

Amendment No.

CHAMBER ACTION

Senate

House

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1 Representative Adkins offered the following:

2
3 **Amendment (with title amendment)**

4 Remove lines 785-1038 and insert:

5 Section 12. Paragraph (a) of subsection (3) of section
6 1012.585, Florida Statutes, is amended, and paragraph (f) is
7 added to that subsection, to read:

8 1012.585 Process for renewal of professional
9 certificates.—

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

12 (a) The applicant must earn a minimum of 6 college credits
13 or 120 inservice points or a combination thereof. For each area
14 of specialization to be retained on a certificate, the applicant

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15 must earn at least 3 of the required credit hours or equivalent
16 inservice points in the specialization area. Education in
17 "clinical educator" training pursuant to s. 1004.04(5)(b) and
18 credits or points that provide training in the area of
19 scientifically researched, knowledge-based reading literacy,
20 including explicit, systematic, and multisensory approaches to
21 reading instruction and intervention; and computational skills
22 acquisition; ~~and~~ exceptional student education; ~~and~~ normal child
23 development; ~~and~~ and the disorders of development may be applied
24 toward any specialization area. Credits or points that provide
25 training in the areas of drug abuse, child abuse and neglect,
26 strategies in teaching students having limited proficiency in
27 English, or dropout prevention, or training in areas identified
28 in the educational goals and performance standards adopted
29 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
30 any specialization area, except specialization areas identified
31 by State Board of Education rule that include reading
32 instruction or intervention for any students in kindergarten
33 through grade 6. Credits or points earned through approved
34 summer institutes may be applied toward the fulfillment of these
35 requirements. Inservice points may also be earned by
36 participation in professional growth components approved by the
37 State Board of Education and specified pursuant to s. 1012.98 in
38 the district's approved master plan for inservice educational
39 training; however, such points may not be used to satisfy the
40 specialization requirements of this paragraph, including, but

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41 ~~not limited to, serving as a trainer in an approved teacher~~
42 ~~training activity, serving on an instructional materials~~
43 ~~committee or a state board or commission that deals with~~
44 ~~educational issues, or serving on an advisory council created~~
45 ~~pursuant to s. 1001.452.~~

46 (f) An applicant for renewal of a professional certificate
47 in any area of certification identified by State Board of
48 Education rule that includes reading instruction or intervention
49 for any students in kindergarten through grade 6, with a
50 beginning validity date of July 1, 2019, or thereafter, must
51 earn a minimum of 2 college credits or the equivalent inservice
52 points in the use of explicit, systematic, and multisensory
53 approaches to reading instruction and intervention. Such
54 training must be provided by teacher preparation programs under
55 s. 1004.04 or s. 1004.85 or approved school district
56 professional development systems under s. 1012.98. The
57 requirements in this paragraph may not add to the total hours
58 required by the department for continuing education or inservice
59 training.

60 Section 13. Subsection (1) of section 1012.586, Florida
61 Statutes, is amended to read:

62 1012.586 Additions or changes to certificates; duplicate
63 certificates.—A school district may process via a Department of
64 Education website certificates for the following applications of
65 public school employees:

66 (1) Addition of a subject coverage or endorsement to a

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67 valid Florida certificate on the basis of the completion of the
68 appropriate subject area testing requirements of s.
69 1012.56(5) (a) or the completion of the requirements of an
70 approved school district program or the inservice components for
71 an endorsement.

72 (a) To reduce duplication, the department may recommend
73 the consolidation of endorsement areas and requirements to the
74 State Board of Education.

75 (b) By July 1, 2017, and at least once every 5 years
76 thereafter, the department shall conduct a review of existing
77 subject coverage or endorsement requirements in the elementary,
78 reading, and exceptional student educational areas. The review
79 must include reciprocity requirements for out-of-state
80 certificates and requirements for demonstrating competency in
81 the reading instruction professional development topics listed
82 in s. 1012.98(4)(b)10. At the conclusion of each review, the
83 department shall recommend to the state board changes to the
84 subject coverage or endorsement requirements based upon any
85 identified instruction or intervention strategies proven to
86 improve student reading performance, including phonemic
87 awareness; phonics, word study, and spelling; reading fluency;
88 vocabulary, including academic vocabulary; and text
89 comprehension strategies and explicit, systematic, and
90 multisensory approaches to reading instruction and intervention.
91 This paragraph does not authorize the state board to establish
92 any new certification subject coverage.

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94 The employing school district shall charge the employee a fee
95 not to exceed the amount charged by the Department of Education
96 for such services. Each district school board shall retain a
97 portion of the fee as defined in the rules of the State Board of
98 Education. The portion sent to the department shall be used for
99 maintenance of the technology system, the web application, and
100 posting and mailing of the certificate.

101 Section 14. Paragraph (b) of subsection (4) of section
102 1012.98, Florida Statutes, is amended to read:

103 1012.98 School Community Professional Development Act.—

104 (4) The Department of Education, school districts,
105 schools, Florida College System institutions, and state
106 universities share the responsibilities described in this
107 section. These responsibilities include the following:

108 (b) Each school district shall develop a professional
109 development system as specified in subsection (3). The system
110 shall be developed in consultation with teachers, teacher-
111 educators of Florida College System institutions and state
112 universities, business and community representatives, and local
113 education foundations, consortia, and professional
114 organizations. The professional development system must:

115 1. Be approved by the department. All substantial
116 revisions to the system shall be submitted to the department for
117 review for continued approval.

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118 2. Be based on analyses of student achievement data and
119 instructional strategies and methods that support rigorous,
120 relevant, and challenging curricula for all students. Schools
121 and districts, in developing and refining the professional
122 development system, shall also review and monitor school
123 discipline data; school environment surveys; assessments of
124 parental satisfaction; performance appraisal data of teachers,
125 managers, and administrative personnel; and other performance
126 indicators to identify school and student needs that can be met
127 by improved professional performance.

128 3. Provide inservice activities coupled with followup
129 support appropriate to accomplish district-level and school-
130 level improvement goals and standards. The inservice activities
131 for instructional personnel shall focus on analysis of student
132 achievement data, ongoing formal and informal assessments of
133 student achievement, identification and use of enhanced and
134 differentiated instructional strategies that emphasize rigor,
135 relevance, and reading in the content areas, enhancement of
136 subject content expertise, integrated use of classroom
137 technology that enhances teaching and learning, classroom
138 management, parent involvement, and school safety.

139 4. Include a master plan for inservice activities,
140 pursuant to rules of the State Board of Education, for all
141 district employees from all fund sources. The master plan shall
142 be updated annually by September 1, must be based on input from
143 teachers and district and school instructional leaders, and must

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144 use the latest available student achievement data and research
145 to enhance rigor and relevance in the classroom. Each district
146 inservice plan must be aligned to and support the school-based
147 inservice plans and school improvement plans pursuant to s.
148 1001.42(18). Each district inservice plan must provide a
149 description of the training that middle grades instructional
150 personnel and school administrators receive on the district's
151 code of student conduct adopted pursuant to s. 1006.07;
152 integrated digital instruction and competency-based instruction
153 and CAPE Digital Tool certificates and CAPE industry
154 certifications; classroom management; student behavior and
155 interaction; extended learning opportunities for students; and
156 instructional leadership. District plans must be approved by the
157 district school board annually in order to ensure compliance
158 with subsection (1) and to allow for dissemination of research-
159 based best practices to other districts. District school boards
160 must submit verification of their approval to the Commissioner
161 of Education no later than October 1, annually. Each school
162 principal may establish and maintain an individual professional
163 development plan for each instructional employee assigned to the
164 school as a seamless component to the school improvement plans
165 developed pursuant to s. 1001.42(18). An individual professional
166 development plan must be related to specific performance data
167 for the students to whom the teacher is assigned, define the
168 inservice objectives and specific measurable improvements
169 expected in student performance as a result of the inservice

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170 activity, and include an evaluation component that determines
171 the effectiveness of the professional development plan.

172 5. Include inservice activities for school administrative
173 personnel that address updated skills necessary for
174 instructional leadership and effective school management
175 pursuant to s. 1012.986.

176 6. Provide for systematic consultation with regional and
177 state personnel designated to provide technical assistance and
178 evaluation of local professional development programs.

179 7. Provide for delivery of professional development by
180 distance learning and other technology-based delivery systems to
181 reach more educators at lower costs.

182 8. Provide for the continuous evaluation of the quality
183 and effectiveness of professional development programs in order
184 to eliminate ineffective programs and strategies and to expand
185 effective ones. Evaluations must consider the impact of such
186 activities on the performance of participating educators and
187 their students' achievement and behavior.

188 9. For middle grades, emphasize:

189 a. Interdisciplinary planning, collaboration, and
190 instruction.

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

193 c. Use of small learning communities; problem-solving,
194 inquiry-driven research and analytical approaches for students;
195 strategies and tools based on student needs; competency-based

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196 instruction; integrated digital instruction; and project-based
197 instruction.

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

203 10. Provide training to reading coaches, classroom
204 teachers, and school administrators in effective methods of
205 identifying characteristics of conditions such as dyslexia and
206 other causes of diminished phonological processing skills;
207 incorporating instructional techniques into the general
208 education setting that are proven to improve reading performance
209 for all students; and using predictive and other data to make
210 instructional decisions based on individual student needs. The
211 training must help teachers integrate phonemic awareness;
212 phonics, word study, and spelling; reading fluency; vocabulary,
213 including academic vocabulary; and text comprehension strategies
214 into an explicit, systematic, and multisensory approach to
215 reading instruction and intervention. Each district must provide
216 all elementary grades instructional personnel access to training
217 sufficient to meet the requirements of s. 1012.585(3)(f).

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220 **T I T L E A M E N D M E N T**

221 Remove lines 64-83 and insert:

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222 amending s. 1012.585, F.S.; revising requirements for
223 renewal of professional teaching certificates;
224 amending s. 1012.586, F.S.; authorizing the department
225 to recommend consolidation of endorsement areas and
226 requirements for endorsements for teacher
227 certificates; requiring the department to review and
228 make recommendations regarding certain subject
229 coverage or endorsement requirements; providing
230 construction;

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