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LEGISLATIVE ACTION

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| Senate | . | House |
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| Floor: 1/AD/2R | . | Floor: CA |
| 04/30/2025 05:18 PM | . | 05/02/2025 11:38 AM |
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Senator Burgess moved the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

Section 1. (1) It is the intent of the Legislature to ensure all students have access to a well-qualified and prepared teacher at all grade levels. In order to prepare all teachers for success in the classroom, the Legislature intends to revise educator preparation programs, educator certification, and professional learning to modernize teacher training and properly prepare educators to meet the challenges of educating students



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in the 21st century.

(2) No later than September 1, 2025, the Department of Education shall establish a workgroup to update and revise the Florida Educator Accomplished Practices. The workgroup must include, at a minimum, representatives from state-approved initial teacher preparation programs under s. 1004.04, Florida Statutes, educator preparation institutes under s. 1004.85, Florida Statutes, school district personnel, classroom teachers, and other education stakeholders.

(a) The department shall submit the workgroup's findings and recommendations, including the final version of the revised practices, to the Governor, the President of the Senate, and the Speaker of the House of Representatives by July 1, 2026.

(b) The revised Florida Educator Accomplished Practices and rule to implement the uniform core curricula pursuant to s. 1012.551, Florida Statutes, must be considered by the State Board of Education by August 1, 2026.

(3) No later than July 1, 2027, the Department of Education shall begin development of the Florida Teacher Excellence Examination, which must align with the revised Florida Educator Accomplished Practices and serve as a measure of educator readiness for professional certification.

(4) Upon approval of the Florida Educator Accomplished Practices and rule implementing the uniform core-curricula, the Department of Education shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives which includes an implementation plan and schedule for aligning initial teacher preparation programs under s. 1004.04, Florida Statutes, educator preparation institutes



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under s. 1004.85, Florida Statutes, teacher preparation core courses, and Coaching for Educator Readiness and Teaching (CERT) programs under s. 1012.552, Florida Statutes, to the revised Florida Educator Accomplished Practices and the Florida Teacher Excellence Examination. The report must include any recommended changes to existing statutes necessary to implement such alignment.

Section 2. Section 1004.0982, Florida Statutes, is created to read:

1004.0982 Flexible education pathway for school counselors.—To better enable students enrolled in postsecondary school counseling programs to enter the workforce as certified school counselors, the Department of Education shall:

(1) Reduce the 600-hour internship requirement to a 300-hour internship requirement if a candidate:

(a) Is a current full-time teacher who has been employed as a teacher for at least 5 years; and

(b) Has earned an effective or highly effective rating on his or her performance evaluation for the past 3 years under s. 1012.34.

(2) Establish, and the State Board of Education shall adopt rules and the Board of Governors shall adopt regulations, guidelines and programs to provide flexibility in meeting the internship requirements for students enrolled in a postsecondary school counseling program.

(a) The guidelines may include any of the following:

1. Establishing acceptable internship settings and supervision requirements.

2. Establishing criteria for adjustments to internship



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requirements based on the student's personal circumstances.

3. Establishing credit equivalencies that count toward internship hours for such students.

4. Flexibility in meeting the internship hours for such students.

(b) The programs may include, subject to legislative funding, any of the following:

1. Scholarship programs.

2. Tuition reimbursement programs.

3. Other incentive programs.

Section 3. Section 1012.39, Florida Statutes, is amended to read:

1012.39 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and career specialists and nondegreed teachers of fine and performing arts; students performing clinical field experience.-

(1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and 1012.57, or any other provision of law or rule to the contrary, each district school board shall establish the minimal qualifications for:

(a) Substitute teachers to be employed pursuant to s. 1012.35. The qualifications shall require the filing of a complete set of fingerprints in the same manner as required by s. 1012.32; documentation of a minimum education level of a high school diploma or equivalent; and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics.



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(b) Part-time and full-time teachers in adult education programs. The qualifications shall require the filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications must be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

2. Documentation of education and successful occupational experience including documentation of:

a. A high school diploma or the equivalent.

b. Completion of 3 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

c. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from



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an accredited or approved institution or an approved district teacher education program, or the local school district inservice master plan.

d. Documentation of industry certification when state or national industry certifications are available and applicable.

(d) Part-time, nondegreed teachers of fine and performing arts. Qualifications must be established for nondegreed teachers of fine and performing arts courses in the course code directory. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32.

2. Documentation of education and successful experience, including documentation of:

a. A high school diploma or the equivalent.

b. Completion of 3 years of full-time successful experience or the equivalent of part-time experience in the teaching specialization area.

(2) Substitute, adult education, and nondegreed career education teachers who are employed pursuant to this section shall have the same rights and protection of laws as certified teachers.

(3) A student who is enrolled in a state-approved teacher preparation program in a postsecondary educational institution that is approved by rules of the State Board of Education and who is jointly assigned by the postsecondary educational institution and a district school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that



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accorded to the certified educator except for the right to bargain collectively as an employee of the district school board. The district school board providing the clinical field experience shall notify the student electronically or in writing of the availability of educator liability insurance under s. 1012.75. A postsecondary educational institution or district school board may not require a student enrolled in a state-approved teacher preparation program to purchase liability insurance as a condition of participation in any clinical field experience or related activity on the premises of an elementary or secondary school.

Section 4. Section 1012.551, Florida Statutes, is created to read:

1012.551 Teacher preparation core principles, standards, and content.-

(1) Beginning August 1, 2027, each teacher preparation program approved pursuant to ss. 1004.04, 1004.85, and 1012.552 must provide uniform core curricula courses aligned with the Florida Educator Accomplished Practices that establish the foundational standards and expectations for evidence-based instruction and professional responsibility. The State Board of Education shall establish in rule the uniform core curricula.

(2) The uniform core curricula for each state-approved teacher preparation program must meet, at a minimum, the following standards:

(a) May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent



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in the institutions of the United States and were created to maintain social, political, and economic inequities.

(b) Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

(c) Must use state-approved academic standards to guide instruction.

(d) Must provide training on the use of evidence-based instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), materials developed pursuant to s. 1006.39, and materials posted online by the department, including when and how to use intervention materials.

(e) Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which 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. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.



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(f) Must include content literacy and mathematics practices.

(g) Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations.

(h) Must include strategies and practices to support effective, evidence-based assessment and grading practices aligned to the state's academic standards.

(i) Must require the completion of a mastery-based clinical experience in classroom settings to provide direct application of program content and instruction and mastery of the components of teaching as outlined in the Florida Educator Accomplished Practices. These clinical experiences must allow candidates to demonstrate mastery of curriculum and pedagogy through observable performance evaluations aligned with instructional personnel evaluation systems approved pursuant to s. 1012.34. Mastery must be assessed through in-classroom performance, with candidate feedback provided for growth and refinement, rather than solely through written assignments or project-based assessments. Clinical experience may only be provided by individuals who meet the requirements of s. 1012.56(7).

Section 5. Section 1012.552, Florida Statutes, is created to read:

1012.552 The Coaching for Educator Readiness and Teaching Certification (CERT) Program.—

(1) OBJECTIVE.—The Department of Education shall create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway for teachers to



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enter the teaching profession. School districts, charter schools, and charter management organizations may implement the CERT program to provide 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.

(2) PROGRAM REQUIREMENTS.—A CERT program must include all of the following:

(a) A teacher mentorship and induction component. Mentors must meet the requirements of s. 1012.56(7).

(b) An assessment of teaching performance aligned to the district, charter school, or charter management organization system for personnel evaluation under s. 1012.34 which provides for:

1. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

2. A summative evaluation to assure successful completion of the program.

(c) Professional learning, in accordance with s. 1012.98, tailored to each educator's growth and learning needs, according to observational data and feedback.

(d) Required achievement of passing scores on the subject area examination required by State Board of Education rule.

(e) Required successful completion of all competencies for a reading endorsement, including completion of the endorsement practicum, for a candidate certification in a coverage area identified pursuant to s. 1012.585(3)(f).

(f) Provide guidance and on-the-job training in the



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classroom on mastering Florida Educator Accomplished Practices.

Section 6. Paragraphs (a) and (c) of subsection (2) and subsection (3) of section 1012.555, Florida Statutes, are amended to read:

1012.555 Teacher Apprenticeship Program.—

(2)(a) An individual must meet the following minimum eligibility requirements to participate in the apprenticeship program:

1. Have received an associate degree from an accredited postsecondary institution.

2. Have earned a cumulative grade point average of 2.5 in that degree program.

3. Have successfully passed a background screening as provided in s. 1012.32.

4. Have received a temporary apprenticeship certificate as provided in s. 1012.56(6)(d) ~~s. 1012.56(7)(d)~~.

(c) An apprentice teacher must do both of the following:

1. Complete at least 2 years in an apprenticeship before being eligible to apply for a professional certificate established in s. 1012.56(6)(a) ~~s. 1012.56(7)(a)~~. Completion of the Teacher Apprenticeship Program does not exempt an apprentice teacher from the requirements of s. 1012.56(2)(c).

2. Receive related instruction as provided in s. 446.051.

(3) A teacher who serves as a mentor in the apprenticeship program shall mentor his or her apprentice teacher using team teaching strategies and must, at a minimum, meet ~~all of the following~~ requirements of s. 1012.56(7)÷

~~(a) Have at least 5 years of teaching experience in this state.~~



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~~(b) Have received an aggregate score of highly effective on the three most recent available value-added model (VAM) scores, as used by the department, or have received an aggregate score of highly effective on the three most recent available performance evaluations if the teacher does not generate a state VAM score.~~

~~(c) Satisfy any other requirements established by the department.~~

Section 7. Paragraph (b) of subsection (1), paragraphs (d), (g), (h), and (i) of subsection (2), subsection (6), paragraph (b) of subsection (7), paragraph (a) of subsection (8), and paragraph (f) of subsection (10) of section 1012.56, Florida Statutes, are amended to read:

1012.56 Educator certification requirements.—

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

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer with a professional education



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competence demonstration program pursuant to paragraph (5) (f)
~~(6) (f)~~ and subsection (8) ~~(9)~~. The temporary certificate must
cover the classification, level, and area for which the
applicant is deemed qualified. The department shall
electronically notify the applicant's employer that the
temporary certificate has been issued and provide the applicant
an official statement of status of eligibility at the time the
certificate is issued.

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

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

(d) Submit to background screening in accordance with
subsection (10) ~~(11)~~. If the background screening indicates a
criminal history or if the applicant acknowledges a criminal
history, the applicant's records shall be referred to the
investigative section in the Department of Education for review
and determination of eligibility for certification. If the
applicant fails to provide the necessary documentation requested
by the department within 90 days after the date of the receipt
of the certified mail request, the statement of eligibility and
pending application shall become invalid.



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~~(g) Demonstrate mastery of general knowledge pursuant to subsection (3).~~

(h) Demonstrate mastery of subject area knowledge, pursuant to subsection (4) ~~(5)~~.

(i) Demonstrate mastery of professional preparation and education competence, pursuant to subsection (5) ~~(6)~~, if the person serves as a classroom teacher or school administrator as classified in s. 1012.01(2)(a) and (3)(c), respectively.

~~(3) MASTERY OF GENERAL KNOWLEDGE. Acceptable means of demonstrating mastery of general knowledge are:~~

~~(a) Achievement of passing scores on the general knowledge examination required by state board rule;~~

~~(b) Documentation of a valid professional standard teaching certificate issued by another state;~~

~~(c) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;~~

~~(d) 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 Department of Education as having a quality program;~~

~~(e) Achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative~~



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~~reasoning portions of the Graduate Record Examination and the SAT, ACT, and Classic Learning Test. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations, or~~

~~(f) Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the Department of Education has identified as having a quality program resulting in a baccalaureate degree or higher.~~

~~A school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. Such information must include, but need not be limited to, state-level test information guides, school district test preparation resources, and preparation courses offered by state universities and Florida College System institutions. The requirement of mastery of general knowledge shall be waived for an individual who has been provided 3 years of supports and instruction and who has been rated effective or highly effective under s. 1012.34 for each of the last 3 years.~~

~~(5)(6)~~ MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(a) Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the



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professional education competency examination required by state board rule;

(b) 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;

(c) Documentation of a valid professional standard teaching certificate issued by another state;

(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(e) 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 Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;

(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program pursuant to subsection (9), and documentation of 3 years of being rated effective or highly effective under s. 1012.34 while holding a temporary certificate;

(g) Successful completion of a professional learning certification program, outlined in subsection (7) ~~(8)~~; or

(h) Successful completion of a competency-based



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

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence.

(6) ~~(7)~~ TYPES AND TERMS OF CERTIFICATION.—

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

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (4) ~~(5)~~ and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule;

2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (4) ~~(5)~~; and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions



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of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or

3. Is enrolled in a state-approved teacher preparation program under s. 1004.04; is actively completing the required program field experience or internship at a public school; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (4) ~~(5)~~; and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher.

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed.

(7) ~~(8)~~ PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in



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subsection (5) ~~(6)~~ and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:

1. A teacher mentorship and induction component.
 - a. Each individual selected by the district, charter school, or charter management organization as a mentor:
 - (I) Must hold a valid professional certificate issued pursuant to this section;
 - (II) Must have earned at least 3 years of teaching experience in prekindergarten through grade 12;
 - (III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);
 - (IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and
 - (V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.
 - b. The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including ongoing professional learning as described in s. 1012.98 targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-



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teaching experiences, and reflection and follow-up ~~followup~~ discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section.

2. An assessment of teaching performance aligned to the district's, charter school's, or charter management organization's system for personnel evaluation under s. 1012.34 which provides for:

a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

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

3. Professional education preparation content knowledge, which must be included in the mentoring and induction activities under subparagraph 1., that includes, but is not limited to, the following:

a. The state academic standards provided under s. 1003.41, including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.



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Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

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

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

5. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.

(9) (10) EXAMINATIONS.—

(f) The examinations used for demonstration of ~~mastery of general knowledge~~, professional education competence, and subject area knowledge shall be aligned with student standards approved by the state board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of competency for demonstration of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Section 8. Subsection (3) of section 1012.59, Florida



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Statutes, is amended to read:

1012.59 Certification fees.—

(3) The State Board of Education shall waive initial ~~general knowledge~~, professional education, and subject area examination fees and certification fees for:

(a) A member of the United States Armed Forces or a reserve component thereof who is serving or has served on active duty or the spouse of such a member.

(b) The surviving spouse of a member of the United States Armed Forces or a reserve component thereof who was serving on active duty at the time of death.

(c) An honorably discharged veteran of the United States Armed Forces or a veteran of a reserve component thereof and the spouse or surviving spouse of such a veteran.

(d) A retired first responder, which includes a law enforcement officer as defined in s. 943.10(1), a firefighter as defined in s. 633.102(9), or an emergency medical technician or paramedic as defined in s. 401.23.

Section 9. Subsections (3) and (4) and paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, are amended to read:

1012.98 School Community Professional Learning Act.—

(3) Professional learning activities must be linked to student learning, provide ~~and~~ professional growth for instructional and administrative staff, and meet the following criteria:

(a) For instructional personnel, utilize materials aligned to the state's academic standards.

(b) For school administrators, utilize materials aligned to



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the Florida Educational Leadership Standards adopted in rule by
the State Board of Education ~~state's educational leadership~~
~~standards~~.

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

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

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

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

(g) Create opportunities for collaboration.

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

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

(j) Provide sustained duration with follow-up ~~followup~~ for
instructional personnel and school administrators to have
adequate time to learn, practice, implement, and reflect upon
new strategies that facilitate changes in practice.



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(k) Provide training, when such training is available, on the use of instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), materials developed pursuant to s. 1006.39, and materials posted online by the department, including when and how to use intervention materials.

(4) The inservice activities designed to implement this section must:

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

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and knowledge-based ~~relevant~~ curriculum based on the Florida Educator Accomplished Practices ~~state and local educational standards, goals, and initiatives;~~ and

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

2.3. Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

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



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(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(e) Provide training to individuals who serve as mentors or clinical educators ~~teacher mentors as part of the professional learning certification program under s. 1012.56(8) and the professional education competency program under s. 1012.56(9).~~ The department shall develop criteria for the initial review and continued approval of clinical educator and mentor training that must include, at a minimum:

1. Instruction and assessment in the Florida Educator Accomplished Practices.

2. Effective communication strategies to guide reflection and personal growth.

3. Effective modeling of evidence-based teaching practices and skills.

4. Fostering resilience in educators ~~components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education.~~

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

(b) Each school district shall develop a professional



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learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

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

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

3. Provide inservice activities coupled with follow-up ~~followup~~ support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel



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

4. Provide inservice activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(7)(a) ~~s. 1012.56(8)(a)~~.

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and



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instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

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

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

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to



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

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

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

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

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

11. Provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency;



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vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 10. Subsection (4) of section 1002.394, Florida Statutes, is amended to read:

1002.394 The Family Empowerment Scholarship Program.—

(4) AUTHORIZED USES OF PROGRAM FUNDS.—

(a) Program funds awarded to a student determined eligible pursuant to paragraph (3)(a) may be used for:

1. Tuition and fees at an eligible private school.
2. Instructional materials, including digital materials and Internet resources.
3. Curriculum as defined in subsection (2).
4. Tuition and fees associated with full-time or part-time enrollment in an eligible postsecondary educational institution or a program offered by the postsecondary educational



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institution, unless the program is subject to s. 1009.25 or reimbursed pursuant to s. 1009.30; an approved preapprenticeship program as defined in s. 446.021(5) which is not subject to s. 1009.25 and complies with all applicable requirements of the department pursuant to chapter 1005; a private tutoring program authorized under s. 1002.43; a virtual program offered by a department-approved private online provider that meets the provider qualifications specified in s. 1002.45(2)(a); the Florida Virtual School as a private paying student; or an approved online course offered pursuant to s. 1003.499 or s. 1004.0961.

5. Fees for nationally standardized, norm-referenced achievement tests, Advanced Placement Examinations, industry certification examinations, assessments related to postsecondary education, or other assessments.

6. Contracted services provided by a public school or school district, including classes. A student who receives contracted services under this subparagraph is not considered enrolled in a public school for eligibility purposes as specified in subsection (6) but rather attending a public school on a part-time basis as authorized under s. 1002.44.

7. Tuition and fees for part-time tutoring services or fees for services provided by a choice navigator. Such services must be provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, a person who has a bachelor's degree or a graduate degree in the subject area in which instruction is given, a person who has demonstrated a mastery of subject area knowledge pursuant to s.



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1012.56(4) ~~s. 1012.56(5)~~, or a person certified by a nationally or internationally recognized research-based training program as approved by the department. As used in this subparagraph, the term "part-time tutoring services" does not qualify as regular school attendance as defined in s. 1003.01(16)(e).

(b) Program funds awarded to a student with a disability determined eligible pursuant to paragraph (3)(b) may be used for the following purposes:

1. Instructional materials, including digital devices, digital periphery devices, and assistive technology devices that allow a student to access instruction or instructional content and training on the use of and maintenance agreements for these devices.

2. Curriculum as defined in subsection (2).

3. Specialized services by approved providers or by a hospital in this state which are selected by the parent. These specialized services may include, but are not limited to:

a. Applied behavior analysis services as provided in ss. 627.6686 and 641.31098.

b. Services provided by speech-language pathologists as defined in s. 468.1125(8).

c. Occupational therapy as defined in s. 468.203.

d. Services provided by physical therapists as defined in s. 486.021(8).

e. Services provided by listening and spoken language specialists and an appropriate acoustical environment for a child who has a hearing impairment, including deafness, and who has received an implant or assistive hearing device.

4. Tuition and fees associated with full-time or part-time



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enrollment in a home education program; an eligible private school; an eligible postsecondary educational institution or a program offered by the postsecondary educational institution, unless the program is subject to s. 1009.25 or reimbursed pursuant to s. 1009.30; an approved preapprenticeship program as defined in s. 446.021(5) which is not subject to s. 1009.25 and complies with all applicable requirements of the department pursuant to chapter 1005; a private tutoring program authorized under s. 1002.43; a virtual program offered by a department-approved private online provider that meets the provider qualifications specified in s. 1002.45(2)(a); the Florida Virtual School as a private paying student; or an approved online course offered pursuant to s. 1003.499 or s. 1004.0961.

5. Fees for nationally standardized, norm-referenced achievement tests, Advanced Placement Examinations, industry certification examinations, assessments related to postsecondary education, or other assessments.

6. Contributions to the Stanley G. Tate Florida Prepaid College Program pursuant to s. 1009.98 or the Florida College Savings Program pursuant to s. 1009.981 for the benefit of the eligible student.

7. Contracted services provided by a public school or school district, including classes. A student who receives services under a contract under this paragraph is not considered enrolled in a public school for eligibility purposes as specified in subsection (6) but rather attending a public school on a part-time basis as authorized under s. 1002.44.

8. Tuition and fees for part-time tutoring services or fees for services provided by a choice navigator. Such services must



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be provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, a person who has a bachelor's degree or a graduate degree in the subject area in which instruction is given, a person who has demonstrated a mastery of subject area knowledge pursuant to s. 1012.56(4) ~~s. 1012.56(5)~~, or a person certified by a nationally or internationally recognized research-based training program as approved by the department. As used in this subparagraph, the term "part-time tutoring services" does not qualify as regular school attendance as defined in s. 1003.01(16)(e).

9. Fees for specialized summer education programs.

10. Fees for specialized after-school education programs.

11. Transition services provided by job coaches. Transition services are a coordinated set of activities which are focused on improving the academic and functional achievement of a student with a disability to facilitate the student's movement from school to postschool activities and are based on the student's needs.

12. Fees for an annual evaluation of educational progress by a state-certified teacher under s. 1002.41(1)(f), if this option is chosen for a home education student.

13. Tuition and fees associated with programs offered by Voluntary Prekindergarten Education Program providers approved pursuant to s. 1002.55, school readiness providers approved pursuant to s. 1002.88, and prekindergarten programs offered by an eligible private school.

14. Fees for services provided at a center that is a member of the Professional Association of Therapeutic Horsemanship



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International.

15. Fees for services provided by a therapist who is certified by the Certification Board for Music Therapists or credentialed by the Art Therapy Credentials Board, Inc.

Section 11. Paragraph (d) of subsection (6) of section 1002.395, Florida Statutes, is amended to read:

1002.395 Florida Tax Credit Scholarship Program.—

(6) OBLIGATIONS OF ELIGIBLE NONPROFIT SCHOLARSHIP-FUNDING ORGANIZATIONS.—An eligible nonprofit scholarship-funding organization:

(d)1. For the 2023-2024 school year, may fund no more than 20,000 scholarships for students who are enrolled pursuant to paragraph (7)(b). The number of scholarships funded for such students may increase by 40,000 in each subsequent school year. This subparagraph is repealed July 1, 2027.

2. Shall establish a process for parents who are in compliance with paragraph (7)(a) to renew their students' scholarships. Renewal applications for the 2025-2026 school year and thereafter must provide for a renewal timeline beginning February 1 of the prior school year and ending April 30 of the prior school year. A student's renewal is contingent upon an eligible private school providing confirmation of admission pursuant to subsection (8). The process must require that parents confirm that the scholarship is being renewed or declined by May 31.

3. Shall establish a process that allows a parent to apply for a new scholarship. The process must be in a manner that creates a written or electronic record of the application request and the date of receipt of the application request. The



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process must require that parents confirm that the scholarship is being accepted or declined by a date set by the organization.

4. Must establish and maintain separate scholarship accounts from eligible contributions for each eligible student. For each account, the organization must maintain a record of accrued interest retained in the student's account. The organization must verify that scholarship funds are used for:

a. Tuition and fees for full-time or part-time enrollment in an eligible private school.

b. Instructional materials, including digital materials and Internet resources.

c. Curriculum as defined in s. 1002.394(2).

d. Tuition and fees associated with full-time or part-time enrollment in a home education instructional program; an eligible postsecondary educational institution or a program offered by the postsecondary educational institution, unless the program is subject to s. 1009.25 or reimbursed pursuant to s. 1009.30; an approved preapprenticeship program as defined in s. 446.021(5) which is not subject to s. 1009.25 and complies with all applicable requirements of the Department of Education pursuant to chapter 1005; a private tutoring program authorized under s. 1002.43; a virtual program offered by a department-approved private online provider that meets the provider qualifications specified in s. 1002.45(2)(a); the Florida Virtual School as a private paying student; or an approved online course offered pursuant to s. 1003.499 or s. 1004.0961.

e. Fees for nationally standardized, norm-referenced achievement tests, Advanced Placement Examinations, industry certification examinations, assessments related to postsecondary



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education, or other assessments.

f. Contracted services provided by a public school or school district, including classes. A student who receives contracted services under this sub-subparagraph is not considered enrolled in a public school for eligibility purposes as specified in subsection (11) but rather attending a public school on a part-time basis as authorized under s. 1002.44.

g. Tuition and fees for part-time tutoring services or fees for services provided by a choice navigator. Such services must be provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, a person who has a bachelor's degree or a graduate degree in the subject area in which instruction is given, a person who has demonstrated a mastery of subject area knowledge pursuant to s. 1012.56(4) ~~s. 1012.56(5)~~, or a person certified by a nationally or internationally recognized research-based training program as approved by the Department of Education. As used in this paragraph, the term "part-time tutoring services" does not qualify as regular school attendance as defined in s. 1003.01(16)(e).

Information and documentation provided to the Department of Education and the Auditor General relating to the identity of a taxpayer that provides an eligible contribution under this section shall remain confidential at all times in accordance with s. 213.053.

Section 12. Paragraph (a) of subsection (3) of section 1002.411, Florida Statutes, is amended to read:



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1002.411 New Worlds Scholarship Accounts.—

(3) PARENT AND STUDENT RESPONSIBILITIES FOR PARTICIPATION.—

(a) For an eligible student to receive a scholarship account, the student's parent must:

1. Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; and

2. If available, utilize the administrator's system to make direct purchases of qualifying expenditures, which may include:

a. Instructional materials.

b. Curriculum. As used in this sub-subparagraph, the term "curriculum" means a complete course of study for a particular content area or grade level, including any required supplemental materials and associated online instruction.

c. Tuition and fees for part-time tutoring services provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds a baccalaureate or graduate degree in the subject area, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, a person who has demonstrated a mastery of subject area knowledge pursuant to s. 1012.56(4) ~~s. 1012.56(5)~~, a person who holds a micro-credential under s. 1003.485, or, for a prekindergarten student, a person who holds a credential under s. 1002.55(3)(c)1. or an educational credential under s. 1002.55(4)(a) or (b).

d. Fees for summer education programs designed to improve reading, literacy, or mathematics skills.

e. Fees for after-school education programs designed to improve reading, literacy, or mathematics skills.



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1085
1086 A provider of any services receiving payments pursuant to this
1087 subparagraph may not share any moneys from the scholarship with,
1088 or provide a refund or rebate of any moneys from such
1089 scholarship to, the parent or participating student in any
1090 manner. A parent, student, or provider of any services may not
1091 bill an insurance company, Medicaid, or any other agency for the
1092 same services that are paid for using scholarship funds.

1093 Section 13. Paragraph (b) of subsection (3) of section
1094 1004.85, Florida Statutes, is amended to read:

1095 1004.85 Postsecondary educator preparation institutes.—

1096 (3) Educator preparation institutes approved pursuant to
1097 this section may offer competency-based certification programs
1098 specifically designed for noneducation major baccalaureate
1099 degree holders to enable program participants to meet the
1100 educator certification requirements of s. 1012.56. An educator
1101 preparation institute choosing to offer a competency-based
1102 certification program pursuant to the provisions of this section
1103 must implement a program developed by the institute and approved
1104 by the department for this purpose. Approved programs shall be
1105 available for use by other approved educator preparation
1106 institutes.

1107 (b) Each program participant must:

1108 1. Meet certification requirements pursuant to s.
1109 1012.56(1) by obtaining a statement of status of eligibility in
1110 the certification subject area of the educational plan and meet
1111 the requirements of s. 1012.56(2)(a)-(f) before participating in
1112 field experiences.

1113 2. Demonstrate competency and participate in field



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experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and, except as provided in s. 1012.56(6)(a)3. ~~s.~~ ~~1012.56(7)(a)3.~~, achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area examination for the subject area certification which is required by state board rule.

Section 14. Paragraphs (d) and (e) of subsection (1), and subsection (5) of section 1012.55, Florida Statutes, are amended to read:

1012.55 Positions for which certificates required.—

(1)

(d) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to allow an individual who meets the following criteria to be eligible for a temporary certificate in educational leadership under s. 1012.56(6) ~~s.~~ ~~1012.56(7)~~:

1. Earning a passing score on the Florida Educational Leadership Examination;



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2. Documenting 3 years of successful experience in an executive management or leadership position; and

3. Documenting receipt of a bachelor's degree or higher from an accredited institution of higher learning.

A person operating under a temporary certificate must be under the mentorship of a state-certified school administrator during the term of the temporary certificate.

(e)1. The department shall issue a 3-year temporary certificate in educational leadership under s. 1012.56(6) ~~s. 1012.56(7)~~ to an individual who:

a. Earned a passing score on the Florida Educational Leadership Examination.

b. Served as a commissioned or noncommissioned military officer in the United States Armed Forces for at least 3 years.

c. Was honorably discharged or has retired from the United States Armed Forces.

d. Is employed full time in a position for which an educator certificate is required in a Florida public school, state-supported school, or nonpublic school that has a Level II program under s. 1012.562.

2. A Level II program under s. 1012.562 must accept an applicant who holds a temporary certificate under subparagraph 1. The department shall issue a permanent certification as a school principal to an individual who holds a temporary certificate under subparagraph 1. and successfully completes the Level II program.

(5) Notwithstanding this section and ss. 1012.32 and 1012.56, or any other provision of law or rule to the contrary,



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the State Board of Education shall adopt rules to allow for the issuance of a classical education teaching certificate, upon the request of a classical school, to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10) ~~(11)~~ and any other criteria established by the department. Such certificate is only valid at a classical school. For the purposes of this subsection, the term "classical school" means a school that implements and provides professional learning in a classical education school model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences that is based on the classical trivium stages of grammar, logic, and rhetoric.

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

1012.57 Certification of adjunct educators.—

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

Section 16. Paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:



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1012.585 Process for renewal of professional certificates.—
(3) For the renewal of a professional certificate, the following requirements must be met:
(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in “clinical educator” training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(7)(a) ~~s. 1012.56(8)(a)~~; and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice



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master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 17. Paragraph (a) of subsection (1) of section 1012.586, Florida Statutes, is amended to read:

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

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

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

1. To reduce duplication, the department may recommend the consolidation of endorsement areas and requirements to the State



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Board of Education.

2. At least once every 5 years, the department shall conduct a review of existing subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas. The review must include reciprocity requirements for out-of-state certificates and requirements for demonstrating competency in the reading instruction professional learning topics listed in s. 1012.98(5)(b)11. The review must also consider the award of an endorsement to an individual who holds a certificate issued by an internationally recognized organization that establishes standards for providing evidence-based interventions to struggling readers or who completes a postsecondary program that is accredited by such organization. Any such certificate or program must require an individual who completes the certificate or program to demonstrate competence in reading intervention strategies through clinical experience. At the conclusion of each review, the department shall recommend to the state board changes to the subject coverage or endorsement requirements based upon any identified instruction or intervention strategies proven to improve student reading performance. This subparagraph does not authorize the state board to establish any new certification subject coverage.

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



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posting and mailing of the certificate.

Section 18. Paragraph (c) of subsection (2) of section 1012.715, Florida Statutes, is amended to read:

1012.715 Heroes in the classroom sign-on bonus.—

(2) ELIGIBILITY.—To be eligible to receive a sign-on bonus, an applicant must be an honorably discharged or retired military veteran or retired first responder and provide the following to the department:

(c) A copy of his or her professional certificate or temporary certificate issued pursuant to s. 1012.56(6) ~~s. 1012.56(7)~~.

Section 19. This act shall take effect upon becoming a law.

===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled

An act relating to educator preparation; providing legislative intent; requiring the Department of Education to establish a workgroup to update and revise the Florida Educator Accomplished Practices; requiring the department to submit workgroup findings to the Governor and the Legislature by a certain date; requiring the State Board of Education to consider certain revisions and a specified rule by a certain date; requiring the department to develop a teacher examination; requiring the department to submit to the Governor and the Legislature an implementation plan



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1317 for teacher preparation programs; creating s.
1318 1004.0982, F.S.; requiring the department to reduce
1319 the number of required internship hours for specified
1320 students under certain circumstances; requiring the
1321 department to establish specified guidelines and
1322 programs to provide specified flexibility to students
1323 enrolled in postsecondary school counseling programs;
1324 providing requirements for such guidelines and
1325 programs; requiring the State Board of Education to
1326 adopt rules and the Board of Governors to adopt
1327 regulations for such guidelines and programs; amending
1328 s. 1012.39, F.S.; providing requirements for the
1329 hiring of certain nondegreed teachers of fine and
1330 performing arts; creating s. 1012.551, F.S.;
1331 establishing guidelines for teacher preparation
1332 program uniform core curricula; creating s. 1012.552,
1333 F.S.; requiring the department to create a specified
1334 alternative certification pathway for teachers;
1335 amending s. 1012.555, F.S.; revising the requirements
1336 for teachers serving as mentors through a teacher
1337 apprenticeship program; conforming cross-references;
1338 amending s. 1012.56, F.S.; deleting an educator
1339 certification requirement to demonstrate mastery of
1340 general knowledge; amending s. 1012.59, F.S.;
1341 conforming a provision to changes made by the act;
1342 amending s. 1012.98, F.S.; updating a reference to
1343 educational leadership standards; requiring training
1344 on instructional materials; requiring the department
1345 to develop criteria for certain mentors' training;



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1346 amending ss. 1002.394, 1002.395, 1002.411, 1004.85,
1347 1012.55, 1012.57, 1012.585, 1012.586, and 1012.715,
1348 F.S.; conforming cross-references; providing an
1349 effective date.