

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

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Prepared By: The Professional Staff of the Committee on Fiscal Policy

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BILL: CS/SB 1590

INTRODUCER: Appropriations Committee on Pre-K - 12 Education and Senator Burgess

SUBJECT: Educator Preparation

DATE: April 16, 2025

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	<b>Favorable</b>
2.	Gray	Elwell	AED	<b>Fav/CS</b>
3.	Jahnke	Siples	FP	<b>Pre-meeting</b>

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/SB 1590 changes Florida’s teacher preparation and certification system by requiring the Department of Education (DOE) to update and revise the Florida Educator Accomplished Practices and develop a new Florida Teacher Excellence Examination. The bill requires the State Board of Education to approve new uniform core-curricula, and once completed, requires the DOE to submit an implementation plan to the Governor and Legislature regarding modification to teacher preparation programs.

The bill also creates the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway to certification through on-the-job mentorship and evaluation and strengthens professional learning standards and mentor training to better support teacher development and student success.

This bill has an indeterminate fiscal impact on state revenues and expenditures. **See Section V. Fiscal Impact Statement.**

The bill takes effect upon becoming a law.

## II. Present Situation:

### Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.<sup>1</sup> State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.<sup>2</sup>

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.<sup>3</sup>
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.<sup>4</sup> In addition to completing the district program, candidates must demonstrate mastery of general knowledge<sup>5</sup> and subject area knowledge.<sup>6</sup>

Teacher preparation program courses are prohibited from distorting significant historical events or including a curriculum or instruction that teaches identity politics, violates the Florida Educational Equity Act,<sup>7</sup> or is based on theories that systemic racism, sexism, oppression, and

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<sup>1</sup> Section 1004.04(1), F.S.

<sup>2</sup> See Florida Department of Education, *Florida's Coordinated System of Professional Learning*, <https://www.fldoe.org/teaching/professional-dev/> (last visited April 2, 2025). See also Rule 6A-5.066, F.A.C.; ss. 1004.04(3) and 1004.85(1), F.S.

<sup>3</sup> Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited April 2, 2025). See also Rule 6A-5.066, F.A.C.

<sup>4</sup> Section 1012.56(8), F.S. Florida Department of Education. *State-Approved Educator Preparation Programs, Approved Add-on Programs*, <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.stml> (last visited April 2, 2025).

<sup>5</sup> See Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited April 2, 2025).

<sup>6</sup> Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited April 2, 2025).

<sup>7</sup> Section 1000.05, F.S.

privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. Teacher Preparation courses must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

### **Initial Teacher Preparation Program**

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core-curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade six must successfully complete all competencies for a reading endorsement.

The SBE must establish, in rule, uniform core-curricula for each state-approved teacher preparation program including, but not limited to:

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP) across content areas;
- The use of state-adopted content standards to guide curricula and instruction;
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students;
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such students to a mental health professional for support;
- Strategies to support the use of technology in education and distance learning; and
- Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.

### **Educator Preparation Institutes**

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;

- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.<sup>8</sup>

EPIs may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the EPI provides evidence of the EPI's capacity to implement a competency-based program that includes each of the following:

- Participant instruction and assessment in the FEAP across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.
- Field experiences appropriate to the certification subject area.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.<sup>9</sup>

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<sup>8</sup> Section 1004.85(2), F.S.

<sup>9</sup> Section 1004.85(3), F.S. *See also* s. 1004.04(2), F.S.

### **Requirements for Individuals Supervising or Directing Teacher Preparation Field Experiences**

All school district personnel and instructional personnel who supervise or direct teacher preparation program students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

- Evidence of “clinical educator” training;
- A valid professional certificate;
- At least three years of teaching experience in prekindergarten through grade 12;
- Earned an effective or highly effective rating on the prior year’s performance evaluation or be a peer evaluator under the district’s evaluation system; and
- For all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade three or who are enrolled in a teacher preparation program for a certificate area includes reading instruction or intervention for any students in kindergarten through grade six, a certificate or endorsement in reading.<sup>10</sup>

### **Professional Learning Certification Programs**

School districts, charter schools, and charter management organizations may offer a professional learning certification program that must be approved by the DOE. The program must include:

- A minimum period of initial preparation before becoming the teacher of record;
- An option to collaborate with other agencies or educational entities for implementation;
- A teacher mentorship and induction component;
- An assessment of teaching performance aligned with the district’s personnel evaluation system;
- Professional educational preparation content knowledge that must be included in the mentoring and induction activities;
- Required passing scores on the general knowledge, subject area, and the professional education competency test; and
- Completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade six.

As required by law, the DOE adopted standards for the approval of professional learning certification programs, including standards for the teacher mentorship and induction component. The standards for the teacher mentorship and induction component must include:

- Program administration and evaluation;
- Mentor roles, selection, and training;
- Beginning teacher assessment and professional development; and
- Teacher content knowledge and practices aligned to the FEAP.

To serve as a mentor in a professional learning certification program, an individual must:

- Hold a valid professional certificate;
- Have earned at least three years of teaching experience in prekindergarten through grade 12;

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<sup>10</sup> Section 1004.04(5), F.S.

- Have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- Have earned an effective or highly effective rating on the prior year’s performance evaluation; and
- May be a peer evaluator under the district’s evaluation system.<sup>11</sup>

### **Educator Certification**

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE. Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in other instructional capacity must be certified.<sup>12</sup> The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”<sup>13</sup>

The DOE issues three main types of educator certificates:

- **Professional Certificate:** The professional certificate is Florida’s highest type of full-time educator certification. The professional certificate is valid for five years and is renewable.<sup>14</sup>
- **Temporary Certificate:** The temporary certificate covers employment in full-time positions for which educator certification is required.<sup>15</sup> Generally, a temporary certificate is valid for five years and is nonrenewable.<sup>16</sup>
- **Athletic Coaching Certificate:** The athletic coaching certificate covers full-time and part-time employment as a public school’s athletic coach.<sup>17</sup> The DOE issues two types of athletic coaching certificates – one is valid for five years and may be issued for subsequent five-year periods while the other is valid for three years and may be issued only once. The five-year certificate requires satisfaction of certain specialization requirements established in rule.<sup>18</sup>

### **Professional Certificate Requirements**

To be eligible for a professional certificate, a person must:

- Be at least 18 years of age;
- Sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- Earn a bachelor’s or higher degree from an accredited institution of higher learning or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor’s or higher degree;
- Submit to fingerprinting and background screening and not have a criminal history that requires the applicant’s disqualification from certification or employment;
- Be of good moral character;

<sup>11</sup> Section 1012.56(8), F.S.

<sup>12</sup> Sections 1012.55(1) and 1002.33(12), F.S.

<sup>13</sup> Section 1012.54, F.S.

<sup>14</sup> Section 1012.56(7)

<sup>15</sup> Rule 6A-4.004(1), F.A.C.

<sup>16</sup> Section 1012.56(7), F.S.

<sup>17</sup> Section 1012.55(2), F.S.

<sup>18</sup> Rule 6A-4.004(7), F.A.C.

- Be competent and capable of performing the duties, functions, and responsibilities of a teacher;
- Demonstrate mastery of general knowledge;
- Demonstrate mastery of subject area knowledge; and
- Demonstrate mastery of professional preparation and education competence, if the person serves as a classroom teacher or school administrator.<sup>19</sup>

### **Demonstrating Mastery of General Knowledge**

Mastery of general knowledge may be demonstrated through any of the following methods:

- Achieving a passing score on the General Knowledge Test;
- Achieving passing scores established in SBE rule on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills (*e.g.*, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination);
- Providing documentation of a valid professional standard teaching certificate issued by another U.S. state or territory, by the National Board for Professional Teaching Standards (NBPTS), or by the American Board for Certification of Teacher Excellence (ABCTE);
- Completing two semesters of successful, part-time or full-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution identified by the DOE as having a quality program; and
- Documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.<sup>20</sup>

### **Demonstrating Mastery of Subject Area Knowledge**

Mastery of subject area knowledge may be demonstrated through any of the following methods:

- Bachelor's Degree Level (for certification in a subject area for which SBE rule requires a bachelor's or higher degree):
  - If a Florida subject area examination has been developed, achieving a passing score on the Florida-developed subject area examination specified in SBE rule or documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher in the certificate subject area as identified in SBE rule.
  - If a Florida subject area examination has not been developed, achieving a passing score on a standardized examination specified in SBE rule, including passing scores on both the oral proficiency and written proficiency examinations administered by the American Council on the Teaching of Foreign Languages or successful completion of a United States Defense Language Institute Foreign Language Center program or a passing score on the Defense Language Proficiency Test.
  - For certification in any other subject area for which there is no Florida subject area test or standardized examination specified in state board rule (*e.g.*, Dance), completing the

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<sup>19</sup> Section 1012.56(2), F.S.

<sup>20</sup> Section 1012.56(3), F.S.

- required bachelor's or higher degree and content courses specified in SBE rule and verification of subject area competence by the district school superintendent or, for a state-supported or private school, the school's chief administrative officer.
- Master's Degree Level (for certification in a subject area for which SBE rule requires a master's or higher degree): Completing the required master's or higher degree and content courses specified in SBE rule and achieving a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.
  - Out-of-State Certification: Providing documentation of a valid professional standard teaching certificate issued for a subject area by another U.S. state or territory or by NBPTS or ABCTE, if the certificate is comparable to the Florida professional certificate issued for the same subject area.<sup>21</sup>

### **Demonstrating Mastery of Professional Preparation and Education Competence**

Mastery of professional preparation and education competence may be demonstrated by:

- Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;
- Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the NBPTS or a national educator credentialing board approved by the State Board of Education;
- Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution of higher education identified by the DOE as having a quality program and achievement of a passing score on the professional education competency examination required by SBE rule;
- Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program, and documentation of three years of being rated effective or highly effective while holding a temporary certificate;
- Successful completion of a professional learning certification program; or
- Successful completion of a competency-based certification program and achievement of a passing score on the professional education competency examination required by rule of the SBE.<sup>22</sup>

### **Professional Education Competency Program**

School districts must and private schools or state-supported public schools, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must:

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<sup>21</sup> Section 1012.56(5)

<sup>22</sup> Section 1012.56(6), F.S.

- Be based on classroom application of the FEAP and instructional performance; and,
- For public schools, must be aligned with the district's or state-supported public school's evaluation system.

The Commissioner of Education must determine the continued approval of programs, based upon the department's review of performance data. The department must review the performance data as a part of the periodic review of each school district's professional learning system.<sup>23</sup>

### **Teacher Apprenticeship Program**

In 2023, the Legislature created the Teacher Apprenticeship Program (TAP). The TAP was created as an alternative pathway for an individual to enter the teaching profession. The DOE is required to administer the program in accordance with legislative intent regarding apprenticeship training provided for in law.

To meet the minimum eligibility requirements to participate in the TAP, a candidate must have:

- Received an associate degree from an accredited postsecondary institution.
- Earned a cumulative grade point average (GPA) of 3.0 in that degree program.
- Successfully passed a background screening pursuant to law.
- Received a temporary apprenticeship certificate.

As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.<sup>24</sup>

A teacher who serves as a mentor in the TAP must:

- Have at least five years of teaching experience in this state.
- Be rated as highly effective in the three most recent value-added model (VAM) scores or on the three most recent available performance evaluations if the teacher does not generate a state VAM score.
- Satisfy any other requirements established by the DOE.<sup>25</sup>

### **Mentors for Individuals with a Temporary Certificate**

A person who is issued a temporary certificate must be assigned a teacher mentor for a minimum of two school years after commencing employment. Each teacher mentor must:

- Hold a valid professional certificate;
- Have earned at least three years of teaching experience in prekindergarten through grade 12; and

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<sup>23</sup> Section 1012.56(9), F.S.

<sup>24</sup> Section 1012.555(2), F.S.

<sup>25</sup> Section 1012.555(3), F.S.

- Have earned an effective or highly effective rating on the prior year's performance evaluation.<sup>26</sup>

### **Professional Learning Systems**

Current law requires school districts to develop a professional learning system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations. The system must be initially reviewed and approved by the DOE and subsequently reviewed and approved every five years thereafter. Among other things, the professional learning system must:

- Support and increase the success of educators through collaboratively developed school improvement plans;
- Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- Provide training to teacher mentors as part of professional development certification and education competency programs.<sup>27</sup>

An organization of private schools or consortium of charter schools which has no fewer than 10-member schools in this state, which publishes and files with the DOE copies of its standards, and the member schools comply with compulsory school attendance, or a public or private college or university with a teacher preparation program, may also develop a professional learning system. The system and in-service catalog must be submitted to the commissioner for approval.<sup>28</sup>

## **III. Effect of Proposed Changes:**

### **Implementation Plan**

This bill provides legislative intent to modernize Florida's educator preparation programs, certification processes, and professional learning systems to better equip teachers for the demands of today's classrooms.

The bill requires the Department of Education (DOE) to establish a workgroup by September 1, 2025, to update and revise the Florida Educator Accomplished Practices (FEAPs) and develop a rule to implement the uniform core-curricula. The workgroup must include representatives from teacher preparation programs (TPPs), educator preparation institutes (EPIs), school districts, classroom teachers, and other education stakeholders.

The DOE is required to submit the workgroup's findings and the final version of the revised practices to the Governor, the President of the Senate, and the Speaker of the House of

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<sup>26</sup> Section 1012.56(7), F.S.

<sup>27</sup> Section 1012.98(5), F.S.

<sup>28</sup> Section 1012.98(7), F.S.

Representatives by July 1, 2026. The bill further requires the State Board of Education (SBE) to consider the revised FEAPs and core-curricula by August 1, 2026.

No later than July 1, 2027, the DOE must begin developing the Florida Teacher Excellence Examination (FTEE), which must align with the revised FEAPs and serve as a measure of educator readiness for professional certification.

Finally, once the revised FEAPs and rule for implementing the core-curricula are approved, the DOE must submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives that includes an implementation plan and schedule for aligning initial TPPs, EPs, teacher preparation core courses, and the Coaching for Educator Readiness and Teaching (CERT) Certification Program with the revised FEAPs and the FTEE.

### **Uniform Core-Curricula**

The bill creates s. 1012.551, F.S., to establish requirements for all state-approved TPPs, beginning August 1, 2027, to implement uniform core-curricula aligned with the revised FEAPs. The SBE is required to adopt these core-curricula by rule to ensure consistency in teacher training across the state.

The bill specifies that the uniform core-curricula must meet, at a minimum, the following standards:

- May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates the Florida Educational Equity Act, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.
- Must afford candidates the opportunity to think critically, master academic program content, learn instructional strategies, and demonstrate teaching competence.
- Must use state-approved academic standards to guide instruction.
- Must provide training on the use of evidence-based instructional materials included on the state-adopted instructional materials list, those evaluated or developed by the Department of Education, and materials posted online by the department, including when and how to use intervention resources.
- Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, with phonics as the primary strategy for teaching word reading and a prohibition on the use of the three-cueing system or visual memory as primary instructional methods.
- Must include content literacy and mathematics practices.
- Must include differentiated instruction strategies to support the needs of English language learners and students with disabilities while maintaining grade-level expectations.
- Must include effective, evidence-based assessment and grading practices aligned with the state's academic standards.
- Must require a mastery-based clinical experience in classroom settings to apply program content and instruction, with in-classroom performance evaluations aligned with the FEAPs and instructional personnel evaluation systems. Clinical experience providers must meet

requirements outlined in s. 1012.56(7), and candidate performance must be evaluated through observable teaching practice rather than solely written or project-based assessments.

### **Coaching for Educator Readiness and Teaching (CERT) Certification Program**

The bill creates s. 1012.552, F.S., to require the DOE to create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway for teachers to enter the teaching profession.

The bill authorizes school districts, charter schools, and charter management organizations to implement the CERT program as a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

Participants in the CERT program must engage in a structured mentorship and induction component with qualified mentors. The CERT program must include an assessment of teaching performance aligned with the district's, charter school's, or charter management organization's personnel evaluation system. This includes an initial evaluation of each educator's competencies to develop an individualized professional learning plan and a summative evaluation to ensure successful program completion.

Additionally, the program must offer professional learning opportunities tailored to each educator's growth and learning needs, based on observational data and feedback. Candidates must achieve a passing score on the subject area examination required by SBE rule and successfully complete all reading endorsement competencies, including the endorsement practicum, if pursuing certification in a coverage area that requires it.

Finally, the program must provide guidance and on-the-job training in the classroom to support candidates in mastering the revised FEAPs.

### **School Community Professional Learning Act**

The bill updates references to reflect Florida's current Educational Leadership Standards and the FEAPs. The bill requires training, when such training is available, on the use of instructional materials included on the state-adopted list, as well as those evaluated, developed, and posted online by the DOE, including guidance on when and how to implement intervention materials.

Additionally, the bill requires the DOE to develop criteria for the initial review and continued approval of clinical educator and mentor training programs. At a minimum, these criteria must include: instruction and assessment in the FEAPs; effective communication strategies to guide reflection and personal growth; modeling of evidence-based teaching practices and skills; and strategies for fostering resilience in educators.

The bill takes effect upon becoming a law.

**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

## D. State Tax or Fee Increases:

None.

## E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

This bill could have an indeterminate, yet insignificant, fiscal impact on the Department of Education to provide administrative support to the workgroup to update the Florida Educator Accomplished Practices as well as creating the Coaching for Educator Readiness and Teaching (CERT) Program. It is likely that the department would be able to absorb the current requirements of the bill within the existing resources.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates sections 1012.551 and 1012.552 of the Florida Statutes.

This bill substantially amends section 1012.98 of the Florida Statutes.

The bill creates an undesignated section of Florida law.

**IX. Additional Information:**

- A. **Committee Substitute – Statement of Substantial Changes:**  
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

**CS by Appropriations Committee on Pre-K - 12 Education on April 10, 2025:**

The committee substitute removes all the provisions from the bill and makes the following modifications:

- Requires the Department of Education (DOE) to establish a workgroup to revise the Florida Educator Accomplished Practices (FEAPs) and develop a rule for implementation of the uniform core-curricula to be considered by the State Board of Education by August 1, 2026.
- Requires, by July 2027, the DOE to begin development of the Florida Teacher Excellence Examination aligned with update FEAPS.
- Requires, upon approval of the FEAPS, the DOE to report to the Legislature on an implementation plan to align teacher preparation programs, core courses, and a new statewide certification program to the FEAPS.
- Creates s. 1012.551, F.S., to establish guidelines for the teacher preparation program uniform core-curricula.
- Creates s. 1012.552, F.S., to require the DOE to create a Coaching for Educator Readiness and Teaching (CERT) program.
- Amends s. 1012.98, F.S., to update a reference to the educational leadership standards, require training on the use of instructional materials, and require the DOE to update requirements for individuals who serve as mentors for clinical educators.

- B. **Amendments:**

None.