

1 A bill to be entitled
2 An act relating to education; creating s. 1003.631,
3 F.S.; creating the Schools of Excellence Program;
4 providing for designation as a School of Excellence;
5 providing requirements for a School of Excellence;
6 providing for redesignation; authorizing Schools of
7 Excellence to have specified administrative
8 flexibilities; authorizing certain teachers to earn a
9 professional certificate by completing a specified
10 program; amending s. 1012.56, F.S.; requiring the
11 Department of Education to issue a temporary educator
12 certificate within a specified period; requiring the
13 department to provide electronic notice of the
14 issuance of a temporary certificate to specified
15 entities; requiring the department to provide the
16 applicant an official statement of status of
17 eligibility upon issuance of a temporary certificate;
18 providing content requirements for the statement of
19 status of eligibility; revising the criteria
20 instructional personnel must meet to be issued a
21 professional certificate; providing that an applicant
22 for professional certification is not required to take
23 or pass a specified examination under certain
24 circumstances; authorizing charter schools and charter
25 management organizations to develop a professional

26 development certification and education competency
27 program; revising program requirements; requiring the
28 department to adopt standards for the approval of such
29 programs by a specified date; providing requirements
30 for such standards; requiring each school district and
31 charter school to submit its program for approval by a
32 specified date; providing that certification
33 requirements may not be met in a program that is not
34 approved by the department after a specified date;
35 amending s. 1012.585, F.S.; revising college credit
36 and inservice hour requirements for renewal of a
37 professional certificate to include participation in
38 specified activities; amending s. 1012.98, F.S.;
39 revising the activities designed to implement the
40 school community professional development act to
41 include specified training relating to a professional
42 development certification and education competency
43 program; revising requirements for school district
44 professional development systems; requiring the
45 department to disseminate professional development
46 programs that meet specified criteria; providing an
47 effective date.

48
49 Be It Enacted by the Legislature of the State of Florida:
50

51 Section 1. Section 1003.631, Florida Statutes, is created
52 to read:

53 1003.631 Schools of Excellence.—The Schools of Excellence
54 Program is established to provide administrative flexibility to
55 the state's top schools so that the instructional personnel and
56 administrative staff at such schools can continue to serve their
57 communities and increase student learning to the best of their
58 professional ability.

59 (1) DESIGNATION.—

60 (a) The State Board of Education shall designate a school
61 as a School of Excellence if the school's percentage of possible
62 points earned in its school grade calculation is in the 80th
63 percentile or higher for schools comprised of the same grade
64 groupings, including elementary schools, middle schools, high
65 schools, and schools with a combination of grade levels, for at
66 least 2 of the last 3 school years. The school must have data
67 for each applicable school grade component pursuant to s.
68 1008.34(3) to be eligible for designation as a School of
69 Excellence. A qualifying school shall retain the designation as
70 a School of Excellence for up to 3 years, at the end of which
71 time the school may renew the designation, if:

72 1. The school was in the 80th percentile or higher
73 pursuant to this subsection for 2 of the previous 3 years; and

74 2. The school did not receive a school grade lower than
75 "B" pursuant to s. 1008.34 during any of the previous 3 years.

76 (b) A school that earns a school grade lower than "B"
77 pursuant to s. 1008.34 during the 3-year period may not continue
78 to be designated as a School of Excellence during the remainder
79 of that 3-year period and loses the administrative flexibilities
80 provided in subsection (2).

81 (2) ADMINISTRATIVE FLEXIBILITIES.—A School of Excellence
82 must be provided the following administrative flexibilities:

83 (a) Exemption from any provision of law or rule that
84 expressly requires a minimum period of daily or weekly
85 instruction in reading.

86 (b) Principal autonomy as provided under s. 1012.28(8).

87 (c) For instructional personnel, the substitution of 1
88 school year of employment at a School of Excellence for 20
89 inservice points toward the renewal of a professional
90 certificate, up to 60 inservice points in a 5-year cycle,
91 pursuant to s. 1012.585(3).

92 (d) Exemption from compliance with district policies or
93 procedures that establish times for the start and completion of
94 the school day.

95 (e) Calculation for compliance with maximum class size
96 pursuant to s. 1003.03(4) based on the average number of
97 students at the school level.

98 (3) TEACHER CERTIFICATION.—A temporary certificateholder
99 under s. 1012.56(7)(b) who is employed by a School of Excellence
100 may earn a professional certificate by meeting the requirements

101 of s. 1012.56(7)(a)3.

102 Section 2. Paragraph (c) of subsection (8) of section
 103 1012.56, Florida Statutes, is redesignated as paragraph (d),
 104 subsection (1), paragraph (a) of subsection (7), and paragraph
 105 (a) of subsection (8) are amended, and a new paragraph (c) is
 106 added to subsection (8) of that section, to read:

107 1012.56 Educator certification requirements.—

108 (1) APPLICATION.—Each person seeking certification
 109 pursuant to this chapter shall submit a completed application
 110 containing the applicant's social security number to the
 111 Department of Education and remit the fee required pursuant to
 112 s. 1012.59 and rules of the State Board of Education. Pursuant
 113 to the federal Personal Responsibility and Work Opportunity
 114 Reconciliation Act of 1996, each party is required to provide
 115 his or her social security number in accordance with this
 116 section. Disclosure of social security numbers obtained through
 117 this requirement is limited to the purpose of administration of
 118 the Title IV-D program of the Social Security Act for child
 119 support enforcement.

120 (a) Pursuant to s. 120.60, the department shall issue
 121 within 90 calendar days after the stamped receipted date of the
 122 completed application÷

123 ~~(a) If the applicant meets the requirements,~~ a professional
 124 certificate to a qualifying applicant covering the
 125 classification, level, and area for which the applicant is

126 deemed qualified and a document explaining the requirements for
 127 renewal of the professional certificate.~~†~~

128 (b) The department shall issue a temporary certificate to
 129 a qualifying applicant within 14 calendar days after receipt of
 130 a request from ~~if the applicant meets the requirements and if~~
 131 ~~requested by~~ an employing school district or an employing
 132 private school with a professional education competence
 133 demonstration program pursuant to paragraphs (6) (f) and (8) (b).
 134 ~~The,~~ a temporary certificate must cover ~~covering~~ the
 135 classification, level, and area for which the applicant is
 136 deemed qualified. The department shall electronically notify the
 137 applicant's employing school district or employing private
 138 school that the temporary certificate has been issued and
 139 provide the applicant an official statement of status of
 140 eligibility at the time the certificate is issued. ~~and an~~
 141 ~~official statement of status of eligibility; or~~

142 (c) Pursuant to s. 120.60, the department shall issue
 143 within 90 calendar days after the stamped receipted date of the
 144 completed application, if an applicant does not meet the
 145 requirements for either certificate, an official statement of
 146 status of eligibility.

147
 148 The statement of status of eligibility must be provided
 149 electronically and must advise the applicant of any
 150 qualifications that must be completed to qualify for

151 certification. Each method by which an applicant can complete
152 the qualifications for a professional certificate must be
153 included in the statement of status of eligibility. Each
154 statement of status of eligibility is valid for 3 years after
155 its date of issuance, except as provided in paragraph (2)(d).

156 (7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

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

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

166 c.3. Teaches a high school course in the subject of the
167 advanced degree.

168 d.4. Is rated highly effective as determined by the
169 teacher's performance evaluation under s. 1012.34, based in part
170 on student performance as measured by a statewide, standardized
171 assessment or an Advanced Placement, Advanced International
172 Certificate of Education, or International Baccalaureate
173 examination.

174 e.5. Achieves a passing score on the Florida professional
175 education competency examination required by state board rule.

176 3. Meets the requirements of paragraphs (2) (a)-(h) and
177 completes a professional preparation and education competence
178 program approved by the department pursuant to paragraph (8) (c).
179 An applicant who completes the program and is rated highly
180 effective as determined by his or her performance evaluation
181 under s. 1012.34 is not required to take or achieve a passing
182 score on the professional education competency examination in
183 order to be awarded a professional certificate.

184
185 Each temporary certificate is valid for 3 school fiscal years
186 and is nonrenewable. However, the requirement in paragraph
187 (2) (g) must be met within 1 calendar year of the date of
188 employment under the temporary certificate. Individuals who are
189 employed under contract at the end of the 1 calendar year time
190 period may continue to be employed through the end of the school
191 year in which they have been contracted. A school district shall
192 not employ, or continue the employment of, an individual in a
193 position for which a temporary certificate is required beyond
194 this time period if the individual has not met the requirement
195 of paragraph (2) (g). The State Board of Education shall adopt
196 rules to allow the department to extend the validity period of a
197 temporary certificate for 2 years when the requirements for the
198 professional certificate, not including the requirement in
199 paragraph (2) (g), were not completed due to the serious illness
200 or injury of the applicant or other extraordinary extenuating

201 | circumstances. The department shall reissue the temporary
202 | certificate for 2 additional years upon approval by the
203 | Commissioner of Education. A written request for reissuance of
204 | the certificate shall be submitted by the district school
205 | superintendent, the governing authority of a university lab
206 | school, the governing authority of a state-supported school, or
207 | the governing authority of a private school.

208 | (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
209 | COMPETENCY PROGRAM.—

210 | (a) The Department of Education shall develop and each
211 | school district, charter school, and charter management
212 | organization may provide a cohesive competency-based
213 | professional development certification and education competency
214 | program by which ~~members of a school district's~~ instructional
215 | staff may satisfy the mastery of professional preparation and
216 | education competence requirements specified in subsection (6)
217 | and rules of the State Board of Education. Participants must
218 | hold a state-issued temporary certificate. A school district,
219 | charter school, or charter management organization that
220 | implements the program shall provide a competency-based
221 | certification program developed by the Department of Education
222 | or developed by the district, charter school, or charter
223 | management organization and approved by the Department of
224 | Education. The program shall include the following:

225 | 1. A minimum period of initial preparation before assuming

226 | duties as the teacher of record.

227 | 2. An option for collaboration with ~~between school~~
228 | ~~districts and~~ other supporting agencies or educational entities
229 | for implementation.

230 | 3. A teacher mentorship and induction ~~An experienced peer-~~
231 | ~~mentor~~ component.

232 | a. Each individual selected by the district as a ~~peer~~
233 | mentor:

234 | I. Must hold a valid professional certificate issued
235 | pursuant to this section;;

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

238 | III. Must have completed specialized training in clinical
239 | supervision and participate in ongoing mentor training provided
240 | through the coordinated system of professional development under
241 | s. 1012.98(3)(e);

242 | IV. Must have earned an effective or highly effective
243 | rating on the prior year's performance evaluation under s.
244 | 1012.34; and

245 | V. May ~~or~~ be a peer evaluator under the district's
246 | evaluation system approved under s. 1012.34.

247 | b. The teacher mentorship and induction component must, at
248 | a minimum, provide weekly opportunities for mentoring and
249 | induction activities, including common planning time, ongoing
250 | professional development targeted to a teacher's needs,

251 opportunities for a teacher to observe other teachers, co-
252 teaching experiences, and reflection and followup discussions.
253 Mentorship and induction activities must be provided for an
254 applicant's first year in the program and may be provided until
255 the applicant attains his or her professional certificate in
256 accordance with this section. A principal who is rated highly
257 effective as determined by his or her performance evaluation
258 under s. 1012.34 must be provided flexibility in selecting
259 professional development activities under this paragraph;
260 however, the activities must be approved by the department as
261 part of the district's, charter school's, or charter management
262 organization's program.

263 4. An assessment of teaching performance aligned to the
264 district's system for personnel evaluation under s. 1012.34
265 which provides for:

266 a. An initial evaluation of each educator's competencies
267 to determine an appropriate individualized professional
268 development plan.

269 b. A summative evaluation to assure successful completion
270 of the program.

271 5. Professional education preparation content knowledge,
272 which must be included in the mentoring and induction activities
273 under subparagraph 3., that includes, but is not limited to, the
274 following:

275 a. The state standards provided under s. 1003.41,

276 including scientifically based reading instruction, content
277 literacy, and mathematical practices, for each subject
278 identified on the temporary certificate.

279 b. The educator-accomplished practices approved by the
280 state board.

281 c. A variety of data indicators for monitoring student
282 progress.

283 d. Methodologies for teaching students with disabilities.

284 e. Methodologies for teaching students of limited English
285 proficiency appropriate for each subject area identified on the
286 temporary certificate.

287 f. Techniques and strategies for operationalizing the role
288 of the teacher in assuring a safe learning environment for
289 students.

290 6. Required achievement of passing scores on the subject
291 area and professional education competency examination required
292 by State Board of Education rule. Mastery of general knowledge
293 must be demonstrated as described in subsection (3).

294 (c) No later than December 31, 2017, the department shall
295 adopt standards for the approval of professional development
296 certification and education competency programs, including
297 standards for the teacher mentorship and induction component,
298 under paragraph (a). Standards for the teacher mentorship and
299 induction component must include program administration and
300 evaluation; mentor roles, selection, and training; beginning

301 teacher assessment and professional development; and teacher
302 content knowledge and practices aligned to the Florida Educator
303 Accomplished Practices. Each school district or charter school
304 with a program under this subsection must submit its program,
305 including the teacher mentorship and induction component, to the
306 department for approval no later than June 30, 2018. After
307 December 31, 2018, a teacher may not satisfy requirements for a
308 professional certificate through a professional development
309 certification and education competency program under paragraph
310 (a) unless the program has been approved by the department
311 pursuant to this paragraph.

312 Section 3. Paragraph (a) of subsection (3) of section
313 1012.585, Florida Statutes, is amended to read:

314 1012.585 Process for renewal of professional
315 certificates.—

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

318 (a) The applicant must earn a minimum of 6 college credits
319 or 120 inservice points or a combination thereof. For each area
320 of specialization to be retained on a certificate, the applicant
321 must earn at least 3 of the required credit hours or equivalent
322 inservice points in the specialization area. Education in
323 "clinical educator" training pursuant to s. 1004.04(5)(b);
324 participation in mentorship and induction activities, including
325 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points

326 that provide training in the area of scientifically researched,
327 knowledge-based reading literacy and computational skills
328 acquisition, exceptional student education, normal child
329 development, and the disorders of development may be applied
330 toward any specialization area. Credits or points that provide
331 training in the areas of drug abuse, child abuse and neglect,
332 strategies in teaching students having limited proficiency in
333 English, or dropout prevention, or training in areas identified
334 in the educational goals and performance standards adopted
335 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
336 any specialization area. Credits or points earned through
337 approved summer institutes may be applied toward the fulfillment
338 of these requirements. Inservice points may also be earned by
339 participation in professional growth components approved by the
340 State Board of Education and specified pursuant to s. 1012.98 in
341 the district's approved master plan for inservice educational
342 training, including, but not limited to, serving as a trainer in
343 an approved teacher training activity, serving on an
344 instructional materials committee or a state board or commission
345 that deals with educational issues, or serving on an advisory
346 council created pursuant to s. 1001.452.

347 Section 4. Paragraph (e) is added to subsection (3) of
348 section 1012.98, Florida Statutes, and paragraph (b) of
349 subsection (4) and subsections (10) and (11) are amended, to
350 read:

351 1012.98 School Community Professional Development Act.—

352 (3) The activities designed to implement this section
353 must:

354 (e) Provide training to teacher mentors as part of the
355 professional development certification and education competency
356 program under s. 1012.56(8)(a). The training must include
357 components on teacher development, peer coaching, time
358 management, and other related topics as determined by the
359 Department of Education.

360 (4) The Department of Education, school districts,
361 schools, Florida College System institutions, and state
362 universities share the responsibilities described in this
363 section. These responsibilities include the following:

364 (b) Each school district shall develop a professional
365 development system as specified in subsection (3). The system
366 shall be developed in consultation with teachers, teacher-
367 educators of Florida College System institutions and state
368 universities, business and community representatives, and local
369 education foundations, consortia, and professional
370 organizations. The professional development system must:

371 1. Be approved by the department. All substantial
372 revisions to the system shall be submitted to the department for
373 review for continued approval.

374 2. Be based on analyses of student achievement data and
375 instructional strategies and methods that support rigorous,

376 relevant, and challenging curricula for all students. Schools
377 and districts, in developing and refining the professional
378 development system, shall also review and monitor school
379 discipline data; school environment surveys; assessments of
380 parental satisfaction; performance appraisal data of teachers,
381 managers, and administrative personnel; and other performance
382 indicators to identify school and student needs that can be met
383 by improved professional performance.

384 3. Provide inservice activities coupled with followup
385 support appropriate to accomplish district-level and school-
386 level improvement goals and standards. The inservice activities
387 for instructional personnel shall focus on analysis of student
388 achievement data, ongoing formal and informal assessments of
389 student achievement, identification and use of enhanced and
390 differentiated instructional strategies that emphasize rigor,
391 relevance, and reading in the content areas, enhancement of
392 subject content expertise, integrated use of classroom
393 technology that enhances teaching and learning, classroom
394 management, parent involvement, and school safety.

395 4. Provide inservice activities and support targeted to
396 the individual needs of new teachers participating in the
397 professional development certification and education competency
398 program under s. 1012.56(8) (a).

399 5.4. Include a master plan for inservice activities,
400 pursuant to rules of the State Board of Education, for all

401 district employees from all fund sources. The master plan shall
402 be updated annually by September 1, must be based on input from
403 teachers and district and school instructional leaders, and must
404 use the latest available student achievement data and research
405 to enhance rigor and relevance in the classroom. Each district
406 inservice plan must be aligned to and support the school-based
407 inservice plans and school improvement plans pursuant to s.
408 1001.42(18). Each district inservice plan must provide a
409 description of the training that middle grades instructional
410 personnel and school administrators receive on the district's
411 code of student conduct adopted pursuant to s. 1006.07;
412 integrated digital instruction and competency-based instruction
413 and CAPE Digital Tool certificates and CAPE industry
414 certifications; classroom management; student behavior and
415 interaction; extended learning opportunities for students; and
416 instructional leadership. District plans must be approved by the
417 district school board annually in order to ensure compliance
418 with subsection (1) and to allow for dissemination of research-
419 based best practices to other districts. District school boards
420 must submit verification of their approval to the Commissioner
421 of Education no later than October 1, annually. Each school
422 principal may establish and maintain an individual professional
423 development plan for each instructional employee assigned to the
424 school as a seamless component to the school improvement plans
425 developed pursuant to s. 1001.42(18). An individual professional

426 development plan must be related to specific performance data
427 for the students to whom the teacher is assigned, define the
428 inservice objectives and specific measurable improvements
429 expected in student performance as a result of the inservice
430 activity, and include an evaluation component that determines
431 the effectiveness of the professional development plan.

432 ~~6.5.~~ Include inservice activities for school
433 administrative personnel that address updated skills necessary
434 for instructional leadership and effective school management
435 pursuant to s. 1012.986.

436 ~~7.6.~~ Provide for systematic consultation with regional and
437 state personnel designated to provide technical assistance and
438 evaluation of local professional development programs.

439 ~~8.7.~~ Provide for delivery of professional development by
440 distance learning and other technology-based delivery systems to
441 reach more educators at lower costs.

442 ~~9.8.~~ Provide for the continuous evaluation of the quality
443 and effectiveness of professional development programs in order
444 to eliminate ineffective programs and strategies and to expand
445 effective ones. Evaluations must consider the impact of such
446 activities on the performance of participating educators and
447 their students' achievement and behavior.

448 ~~10.9.~~ For middle grades, emphasize:

449 a. Interdisciplinary planning, collaboration, and
450 instruction.

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

453 c. Use of small learning communities; problem-solving,
454 inquiry-driven research and analytical approaches for students;
455 strategies and tools based on student needs; competency-based
456 instruction; integrated digital instruction; and project-based
457 instruction.

458

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

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

468 (11) The department shall disseminate to the school
469 community proven model professional development programs that
470 have demonstrated success in increasing rigorous and relevant
471 content, increasing student achievement and engagement, ~~and~~
472 meeting identified student needs, and providing effective
473 mentorship activities to new teachers and training to teacher
474 mentors. The methods of dissemination must include a web-based
475 statewide performance-support system including a database of

476 | exemplary professional development activities, a listing of
477 | available professional development resources, training programs,
478 | and available technical assistance.

479 | Section 5. This act shall take effect July 1, 2017.