

Amendment No.

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED (Y/N)
ADOPTED AS AMENDED (Y/N)
ADOPTED W/O OBJECTION (Y/N)
FAILED TO ADOPT (Y/N)
WITHDRAWN (Y/N)
OTHER

1 Committee/Subcommittee hearing bill: Careers & Workforce
2 Subcommittee

3 Representative Rizo offered the following:

4
5 **Amendment (with title amendment)**

6 Remove everything after the enacting clause and insert:

7 **Section 1. Effective July 1, 2029, subsection (2),**
8 **paragraph (a) of subsection (3), paragraph (a) of subsection**
9 **(4), and subsection (5) of section 1004.04, Florida Statutes,**
10 **are amended, to read:**

11 1004.04 Public accountability and state approval for
12 teacher preparation programs.—

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

14 ~~(a) The State Board of Education shall adopt rules~~
15 ~~pursuant to ss. 120.536(1) and 120.54 which establish uniform~~

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16 ~~core curricula for each state-approved teacher preparation~~
17 ~~program.~~

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

21 ~~1. Candidate instruction and assessment in the Florida~~
22 ~~Educator Accomplished Practices across content areas.~~

23 ~~2. The use of state-adopted content standards to guide~~
24 ~~curricula and instruction.~~

25 ~~3. Scientifically researched and evidence-based reading~~
26 ~~instructional strategies grounded in the science of reading~~
27 ~~which improve reading performance for all students, including~~
28 ~~explicit, systematic, and sequential approaches to teaching~~
29 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~
30 ~~comprehension and multisensory intervention strategies. The~~
31 ~~primary instructional strategy for teaching word reading is~~
32 ~~phonics instruction for decoding and encoding. Instructional~~
33 ~~strategies for foundational skills may not employ the three-~~
34 ~~cueing system model of reading or visual memory as a basis for~~
35 ~~teaching word reading. Instructional strategies may include~~
36 ~~visual information and strategies that improve background and~~
37 ~~experiential knowledge, add context, and increase oral language~~
38 ~~and vocabulary to support comprehension, but may not be used to~~
39 ~~teach word reading.~~

40 ~~4. Content literacy and mathematics practices.~~

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41 ~~5. Strategies appropriate for the instruction of English~~
42 ~~language learners.~~

43 ~~6. Strategies appropriate for the instruction of students~~
44 ~~with disabilities.~~

45 ~~7. Strategies to differentiate instruction based on~~
46 ~~student needs.~~

47 ~~8. Strategies and practices to support evidence-based~~
48 ~~content aligned to state standards and grading practices.~~

49 ~~9. Strategies appropriate for the early identification of~~
50 ~~a student in crisis or experiencing a mental health challenge~~
51 ~~and the referral of such student to a mental health professional~~
52 ~~for support.~~

53 ~~10. Strategies to support the use of technology in~~
54 ~~education and distance learning.~~

55 ~~11. Strategies and practices to support effective,~~
56 ~~research-based assessment and grading practices aligned to the~~
57 ~~state's academic standards.~~

58 ~~(a)-(e)~~ Each candidate must receive instruction and be
59 assessed on the uniform core curricula, approved pursuant to s.
60 1012.551, in the candidate's area or areas of program
61 concentration during course work and clinical field experiences.
62 Beginning with candidates entering a teacher preparation program
63 in the 2022-2023 school year, a candidate for certification in a
64 coverage area identified pursuant to s. 1012.585(3) (f) must
65 successfully complete all competencies for a reading

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66 endorsement, including completion of the endorsement practicum
67 through the candidate's clinical ~~field~~ experience under
68 subsection (5), in order to graduate from the program.

69 ~~(b)-(d)~~ Before program completion, each candidate must
70 demonstrate his or her ability to positively impact student
71 learning growth in the candidate's area or areas of program
72 concentration during a prekindergarten through grade 12 clinical
73 ~~field~~ experience and must pass each portion of the Florida
74 Teacher Certification Examination required for a professional
75 certificate in the area or areas of program concentration.

76 ~~(c)-(e)~~ Teacher preparation program courses:

77 1. May not distort significant historical events or
78 include a curriculum or instruction that teaches identity
79 politics, violates s. 1000.05, or is based on theories that
80 systemic racism, sexism, oppression, and privilege are inherent
81 in the institutions of the United States and were created to
82 maintain social, political, and economic inequities.

83 2. Must afford candidates the opportunity to think
84 critically, achieve mastery of academic program content, learn
85 instructional strategies, ~~and~~ demonstrate mastery of the
86 cognitive science of learning and its application in high-impact
87 teaching strategies, and the crucial role of background
88 knowledge in developing high-level literacy competence.

89 (3) INITIAL STATE PROGRAM APPROVAL.-

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90 (a) A program approval process based on standards adopted
91 pursuant to this subsection ~~and subsection (2)~~ must be
92 established for postsecondary teacher preparation programs. Each
93 program shall be approved by the department, consistent with the
94 intent set forth in subsection (1) and based upon evidence of
95 the institution's and the program's capacity to meet the
96 requirements for continued approval as provided in subsection
97 (4) and by the rules of the State Board of Education.

98 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
99 teacher preparation program shall be based upon evidence that
100 the program continues to implement the requirements for initial
101 approval and upon significant, objective, and quantifiable
102 measures of the program and the performance of the program
103 completers.

104 (a) The criteria for continued approval must include each
105 of the following:

106 1. Candidate readiness based on passage rates on educator
107 certification examinations under s. 1012.56, as applicable.

108 2. Evidence of performance in each of the following areas:

109 a. Performance of students in prekindergarten through
110 grade 12 who are assigned to in-field program completers on
111 statewide assessments using the results of the student learning
112 growth formula adopted under s. 1012.34.

113 b. Results of program completers' annual evaluations in
114 accordance with the timeline as set forth in s. 1012.34.

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115 c. Workforce contributions, including placement of program
116 completers in instructional positions in Florida public and
117 private schools, with additional weight given to production of
118 program completers in statewide critical teacher shortage areas
119 as identified in s. 1012.07.

120 3. Beginning July 1, 2029, candidate readiness based on
121 scores on the Florida Teacher Excellence Examination developed
122 pursuant to s. 1012.56(10) and administered before program
123 completion.

124 ~~3. Results of the program completers' survey measuring~~
125 ~~their satisfaction with preparation for the realities of the~~
126 ~~classroom.~~

127 ~~4. Results of the employers' survey measuring satisfaction~~
128 ~~with the program and the program's responsiveness to local~~
129 ~~school districts.~~

130 (5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All
131 postsecondary instructors, school district personnel and
132 instructional personnel, and school sites preparing
133 instructional personnel through preservice clinical field
134 experience courses and internships shall meet special
135 requirements. District school boards may pay student teachers
136 during their internships.

137 (a) All individuals in postsecondary teacher preparation
138 programs who instruct or supervise preservice clinical field
139 experience courses or internships in which a candidate

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140 demonstrates his or her impact on student learning growth shall
141 meet the requirements of a clinical educator established under
142 s. 1012.56(7) ~~have the following: specialized training in~~
143 ~~clinical supervision; at least 3 years of successful, relevant~~
144 ~~prekindergarten through grade 12 teaching, student services, or~~
145 ~~school administration experience; and an annual demonstration of~~
146 ~~experience in a relevant prekindergarten through grade 12 school~~
147 ~~setting as defined by State Board of Education rule.~~

148 (b)1. All school district personnel and instructional
149 personnel who supervise or direct teacher preparation students
150 during clinical field ~~experience~~ courses or internships taking
151 place in this state in which candidates demonstrate an impact on
152 student learning growth must meet the requirements of a clinical
153 educator established under s. 1012.56(7). ~~have:~~

154 ~~a. Evidence of "clinical educator" training;~~

155 ~~b. A valid professional certificate issued pursuant to s.~~
156 ~~1012.56;~~

157 ~~c. At least 3 years of teaching experience in~~
158 ~~prekindergarten through grade 12;~~

159 ~~d. Earned an effective or highly effective rating on the~~
160 ~~prior year's performance evaluation under s. 1012.34 or be a~~
161 ~~peer evaluator under the district's evaluation system approved~~
162 ~~under s. 1012.34; and~~

163 ~~e. Beginning with the 2022-2023 school year, for all such~~
164 ~~personnel who supervise or direct teacher preparation students~~

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165 ~~during internships in kindergarten through grade 3 or who are~~
166 ~~enrolled in a teacher preparation program for a certificate area~~
167 ~~identified pursuant to s. 1012.585(3)(f), a certificate or~~
168 ~~endorsement in reading.~~

169

170 ~~The State Board of Education shall approve the training~~
171 ~~requirements.~~

172 2. All instructional personnel who supervise or direct
173 teacher preparation students during clinical field experience
174 courses or internships in another state, in which a candidate
175 demonstrates his or her impact on student learning growth,
176 through a Florida online or distance program must have received
177 "clinical educator" training pursuant to s. 1012.98 or its
178 equivalent in that state, hold a valid professional certificate
179 issued by the state in which the clinical field experience takes
180 place, and have at least 3 years of teaching experience in
181 prekindergarten through grade 12.

182 3. All instructional personnel who supervise or direct
183 teacher preparation students during clinical field experience
184 courses or internships, in which a candidate demonstrates his or
185 her impact on student learning growth, on a United States
186 military base in another country through a Florida online or
187 distance program must have received "clinical educator" training
188 pursuant to s. 1012.98 or its equivalent, hold a valid
189 professional certificate issued by the United States Department

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190 of Defense or a state or territory of the United States, and
191 have at least 3 years teaching experience in prekindergarten
192 through grade 12.

193 (c) Preservice clinical field experience must fully
194 prepare a candidate to manage a classroom by requiring the
195 candidate to practice and demonstrate the uniform core curricula
196 specific to the candidate's area or areas of program
197 concentration with a diverse population of students in a variety
198 of challenging environments, including, but not limited to,
199 high-poverty schools, urban schools, and rural schools.
200 Beginning with candidates entering a program in the 2023-2024
201 school year, a minimum of 60 hours of preservice clinical field
202 experience must be completed before the culminating clinical
203 ~~field~~ experience, which must include a minimum of 12 weeks of
204 student teaching.

205 (d) Postsecondary teacher preparation programs in
206 cooperation with district school boards and approved private
207 school associations shall select the school sites for preservice
208 clinical field experience activities based upon the
209 qualifications of the supervising personnel as described in this
210 subsection and the needs of the candidates. These sites must
211 represent the full spectrum of school communities, including,
212 but not limited to, schools serving low-achieving students. In
213 order to be selected, school sites must demonstrate commitment

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214 to the education of public school students and to the
215 preparation of future teachers.

216 **Section 2. Effective July 1, 2029, subsections (5) through**
217 **(8) of section 1004.85, Florida Statutes, are renumbered as**
218 **subsections (4) through (7), respectively, and paragraph (a) of**
219 **subsection (2), paragraph (a) of subsection (3), subsection (4),**
220 **and present subsections (5) and (6) are amended, to read:**

221 1004.85 Postsecondary educator preparation institutes.—

222 (2) (a) Postsecondary institutions that are accredited or
223 approved as described in State Board of Education rule may seek
224 approval from the Department of Education to create educator
225 preparation institutes for the purpose of providing any or all
226 of the following:

227 1. Professional learning instruction to assist teachers in
228 improving classroom instruction and in meeting certification or
229 recertification requirements.

230 2. Instruction to assist potential and existing substitute
231 teachers in performing their duties.

232 3. Instruction to assist paraprofessionals in meeting
233 education and training requirements.

234 4. Instruction for baccalaureate degree holders to become
235 certified teachers as provided in this section in order to
236 increase routes to the classroom for professionals who hold a
237 baccalaureate degree and college graduates who were not
238 education majors.

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239 5. Instruction and professional learning for part-time and
240 full-time nondegreed teachers of career programs under s.
241 1012.39(1)(c).

242 ~~6. Instruction that does not distort significant~~
243 ~~historical events or include a curriculum or instruction that~~
244 ~~teaches identity politics, violates s. 1000.05, or is based on~~
245 ~~theories that systemic racism, sexism, oppression, and privilege~~
246 ~~are inherent in the institutions of the United States and were~~
247 ~~created to maintain social, political, and economic inequities.~~
248 ~~Courses and instruction within the educator preparation~~
249 ~~institute must afford candidates the opportunity to think~~
250 ~~critically, achieve mastery of academic program content, learn~~
251 ~~instructional strategies, and demonstrate competence.~~

252 (3) Educator preparation institutes approved pursuant to
253 this section may offer competency-based certification programs
254 specifically designed for noneducation major baccalaureate
255 degree holders to enable program participants to meet the
256 educator certification requirements of s. 1012.56. An educator
257 preparation institute choosing to offer a competency-based
258 certification program pursuant to the provisions of this section
259 must implement a program developed by the institute and approved
260 by the department for this purpose. Approved programs shall be
261 available for use by other approved educator preparation
262 institutes.

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263 (a) Within 90 days after receipt of a request for
264 approval, the Department of Education shall approve a
265 preparation program pursuant to the requirements of this
266 subsection or issue a statement of the deficiencies in the
267 request for approval. The department shall approve a
268 certification program if the institute provides evidence of the
269 institute's capacity to implement a competency-based program
270 that:

271 1. Instructs and assesses each candidate in the uniform
272 core curricula approved under s. 1012.551 and following:

273 ~~1.a.~~ the Florida Educator Accomplished Practices approved
274 by the state board.

275 ~~b. The state academic standards provided under s. 1003.41,~~
276 ~~including scientifically based reading instruction, content~~
277 ~~literacy, and mathematical practices, for each subject~~
278 ~~identified on the statement of status of eligibility or the~~
279 ~~temporary certificate.~~

280 ~~e. Scientifically researched and evidence-based reading~~
281 ~~instructional strategies grounded in the science of reading~~
282 ~~which improve reading performance for all students, including~~
283 ~~explicit, systematic, and sequential approaches to teaching~~
284 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~
285 ~~comprehension and multisensory intervention strategies. The~~
286 ~~primary instructional strategy for teaching word reading is~~
287 ~~phonics instruction for decoding and encoding. Instructional~~

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288 ~~strategies for foundational skills may not employ the three-~~
289 ~~cueing system model of reading or visual memory as a basis for~~
290 ~~teaching word reading. Instructional strategies may include~~
291 ~~visual information and strategies which improve background and~~
292 ~~experiential knowledge, add context, and increase oral language~~
293 ~~and vocabulary to support comprehension, but may not be used to~~
294 ~~teach word reading.~~

295 ~~2. An educational plan for each participant to meet~~
296 ~~certification requirements and demonstrate his or her ability to~~
297 ~~teach the subject area for which the participant is seeking~~
298 ~~certification, which is based on an assessment of his or her~~
299 ~~competency in the areas listed in subparagraph 1.~~

300 ~~2.3. Provides clinical~~ Field experiences appropriate to
301 the certification subject area specified in the educational plan
302 under the supervision of clinical educators who meet the
303 requirements of s. 1012.56(7) ~~qualified educators~~. The state
304 board shall determine in rule the amount of field experience
305 necessary to serve as the teacher of record, beginning with
306 candidates entering a program in the 2023-2024 school year.

307 ~~3.4. Provides~~ a certification ombudsman to facilitate the
308 process and procedures required for participants who complete
309 the program to meet any requirements related to the background
310 screening pursuant to s. 1012.32 and educator professional or
311 temporary certification pursuant to s. 1012.56.

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312 ~~(4) The state board shall adopt rules for the continued~~
313 ~~approval of each program approved pursuant to this section.~~

314 (4) (a) (5) Each institute approved pursuant to this section
315 shall submit to the Department of Education annual performance
316 evaluations that measure the effectiveness of the programs.

317 (b) Beginning July 1, 2029, continued approval criteria
318 for educator preparation programs must include candidate
319 readiness based on scores on the Florida Teacher Excellence
320 Examination developed pursuant to s. 1012.56(10) and
321 administered before program completion.

322 (5) (6) Instructors and supervisors of clinical field
323 experiences in which participants demonstrate an impact on
324 student learning growth for a certification program approved
325 pursuant to this section must meet the same qualifications as
326 those required in s. 1004.04(5).

327 **Section 3. Paragraph (d) is added to subsection (1) of**
328 **section 1012.39, Florida Statutes, to read:**

329 1012.39 Employment of substitute teachers, teachers of
330 adult education, nondegreed teachers of career education, ~~and~~
331 career specialists, and nondegreed teachers of fine and
332 performing arts; students performing clinical field experience.-

333 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
334 1012.57, or any other provision of law or rule to the contrary,
335 each district school board shall establish the minimal
336 qualifications for:

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

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

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

345 a. A high school diploma or the equivalent.

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

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

351 1012.551 Teacher preparation core principles, standards,
352 and content.-

353 (1) Each teacher preparation program approved pursuant to
354 ss. 1004.04, 1004.85, and 1012.552 must provide uniform core
355 curricula courses aligned with the Florida Educator Accomplished
356 Practices that are grounded in the principles of cognitive
357 science and establish the foundational standards and
358 expectations for quality instruction and professional
359 responsibility. The State Board of Education shall establish in
360 rule the uniform core curricula.

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

364 1. May not distort significant historical events or
365 include curriculum or instruction that teaches identity
366 politics, violates s. 1000.05, or is based on theories that
367 systemic racism, sexism, oppression, and privilege are inherent
368 in the institutions of the United States and were created to
369 maintain social, political, and economic inequities.

370 2. Must afford candidates the opportunity to think
371 critically, achieve mastery of academic program content, learn
372 instructional strategies, and demonstrate competence.

373 3. Must use state-approved academic standards to guide
374 instruction.

375 4. Must provide training on the use of high-quality
376 instructional materials included on the state-adopted
377 instructional materials list pursuant to s. 1006.28, materials
378 evaluated and identified pursuant to s. 1001.215(4), materials
379 developed pursuant to s. 1006.39, and materials posted online by
380 the department, including when and how to use intervention
381 materials.

382 5. Must include scientifically researched and evidence-
383 based reading instructional strategies grounded in the science
384 of reading which improve reading performance for all students,
385 including explicit, systematic, and sequential approaches to

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386 teaching phonemic awareness, phonics, vocabulary, fluency, and
387 text comprehension and multisensory intervention strategies. The
388 primary instructional strategy for teaching word reading is
389 phonics instruction for decoding and encoding. Instructional
390 strategies for foundational skills may not employ the three-
391 cueing system model of reading or visual memory as a basis for
392 teaching word reading. Instructional strategies may include
393 visual information and strategies that improve background and
394 experiential knowledge, add context, and increase oral language
395 and vocabulary to support comprehension, but may not be used to
396 teach word reading.

397 6. Must include content literacy and mathematics
398 practices.

399 7. Must include strategies for differentiated instruction
400 to meet student needs, including English language learners and
401 students with disabilities, while maintaining grade-level
402 expectations.

403 8. Must include strategies and practices to support
404 effective, evidence-based assessment and grading practices
405 aligned to the state's academic standards.

406 9. Must require the completion of a mastery-based clinical
407 experience in classroom settings to provide direct application
408 of program content and instruction and mastery of the components
409 of teaching as outlined in the Florida Educator Accomplished
410 Practices. These clinical experiences must allow candidates to

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411 demonstrate mastery of curriculum and pedagogy through
412 observable performance evaluations aligned with instructional
413 personnel evaluation systems approved pursuant to s. 1012.34.
414 Mastery must be assessed through in-classroom performance, with
415 candidate feedback provided for growth and refinement, rather
416 than solely through written assignments or project-based
417 assessments. Clinical experience may only be provided by
418 individuals who meet the requirements of s. 1012.56(7).

419 (b) Beginning with teacher candidates initially entering a
420 state-approved teacher preparation program in the 2029-2030
421 school year and thereafter, each teacher candidate must
422 complete:

423 1. One introduction to education course that allows
424 teacher candidates to demonstrate competency in the cognitive
425 science of learning principles, including cognitive load theory,
426 working memory, and long-term memory; retrieval practice;
427 attention and selective attention; social science of motivation
428 and persistence; background knowledge; and production effect.

429 2. One classroom management and high-impact teaching
430 strategies course that allows teacher candidates to demonstrate
431 competency of instructional strategies based on Florida Educator
432 Accomplished Practices.

433 (2) Each state-approved teacher preparation program must
434 annually report all teacher preparation core courses to the
435 department by each course's statewide course number.

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436 (3) By December 1, 2028, and each December 1 thereafter,
437 the State Board of Education must approve or reject the list of
438 courses for each state-approved teacher preparation program.

439 (4) A teacher preparation program may not require a
440 student to take an additional course to meet a program
441 requirement that was completed by the student with a course that
442 has since been removed as a teacher preparation program core
443 course.

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

446 1012.552 The Coaching for Educator Readiness and Teaching
447 Certification (CERT) Program.—

448 (1) INTENT.—The Coaching for Educator Readiness and
449 Teaching (CERT) Certification Program is established to create
450 an alternative pathway for teachers to enter the teaching
451 profession. School districts, charter schools, and charter
452 management organizations may implement the CERT program to
453 provide a cohesive, competency-based training and certification
454 pathway for teachers who have a state-issued temporary
455 certificate to earn their professional certificate through an
456 on-the-job mentorship and learning program.

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

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

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

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

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

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

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

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

479 (f) Provide guidance and on-the-job training in the
480 classroom on mastering Florida Educator Accomplished Practices.

481 (3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are
482 approved for a period of 5 years in a format to be established
483 by the department. A teacher may not satisfy requirements for a
484 professional certificate through a CERT program unless the
485 program has been approved by the department pursuant to this

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486 section. Continued approval of CERT programs must include a
487 criteria for candidate readiness based on scores on the Florida
488 Teacher Excellence Examination developed pursuant to s.
489 1012.56(10) and administered before program completion.

490 (4) RULEMAKING.—The State Board of Education shall adopt
491 rules to administer this section.

492 **Section 6. Effective July 1, 2029, subsection (3) of**
493 **section 1012.555, Florida Statutes, is amended to read:**

494 1012.555 Teacher Apprenticeship Program.—

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

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

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

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

509 **Section 7. Effective July 1, 2029, subsections (10)**
510 **through (17) of section 1012.56, Florida Statutes, are**

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511 **renumbered as subsections (8) through (15), respectively,**
512 **paragraph (b) of subsection (1), paragraph (d) of subsection**
513 **(2), paragraphs (e) and (f) of subsection (3), subsection (6),**
514 **paragraphs (a), (b), and (e) of subsection (7), and present**
515 **subsections (8) and (9) are amended, and paragraph (g) is added**
516 **to subsection (3) of that section, to read:**

517 1012.56 Educator certification requirements.—

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

530 (b) The department shall issue a temporary certificate to
531 a qualifying applicant within 14 calendar days after receipt of
532 a request from an employer with a professional education
533 competence demonstration program pursuant to paragraph (6)(f)
534 ~~and subsection (9)~~. The temporary certificate must cover the
535 classification, level, and area for which the applicant is

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536 deemed qualified. The department shall electronically notify the
537 applicant's employer that the temporary certificate has been
538 issued and provide the applicant an official statement of status
539 of eligibility at the time the certificate is issued.

540

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

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

551 (d) Submit to background screening in accordance with
552 subsection (9) ~~(11)~~. If the background screening indicates a
553 criminal history or if the applicant acknowledges a criminal
554 history, the applicant's records shall be referred to the
555 investigative section in the Department of Education for review
556 and determination of eligibility for certification. If the
557 applicant fails to provide the necessary documentation requested
558 by the department within 90 days after the date of the receipt
559 of the certified mail request, the statement of eligibility and
560 pending application shall become invalid.

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

563 (e) Achievement of passing scores, identified in state
564 board rule, on national or international examinations that test
565 comparable content and relevant standards in verbal, analytical
566 writing, and quantitative reasoning skills, including, but not
567 limited to, the verbal, analytical writing, and quantitative
568 reasoning portions of the Graduate Record Examination and the
569 SAT, ACT, and Classic Learning Test. Passing scores identified
570 in state board rule must be at approximately the same level of
571 rigor as is required to pass the general knowledge examinations;

572 ~~or~~

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

577 or

578 (g) Successful completion of an introduction to education
579 course and a classroom management and high-impact teaching
580 strategies course approved pursuant to s. 1012.551.

581
582 A school district that employs an individual who does not
583 achieve passing scores on any subtest of the general knowledge
584 examination must provide information regarding the availability
585 of state-level and district-level supports and instruction to

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586 assist him or her in achieving a passing score. Such information
587 must include, but need not be limited to, state-level test
588 information guides, school district test preparation resources,
589 and preparation courses offered by state universities and
590 Florida College System institutions. The requirement of mastery
591 of general knowledge shall be waived for an individual who has
592 been provided 3 years of supports and instruction and who has
593 been rated effective or highly effective under s. 1012.34 for
594 each of the last 3 years.

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

598 (a) Successful completion of a state-approved ~~an approved~~
599 teacher preparation program at a postsecondary educational
600 institution within this state and achievement of a passing score
601 on the professional education competency examination required by
602 state board rule;

603 (b) Successful completion of a teacher preparation program
604 at a postsecondary educational institution outside Florida and
605 achievement of a passing score on the professional education
606 competency examination required by state board rule;

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

609 (d) Documentation of a valid certificate issued by the
610 National Board for Professional Teaching Standards or a national

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611 educator credentialing board approved by the State Board of
612 Education;

613 (e) Documentation of two semesters of successful, full-
614 time or part-time teaching in a Florida College System
615 institution, state university, or private college or university
616 that awards an associate or higher degree and is an accredited
617 institution or an institution of higher education identified by
618 the Department of Education as having a quality program and
619 achievement of a passing score on the professional education
620 competency examination required by state board rule;

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

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

629 ~~(f)(h)~~ Successful completion of a competency-based
630 certification program pursuant to s. 1004.85 and achievement of
631 a passing score on the professional education competency
632 examination required by rule of the State Board of Education; or

633 (g) Successful completion of a Coaching for Educator
634 Readiness and Teaching Certification Program as established in
635 s. 1012.552.

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636
637 The State Board of Education shall adopt rules to implement this
638 subsection, including rules to approve specific teacher
639 preparation programs that are not identified in this subsection
640 which may be used to meet requirements for mastery of
641 professional preparation and education competence. A passing
642 score on the professional education competency examination shall
643 not be required of candidates who have successfully completed a
644 teacher preparation program approved, after July 1, 2029,
645 pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

646 (7) TYPES AND TERMS OF CERTIFICATION.—

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

650 1. Meets all the applicable requirements outlined in
651 subsection (2).

652 2. For a professional certificate covering grades 6
653 through 12:

654 a. Meets the applicable requirements of paragraphs (2)(a)-
655 (h).

656 b. Holds a master's or higher degree in the area of
657 science, technology, engineering, or mathematics.

658 c. Teaches a high school course in the subject of the
659 advanced degree.

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660 d. Is rated highly effective as determined by the
661 teacher's performance evaluation under s. 1012.34, based in part
662 on student performance as measured by a statewide, standardized
663 assessment or an Advanced Placement, Advanced International
664 Certificate of Education, or International Baccalaureate
665 examination.

666 e. Achieves a passing score on the Florida professional
667 education competency examination required by state board rule.

668 3. Meets the applicable requirements of paragraphs (2) (a)-
669 (h) and completes a Coaching for Educator Readiness and Teaching
670 Certification Program pursuant to s. 1012.551 ~~professional~~
671 ~~learning certification program approved by the department~~
672 ~~pursuant to paragraph (8) (c) or an educator preparation~~
673 ~~institute approved by the department pursuant to s. 1004.85. An~~
674 ~~applicant who completes one of these programs and is rated~~
675 ~~highly effective as determined by his or her performance~~
676 ~~evaluation under s. 1012.34 is not required to take or achieve a~~
677 ~~passing score on the professional education competency~~
678 ~~examination in order to be awarded a professional certificate.~~

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

681 1. Completes the requirements outlined in paragraphs
682 (2) (a)-(f) and completes the subject area content requirements
683 specified in state board rule or demonstrates mastery of subject
684 area knowledge pursuant to subsection (5) and holds an

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685 accredited degree or a degree approved by the Department of
686 Education at the level required for the subject area
687 specialization in state board rule;

688 2. For a subject area specialization for which the state
689 board otherwise requires a bachelor's degree, documents 48
690 months of active-duty military service with an honorable
691 discharge or a medical separation; completes the requirements
692 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
693 subject area content requirements specified in state board rule
694 or demonstrates mastery of subject area knowledge pursuant to
695 subsection (5); and documents completion of 60 college credits
696 with a minimum cumulative grade point average of 2.5 on a 4.0
697 scale, as provided by one or more accredited institutions of
698 higher learning or a nonaccredited institution of higher
699 learning identified by the Department of Education as having a
700 quality program resulting in a bachelor's degree or higher; or

701 3. Is enrolled in a state-approved teacher preparation
702 program under s. 1004.04; is actively completing the final
703 semester of the clinical experience or ~~required program field~~
704 ~~experience or~~ internship at a public school immediately
705 preceding graduation; completes the requirements outlined in
706 paragraphs (2)(a), (b), and (d)-(f); completes the subject area
707 content requirements specified in state board rule or
708 demonstrates mastery of subject area knowledge pursuant to
709 subsection (5); and documents completion of 60 college credits

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710 with a minimum cumulative grade point average of 2.5 on a 4.0
711 scale, as provided by one or more accredited institutions of
712 higher learning or a nonaccredited institution of higher
713 learning identified by the Department of Education as having a
714 quality program resulting in a bachelor's degree or higher.

715 (e) A person who is issued a temporary certificate under
716 paragraph (b) must be assigned a teacher mentor or clinical
717 educator for a minimum of 2 school years after commencing
718 employment. Each teacher mentor or clinical educator selected by
719 the school district, charter school, or charter management
720 organization must:

721 1. Hold a valid professional certificate issued pursuant
722 to this section;

723 2. Have earned at least 3 years of teaching experience in
724 prekindergarten through grade 12; ~~and~~

725 3. Have earned an effective or highly effective rating on
726 the prior 3 year's performance evaluation under s. 1012.34;~~;~~

727 4. Provide evidence of successful completion of clinical
728 educator training pursuant to s. 1012.98; and

729 5. Be certified or endorsed in reading when assigned to an
730 individual providing instruction to students in kindergarten
731 through grade 3 or an individual enrolled in a teacher
732 preparation program for a certificate area identified pursuant
733 to s. 1012.585(3) (f).

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

740 ~~(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.~~

741 ~~(a) The Department of Education shall develop and each~~
742 ~~school district, charter school, and charter management~~
743 ~~organization may provide a cohesive competency-based~~
744 ~~professional learning certification program by which~~
745 ~~instructional staff may satisfy the mastery of professional~~
746 ~~preparation and education competence requirements specified in~~
747 ~~subsection (6) and rules of the State Board of Education.~~
748 ~~Participants must hold a state-issued temporary certificate. A~~
749 ~~school district, charter school, or charter management~~
750 ~~organization that implements the program shall provide a~~
751 ~~competency-based certification program developed by the~~
752 ~~Department of Education or developed by the district, charter~~
753 ~~school, or charter management organization and approved by the~~
754 ~~Department of Education. These entities may collaborate with~~
755 ~~other supporting agencies or educational entities for~~
756 ~~implementation. The program shall include the following:~~

757 ~~1. A teacher mentorship and induction component.~~

758 ~~a. Each individual selected by the district, charter~~
759 ~~school, or charter management organization as a mentor:~~

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760 ~~(I) Must hold a valid professional certificate issued~~
761 ~~pursuant to this section;~~
762 ~~(II) Must have earned at least 3 years of teaching~~
763 ~~experience in prekindergarten through grade 12;~~
764 ~~(III) Must have completed training in clinical supervision~~
765 ~~and participate in ongoing mentor training provided through the~~
766 ~~coordinated system of professional learning under s. 1012.98(4);~~
767 ~~(IV) Must have earned an effective or highly effective~~
768 ~~rating on the prior year's performance evaluation; and~~
769 ~~(V) May be a peer evaluator under the district's~~
770 ~~evaluation system approved under s. 1012.34.~~
771 ~~b. The teacher mentorship and induction component must, at~~
772 ~~a minimum, provide routine opportunities for mentoring and~~
773 ~~induction activities, including ongoing professional learning as~~
774 ~~described in s. 1012.98 targeted to a teacher's needs,~~
775 ~~opportunities for a teacher to observe other teachers, co-~~
776 ~~teaching experiences, and reflection and followup discussions.~~
777 ~~Professional learning must meet the criteria established in s.~~
778 ~~1012.98(3). Mentorship and induction activities must be provided~~
779 ~~for an applicant's first year in the program and may be provided~~
780 ~~until the applicant attains his or her professional certificate~~
781 ~~in accordance with this section.~~
782 ~~2. An assessment of teaching performance aligned to the~~
783 ~~district's, charter school's, or charter management~~

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784 ~~organization's system for personnel evaluation under s. 1012.34~~
785 ~~which provides for:~~

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

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

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

795 ~~a. The state academic standards provided under s. 1003.41,~~
796 ~~including scientifically researched and evidence-based reading~~
797 ~~instructional strategies grounded in the science of reading,~~
798 ~~content literacy, and mathematical practices, for each subject~~
799 ~~identified on the temporary certificate. Reading instructional~~
800 ~~strategies for foundational skills shall include phonics~~
801 ~~instruction for decoding and encoding as the primary~~
802 ~~instructional strategy for word reading. Instructional~~
803 ~~strategies may not employ the three cueing system model of~~
804 ~~reading or visual memory as a basis for teaching word reading.~~
805 ~~Instructional strategies may include visual information and~~
806 ~~strategies which improve background and experiential knowledge,~~
807 ~~add context, and increase oral language and vocabulary to~~

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808 ~~support comprehension, but may not be used to teach word~~
809 ~~reading.~~

810 ~~b. The educator accomplished practices approved by the~~
811 ~~state board.~~

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

816 ~~5. Beginning with candidates entering a program in the~~
817 ~~2022-2023 school year, a candidate for certification in a~~
818 ~~coverage area identified pursuant to s. 1012.585(3)(f) must~~
819 ~~successfully complete all competencies for a reading~~
820 ~~endorsement, including completion of the endorsement practicum.~~

821 ~~(b) Professional learning certification program courses:~~

822 ~~1. May not distort significant historical events or~~
823 ~~include curriculum or instruction that teaches identity~~
824 ~~politics, violates s. 1000.05, or is based on theories that~~
825 ~~systemic racism, sexism, oppression, and privilege are inherent~~
826 ~~in the institutions of the United States and were created to~~
827 ~~maintain social, political, and economic inequities.~~

828 ~~2. Must afford candidates the opportunity to think~~
829 ~~critically, achieve mastery of academic program content, learn~~
830 ~~instructional strategies, and demonstrate competence.~~

831 ~~(c) The State Board of Education shall adopt rules for the~~
832 ~~approval and continued approval of professional learning~~

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833 ~~certification programs aligned to paragraph (a). A teacher may~~
834 ~~not satisfy requirements for a professional certificate through~~
835 ~~a professional learning certification program unless the program~~
836 ~~has been approved by the department pursuant to this paragraph.~~

837 ~~(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—~~

838 ~~(a) Each school district must and a private school or~~
839 ~~state-supported public school, including a charter school, may~~
840 ~~develop and maintain a system by which members of the~~
841 ~~instructional staff may demonstrate mastery of professional~~
842 ~~preparation and education competence as required by law. Each~~
843 ~~program must be based on classroom application of the Florida~~
844 ~~Educator Accomplished Practices and instructional performance~~
845 ~~and, for public schools, must be aligned with the district's or~~
846 ~~state-supported public school's evaluation system established~~
847 ~~under s. 1012.34, as applicable.~~

848 ~~(b) The Commissioner of Education shall determine the~~
849 ~~continued approval of programs implemented under this paragraph,~~
850 ~~based upon the department's review of performance data. The~~
851 ~~department shall review the performance data as a part of the~~
852 ~~periodic review of each school district's professional learning~~
853 ~~system required under s. 1012.98.~~

854 **Section 8. Effective July 1, 2029, paragraph (a) of**
855 **subsection (3) of section 1012.585, Florida Statutes, is amended**
856 **to read:**

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857 1012.585 Process for renewal of professional
858 certificates.—

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

861 (a) The applicant must earn a minimum of 6 college credits
862 or 120 inservice points or a combination thereof. For each area
863 of specialization to be retained on a certificate, the applicant
864 must earn at least 3 of the required credit hours or equivalent
865 inservice points in the specialization area. ~~Education in~~
866 ~~"clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s.~~
867 ~~1004.04(5)(b)~~; participation in mentorship and induction
868 activities, including as a mentor, ~~pursuant to s. 1012.56(8)(a)~~;
869 and credits or points that provide training in the area of
870 scientifically researched, knowledge-based reading literacy
871 grounded in the science of reading, including explicit,
872 systematic, and sequential approaches to reading instruction,
873 developing phonemic awareness, and implementing multisensory
874 intervention strategies, and computational skills acquisition,
875 exceptional student education, normal child development, and the
876 disorders of development may be applied toward any
877 specialization area. Credits or points that provide training in
878 the areas of drug abuse, child abuse and neglect, strategies in
879 teaching students having limited proficiency in English, or
880 dropout prevention, or training in areas identified in the
881 educational goals and performance standards adopted pursuant to

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882 ss. 1000.03(5) and 1008.345 may be applied toward any
883 specialization area, except specialization areas identified by
884 State Board of Education rule that include reading instruction
885 or intervention for any students in kindergarten through grade
886 6. Each district school board shall include in its inservice
887 master plan the ability for teachers to receive inservice points
888 for supporting students in extracurricular career and technical
889 education activities, such as career and technical student
890 organization activities outside of regular school hours and
891 training related to supervising students participating in a
892 career and technical student organization. Credits or points
893 earned through approved summer institutes may be applied toward
894 the fulfillment of these requirements. Inservice points may also
895 be earned by participation in professional growth components
896 approved by the State Board of Education and specified pursuant
897 to s. 1012.98 in the district's approved master plan for
898 inservice educational training; however, such points may not be
899 used to satisfy the specialization requirements of this
900 paragraph.

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

904 1012.98 School Community Professional Learning Act.—

905 (3) Professional learning activities must be linked to
906 student learning, provide ~~and~~ professional growth for

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907 instructional and administrative staff, and meet the following
908 criteria:

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

911 (b) For school administrators, utilize materials aligned
912 to the Florida Educational Leadership Standards adopted in rule
913 by the State Board of Education ~~state's educational leadership~~
914 ~~standards~~.

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

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

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

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

928 (g) Create opportunities for collaboration.

929 (h) Utilize coaching and expert support to involve the
930 sharing of expertise about content and evidence-based practices,

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931 focused directly on instructional personnel and school
932 administrator needs.

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

937 (j) Provide sustained duration with followup for
938 instructional personnel and school administrators to have
939 adequate time to learn, practice, implement, and reflect upon
940 new strategies that facilitate changes in practice.

941 (k) Provide training on the use of high-quality
942 instructional materials included on the state-adopted
943 instructional materials list pursuant to s. 1006.28, materials
944 evaluated and identified pursuant to s. 1001.215(4), materials
945 developed pursuant to s. 1006.39, and materials posted online by
946 the department, including when and how to use intervention
947 materials.

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

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

953 1. Enhanced and differentiated instructional strategies to
954 engage students in a rigorous and knowledge-based ~~relevant~~
955 curriculum based on the Florida Educator Accomplished Practices

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956 ~~state and local educational standards, goals, and initiatives;~~
957 and

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

960 2.3. Increased opportunities for professional
961 collaboration among and between teachers, certified school
962 counselors, instructional leaders, postsecondary educators
963 engaged in preservice training for new teachers, and the
964 workforce community.

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

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

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

978 (e) Provide training to individuals who serve as mentors
979 or clinical educators ~~teacher mentors as part of the~~
980 ~~professional learning certification program under s. 1012.56(8)~~

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981 ~~and the professional education competency program under s.~~
982 ~~1012.56(9).~~ The department shall develop criteria for the
983 initial review and continued approval of clinical educator and
984 mentor training that must include, at a minimum:

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

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

989 3. Effective modeling of high-impact teaching practices
990 and skills.

991 4. Fostering resilience in educators

992 ~~components on teacher development, peer coaching, time~~
993 ~~management, and other related topics as determined by the~~
994 ~~Department of Education.~~

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

999 (b) Each school district shall develop a professional
1000 learning system as specified in subsection (4). The system shall
1001 be developed in consultation with teachers, teacher-educators of
1002 Florida College System institutions and state universities,
1003 business and community representatives, and local education
1004 foundations, consortia, and professional organizations. The
1005 professional learning system must:

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1006 1. Be reviewed and approved by the department for
1007 compliance with s. 1003.42(3) and this section. ~~Effective March~~
1008 ~~1, 2024,~~ The department shall establish a calendar for the
1009 review and approval of all professional learning systems. A
1010 professional learning system must be reviewed and approved every
1011 5 years. Any substantial revisions to the system must be
1012 submitted to the department for review and approval. The
1013 department shall establish a format for the review and approval
1014 of a professional learning system.

1015 2. Be based on analyses of student achievement data and
1016 instructional strategies and methods that support rigorous,
1017 relevant, and challenging curricula for all students. Schools
1018 and districts, in developing and refining the professional
1019 learning system, shall also review and monitor school discipline
1020 data; school environment surveys; assessments of parental
1021 satisfaction; performance appraisal data of teachers, managers,
1022 and administrative personnel; and other performance indicators
1023 to identify school and student needs that can be met by improved
1024 professional performance.

1025 3. Provide inservice activities coupled with followup
1026 support appropriate to accomplish district-level and school-
1027 level improvement goals and standards. The inservice activities
1028 for instructional and school administrative personnel shall
1029 focus on analysis of student achievement data; ongoing formal
1030 and informal assessments of student achievement; identification

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1031 and use of enhanced and differentiated instructional strategies
1032 that emphasize rigor, relevance, and reading in the content
1033 areas; enhancement of subject content expertise; integrated use
1034 of classroom technology that enhances teaching and learning;
1035 classroom management; parent involvement; and school safety.

1036 4. Provide inservice activities and support targeted to
1037 the individual needs of new teachers participating in the
1038 professional learning certification and education competency
1039 program under s. 1012.56(8) (a).

1040 5. Include a professional learning catalog for inservice
1041 activities, pursuant to rules of the State Board of Education,
1042 for all district employees from all fund sources. The catalog
1043 must be updated annually by September 1, must be based on input
1044 from teachers and district and school instructional leaders, and
1045 must use the latest available student achievement data and
1046 research to enhance rigor and relevance in the classroom. Each
1047 district inservice catalog must be aligned to and support the
1048 school-based inservice catalog and school improvement plans
1049 pursuant to s. 1001.42(18). Each district inservice catalog must
1050 provide a description of the training that middle grades
1051 instructional personnel and school administrators receive on the
1052 district's code of student conduct adopted pursuant to s.
1053 1006.07; integrated digital instruction and competency-based
1054 instruction and CAPE Digital Tool certificates and CAPE industry
1055 certifications; classroom management; student behavior and

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1056 interaction; extended learning opportunities for students; and
1057 instructional leadership. District plans must be approved by the
1058 district school board annually in order to ensure compliance
1059 with subsection (1) and to allow for dissemination of research-
1060 based best practices to other districts. District school boards
1061 shall submit verification of their approval to the Commissioner
1062 of Education no later than October 1, annually. Each school
1063 principal may establish and maintain an individual professional
1064 learning plan for each instructional employee assigned to the
1065 school as a seamless component to the school improvement plans
1066 developed pursuant to s. 1001.42(18). An individual professional
1067 learning plan must be related to specific performance data for
1068 the students to whom the teacher is assigned, define the
1069 inservice objectives and specific measurable improvements
1070 expected in student performance as a result of the inservice
1071 activity, and include an evaluation component that determines
1072 the effectiveness of the professional learning plan.

1073 6. Include inservice activities for school administrative
1074 personnel, aligned to the state's educational leadership
1075 standards, which address updated skills necessary for
1076 instructional leadership and effective school management
1077 pursuant to s. 1012.986.

1078 7. Provide for systematic consultation with regional and
1079 state personnel designated to provide technical assistance and
1080 evaluation of local professional learning programs.

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1081 8. Provide for delivery of professional learning by
1082 distance learning and other technology-based delivery systems to
1083 reach more educators at lower costs.

1084 9. Provide for the continuous evaluation of the quality
1085 and effectiveness of professional learning programs in order to
1086 eliminate ineffective programs and strategies and to expand
1087 effective ones. Evaluations must consider the impact of such
1088 activities on the performance of participating educators and
1089 their students' achievement and behavior.

1090 10. For all grades, emphasize:

1091 a. Interdisciplinary planning, collaboration, and
1092 instruction.

1093 b. Alignment of curriculum and instructional materials to
1094 the state academic standards adopted pursuant to s. 1003.41.

1095 c. Use of small learning communities; problem-solving,
1096 inquiry-driven research and analytical approaches for students;
1097 strategies and tools based on student needs; competency-based
1098 instruction; integrated digital instruction; and project-based
1099 instruction.

1100
1101 Each school that includes any of grades 6, 7, or 8 shall include
1102 in its school improvement plan, required under s. 1001.42(18), a
1103 description of the specific strategies used by the school to
1104 implement each item listed in this subparagraph.

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1105 11. Provide training to reading coaches, interventionists,
1106 classroom teachers, and school administrators in effective
1107 methods of identifying characteristics of conditions such as
1108 dyslexia and other causes of diminished phonological processing
1109 skills; incorporating instructional techniques into the general
1110 education setting which are proven to improve reading
1111 performance for all students; and using predictive and other
1112 data to make instructional decisions based on individual student
1113 needs. The training must help teachers integrate phonemic
1114 awareness; phonics, word study, and spelling; reading fluency;
1115 vocabulary, including academic vocabulary; and text
1116 comprehension strategies into an explicit, systematic, and
1117 sequential approach to reading instruction, including
1118 multisensory intervention strategies. Such training for teaching
1119 foundational skills must be based on the science of reading and
1120 include phonics instruction for decoding and encoding as the
1121 primary instructional strategy for word reading. Instructional
1122 strategies included in the training may not employ the three-
1123 cueing system model of reading or visual memory as a basis for
1124 teaching word reading. Such instructional strategies may include
1125 visual information and strategies which improve background and
1126 experiential knowledge, add context, and increase oral language
1127 and vocabulary to support comprehension, but may not be used to
1128 teach word reading. Each district must provide all elementary

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1129 grades instructional personnel access to training sufficient to
1130 meet the requirements of s. 1012.585(3) (f).

1131 **Section 10. Section 1012.981, Florida Statutes, is created**
1132 **to read:**

1133 1012.981 The Florida Institute for Teaching Excellence.—

1134 (1) The Florida Institute for Teaching Excellence is
1135 established at Miami Dade College, subject to an appropriation,
1136 for the purpose of preparing high-quality teachers in this state
1137 through rigorous, evidence-based programs grounded in cognitive
1138 science, high-impact teaching strategies, and the implementation
1139 of knowledge-rich curricula.

1140 (2) The institute shall do all of the following:

1141 (a) Develop and deliver evidence-based professional
1142 learning opportunities aligned to the Florida Educator
1143 Accomplished Practices.

1144 (b) Develop and deliver educator training programs
1145 pursuant to s. 1012.98 that integrate high-quality instructional
1146 materials included on the state-adopted instructional materials
1147 list under s. 1006.28, materials evaluated and identified
1148 pursuant to s. 1001.215(4), and materials developed by or under
1149 the direction of the department as provided in s. 1006.39. These
1150 programs must focus on the effective use of knowledge-based
1151 curricula, highlighting when and how to incorporate intervention
1152 materials, and emphasize the importance of background knowledge

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1153 in building advanced reading comprehension grounded in the
1154 science of reading and critical thinking skills.

1155 (c) Develop and design models of high-quality clinical
1156 experiences, for aspiring teachers. These model experiences
1157 shall serve as a standard that institutions approved pursuant to
1158 ss. 1004.04 and 1004.85 can adopt or adapt, enabling
1159 participants to demonstrate mastery of instructional techniques,
1160 classroom management strategies, and the application of high-
1161 impact teaching strategies in authentic educational settings.

1162 (d) Collaborate with school districts and other
1163 educational stakeholders to identify emerging needs in teacher
1164 preparation and align institute programs accordingly, conducting
1165 gap analyses to provide comprehensive coverage of the science of
1166 learning, high-impact teaching strategies, and knowledge-rich
1167 curriculum implementation.

1168 (e) Establish a statewide network of teachers and
1169 instructional leaders equipped with the knowledge and skills to
1170 mentor and support aspiring and current educators participating
1171 in the institute's programs. This network shall model effective
1172 pedagogical practices and facilitate professional growth.

1173 (f) Conduct research and disseminate findings on high-
1174 impact teaching practices and the implementation of knowledge-
1175 based curricula to inform policy, improve classroom instruction,
1176 and address the importance of background knowledge in student
1177 achievement.

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1178 (g) Report to the department the completion of
1179 professional learning by individuals who are not employed by
1180 entities with an approved professional learning system.

1181 (3) The institute may submit a professional learning
1182 system for approval pursuant to s. 1012.98.

1183 (4) The institute may apply for and receive federal,
1184 state, or local agency grants for the purposes of this section.

1185 (5) The Miami Dade College Board of Trustees in
1186 collaboration with the Florida Department of Education shall
1187 establish policies for the supervision, administration, and
1188 governance of the institute.

1189 **Section 11. Effective July 1, 2029, subsection (5) of**
1190 **section 1012.55, Florida Statutes, is amended to read:**

1191 1012.55 Positions for which certificates required.—

1192 (5) Notwithstanding this section and ss. 1012.32 and
1193 1012.56, or any other provision of law or rule to the contrary,
1194 the State Board of Education shall adopt rules to allow for the
1195 issuance of a classical education teaching certificate, upon the
1196 request of a classical school, to any applicant who fulfills the
1197 requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and any other
1198 criteria established by the department. Such certificate is only
1199 valid at a classical school. For the purposes of this
1200 subsection, the term "classical school" means a school that
1201 implements and provides professional learning in a classical
1202 education school model that emphasizes the development of

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1203 students in the principles of moral character and civic virtue
1204 through a well-rounded education in the liberal arts and
1205 sciences that is based on the classical trivium stages of
1206 grammar, logic, and rhetoric.

1207 **Section 12. Effective July 1, 2029, subsection (1) of**
1208 **section 1012.57, Florida Statutes, is amended to read:**

1209 1012.57 Certification of adjunct educators.—

1210 (1) Notwithstanding the provisions of ss. 1012.32,
1211 1012.55, and 1012.56, or any other provision of law or rule to
1212 the contrary, district school boards and charter school
1213 governing boards shall adopt rules to allow for the issuance of
1214 an adjunct teaching certificate to any applicant who fulfills
1215 the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and who
1216 has expertise in the subject area to be taught. An applicant is
1217 considered to have expertise in the subject area to be taught if
1218 the applicant demonstrates sufficient subject area mastery
1219 through passage of a subject area test or has achieved an
1220 industry certification in the subject area to be taught.

1221 **Section 13. Effective July 1, 2029, paragraph (b) of**
1222 **subsection (5) of section 1012.98, Florida Statutes, is amended**
1223 **to read:**

1224 1012.98 School Community Professional Learning Act.—

1225 (5) The Department of Education, school districts,
1226 schools, Florida College System institutions, and state

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1227 universities share the responsibilities described in this
1228 section. These responsibilities include the following:

1229 (b) Each school district shall develop a professional
1230 learning system as specified in subsection (4). The system shall
1231 be developed in consultation with teachers, teacher-educators of
1232 Florida College System institutions and state universities,
1233 business and community representatives, and local education
1234 foundations, consortia, and professional organizations. The
1235 professional learning system must:

1236 1. Be reviewed and approved by the department for
1237 compliance with s. 1003.42(3) and this section. ~~Effective March~~
1238 ~~1, 2024,~~ The department shall establish a calendar for the
1239 review and approval of all professional learning systems. A
1240 professional learning system must be reviewed and approved every
1241 5 years. Any substantial revisions to the system must be
1242 submitted to the department for review and approval. The
1243 department shall establish a format for the review and approval
1244 of a professional learning system.

1245 2. Be based on analyses of student achievement data and
1246 instructional strategies and methods that support rigorous,
1247 relevant, and challenging curricula for all students. Schools
1248 and districts, in developing and refining the professional
1249 learning system, shall also review and monitor school discipline
1250 data; school environment surveys; assessments of parental
1251 satisfaction; performance appraisal data of teachers, managers,

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1252 and administrative personnel; and other performance indicators
1253 to identify school and student needs that can be met by improved
1254 professional performance.

1255 3. Provide inservice activities coupled with followup
1256 support appropriate to accomplish district-level and school-
1257 level improvement goals and standards. The inservice activities
1258 for instructional and school administrative personnel shall
1259 focus on analysis of student achievement data; ongoing formal
1260 and informal assessments of student achievement; identification
1261 and use of enhanced and differentiated instructional strategies
1262 that emphasize rigor, relevance, and reading in the content
1263 areas; enhancement of subject content expertise; integrated use
1264 of classroom technology that enhances teaching and learning;
1265 classroom management; parent involvement; and school safety.

1266 4. Provide inservice activities and support targeted to
1267 the individual needs of new teachers ~~participating in the~~
1268 ~~professional learning certification and education competency~~
1269 ~~program under s. 1012.56(8)(a).~~

1270 5. Include a professional learning catalog for inservice
1271 activities, pursuant to rules of the State Board of Education,
1272 for all district employees from all fund sources. The catalog
1273 must be updated annually by September 1, must be based on input
1274 from teachers and district and school instructional leaders, and
1275 must use the latest available student achievement data and
1276 research to enhance rigor and relevance in the classroom. Each

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1277 district inservice catalog must be aligned to and support the
1278 school-based inservice catalog and school improvement plans
1279 pursuant to s. 1001.42(18). Each district inservice catalog must
1280 provide a description of the training that middle grades
1281 instructional personnel and school administrators receive on the
1282 district's code of student conduct adopted pursuant to s.
1283 1006.07; integrated digital instruction and competency-based
1284 instruction and CAPE Digital Tool certificates and CAPE industry
1285 certifications; classroom management; student behavior and
1286 interaction; extended learning opportunities for students; and
1287 instructional leadership. District plans must be approved by the
1288 district school board annually in order to ensure compliance
1289 with subsection (1) and to allow for dissemination of research-
1290 based best practices to other districts. District school boards
1291 shall submit verification of their approval to the Commissioner
1292 of Education no later than October 1, annually. Each school
1293 principal may establish and maintain an individual professional
1294 learning plan for each instructional employee assigned to the
1295 school as a seamless component to the school improvement plans
1296 developed pursuant to s. 1001.42(18). An individual professional
1297 learning plan must be related to specific performance data for
1298 the students to whom the teacher is assigned, define the
1299 inservice objectives and specific measurable improvements
1300 expected in student performance as a result of the inservice

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1301 activity, and include an evaluation component that determines
1302 the effectiveness of the professional learning plan.

1303 6. Include inservice activities for school administrative
1304 personnel, aligned to the state's educational leadership
1305 standards, which address updated skills necessary for
1306 instructional leadership and effective school management
1307 pursuant to s. 1012.986.

1308 7. Provide for systematic consultation with regional and
1309 state personnel designated to provide technical assistance and
1310 evaluation of local professional learning programs.

1311 8. Provide for delivery of professional learning by
1312 distance learning and other technology-based delivery systems to
1313 reach more educators at lower costs.

1314 9. Provide for the continuous evaluation of the quality
1315 and effectiveness of professional learning programs in order to
1316 eliminate ineffective programs and strategies and to expand
1317 effective ones. Evaluations must consider the impact of such
1318 activities on the performance of participating educators and
1319 their students' achievement and behavior.

1320 10. For all grades, emphasize:

1321 a. Interdisciplinary planning, collaboration, and
1322 instruction.

1323 b. Alignment of curriculum and instructional materials to
1324 the state academic standards adopted pursuant to s. 1003.41.

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1325 c. Use of small learning communities; problem-solving,
1326 inquiry-driven research and analytical approaches for students;
1327 strategies and tools based on student needs; competency-based
1328 instruction; integrated digital instruction; and project-based
1329 instruction.

1330
1331 Each school that includes any of grades 6, 7, or 8 shall include
1332 in its school improvement plan, required under s. 1001.42(18), a
1333 description of the specific strategies used by the school to
1334 implement each item listed in this subparagraph.

1335 11. Provide training to reading coaches, interventionists,
1336 classroom teachers, and school administrators in effective
1337 methods of identifying characteristics of conditions such as
1338 dyslexia and other causes of diminished phonological processing
1339 skills; incorporating instructional techniques into the general
1340 education setting which are proven to improve reading
1341 performance for all students; and using predictive and other
1342 data to make instructional decisions based on individual student
1343 needs. The training must help teachers integrate phonemic
1344 awareness; phonics, word study, and spelling; reading fluency;
1345 vocabulary, including academic vocabulary; and text
1346 comprehension strategies into an explicit, systematic, and
1347 sequential approach to reading instruction, including
1348 multisensory intervention strategies. Such training for teaching
1349 foundational skills must be based on the science of reading and

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1350 include phonics instruction for decoding and encoding as the
1351 primary instructional strategy for word reading. Instructional
1352 strategies included in the training may not employ the three-
1353 cueing system model of reading or visual memory as a basis for
1354 teaching word reading. Such instructional strategies may include
1355 visual information and strategies which improve background and
1356 experiential knowledge, add context, and increase oral language
1357 and vocabulary to support comprehension, but may not be used to
1358 teach word reading. Each district must provide all elementary
1359 grades instructional personnel access to training sufficient to
1360 meet the requirements of s. 1012.585(3)(f).

1361 **Section 14.** Except as otherwise expressly provided in this
1362 act, this act shall take effect July 1, 2025.

1363 -----
1364 -----

1365 **T I T L E A M E N D M E N T**

1366 Remove everything before the enacting clause and insert:

1367 A bill to be entitled

1368 An act relating to educator preparation; amending s.
1369 1004.04, F.S.; providing for the future repeal of
1370 provisions relating to the uniform core curricula for
1371 certain teacher preparation programs; revising
1372 requirements for certain teacher preparation programs;
1373 revising the criteria for continued approval of such
1374 programs; revising the term "field experience" to

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1375 "clinical experience"; revising the requirements for
1376 such experience; revising the requirements certain
1377 personnel must meet; amending s. 1004.85, F.S.;
1378 revising the purpose of postsecondary educator
1379 preparation institutes; revising requirements for such
1380 institutes; revising requirements for the continued
1381 approval of such programs; amending s. 1012.39, F.S.;
1382 providing requirements for the hiring of certain
1383 nondegreed teachers of fine and performing arts;
1384 creating s. 1012.551, F.S.; providing for the uniform
1385 core curricula for certain teacher preparation
1386 programs; providing requirements for such curricula;
1387 providing requirements for teacher candidates
1388 beginning in a specified school year; providing
1389 reporting requirements for certain teacher preparation
1390 programs; requiring the State Board of Education to
1391 approve or reject certain courses for such programs;
1392 prohibiting such programs from requiring students to
1393 take a specified additional course; creating s.
1394 1012.552, F.S.; establishing the Coaching for Educator
1395 Readiness and Teaching Certification Program;
1396 providing the intent for the program; providing
1397 program requirements; providing requirements for
1398 approval and continued approval of such programs;
1399 requiring the state board to adopt rules; amending s.

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1400 1012.555, F.S.; revising the requirements for teachers
1401 serving as mentors through a teacher apprenticeship
1402 program; amending s. 1012.56, F.S.; providing for the
1403 future repeal of professional learning certification
1404 programs and professional education competency
1405 programs; revising requirements relating to meeting
1406 the mastery of general knowledge and mastery of
1407 professional preparation and education competence for
1408 certification as an educator; removing a requirement
1409 for a passing score on a specified examination for
1410 certain candidates for certification as an educator
1411 beginning on a certain date; revising requirements for
1412 a professional and temporary educator certificates;
1413 amending s. 1012.585, F.S.; revising requirements for
1414 the renewal of a professional certificate; amending s.
1415 1012.98, F.S.; revising and providing additional
1416 requirements for certain professional learning
1417 activities; creating s. 1012.981, F.S.; establishing
1418 the Florida Institute for Teaching Excellence at Miami
1419 Dade College, subject to an appropriation; providing
1420 the purpose and duties of the institute; authorizing
1421 the institute to submit a professional learning system
1422 for approval and seek specified funding; providing for
1423 the supervision, administration, and governance of the
1424 institute; amending ss. 1012.55, 1012.57, and 1012.98,

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1425 | F.S.; conforming cross-references to changes made by
1426 | the act; providing effective dates.