an institution of higher education identified by

1088 the Department of Education as having a quality program and

1089 achievement of a passing score on the professional education

1090 competency examination required by state board rule;

1091 (f) Successful completion of professional preparation

1092 courses as specified in state board rule, successful completion

1093 of a professional ~~preparation and~~ education competence program

1094 pursuant to subsection (9) ~~paragraph (8) (b)~~, and achievement of

1095 a passing score on the professional education competency

1096 examination required by state board rule;

1097 (g) Successful completion of a professional learning

1098 ~~development~~ certification and ~~education competency~~ program,

1099 outlined in subsection (8) ~~paragraph (8) (a)~~; or

1100 (h) Successful completion of a competency-based

1101 certification program pursuant to s. 1004.85 and achievement of
 1102 a passing score on the professional education competency
 1103 examination required by rule of the State Board of Education.

1104
 1105 The State Board of Education shall adopt rules to implement this
 1106 subsection ~~by December 31, 2014,~~ including rules to approve
 1107 specific teacher preparation programs that are not identified in
 1108 this subsection which may be used to meet requirements for
 1109 mastery of professional preparation and education competence.

1110 (7) TYPES AND TERMS OF CERTIFICATION.—

1111 (a) The Department of Education shall issue a professional
 1112 certificate for a period not to exceed 5 years to any applicant
 1113 who fulfills one of the following:

1114 1. Meets all the applicable requirements outlined in
 1115 subsection (2).

1116 2. For a professional certificate covering grades 6
 1117 through 12:

1118 a. Meets the applicable requirements of paragraphs (2) (a) -
 1119 (h).

1120 b. Holds a master's or higher degree in the area of
 1121 science, technology, engineering, or mathematics.

1122 c. Teaches a high school course in the subject of the
 1123 advanced degree.

1124 d. Is rated highly effective as determined by the
 1125 teacher's performance evaluation under s. 1012.34, based in part

1126 on student performance as measured by a statewide, standardized
 1127 assessment or an Advanced Placement, Advanced International
 1128 Certificate of Education, or International Baccalaureate
 1129 examination.

1130 e. Achieves a passing score on the Florida professional
 1131 education competency examination required by state board rule.

1132 3. Meets the applicable requirements of paragraphs (2) (a) -
 1133 (h) and completes a professional learning certification
 1134 ~~preparation and education competence~~ program approved by the
 1135 department pursuant to paragraph (8) (b) ~~(8) (e)~~ or an educator
 1136 preparation institute approved by the department pursuant to s.
 1137 1004.85. An applicant who completes one of these programs and is
 1138 rated highly effective as determined by his or her performance
 1139 evaluation under s. 1012.34 is not required to take or achieve a
 1140 passing score on the professional education competency
 1141 examination in order to be awarded a professional certificate.

1142 (b) The department shall issue a temporary certificate to
 1143 any applicant who:

1144 1. Completes the requirements outlined in paragraphs
 1145 (2) (a) - (f) and completes the subject area content requirements
 1146 specified in state board rule or demonstrates mastery of subject
 1147 area knowledge pursuant to subsection (5) and holds an
 1148 accredited degree or a degree approved by the Department of
 1149 Education at the level required for the subject area
 1150 specialization in state board rule; ~~or~~

1151 2. For a subject area specialization for which the state
1152 board otherwise requires a bachelor's degree, documents 48
1153 months of active-duty military service with an honorable
1154 discharge or a medical separation; completes the requirements
1155 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
1156 subject area content requirements specified in state board rule
1157 or demonstrates mastery of subject area knowledge pursuant to
1158 subsection (5); and documents completion of 60 college credits
1159 with a minimum cumulative grade point average of 2.5 on a 4.0
1160 scale, as provided by one or more accredited institutions of
1161 higher learning or a nonaccredited institution of higher
1162 learning identified by the Department of Education as having a
1163 quality program resulting in a bachelor's degree or higher; ~~or-~~

1164 3. Is enrolled in a state-approved teacher preparation
1165 program under s. 1004.04; is actively completing the required
1166 program field experience or internship at a public school;
1167 completes the requirements outlined in paragraphs (2)(a), (b),
1168 (d), (e), and (f); and documents completion of 60 college
1169 credits with a minimum cumulative grade point average of 2.5 on
1170 a 4.0 scale, as provided by one or more accredited institutions
1171 of higher learning or a nonaccredited institution of higher
1172 learning identified by the Department of Education as having a
1173 quality program resulting in a bachelor's degree or higher.

1174 (c) The department shall issue one nonrenewable 2-year
1175 temporary certificate and one nonrenewable 5-year professional

1176 certificate to a qualified applicant who holds a bachelor's
 1177 degree in the area of speech-language impairment to allow for
 1178 completion of a master's degree program in speech-language
 1179 impairment.

1180 (d) A person who is issued a temporary certificate under
 1181 subparagraph (b)2. must be assigned a teacher mentor for a
 1182 minimum of 2 school years after commencing employment. Each
 1183 teacher mentor selected by the school district, charter school,
 1184 or charter management organization must:

1185 1. Hold a valid professional certificate issued pursuant
 1186 to this section;

1187 2. Have earned at least 3 years of teaching experience in
 1188 prekindergarten through grade 12; and

1189 3. Have earned an effective or highly effective rating on
 1190 the prior year's performance evaluation under s. 1012.34.

1191 (e)~~(e)1.~~ A temporary certificate ~~issued under subparagraph~~
 1192 ~~(b)1. is valid for 3 school fiscal years and is nonrenewable.~~

1193 ~~2. A temporary certificate issued under subparagraph (b)2.~~
 1194 is valid for 5 school fiscal years, is limited to a one-time
 1195 issuance, and is nonrenewable.

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

1201 qualifications for a professional certificate can be completed.
 1202 ~~The State Board of Education shall adopt rules to allow the~~
 1203 ~~department to extend the validity period of a temporary~~
 1204 ~~certificate for 2 years when the requirements for the~~
 1205 ~~professional certificate were not completed due to the serious~~
 1206 ~~illness or injury of the applicant, the military service of an~~
 1207 ~~applicant's spouse, other extraordinary extenuating~~
 1208 ~~circumstances, or if the certificateholder is rated highly~~
 1209 ~~effective in the immediate prior year's performance evaluation~~
 1210 ~~pursuant to s. 1012.34 or has completed a 2-year mentorship~~
 1211 ~~program pursuant to subsection (8). The department shall extend~~
 1212 ~~the temporary certificate upon approval by the Commissioner of~~
 1213 ~~Education. A written request for extension of the certificate~~
 1214 ~~shall be submitted by the district school superintendent, the~~
 1215 ~~governing authority of a university lab school, the governing~~
 1216 ~~authority of a state-supported school, or the governing~~
 1217 ~~authority of a private school.~~

1218 (8) PROFESSIONAL LEARNING DEVELOPMENT ~~CERTIFICATION AND~~
 1219 ~~EDUCATION COMPETENCY~~ PROGRAM.—

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

1226 requirements specified in subsection (6) and rules of the State
 1227 Board of Education. Participants must hold a state-issued
 1228 temporary certificate. A school district, charter school, or
 1229 charter management organization that implements the program
 1230 shall provide a competency-based certification program developed
 1231 by the Department of Education or developed by the district,
 1232 charter school, or charter management organization and approved
 1233 by the Department of Education. These entities may collaborate
 1234 with other supporting agencies or educational entities for
 1235 implementation. The program shall include the following:
 1236 ~~1. A minimum period of initial preparation before assuming~~
 1237 ~~duties as the teacher of record.~~
 1238 ~~2. An option for collaboration with other supporting~~
 1239 ~~agencies or educational entities for implementation.~~
 1240 1.3. A teacher mentorship and induction component.
 1241 a. Each individual selected by the district, charter
 1242 school, or charter management organization as a mentor:
 1243 (I) Must hold a valid professional certificate issued
 1244 pursuant to this section;
 1245 (II) Must have earned at least 3 years of teaching
 1246 experience in prekindergarten through grade 12;
 1247 (III) Must have completed ~~specialized~~ training in clinical
 1248 supervision and participate in ongoing mentor training provided
 1249 through the coordinated system of professional learning
 1250 ~~development~~ under s. 1012.98(4) ~~s. 1012.98(3)(c);~~

1251 (IV) Must have earned an effective or highly effective
 1252 rating on the prior year's performance evaluation ~~under s.~~
 1253 ~~1012.34~~; and

1254 (V) May be a peer evaluator under the district's
 1255 evaluation system approved under s. 1012.34.

1256 b. The teacher mentorship and induction component must, at
 1257 a minimum, provide routine ~~weekly~~ opportunities for mentoring
 1258 and induction activities, including ~~common planning time,~~
 1259 ongoing professional learning as described in s. 1012.98
 1260 ~~development~~ targeted to a teacher's needs, opportunities for a
 1261 teacher to observe other teachers, co-teaching experiences, and
 1262 reflection and followup discussions. Professional learning must
 1263 meet the criteria established in s. 1012.98(3). Mentorship and
 1264 induction activities must be provided for an applicant's first
 1265 year in the program and may be provided until the applicant
 1266 attains his or her professional certificate in accordance with
 1267 this section. ~~A principal who is rated highly effective as~~
 1268 ~~determined by his or her performance evaluation under s. 1012.34~~
 1269 ~~must be provided flexibility in selecting professional~~
 1270 ~~development activities under this paragraph; however, the~~
 1271 ~~activities must be approved by the department as part of the~~
 1272 ~~district's, charter school's, or charter management~~
 1273 ~~organization's program.~~

1274 2.4. An assessment of teaching performance aligned to the
 1275 district's, charter school's, or charter management

1276 | organization's system for personnel evaluation under s. 1012.34
 1277 | which provides for:
 1278 | a. An initial evaluation of each educator's competencies
 1279 | to determine an appropriate individualized professional learning
 1280 | ~~development~~ plan.
 1281 | b. A summative evaluation to assure successful completion
 1282 | of the program.
 1283 | 3.5. Professional education preparation content knowledge,
 1284 | which must be included in the mentoring and induction activities
 1285 | under subparagraph 1. 3., that includes, but is not limited to,
 1286 | the following:
 1287 | a. The state academic standards provided under s. 1003.41,
 1288 | including scientifically based reading instruction, content
 1289 | literacy, and mathematical practices, for each subject
 1290 | identified on the temporary certificate.
 1291 | b. The educator-accomplished practices approved by the
 1292 | state board.
 1293 | ~~e. A variety of data indicators for monitoring student~~
 1294 | ~~progress.~~
 1295 | ~~d. Methodologies for teaching students with disabilities.~~
 1296 | ~~e. Methodologies for teaching students of limited English~~
 1297 | ~~proficiency appropriate for each subject area identified on the~~
 1298 | ~~temporary certificate.~~
 1299 | ~~f. Techniques and strategies for operationalizing the role~~
 1300 | ~~of the teacher in assuring a safe learning environment for~~

1301 ~~students.~~

1302 4.6. Required achievement of passing scores on the subject
 1303 area and professional education competency examination required
 1304 by State Board of Education rule. Mastery of general knowledge
 1305 must be demonstrated as described in subsection (3).

1306 5.7. Beginning with candidates entering a program in the
 1307 2022-2023 school year, a candidate for certification in a
 1308 coverage area identified pursuant to s. 1012.585(3)(f) must
 1309 successfully complete all competencies for a reading
 1310 endorsement, including completion of the endorsement practicum
 1311 ~~through the candidate's demonstration of mastery of professional~~
 1312 ~~preparation and education competence under paragraph (b).~~

1313 ~~(b)1. Each school district must and a private school or~~
 1314 ~~state-supported public school, including a charter school, may~~
 1315 ~~develop and maintain a system by which members of the~~
 1316 ~~instructional staff may demonstrate mastery of professional~~
 1317 ~~preparation and education competence as required by law. Each~~
 1318 ~~program must be based on classroom application of the Florida~~
 1319 ~~Educator Accomplished Practices and instructional performance~~
 1320 ~~and, for public schools, must be aligned with the district's or~~
 1321 ~~state-supported public school's evaluation system established~~
 1322 ~~under s. 1012.34, as applicable.~~

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

1326 ~~department shall review the performance data as a part of the~~
 1327 ~~periodic review of each school district's professional~~
 1328 ~~development system required under s. 1012.98.~~

1329 (b)(c) ~~No later than December 31, 2017,~~ The department
 1330 State Board of Education shall adopt rules standards for the
 1331 approval and continued approval of professional learning
 1332 ~~development certification and education competency programs~~
 1333 aligned to, ~~including standards for the teacher mentorship and~~
 1334 ~~induction component,~~ under paragraph (a). Standards for the
 1335 teacher mentorship and induction component must include program
 1336 administration and evaluation; mentor roles, selection, and
 1337 training; beginning teacher assessment and professional
 1338 development; and teacher content knowledge and practices aligned
 1339 to the Florida Educator Accomplished Practices. Each school
 1340 district or charter school with a program under this subsection
 1341 must submit its program, including the teacher mentorship and
 1342 induction component, to the department for approval no later
 1343 than June 30, 2018. After December 31, 2018, A teacher may not
 1344 satisfy requirements for a professional certificate through a
 1345 professional learning development certification and education
 1346 ~~competency~~ program under paragraph (a) unless the program has
 1347 been approved by the department pursuant to this paragraph.

1348 (9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—

1349 (a) Each school district must and a private school or
 1350 state-supported public school, including a charter school, may

1351 develop and maintain a system by which members of the
 1352 instructional staff may demonstrate mastery of professional
 1353 preparation and education competence as required by law. Each
 1354 program must be based on classroom application of the Florida
 1355 Educator Accomplished Practices and instructional performance
 1356 and, for public schools, must be aligned with the district's or
 1357 state-supported public school's evaluation system established
 1358 under s. 1012.34, as applicable.

1359 (b) The Commissioner of Education shall determine the
 1360 continued approval of programs implemented under this paragraph,
 1361 based upon the department's review of performance data. The
 1362 department shall review the performance data as a part of the
 1363 periodic review of each school district's professional learning
 1364 system required under s. 1012.98.

1365 ~~(d) The Commissioner of Education shall determine the~~
 1366 ~~continued approval of programs implemented under paragraph (a)~~
 1367 ~~based upon the department's periodic review of the following:~~

1368 ~~1. Evidence that the requirements in paragraph (a) are~~
 1369 ~~consistently met; and~~

1370 ~~2. Evidence of performance in each of the following areas:~~

1371 ~~a. Rate of retention for employed program completers in~~
 1372 ~~instructional positions in Florida public schools.~~

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

1376 ~~growth formula adopted under s. 1012.34.~~

1377 ~~e. Performance of students in prekindergarten through~~
1378 ~~grade 12 who are assigned to in-field program completers~~
1379 ~~aggregated by student subgroups, as defined in the federal~~
1380 ~~Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.~~
1381 ~~6311(b)(2)(C)(v)(II), as a measure of how well the program~~
1382 ~~prepares teachers to work with a variety of students in Florida~~
1383 ~~public schools.~~

1384 ~~d. Results of program completers' annual evaluations in~~
1385 ~~accordance with the timeline as set forth in s. 1012.34.~~

1386 ~~e. Production of program completers in statewide critical~~
1387 ~~teacher shortage areas as defined in s. 1012.07.~~

1388 Section 15. Subsection (1) of section 1012.57, Florida
1389 Statutes, is amended to read:

1390 1012.57 Certification of adjunct educators.—

1391 (1) Notwithstanding the provisions of ss. 1012.32,
1392 1012.55, and 1012.56, or any other provision of law or rule to
1393 the contrary, district school boards shall adopt rules to allow
1394 for the issuance of an adjunct teaching certificate to any
1395 applicant who fulfills the requirements of s. 1012.56(2)(a)-(f)
1396 and (11) ~~s. 1012.56(2)(a)-(f) and (10)~~ and who has expertise in
1397 the subject area to be taught. An applicant shall be considered
1398 to have expertise in the subject area to be taught if the
1399 applicant demonstrates sufficient subject area mastery through
1400 passage of a subject area test.

1401 Section 16. Section 1012.575, Florida Statutes, is amended
 1402 to read:

1403 1012.575 Alternative preparation programs for certified
 1404 teachers to add additional coverage.—A district school board, or
 1405 an organization of private schools or a consortium of charter
 1406 schools with an approved professional learning development
 1407 system as described in s. 1012.98(7) ~~s. 1012.98(6)~~, may design
 1408 alternative teacher preparation programs to enable persons
 1409 already certificated to add an additional coverage to their
 1410 certificates. Each alternative teacher preparation program shall
 1411 be reviewed and approved by the Department of Education to
 1412 assure that persons who complete the program are competent in
 1413 the necessary areas of subject matter specialization. Two or
 1414 more school districts may jointly participate in an alternative
 1415 preparation program for teachers.

1416 Section 17. Paragraph (g) of subsection (3) of section
 1417 1012.585, Florida Statutes, is redesignated as paragraph (h) and
 1418 a new paragraph (g) is added to that subsection to read:

1419 1012.585 Process for renewal of professional
 1420 certificates.—

1421 (3) For the renewal of a professional certificate, the
 1422 following requirements must be met:

1423 (g) An applicant for renewal of a professional certificate
 1424 in educational leadership from a Level I program under s.
 1425 1012.562(2) or Level II program under s. 1012.562(3), with a

1426 beginning validity date of July 1, 2025, or thereafter, must
 1427 earn a minimum of 1 college credit or 20 inservice points in
 1428 Florida's educational leadership standards, as established in
 1429 rule by the State Board of Education. The requirement in this
 1430 paragraph may not add to the total hours required by the
 1431 department for continuing education or inservice training.

1432 Section 18. Paragraph (a) of subsection (1) of section
 1433 1012.586, Florida Statutes, is amended to read:

1434 1012.586 Additions or changes to certificates; duplicate
 1435 certificates; reading endorsement pathways.—

1436 (1) A school district may process via a Department of
 1437 Education website certificates for the following applications of
 1438 public school employees:

1439 (a) Addition of a subject coverage or endorsement to a
 1440 valid Florida certificate on the basis of the completion of the
 1441 appropriate subject area testing requirements of s.
 1442 1012.56(5) (a) or the completion of the requirements of an
 1443 approved school district program or the inservice components for
 1444 an endorsement.

1445 1. To reduce duplication, the department may recommend the
 1446 consolidation of endorsement areas and requirements to the State
 1447 Board of Education.

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

1451 educational areas. The review must include reciprocity
1452 requirements for out-of-state certificates and requirements for
1453 demonstrating competency in the reading instruction professional
1454 learning development topics listed in s. 1012.98(5)(b)11 ~~s.~~
1455 ~~1012.98(4)(b)11~~. The review must also consider the award of an
1456 endorsement to an individual who holds a certificate issued by
1457 an internationally recognized organization that establishes
1458 standards for providing evidence-based interventions to
1459 struggling readers or who completes a postsecondary program that
1460 is accredited by such organization. Any such certificate or
1461 program must require an individual who completes the certificate
1462 or program to demonstrate competence in reading intervention
1463 strategies through clinical experience. At the conclusion of
1464 each review, the department shall recommend to the state board
1465 changes to the subject coverage or endorsement requirements
1466 based upon any identified instruction or intervention strategies
1467 proven to improve student reading performance. This subparagraph
1468 does not authorize the state board to establish any new
1469 certification subject coverage.

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

1476 maintenance of the technology system, the web application, and
 1477 posting and mailing of the certificate.

1478 Section 19. Effective upon this act becoming law, section
 1479 1012.71, Florida Statutes, is amended to read:

1480 1012.71 The Florida Teachers Classroom Supply Assistance
 1481 Program.—

1482 (1) For purposes of the Florida Teachers Classroom Supply
 1483 Assistance Program, the term "classroom teacher" means a
 1484 certified teacher employed by a public school district or a
 1485 public charter school in that district on or before September 1
 1486 of each year whose full-time or job-share responsibility is the
 1487 classroom instruction of students in prekindergarten through
 1488 grade 12, including full-time media specialists and certified
 1489 school counselors serving students in prekindergarten through
 1490 grade 12, who are funded through the Florida Education Finance
 1491 Program. A "job-share" classroom teacher is one of two teachers
 1492 whose combined full-time equivalent employment for the same
 1493 teaching assignment equals one full-time classroom teacher.

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

1501 supplement the materials and supplies otherwise available to
 1502 classroom teachers. ~~From the funds appropriated for the Florida~~
 1503 ~~Teachers Classroom Supply Assistance Program, the Commissioner~~
 1504 ~~of Education shall calculate an amount for each school district~~
 1505 ~~based upon each school district's proportionate share of the~~
 1506 ~~state's total unweighted FTE student enrollment and shall~~
 1507 ~~disburse the funds to the school districts by July 15.~~

1508 (3) From the funds allocated to each school district ~~and~~
 1509 ~~any funds received from local contributions~~ for the Florida
 1510 Teachers Classroom Supply Assistance Program, the district
 1511 school board shall calculate an identical amount for each
 1512 classroom teacher who is estimated to be employed by the school
 1513 district or a charter school in the district on September 1 of
 1514 each year, which is that teacher's proportionate share of the
 1515 total amount allocated to the district from state funds ~~and~~
 1516 ~~funds received from local contributions~~. A job-share classroom
 1517 teacher may receive a prorated share of the amount provided to a
 1518 full-time classroom teacher.

1519 (4) The department shall administer a competitive
 1520 procurement through which classroom teachers may purchase
 1521 classroom materials and supplies. By September 1 of each year,
 1522 each school district shall submit to the department:

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

1526 classroom teacher.

1527 (b) The name of each eligible classroom teacher.

1528 (c) The name and master school identification number of
1529 the school in which the classroom teacher is assigned.

1530 (d) Any other information necessary for administration of
1531 the program as determined by the department ~~For a classroom~~
1532 ~~teacher determined eligible on July 1, the district school board~~
1533 ~~and each charter school board may provide the teacher with his~~
1534 ~~or her total proportionate share by August 1 based on the~~
1535 ~~estimate of the number of teachers who will be employed on~~
1536 ~~September 1. For a classroom teacher determined eligible after~~
1537 ~~July 1, the district school board and each charter school board~~
1538 ~~shall provide the teacher with his or her total proportionate~~
1539 ~~share by September 30. The proportionate share may be provided~~
1540 ~~by any means determined appropriate by the district school board~~
1541 ~~or charter school board, including, but not limited to, direct~~
1542 ~~deposit, check, debit card, or purchasing card. If a debit card~~
1543 ~~is used, an identifier must be placed on the front of the debit~~
1544 ~~card which clearly indicates that the card has been issued for~~
1545 ~~the Florida Teachers Classroom Supply Assistance Program.~~
1546 ~~Expenditures under the program are not subject to state or local~~
1547 ~~competitive bidding requirements. Funds received by a classroom~~
1548 ~~teacher do not affect wages, hours, or terms and conditions of~~
1549 ~~employment and, therefore, are not subject to collective~~
1550 ~~bargaining. Any classroom teacher may decline receipt of or~~

1551 ~~return the funds without explanation or cause.~~

1552 ~~(5)-(4)~~ Each classroom teacher must ~~sign a statement~~

1553 ~~acknowledging receipt of the funds,~~ keep receipts for no less

1554 than 4 years to show that funds expended meet the requirements

1555 of this section, ~~and return any unused funds to the district~~

1556 ~~school board at the end of the regular school year.~~ Any unused

1557 funds ~~that are returned to the district school board~~ shall be

1558 deposited into the school advisory council account of the school

1559 at which the classroom teacher ~~returning the funds~~ was employed

1560 when the funds were made available to the classroom teacher. If

1561 a school does not have a school advisory council, the funds

1562 shall be expended for classroom materials and supplies as

1563 determined by the principal ~~that teacher received the funds or~~

1564 ~~deposited into the Florida Teachers Classroom Supply Assistance~~

1565 ~~Program account of the school district in which a charter school~~

1566 ~~is sponsored, as applicable.~~

1567 ~~(5)~~ The statement must be signed and dated by each

1568 ~~classroom teacher before receipt of the Florida Teachers~~

1569 ~~Classroom Supply Assistance Program funds and shall include the~~

1570 ~~wording: "I, ... (name of teacher) ..., am employed by the~~

1571 ~~....County District School Board or by theCharter School as~~

1572 ~~a full-time classroom teacher. I acknowledge that Florida~~

1573 ~~Teachers Classroom Supply Assistance Program funds are~~

1574 ~~appropriated by the Legislature for the sole purpose of~~

1575 ~~purchasing classroom materials and supplies to be used in the~~

1576 ~~instruction of students assigned to me. In accepting custody of~~
 1577 ~~these funds, I agree to keep the receipts for all expenditures~~
 1578 ~~for no less than 4 years. I understand that if I do not keep the~~
 1579 ~~receipts, it will be my personal responsibility to pay any~~
 1580 ~~federal taxes due on these funds. I also agree to return any~~
 1581 ~~unexpended funds to the district school board at the end of the~~
 1582 ~~regular school year for deposit into the school advisory council~~
 1583 ~~account of the school where I was employed at the time I~~
 1584 ~~received the funds or for deposit into the Florida Teachers~~
 1585 ~~Classroom Supply Assistance Program account of the school~~
 1586 ~~district in which the charter school is sponsored, as~~
 1587 ~~applicable."~~

1588 ~~(6) The Department of Education and district school boards~~
 1589 ~~may, and are encouraged to, enter into public-private~~
 1590 ~~partnerships in order to increase the total amount of Florida~~
 1591 ~~Teachers Classroom Supply Assistance Programs funds available to~~
 1592 ~~classroom teachers.~~

1593 Section 20. Section 1012.98, Florida Statutes, is amended
 1594 to read:

1595 1012.98 School Community Professional Learning Development
 1596 Act.—

1597 (1) The Department of Education, public postsecondary
 1598 educational institutions, public school districts, public
 1599 schools, state education foundations, consortia, and
 1600 professional organizations in this state shall work

1601 collaboratively to establish a coordinated system of
1602 professional learning. For the purposes of this section, the
1603 term "professional learning" means learning that is aligned to
1604 the state's standards for effective professional learning,
1605 educator practices, and leadership practices; incorporates
1606 active learning; is collaborative; provides models; and is
1607 sustained and continuous development. The purpose of the
1608 professional learning ~~development~~ system is to increase student
1609 achievement, enhance classroom instructional strategies that
1610 promote rigor and relevance throughout the curriculum, and
1611 prepare students for continuing education and the workforce. The
1612 system of professional learning ~~development~~ must align to the
1613 standards adopted by the state. Routine informational meetings
1614 may not be considered professional learning and are not eligible
1615 for inservice points and support the framework for standards
1616 adopted by the National Staff Development Council.

1617 (2) The school community includes students and parents,
1618 administrative personnel, managers, instructional personnel,
1619 support personnel, members of district school boards, members of
1620 school advisory councils, business partners, and personnel that
1621 provide health and social services to students.

1622 (3) Professional learning activities linked to student
1623 learning and professional growth for instructional and
1624 administrative staff meet the following criteria:

1625 (a) For instructional personnel, utilize materials aligned

1626 to the state's academic standards.

1627 (b) For school administrators, utilize materials aligned
1628 to the state's educational leadership standards.

1629 (c) Have clear, defined, and measurable outcomes for both
1630 individual inservice activities and multiple day sessions.

1631 (d) Employ multiple measurement tools for data on teacher
1632 growth, participants' use of new knowledge and skills, student
1633 learning outcomes, instructional growth outcomes, and leadership
1634 growth outcomes, as applicable.

1635 (e) Utilize active learning and engage participants
1636 directly in designing and trying out strategies, providing
1637 participants with the opportunity to engage in authentic
1638 teaching and leadership experiences.

1639 (f) Utilize artifacts, interactive activities, and other
1640 strategies to provide deeply embedded and highly contextualized
1641 professional learning.

1642 (g) Create opportunities for collaboration.

1643 (h) Utilize coaching and expert support to involve the
1644 sharing of expertise about content and evidence-based practices,
1645 focused directly on instructional personnel and school
1646 administrator needs.

1647 (i) Provide opportunities for instructional personnel and
1648 school administrators to think about, receive input on, and make
1649 changes to practice by facilitating reflection and providing
1650 feedback.

1651 (j) Provide sustained duration with followup for
1652 instructional personnel and school administrators to have
1653 adequate time to learn, practice, implement, and reflect upon
1654 new strategies that facilitate changes in practice.

1655 ~~(4)-(3)~~ The activities designed to implement this section
1656 must:

1657 (a) Support and increase the success of educators through
1658 collaboratively developed school improvement plans that focus
1659 on:

1660 1. Enhanced and differentiated instructional strategies to
1661 engage students in a rigorous and relevant curriculum based on
1662 state and local educational standards, goals, and initiatives;

1663 2. Increased opportunities to provide meaningful
1664 relationships between teachers and all students; and

1665 3. Increased opportunities for professional collaboration
1666 among and between teachers, certified school counselors,
1667 instructional leaders, postsecondary educators engaged in
1668 preservice training for new teachers, and the workforce
1669 community.

1670 (b) Assist the school community in providing stimulating,
1671 scientific research-based educational activities that encourage
1672 and motivate students to achieve at the highest levels and to
1673 participate as active learners and that prepare students for
1674 success at subsequent educational levels and the workforce.

1675 (c) Provide continuous support for all education

1676 professionals as well as temporary intervention for education
 1677 professionals who need improvement in knowledge, skills, and
 1678 performance.

1679 (d) Provide ~~middle grades~~ instructional personnel and
 1680 school administrators with the knowledge, skills, and best
 1681 practices necessary to support excellence in classroom
 1682 instruction and educational leadership.

1683 (e) Provide training to teacher mentors as part of the
 1684 professional learning development certification program under s.
 1685 1012.56(8) and the professional education competency program
 1686 under s. 1012.56(9) ~~s. 1012.56(8)(a)~~. The training must include
 1687 components on teacher development, peer coaching, time
 1688 management, and other related topics as determined by the
 1689 Department of Education.

1690 ~~(5)(4)~~ The Department of Education, school districts,
 1691 schools, Florida College System institutions, and state
 1692 universities share the responsibilities described in this
 1693 section. These responsibilities include the following:

1694 (a)1. The department shall create a high-quality
 1695 professional learning marketplace list that acts as guide and
 1696 tool for teachers, schools, school administrators, and districts
 1697 across the state to identify high-quality professional learning
 1698 provider programs and resources that meet the criteria described
 1699 in subsection (3) and have demonstrated success in meeting
 1700 identified student needs.

1701 2. The department shall disseminate to the school
 1702 community, through a centralized professional learning webpage,
 1703 the marketplace list under subparagraph 1 ~~research-based~~
 1704 ~~professional development methods and programs that have~~
 1705 ~~demonstrated success in meeting identified student needs.~~ The
 1706 Commissioner of Education shall use data on student achievement
 1707 to identify student needs. ~~The methods of dissemination must~~
 1708 ~~include a web-based statewide performance support system,~~
 1709 ~~including a database of exemplary professional development~~
 1710 ~~activities, a listing of available professional development~~
 1711 ~~resources, training programs, and available assistance.~~

1712 ~~2.~~ ~~The web-based statewide performance support system~~
 1713 ~~established pursuant to subparagraph 1. must include for middle~~
 1714 ~~grades, subject to appropriation, materials related to classroom~~
 1715 ~~instruction, including integrated digital instruction and~~
 1716 ~~competency-based instruction; CAPE Digital Tool certificates and~~
 1717 ~~CAPE industry certifications; classroom management; student~~
 1718 ~~behavior and interaction; extended learning opportunities for~~
 1719 ~~students; and instructional leadership.~~

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

1726 organizations. The professional learning development system
1727 must:

1728 1. Be reviewed and approved by the department for
1729 compliance with s. 1003.42(3) and this section. Effective March
1730 1, 2024, the department shall establish a calendar for the
1731 review and approval of all professional learning systems. A
1732 professional learning system must be reviewed and approved every
1733 5 years. Any ~~All~~ substantial revisions to the system shall be
1734 submitted to the department for review and ~~for continued~~
1735 approval. The department shall establish a format for the review
1736 and approval of a professional learning system.

1737 2. Be based on analyses of student achievement data and
1738 instructional strategies and methods that support rigorous,
1739 relevant, and challenging curricula for all students. Schools
1740 and districts, in developing and refining the professional
1741 learning development system, shall also review and monitor
1742 school discipline data; school environment surveys; assessments
1743 of parental satisfaction; performance appraisal data of
1744 teachers, managers, and administrative personnel; and other
1745 performance indicators to identify school and student needs that
1746 can be met by improved professional performance.

1747 3. Provide inservice activities coupled with followup
1748 support appropriate to accomplish district-level and school-
1749 level improvement goals and standards. The inservice activities
1750 for instructional and school administrative personnel shall

1751 focus on analysis of student achievement data, ongoing formal
 1752 and informal assessments of student achievement, identification
 1753 and use of enhanced and differentiated instructional strategies
 1754 that emphasize rigor, relevance, and reading in the content
 1755 areas, enhancement of subject content expertise, integrated use
 1756 of classroom technology that enhances teaching and learning,
 1757 classroom management, parent involvement, and school safety.

1758 4. Provide inservice activities and support targeted to
 1759 the individual needs of new teachers participating in the
 1760 professional learning development certification and education
 1761 competency program under s. 1012.56(8) (a).

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

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

1801 7. Provide for systematic consultation with regional and
 1802 state personnel designated to provide technical assistance and
 1803 evaluation of local professional learning ~~development~~ programs.

1804 8. Provide for delivery of professional learning
 1805 ~~development~~ by distance learning and other technology-based
 1806 delivery systems to reach more educators at lower costs.

1807 9. Provide for the continuous evaluation of the quality
 1808 and effectiveness of professional learning ~~development~~ programs
 1809 in order to eliminate ineffective programs and strategies and to
 1810 expand effective ones. Evaluations must consider the impact of
 1811 such activities on the performance of participating educators
 1812 and their students' achievement and behavior.

1813 10. For all ~~middle~~ grades, emphasize:

1814 a. Interdisciplinary planning, collaboration, and
 1815 instruction.

1816 b. Alignment of curriculum and instructional materials to
 1817 the state academic standards adopted pursuant to s. 1003.41.

1818 c. Use of small learning communities; problem-solving,
 1819 inquiry-driven research and analytical approaches for students;
 1820 strategies and tools based on student needs; competency-based
 1821 instruction; integrated digital instruction; and project-based
 1822 instruction.

1823
 1824 Each school that includes any of grades 6, 7, or 8 must include
 1825 in its school improvement plan, required under s. 1001.42(18), a

1826 description of the specific strategies used by the school to
 1827 implement each item listed in this subparagraph.

1828 11. Provide training to reading coaches, classroom
 1829 teachers, and school administrators in effective methods of
 1830 identifying characteristics of conditions such as dyslexia and
 1831 other causes of diminished phonological processing skills;
 1832 incorporating instructional techniques into the general
 1833 education setting which are proven to improve reading
 1834 performance for all students; and using predictive and other
 1835 data to make instructional decisions based on individual student
 1836 needs. The training must help teachers integrate phonemic
 1837 awareness; phonics, word study, and spelling; reading fluency;
 1838 vocabulary, including academic vocabulary; and text
 1839 comprehension strategies into an explicit, systematic, and
 1840 sequential approach to reading instruction, including
 1841 multisensory intervention strategies. Each district must provide
 1842 all elementary grades instructional personnel access to training
 1843 sufficient to meet the requirements of s. 1012.585(3)(f).

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

1851 learning development opportunities that require the teacher to
1852 demonstrate proficiency in specific classroom practices, with
1853 priority given to implementing training to complete a reading
1854 endorsement pathway adopted pursuant to s. 1012.586(2)(a). A
1855 school district may coordinate its professional learning
1856 ~~development~~ program with that of another district, with an
1857 educational consortium, or with a Florida College System
1858 institution or university, especially in preparing and educating
1859 personnel. Each district school board shall make available
1860 inservice activities to instructional personnel of nonpublic
1861 schools in the district and the state certified teachers who are
1862 not employed by the district school board on a fee basis not to
1863 exceed the cost of the activity per all participants.

1864 ~~(7)(6)~~ An organization of private schools or consortium of
1865 charter schools which has no fewer than 10 member schools in
1866 this state, which publishes and files with the Department of
1867 Education copies of its standards, and the member schools of
1868 which comply with the provisions of part II of chapter 1003,
1869 relating to compulsory school attendance, or a public or private
1870 college or university with a teacher preparation program
1871 approved pursuant to s. 1004.04, may also develop a professional
1872 learning development system that includes a professional
1873 learning catalog ~~master plan~~ for inservice activities. The
1874 system and inservice catalog ~~plan~~ must be submitted to the
1875 commissioner for approval pursuant to state board rules.

1876 (8) (a) ~~(7) (a)~~ The Department of Education shall
1877 disseminate, using web-based technology, research-based best
1878 practice methods by which the state and district school boards
1879 may evaluate and improve the professional learning ~~development~~
1880 system. The best practices must include data that indicate the
1881 progress of all students. The department shall report annually
1882 to the State Board of Education and the Legislature any school
1883 district that, in the determination of the department, has
1884 failed to provide an adequate professional learning ~~development~~
1885 system. This report must include the results of the department's
1886 investigation and of any intervention provided.

1887 (b) The department shall also disseminate, using web-based
1888 technology, professional learning ~~development~~ in the use of
1889 integrated digital instruction at schools that include middle
1890 grades. The professional learning ~~development~~ must provide
1891 training and materials that districts can use to provide
1892 instructional personnel with the necessary knowledge, skills,
1893 and strategies to effectively blend digital instruction into
1894 subject-matter curricula. The professional learning ~~development~~
1895 must emphasize online learning and research techniques, reading
1896 instruction, the use of digital devices to supplement the
1897 delivery of curricular content to students, and digital device
1898 management and security. Districts are encouraged to incorporate
1899 the professional learning ~~development~~ as part of their
1900 professional learning ~~development~~ system.

1901 ~~(9)-(8)~~ The State Board of Education may adopt rules
 1902 pursuant to ss. 120.536(1) and 120.54 to administer this
 1903 section.

1904 ~~(10)-(9)~~ This section does not limit or discourage a
 1905 district school board from contracting with independent entities
 1906 for professional learning development services and inservice
 1907 education if the district school board can demonstrate to the
 1908 Commissioner of Education that, through such a contract, a
 1909 better product can be acquired or its goals for education
 1910 improvement can be better met. Such entities shall have 3 or
 1911 more years of experience providing professional learning with
 1912 demonstrative success in instructional or school administrator
 1913 growth. The school district must verify that such entities and
 1914 contracted professional learning activities from such entities
 1915 meet the criteria established in subsection (3) for training
 1916 linked to student learning or professional growth.

1917 ~~(11)-(10)~~ For instructional personnel and administrative
 1918 personnel who have been evaluated as less than effective, a
 1919 district school board shall require participation in specific
 1920 professional learning development programs as provided in
 1921 subparagraph (5) (b) 5. ~~(4) (b) 5.~~ as part of the improvement
 1922 prescription.

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

1926 and relevant content, increasing student achievement and
 1927 engagement, meeting identified student needs, and providing
 1928 effective mentorship activities to new teachers and training to
 1929 teacher mentors. The methods of dissemination must include a
 1930 web-based statewide performance-support system including a
 1931 database of exemplary professional learning development
 1932 activities, a listing of available professional learning
 1933 ~~development~~ resources, training programs, and available
 1934 technical assistance. Professional learning development
 1935 resources must include sample course-at-a-glance and unit
 1936 overview templates that school districts may use when developing
 1937 curriculum. The templates must provide an organized structure
 1938 for addressing the Florida Standards, grade-level expectations,
 1939 evidence outcomes, and 21st century skills that build to
 1940 students' mastery of the standards at each grade level. Each
 1941 template must support teaching to greater intellectual depth and
 1942 emphasize transfer and application of concepts, content, and
 1943 skills. At a minimum, each template must:

1944 (a) Provide course or year-long sequencing of concept-
 1945 based unit overviews based on the Florida Standards.

1946 (b) Describe the knowledge and vocabulary necessary for
 1947 comprehension.

1948 (c) Promote the instructional shifts required within the
 1949 Florida Standards.

1950 (d) Illustrate the interdependence of grade-level

1951 expectations within and across content areas within a grade.
 1952 (13)~~(12)~~ The department shall require teachers in grades
 1953 K-12 to participate in continuing education training provided by
 1954 the Department of Children and Families on identifying and
 1955 reporting child abuse and neglect.

1956 Section 21. Subsection (1) of section 1012.986, Florida
 1957 Statutes, is amended to read:

1958 1012.986 William Cecil Golden Professional Learning
 1959 ~~Development~~ Program for School Leaders.—

1960 (1) There is established the William Cecil Golden
 1961 Professional Learning ~~Development~~ Program for School Leaders to
 1962 provide high-quality standards and sustained support for
 1963 educational leaders. For purposes of this section, the term
 1964 "educational leader" means teacher leaders, assistant
 1965 principals, principals, or school district leaders. The program
 1966 shall consist of a collaborative network of school districts,
 1967 state-approved educational leadership programs, regional
 1968 consortia, charter management organizations, and state and
 1969 national professional leadership organizations to respond to
 1970 educational leadership needs throughout the state. The network
 1971 shall support the human-resource learning ~~development~~ needs of
 1972 educational leaders using the framework of leadership standards
 1973 adopted by the State Board of Education. The goal of the network
 1974 leadership program is to:

1975 (a) Provide resources to support and enhance the roles of

1976 | educational leaders.

1977 | (b) Maintain a clearinghouse and disseminate data-
 1978 | supported information related to the continued enhancement of
 1979 | student achievement and learning, civic education, coaching and
 1980 | mentoring, mental health awareness, technology in education,
 1981 | distance learning, and school safety based on educational
 1982 | research and best practices.

1983 | (c) Increase the quality and capacity of educational
 1984 | leadership learning ~~development~~ programs.

1985 | (d) Support evidence-based leadership practices through
 1986 | dissemination and modeling at the preservice and inservice
 1987 | levels for educational leaders.

1988 | (e) Support the professional growth of instructional
 1989 | personnel who provide reading instruction and interventions by
 1990 | training school administrators on classroom observation, l
 1991 | instructional coaching, and teacher evaluation practices aligned
 1992 | to evidence-based reading instruction and intervention
 1993 | strategies.

1994 | Section 22. The Division of Law Revision shall prepare a
 1995 | reviser's bill to replace references to the term "professional
 1996 | development" where it occurs within chapters 1000 through 1013
 1997 | of the Florida Statutes with the term "professional learning."

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

PCS for HB 1537

2023

2001 | 2023.