



1 A bill to be entitled
2 An act relating to teacher certification; amending s.
3 1012.56, F.S.; requiring the Department of Education
4 to issue a temporary educator certificate within a
5 specified period; requiring the department to provide
6 electronic notice of the issuance of a temporary
7 certificate to specified entities; requiring the
8 department to provide the applicant an official
9 statement of status of eligibility upon issuance of a
10 temporary certificate; providing content requirements
11 for the statement of status of eligibility; revising
12 the criteria instructional personnel must meet to be
13 issued a professional certificate; providing that an
14 applicant for professional certification is not
15 required to take or pass a specified examination under
16 certain circumstances; requiring the department to
17 provide electronic notification of the expiration of a
18 temporary educator certificate; requiring the State
19 Board of Education to adopt rules providing for the
20 extension of a temporary educator certificate for a
21 specified period under certain circumstances;
22 authorizing charter schools and charter management
23 organizations to develop a professional development
24 certification and education competency program;
25 revising program requirements; requiring the



26 | department to adopt standards for the approval of such
27 | programs by a specified date; providing requirements
28 | for such standards; requiring each school district and
29 | charter school to submit its program for approval by a
30 | specified date; providing that certification
31 | requirements may not be met in a program that is not
32 | approved by the department after a specified date;
33 | amending s. 1001.215, F.S.; revising the duties of the
34 | Just Read, Florida! Office; amending s. 1004.04, F.S.;
35 | revising core curricula requirements for certain
36 | teacher preparation programs to include certain
37 | reading instruction and interventions; amending s.
38 | 1004.85, F.S.; requiring certain educator preparation
39 | institutes to provide evidence of specified reading
40 | instruction as a condition of program approval and
41 | continued approval; amending s. 1012.585, F.S.;
42 | revising requirements for renewal of professional
43 | teaching certificates; amending s. 1012.586, F.S.;
44 | authorizing the department to recommend consolidation
45 | of endorsement areas and requirements for endorsements
46 | for teacher certificates; requiring the department to
47 | review and make recommendations regarding certain
48 | subject coverage or endorsement requirements;
49 | providing construction; amending s. 1012.98, F.S.;
50 | revising duties and requirements for implementation of



CS/HB 1111, Engrossed 1

2017

51 the School Community Professional Development Act;
52 revising the activities designed to implement the
53 school community professional development act to
54 include specified training relating to a professional
55 development certification and education competency
56 program; revising requirements for school district
57 professional development systems; requiring the
58 department to disseminate professional development
59 programs that meet specified criteria; providing an
60 effective date.

61

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

63

64 Section 1. Paragraph (c) of subsection (8) of section
65 1012.56, Florida Statutes, is redesignated as paragraph (d),
66 subsection (1), subsection (7), and paragraph (a) of subsection
67 (8) are amended, and a new paragraph (c) is added to subsection
68 (8) of that section, to read:

69 1012.56 Educator certification requirements.—

70 (1) APPLICATION.—Each person seeking certification
71 pursuant to this chapter shall submit a completed application
72 containing the applicant's social security number to the
73 Department of Education and remit the fee required pursuant to
74 s. 1012.59 and rules of the State Board of Education. Pursuant
75 to the federal Personal Responsibility and Work Opportunity



76 Reconciliation Act of 1996, each party is required to provide
77 his or her social security number in accordance with this
78 section. Disclosure of social security numbers obtained through
79 this requirement is limited to the purpose of administration of
80 the Title IV-D program of the Social Security Act for child
81 support enforcement.

82 (a) Pursuant to s. 120.60, the department shall issue
83 within 90 calendar days after the stamped receipted date of the
84 completed application.

85 ~~(a) If the applicant meets the requirements,~~ a professional
86 certificate to a qualifying applicant covering the
87 classification, level, and area for which the applicant is
88 deemed qualified and a document explaining the requirements for
89 renewal of the professional certificate.

90 (b) The department shall issue a temporary certificate to
91 a qualifying applicant within 14 calendar days after receipt of
92 a request from ~~if the applicant meets the requirements and if~~
93 ~~requested by~~ an employing school district or an employing
94 private school with a professional education competence
95 demonstration program pursuant to paragraphs (6)(f) and (8)(b).
96 ~~The,~~ a temporary certificate must cover ~~covering~~ the
97 classification, level, and area for which the applicant is
98 deemed qualified. The department shall electronically notify the
99 applicant's employing school district or employing private
100 school that the temporary certificate has been issued and



101 provide the applicant an official statement of status of
102 eligibility at the time the certificate is issued. ~~and an~~
103 ~~official statement of status of eligibility; or~~

104 (c) Pursuant to s. 120.60, the department shall issue
105 within 90 calendar days after the stamped receipted date of the
106 completed application, if an applicant does not meet the
107 requirements for either certificate, an official statement of
108 status of eligibility.

109
110 The statement of status of eligibility must be provided
111 electronically and must advise the applicant of any
112 qualifications that must be completed to qualify for
113 certification. Each method by which an applicant can complete
114 the qualifications for a professional certificate must be
115 included in the statement of status of eligibility. Each
116 statement of status of eligibility is valid for 3 years after
117 its date of issuance, except as provided in paragraph (2)(d).

118 (7) TYPES AND TERMS OF CERTIFICATION.—

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

122 1. Meets all the requirements outlined in subsection (2).

123 2. ~~or,~~ For a professional certificate covering grades 6
124 through 12, ~~any applicant who:~~

125 a.1. Meets the requirements of paragraphs (2)(a)-(h).



126 ~~b.2.~~ Holds a master's or higher degree in the area of
127 science, technology, engineering, or mathematics.

128 ~~c.3.~~ Teaches a high school course in the subject of the
129 advanced degree.

130 ~~d.4.~~ Is rated highly effective as determined by the
131 teacher's performance evaluation under s. 1012.34, based in part
132 on student performance as measured by a statewide, standardized
133 assessment or an Advanced Placement, Advanced International
134 Certificate of Education, or International Baccalaureate
135 examination.

136 ~~e.5.~~ Achieves a passing score on the Florida professional
137 education competency examination required by state board rule.

138 3. Meets the requirements of paragraphs (2) (a)-(h) and
139 completes a professional preparation and education competence
140 program approved by the department pursuant to paragraph (8) (c).
141 An applicant who completes the program and is rated highly
142 effective as determined by his or her performance evaluation
143 under s. 1012.34 is not required to take or achieve a passing
144 score on the professional education competency examination in
145 order to be awarded a professional certificate.

146 (b) The department shall issue a temporary certificate to
147 any applicant who completes the requirements outlined in
148 paragraphs (2) (a)-(f) and completes the subject area content
149 requirements specified in state board rule or demonstrates
150 mastery of subject area knowledge pursuant to subsection (5) and



151 holds an accredited degree or a degree approved by the
152 Department of Education at the level required for the subject
153 area specialization in state board rule.

154 (c) The department shall issue one nonrenewable 2-year
155 temporary certificate and one nonrenewable 5-year professional
156 certificate to a qualified applicant who holds a bachelor's
157 degree in the area of speech-language impairment to allow for
158 completion of a master's degree program in speech-language
159 impairment.

160
161 Each temporary certificate is valid for 3 school fiscal years
162 and is nonrenewable. However, the requirement in paragraph
163 (2) (g) must be met within 1 calendar year of the date of
164 employment under the temporary certificate. Individuals who are
165 employed under contract at the end of the 1 calendar year time
166 period may continue to be employed through the end of the school
167 year in which they have been contracted. A school district shall
168 not employ, or continue the employment of, an individual in a
169 position for which a temporary certificate is required beyond
170 this time period if the individual has not met the requirement
171 of paragraph (2) (g). At least 1 year before an individual's
172 temporary certificate is set to expire, the department shall
173 electronically notify the individual of the date on which his or
174 her certificate will expire and provide a list of each method by
175 which the qualifications for a professional certificate can be



176 | completed. The State Board of Education shall adopt rules to
177 | allow the department to extend the validity period of a
178 | temporary certificate for 2 years when the requirements for the
179 | professional certificate, not including the requirement in
180 | paragraph (2)(g), were not completed due to the serious illness
181 | or injury of the applicant or other extraordinary extenuating
182 | circumstances or for 1 year if the temporary certificate holder
183 | is rated effective or highly effective based solely on a student
184 | learning growth formula approved by the Commissioner of
185 | Education pursuant to s. 1012.34(8). The department shall
186 | reissue the temporary certificate for 2 additional years upon
187 | approval by the Commissioner of Education. A written request for
188 | reissuance of the certificate shall be submitted by the district
189 | school superintendent, the governing authority of a university
190 | lab school, the governing authority of a state-supported school,
191 | or the governing authority of a private school.

192 | (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
193 | COMPETENCY PROGRAM.—

194 | (a) The Department of Education shall develop and each
195 | school district, charter school, and charter management
196 | organization may provide a cohesive competency-based
197 | professional development certification and education competency
198 | program by which ~~members of a school district's~~ instructional
199 | staff may satisfy the mastery of professional preparation and
200 | education competence requirements specified in subsection (6)



201 and rules of the State Board of Education. Participants must
202 hold a state-issued temporary certificate. A school district,
203 charter school, or charter management organization that
204 implements the program shall provide a competency-based
205 certification program developed by the Department of Education
206 or developed by the district, charter school, or charter
207 management organization and approved by the Department of
208 Education. The program shall include the following:

209 1. A minimum period of initial preparation before assuming
210 duties as the teacher of record.

211 2. An option for collaboration with ~~between school~~
212 ~~districts and~~ other supporting agencies or educational entities
213 for implementation.

214 3. A teacher mentorship and induction ~~An experienced peer-~~
215 ~~mentor~~ component.

216 a. Each individual selected by the district as a ~~peer~~
217 mentor:

218 I. Must hold a valid professional certificate issued
219 pursuant to this section;~~;~~

220 II. Must have earned at least 3 years of teaching
221 experience in prekindergarten through grade 12;~~;~~~~and~~

222 III. Must have completed specialized training in clinical
223 supervision and participate in ongoing mentor training provided
224 through the coordinated system of professional development under
225 s. 1012.98(3)(e);



226 IV. Must have earned an effective or highly effective
227 rating on the prior year's performance evaluation under s.
228 1012.34; and

229 V. May ~~or~~ be a peer evaluator under the district's
230 evaluation system approved under s. 1012.34.

231 b. The teacher mentorship and induction component must, at
232 a minimum, provide weekly opportunities for mentoring and
233 induction activities, including common planning time, ongoing
234 professional development targeted to a teacher's needs,
235 opportunities for a teacher to observe other teachers, co-
236 teaching experiences, and reflection and followup discussions.
237 Mentorship and induction activities must be provided for an
238 applicant's first year in the program and may be provided until
239 the applicant attains his or her professional certificate in
240 accordance with this section. A principal who is rated highly
241 effective as determined by his or her performance evaluation
242 under s. 1012.34 must be provided flexibility in selecting
243 professional development activities under this paragraph;
244 however, the activities must be approved by the department as
245 part of the district's, charter school's, or charter management
246 organization's program.

247 4. An assessment of teaching performance aligned to the
248 district's system for personnel evaluation under s. 1012.34
249 which provides for:

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



251 to determine an appropriate individualized professional
252 development plan.

253 b. A summative evaluation to assure successful completion
254 of the program.

255 5. Professional education preparation content knowledge,
256 which must be included in the mentoring and induction activities
257 under subparagraph 3., that includes, but is not limited to, the
258 following:

259 a. The state standards provided under s. 1003.41,
260 including scientifically based reading instruction, content
261 literacy, and mathematical practices, for each subject
262 identified on the temporary certificate.

263 b. The educator-accomplished practices approved by the
264 state board.

265 c. A variety of data indicators for monitoring student
266 progress.

267 d. Methodologies for teaching students with disabilities.

268 e. Methodologies for teaching students of limited English
269 proficiency appropriate for each subject area identified on the
270 temporary certificate.

271 f. Techniques and strategies for operationalizing the role
272 of the teacher in assuring a safe learning environment for
273 students.

274 6. Required achievement of passing scores on the subject
275 area and professional education competency examination required



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

278 (c) No later than December 31, 2017, the department shall
279 adopt standards for the approval of professional development
280 certification and education competency programs, including
281 standards for the teacher mentorship and induction component,
282 under paragraph (a). Standards for the teacher mentorship and
283 induction component must include program administration and
284 evaluation; mentor roles, selection, and training; beginning
285 teacher assessment and professional development; and teacher
286 content knowledge and practices aligned to the Florida Educator
287 Accomplished Practices. Each school district or charter school
288 with a program under this subsection must submit its program,
289 including the teacher mentorship and induction component, to the
290 department for approval no later than June 30, 2018. After
291 December 31, 2018, a teacher may not satisfy requirements for a
292 professional certificate through a professional development
293 certification and education competency program under paragraph
294 (a) unless the program has been approved by the department
295 pursuant to this paragraph.

296 Section 2. Section 1001.215, Florida Statutes, is amended
297 to read:

298 1001.215 Just Read, Florida! Office.—There is created in
299 the Department of Education the Just Read, Florida! Office. The
300 office is ~~shall be~~ fully accountable to the Commissioner of



301 Education and shall:

302 (1) Train ~~highly effective~~ reading coaches.

303 (2) Create multiple designations of effective reading
304 instruction, with accompanying credentials, to enable ~~which~~
305 ~~encourage~~ all teachers to integrate reading instruction into
306 their content areas.

307 (3) Work with the Lastinger Center at the University of
308 Florida, to develop training for ~~train~~ K-12 teachers, reading
309 coaches, and school principals on effective content-area-
310 specific reading strategies; the integration of content
311 knowledge-rich texts from other core subject areas into reading
312 instruction; evidence-based reading strategies identified in
313 subsection (7); and technology tools to improve student reading
314 performance. For secondary teachers, emphasis shall be on
315 technical text. These strategies must be developed for all
316 content areas in the K-12 curriculum.

317 (4) Provide parents with information and strategies for
318 assisting their children in reading, including reading in ~~the~~
319 content areas ~~area~~.

320 (5) Provide technical assistance to school districts in
321 the development and implementation of district plans for use of
322 the research-based reading instruction allocation provided in s.
323 1011.62(9) and annually review and approve such plans.

324 (6) Review, evaluate, and provide technical assistance to
325 school districts' implementation of the K-12 comprehensive



326 reading plan required in s. 1011.62(9).

327 (7) Work with the Florida Center for Reading Research to
328 identify scientifically researched and evidence-based reading
329 instructional and intervention programs that incorporate
330 explicit, systematic, and sequential approaches to teaching
331 phonemic awareness, phonics, vocabulary, fluency, and text
332 comprehension and incorporate decodable or phonetic text
333 instructional ~~provide information on research-based reading~~
334 ~~programs and effective reading in the content area strategies.~~
335 Reading intervention includes evidence-based strategies
336 frequently used to remediate reading deficiencies and includes,
337 but is not limited to, individual instruction, multisensory
338 approaches, tutoring, mentoring, or the use of technology that
339 targets specific reading skills and abilities.

340 (8) Periodically review the Next Generation Sunshine State
341 Standards for English Language Arts to determine their
342 appropriateness at each grade level ~~reading at all grade levels.~~

343 (9) Periodically review teacher certification requirements
344 and examinations, including alternative certification
345 requirements and examinations ~~exams~~, to ascertain whether the
346 examinations measure the skills needed for evidence-based
347 ~~research-based~~ reading instruction and instructional strategies
348 for teaching reading, including reading in ~~the~~ content areas.

349 (10) Work with teacher preparation programs approved
350 pursuant to ss. s- 1004.04 and 1004.85 to integrate effective,



351 research-based and evidence-based reading instructional and
352 intervention strategies, including explicit, systematic, and
353 sequential ~~and~~ reading strategies, multisensory intervention
354 strategies, and reading in the content area instructional
355 strategies into teacher preparation programs.

356 (11) Administer grants and perform other functions as
357 necessary to help ~~meet the goal that all~~ students read at their
358 highest potential ~~grade level~~.

359 Section 3. Paragraph (b) of subsection (2) of section
360 1004.04, Florida Statutes, is amended to read:

361 1004.04 Public accountability and state approval for
362 teacher preparation programs.—

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

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

367 1. The Florida Educator Accomplished Practices.

368 2. The state-adopted content standards.

369 3. Scientifically researched and evidence-based reading
370 instructional strategies that improve reading performance for
371 all students, including explicit, systematic, and sequential
372 approaches to teaching phonemic awareness, phonics, vocabulary,
373 fluency, and text comprehension and multisensory intervention
374 strategies ~~instruction~~.

375 4. Content literacy and mathematics practices.



376 5. Strategies appropriate for the instruction of English
377 language learners.

378 6. Strategies appropriate for the instruction of students
379 with disabilities.

380 7. School safety.

381 Section 4. Paragraph (a) of subsection (3) of section
382 1004.85, Florida Statutes, is amended to read:

383 1004.85 Postsecondary educator preparation institutes.—

384 (3) Educator preparation institutes approved pursuant to
385 this section may offer competency-based certification programs
386 specifically designed for noneducation major baccalaureate
387 degree holders to enable program participants to meet the
388 educator certification requirements of s. 1012.56. An educator
389 preparation institute choosing to offer a competency-based
390 certification program pursuant to the provisions of this section
391 must implement a program previously approved by the Department
392 of Education for this purpose or a program developed by the
393 institute and approved by the department for this purpose.
394 Approved programs shall be available for use by other approved
395 educator preparation institutes.

396 (a) Within 90 days after receipt of a request for
397 approval, the Department of Education shall approve a
398 preparation program pursuant to the requirements of this
399 subsection or issue a statement of the deficiencies in the
400 request for approval. The department shall approve a



401 certification program if the institute provides evidence of the
402 institute's capacity to implement a competency-based program
403 that includes each of the following:

404 1.a. Participant instruction and assessment in the Florida
405 Educator Accomplished Practices.

406 b. The state-adopted student content standards.

407 c. Scientifically researched and evidence-based reading
408 instructional strategies that improve reading performance for
409 all students, including explicit, systematic, and sequential
410 approaches to teaching phonemic awareness, phonics, vocabulary,
411 fluency, and text comprehension and multisensory intervention
412 strategies instruction.

413 d. Content literacy and mathematical practices.

414 e. Strategies appropriate for instruction of English
415 language learners.

416 f. Strategies appropriate for instruction of students with
417 disabilities.

418 g. School safety.

419 2. An educational plan for each participant to meet
420 certification requirements and demonstrate his or her ability to
421 teach the subject area for which the participant is seeking
422 certification, which is based on an assessment of his or her
423 competency in the areas listed in subparagraph 1.

424 3. Field experiences appropriate to the certification
425 subject area specified in the educational plan with a diverse



426 population of students in a variety of settings under the
427 supervision of qualified educators.

428 4. A certification ombudsman to facilitate the process and
429 procedures required for participants who complete the program to
430 meet any requirements related to the background screening
431 pursuant to s. 1012.32 and educator professional or temporary
432 certification pursuant to s. 1012.56.

433 Section 5. Paragraph (a) of subsection (3) of section
434 1012.585, Florida Statutes, is amended, and paragraph (f) is
435 added to that subsection, to read:

436 1012.585 Process for renewal of professional
437 certificates.—

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

440 (a) The applicant must earn a minimum of 6 college credits
441 or 120 inservice points or a combination thereof. For each area
442 of specialization to be retained on a certificate, the applicant
443 must earn at least 3 of the required credit hours or equivalent
444 inservice points in the specialization area. Education in
445 "clinical educator" training pursuant to s. 1004.04(5)(b);
446 participation in mentorship and induction activities, including
447 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
448 that provide training in the area of scientifically researched,
449 knowledge-based reading literacy, including explicit,
450 systematic, and sequential approaches to reading instruction,



451 developing phonemic awareness, and implementing multisensory
452 intervention strategies, and computational skills acquisition,
453 exceptional student education, normal child development, and the
454 disorders of development may be applied toward any
455 specialization area. Credits or points that provide training in
456 the areas of drug abuse, child abuse and neglect, strategies in
457 teaching students having limited proficiency in English, or
458 dropout prevention, or training in areas identified in the
459 educational goals and performance standards adopted pursuant to
460 ss. 1000.03(5) and 1008.345 may be applied toward any
461 specialization area, except specialization areas identified by
462 State Board of Education rule that include reading instruction
463 or intervention for any students in kindergarten through grade
464 6. Credits or points earned through approved summer institutes
465 may be applied toward the fulfillment of these requirements.
466 Inservice points may also be earned by participation in
467 professional growth components approved by the State Board of
468 Education and specified pursuant to s. 1012.98 in the district's
469 approved master plan for inservice educational training;
470 however, such points may not be used to satisfy the
471 specialization requirements of this paragraph, ~~including, but~~
472 ~~not limited to, serving as a trainer in an approved teacher~~
473 ~~training activity, serving on an instructional materials~~
474 ~~committee or a state board or commission that deals with~~
475 ~~educational issues, or serving on an advisory council created~~



476 ~~pursuant to s. 1001.452.~~

477 (f) An applicant for renewal of a professional certificate
478 in any area of certification identified by State Board of
479 Education rule that includes reading instruction or intervention
480 for any students in kindergarten through grade 6, with a
481 beginning validity date of July 1, 2020, or thereafter, must
482 earn a minimum of 2 college credits or the equivalent inservice
483 points in the use of explicit, systematic, and sequential
484 approaches to reading instruction, developing phonemic
485 awareness, and implementing multisensory intervention
486 strategies. Such training must be provided by teacher
487 preparation programs under s. 1004.04 or s. 1004.85 or approved
488 school district professional development systems under s.
489 1012.98. The requirements in this paragraph may not add to the
490 total hours required by the department for continuing education
491 or inservice training.

492 Section 6. Subsection (1) of section 1012.586, Florida
493 Statutes, is amended to read:

494 1012.586 Additions or changes to certificates; duplicate
495 certificates.—A school district may process via a Department of
496 Education website certificates for the following applications of
497 public school employees:

498 (1) Addition of a subject coverage or endorsement to a
499 valid Florida certificate on the basis of the completion of the
500 appropriate subject area testing requirements of s.



501 1012.56(5) (a) or the completion of the requirements of an
502 approved school district program or the inservice components for
503 an endorsement.

504 (a) To reduce duplication, the department may recommend
505 the consolidation of endorsement areas and requirements to the
506 State Board of Education.

507 (b) By July 1, 2018, and at least once every 5 years
508 thereafter, the department shall conduct a review of existing
509 subject coverage or endorsement requirements in the elementary,
510 reading, and exceptional student educational areas. The review
511 must include reciprocity requirements for out-of-state
512 certificates and requirements for demonstrating competency in
513 the reading instruction professional development topics listed
514 in s. 1012.98(4) (b)10. At the conclusion of each review, the
515 department shall recommend to the state board changes to the
516 subject coverage or endorsement requirements based upon any
517 identified instruction or intervention strategies proven to
518 improve student reading performance. This paragraph does not
519 authorize the state board to establish any new certification
520 subject coverage.

521
522 The employing school district shall charge the employee a fee
523 not to exceed the amount charged by the Department of Education
524 for such services. Each district school board shall retain a
525 portion of the fee as defined in the rules of the State Board of



526 Education. The portion sent to the department shall be used for
527 maintenance of the technology system, the web application, and
528 posting and mailing of the certificate.

529 Section 7. Paragraph (e) is added to subsection (3) of
530 section 1012.98, Florida Statutes, and paragraph (b) of
531 subsection (4) and subsections (10) and (11) are amended, to
532 read:

533 1012.98 School Community Professional Development Act.—

534 (3) The activities designed to implement this section
535 must:

536 (e) Provide training to teacher mentors as part of the
537 professional development certification and education competency
538 program under s. 1012.56(8)(a). The training must include
539 components on teacher development, peer coaching, time
540 management, and other related topics as determined by the
541 Department of Education.

542 (4) The Department of Education, school districts,
543 schools, Florida College System institutions, and state
544 universities share the responsibilities described in this
545 section. These responsibilities include the following:

546 (b) Each school district shall develop a professional
547 development system as specified in subsection (3). The system
548 shall be developed in consultation with teachers, teacher-
549 educators of Florida College System institutions and state
550 universities, business and community representatives, and local



551 education foundations, consortia, and professional
552 organizations. The professional development system must:

553 1. Be approved by the department. All substantial
554 revisions to the system shall be submitted to the department for
555 review for continued approval.

556 2. Be based on analyses of student achievement data and
557 instructional strategies and methods that support rigorous,
558 relevant, and challenging curricula for all students. Schools
559 and districts, in developing and refining the professional
560 development system, shall also review and monitor school
561 discipline data; school environment surveys; assessments of
562 parental satisfaction; performance appraisal data of teachers,
563 managers, and administrative personnel; and other performance
564 indicators to identify school and student needs that can be met
565 by improved professional performance.

566 3. Provide inservice activities coupled with followup
567 support appropriate to accomplish district-level and school-
568 level improvement goals and standards. The inservice activities
569 for instructional personnel shall focus on analysis of student
570 achievement data, ongoing formal and informal assessments of
571 student achievement, identification and use of enhanced and
572 differentiated instructional strategies that emphasize rigor,
573 relevance, and reading in the content areas, enhancement of
574 subject content expertise, integrated use of classroom
575 technology that enhances teaching and learning, classroom



576 management, parent involvement, and school safety.

577 4. Provide inservice activities and support targeted to
578 the individual needs of new teachers participating in the
579 professional development certification and education competency
580 program under s. 1012.56(8)(a).

581 5.4. Include a master plan for inservice activities,
582 pursuant to rules of the State Board of Education, for all
583 district employees from all fund sources. The master plan shall
584 be updated annually by September 1, must be based on input from
585 teachers and district and school instructional leaders, and must
586 use the latest available student achievement data and research
587 to enhance rigor and relevance in the classroom. Each district
588 inservice plan must be aligned to and support the school-based
589 inservice plans and school improvement plans pursuant to s.
590 1001.42(18). Each district inservice plan must provide a
591 description of the training that middle grades instructional
592 personnel and school administrators receive on the district's
593 code of student conduct adopted pursuant to s. 1006.07;
594 integrated digital instruction and competency-based instruction
595 and CAPE Digital Tool certificates and CAPE industry
596 certifications; classroom management; student behavior and
597 interaction; extended learning opportunities for students; and
598 instructional leadership. District plans must be approved by the
599 district school board annually in order to ensure compliance
600 with subsection (1) and to allow for dissemination of research-



601 based best practices to other districts. District school boards
602 must submit verification of their approval to the Commissioner
603 of Education no later than October 1, annually. Each school
604 principal may establish and maintain an individual professional
605 development plan for each instructional employee assigned to the
606 school as a seamless component to the school improvement plans
607 developed pursuant to s. 1001.42(18). An individual professional
608 development plan must be related to specific performance data
609 for the students to whom the teacher is assigned, define the
610 inservice objectives and specific measurable improvements
611 expected in student performance as a result of the inservice
612 activity, and include an evaluation component that determines
613 the effectiveness of the professional development plan.

614 ~~6.5.~~ Include inservice activities for school
615 administrative personnel that address updated skills necessary
616 for instructional leadership and effective school management
617 pursuant to s. 1012.986.

618 ~~7.6.~~ Provide for systematic consultation with regional and
619 state personnel designated to provide technical assistance and
620 evaluation of local professional development programs.

621 ~~8.7.~~ Provide for delivery of professional development by
622 distance learning and other technology-based delivery systems to
623 reach more educators at lower costs.

624 ~~9.8.~~ Provide for the continuous evaluation of the quality
625 and effectiveness of professional development programs in order



626 to eliminate ineffective programs and strategies and to expand
627 effective ones. Evaluations must consider the impact of such
628 activities on the performance of participating educators and
629 their students' achievement and behavior.

630 ~~10.9.~~ For middle grades, emphasize:

631 a. Interdisciplinary planning, collaboration, and
632 instruction.

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

635 c. Use of small learning communities; problem-solving,
636 inquiry-driven research and analytical approaches for students;
637 strategies and tools based on student needs; competency-based
638 instruction; integrated digital instruction; and project-based
639 instruction.

640

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

645 11. Provide training to reading coaches, classroom
646 teachers, and school administrators in effective methods of
647 identifying characteristics of conditions such as dyslexia and
648 other causes of diminished phonological processing skills;
649 incorporating instructional techniques into the general
650 education setting which are proven to improve reading



651 performance for all students; and using predictive and other
652 data to make instructional decisions based on individual student
653 needs. The training must help teachers integrate phonemic
654 awareness; phonics, word study, and spelling; reading fluency;
655 vocabulary, including academic vocabulary; and text
656 comprehension strategies into an explicit, systematic, and
657 sequential approach to reading instruction, including
658 multisensory intervention strategies. Each district must provide
659 all elementary grades instructional personnel access to training
660 sufficient to meet the requirements of s. 1012.585(3)(f).

661 (10) For instructional personnel and administrative
662 personnel who have been evaluated as less than effective, a
663 district school board shall require participation in specific
664 professional development programs as provided in subparagraph
665 (4)(b)5. ~~(4)(b)4.~~ as part of the improvement prescription.

666 (11) The department shall disseminate to the school
667 community proven model professional development programs that
668 have demonstrated success in increasing rigorous and relevant
669 content, increasing student achievement and engagement, ~~and~~
670 meeting identified student needs, and providing effective
671 mentorship activities to new teachers and training to teacher
672 mentors. The methods of dissemination must include a web-based
673 statewide performance-support system including a database of
674 exemplary professional development activities, a listing of
675 available professional development resources, training programs,



CS/HB 1111, Engrossed 1

2017

676 | and available technical assistance.

677 | Section 8. This act shall take effect July 1, 2017.