

1 A bill to be entitled
2 An act relating to educator preparation; amending s.
3 1004.04, F.S.; providing for the future repeal of
4 provisions relating to the uniform core curricula for
5 certain teacher preparation programs; revising
6 requirements for certain teacher preparation programs;
7 revising the criteria for continued approval of such
8 programs; revising the term "field experience" to
9 "clinical experience"; revising the requirements for
10 such experience; revising the requirements certain
11 personnel must meet; amending s. 1004.85, F.S.;
12 revising the purpose of postsecondary educator
13 preparation institutes; revising requirements for such
14 institutes; revising requirements for the continued
15 approval of such programs; amending s. 1012.39, F.S.;
16 providing requirements for the hiring of certain
17 nondegreed teachers of fine and performing arts;
18 creating s. 1012.551, F.S.; providing for the uniform
19 core curricula for certain teacher preparation
20 programs; providing requirements for such curricula;
21 providing requirements for teacher candidates
22 beginning in a specified school year; providing
23 reporting requirements for certain teacher preparation
24 programs; requiring the State Board of Education to
25 approve or reject certain courses for such programs;

26 | prohibiting such programs from requiring students to
27 | take a specified additional course; creating s.
28 | 1012.552, F.S.; establishing the Coaching for Educator
29 | Readiness and Teaching Certification Program;
30 | providing the intent for the program; providing
31 | program requirements; providing requirements for
32 | approval and continued approval of such programs;
33 | requiring the state board to adopt rules; amending s.
34 | 1012.555, F.S.; revising the requirements for teachers
35 | serving as mentors through a teacher apprenticeship
36 | program; amending s. 1012.56, F.S.; providing for the
37 | future repeal of professional learning certification
38 | programs and professional education competency
39 | programs; revising requirements relating to meeting
40 | the mastery of general knowledge and mastery of
41 | professional preparation and education competence for
42 | certification as an educator; removing a requirement
43 | for a passing score on a specified examination for
44 | certain candidates for certification as an educator
45 | beginning on a certain date; revising requirements for
46 | a professional and temporary educator certificates;
47 | amending s. 1012.585, F.S.; revising requirements for
48 | the renewal of a professional certificate; amending s.
49 | 1012.98, F.S.; revising and providing additional
50 | requirements for certain professional learning

51 activities; creating s. 1012.981, F.S.; establishing
52 the Florida Institute for Teaching Excellence at Miami
53 Dade College, subject to an appropriation; providing
54 the purpose and duties of the institute; authorizing
55 the institute to submit a professional learning system
56 for approval and seek specified funding; providing for
57 the supervision, administration, and governance of the
58 institute; amending ss. 1012.55, 1012.57, and 1012.98,
59 F.S.; conforming cross-references to changes made by
60 the act; providing effective dates.

61
62 Be It Enacted by the Legislature of the State of Florida:

63
64 **Section 1. Effective July 1, 2028, paragraphs (c), (d),**
65 **and (e) of subsection (2) of section 1004.04, Florida Statutes,**
66 **are redesignated as subsections (a), (b), and (c), respectively,**
67 **and present paragraphs (a) and (b) of subsection (2) and**
68 **paragraph (a) of subsection (3) are amended, to read:**

69 1004.04 Public accountability and state approval for
70 teacher preparation programs.—

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

72 ~~(a) The State Board of Education shall adopt rules~~
73 ~~pursuant to ss. 120.536(1) and 120.54 which establish uniform~~
74 ~~core curricula for each state-approved teacher preparation~~
75 ~~program.~~

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

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

81 2. ~~The use of state adopted content standards to guide~~
82 ~~curricula and instruction.~~

83 3. ~~Scientifically researched and evidence-based reading~~
84 ~~instructional strategies grounded in the science of reading~~
85 ~~which improve reading performance for all students, including~~
86 ~~explicit, systematic, and sequential approaches to teaching~~
87 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~
88 ~~comprehension and multisensory intervention strategies. The~~
89 ~~primary instructional strategy for teaching word reading is~~
90 ~~phonics instruction for decoding and encoding. Instructional~~
91 ~~strategies for foundational skills may not employ the three-~~
92 ~~cueing system model of reading or visual memory as a basis for~~
93 ~~teaching word reading. Instructional strategies may include~~
94 ~~visual information and strategies that improve background and~~
95 ~~experiential knowledge, add context, and increase oral language~~
96 ~~and vocabulary to support comprehension, but may not be used to~~
97 ~~teach word reading.~~

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

99 5. ~~Strategies appropriate for the instruction of English~~
100 ~~language learners.~~

101 ~~6. Strategies appropriate for the instruction of students~~
102 ~~with disabilities.~~

103 ~~7. Strategies to differentiate instruction based on~~
104 ~~student needs.~~

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

107 ~~9. Strategies appropriate for the early identification of~~
108 ~~a student in crisis or experiencing a mental health challenge~~
109 ~~and the referral of such student to a mental health professional~~
110 ~~for support.~~

111 ~~10. Strategies to support the use of technology in~~
112 ~~education and distance learning.~~

113 ~~11. Strategies and practices to support effective,~~
114 ~~research-based assessment and grading practices aligned to the~~
115 ~~state's academic standards.~~

116 (3) INITIAL STATE PROGRAM APPROVAL.—

117 (a) A program approval process based on standards adopted
118 pursuant to this subsection ~~and subsection (2)~~ must be
119 established for postsecondary teacher preparation programs. Each
120 program shall be approved by the department, consistent with the
121 intent set forth in subsection (1) and based upon evidence of
122 the institution's and the program's capacity to meet the
123 requirements for continued approval as provided in subsection
124 (4) and by the rules of the State Board of Education.

125 **Section 2. Paragraphs (c), (d), and (e) of subsection (2),**

126 **paragraph (a) of subsection (4), and subsection (5) of section**
 127 **1004.04, Florida Statutes, are amended to read:**

128 1004.04 Public accountability and state approval for
 129 teacher preparation programs.—

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

131 (c) Each candidate must receive instruction and be
 132 assessed on the uniform core curricula, approved pursuant to s.
 133 1012.551, in the candidate's area or areas of program
 134 concentration during course work and clinical ~~field~~ experiences.
 135 Beginning with candidates entering a teacher preparation program
 136 in the 2022-2023 school year, a candidate for certification in a
 137 coverage area identified pursuant to s. 1012.585(3)(f) must
 138 successfully complete all competencies for a reading
 139 endorsement, including completion of the endorsement practicum
 140 through the candidate's clinical ~~field~~ experience under
 141 subsection (5), in order to graduate from the program.

142 (d) Before program completion, each candidate must
 143 demonstrate his or her ability to positively impact student
 144 learning growth in the candidate's area or areas of program
 145 concentration during a prekindergarten through grade 12 clinical
 146 ~~field~~ experience and must pass each portion of the Florida
 147 Teacher Certification Examination required for a professional
 148 certificate in the area or areas of program concentration.

149 (e) Teacher preparation program courses:

150 1. May not distort significant historical events or

151 include a curriculum or instruction that teaches identity
152 politics, violates s. 1000.05, or is based on theories that
153 systemic racism, sexism, oppression, and privilege are inherent
154 in the institutions of the United States and were created to
155 maintain social, political, and economic inequities.

156 2. Must afford candidates the opportunity to think
157 critically, achieve mastery of academic program content, learn
158 instructional strategies, ~~and~~ demonstrate mastery of the
159 cognitive science of learning and its application in high-impact
160 teaching strategies, and the crucial role of background
161 knowledge in developing high-level literacy ~~competence~~.

162 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
163 teacher preparation program shall be based upon evidence that
164 the program continues to implement the requirements for initial
165 approval and upon significant, objective, and quantifiable
166 measures of the program and the performance of the program
167 completers.

168 (a) The criteria for continued approval must include each
169 of the following:

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

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

173 a. Performance of students in prekindergarten through
174 grade 12 who are assigned to in-field program completers on
175 statewide assessments using the results of the student learning

176 growth formula adopted under s. 1012.34.

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

179 c. Workforce contributions, including placement of program
180 completers in instructional positions in Florida public and
181 private schools, with additional weight given to production of
182 program completers in statewide critical teacher shortage areas
183 as identified in s. 1012.07.

184 3. Beginning July 1, 2028, candidate readiness based on
185 scores on the Florida Teacher Excellence Examination developed
186 pursuant to s. 1012.56(10) and administered before program
187 completion.

188 ~~3. Results of the program completers' survey measuring~~
189 ~~their satisfaction with preparation for the realities of the~~
190 ~~classroom.~~

191 ~~4. Results of the employers' survey measuring satisfaction~~
192 ~~with the program and the program's responsiveness to local~~
193 ~~school districts.~~

194 (5) PRESERVICE CLINICAL FIELD EXPERIENCE.—All
195 postsecondary instructors, school district personnel and
196 instructional personnel, and school sites preparing
197 instructional personnel through preservice clinical field
198 experience courses and internships shall meet special
199 requirements. District school boards may pay student teachers
200 during their internships.

201 (a) All individuals in postsecondary teacher preparation
202 programs who instruct or supervise preservice clinical field
203 experience courses or internships in which a candidate
204 demonstrates his or her impact on student learning growth shall
205 meet the requirements of a clinical educator established under
206 s. 1012.56(7) ~~have the following: specialized training in~~
207 ~~clinical supervision; at least 3 years of successful, relevant~~
208 ~~prekindergarten through grade 12 teaching, student services, or~~
209 ~~school administration experience; and an annual demonstration of~~
210 ~~experience in a relevant prekindergarten through grade 12 school~~
211 ~~setting as defined by State Board of Education rule.~~

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

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

219 ~~b. A valid professional certificate issued pursuant to s.~~
220 ~~1012.56;~~

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

223 ~~d. Earned an effective or highly effective rating on the~~
224 ~~prior year's performance evaluation under s. 1012.34 or be a~~
225 ~~peer evaluator under the district's evaluation system approved~~

226 ~~under s. 1012.34; and~~

227 ~~e. Beginning with the 2022-2023 school year, for all such~~
228 ~~personnel who supervise or direct teacher preparation students~~
229 ~~during internships in kindergarten through grade 3 or who are~~
230 ~~enrolled in a teacher preparation program for a certificate area~~
231 ~~identified pursuant to s. 1012.585(3)(f), a certificate or~~
232 ~~endorsement in reading.~~

233

234 ~~The State Board of Education shall approve the training~~
235 ~~requirements.~~

236 2. All instructional personnel who supervise or direct
237 teacher preparation students during clinical field experience
238 courses or internships in another state, in which a candidate
239 demonstrates his or her impact on student learning growth,
240 through a Florida online or distance program must have received
241 "clinical educator" training pursuant to s. 1012.98 or its
242 equivalent in that state, hold a valid professional certificate
243 issued by the state in which the clinical field experience takes
244 place, and have at least 3 years of teaching experience in
245 prekindergarten through grade 12.

246 3. All instructional personnel who supervise or direct
247 teacher preparation students during clinical field experience
248 courses or internships, in which a candidate demonstrates his or
249 her impact on student learning growth, on a United States
250 military base in another country through a Florida online or

251 distance program must have received "clinical educator" training
252 pursuant to s. 1012.98 or its equivalent, hold a valid
253 professional certificate issued by the United States Department
254 of Defense or a state or territory of the United States, and
255 have at least 3 years teaching experience in prekindergarten
256 through grade 12.

257 (c) Preservice clinical ~~field~~ experience must fully
258 prepare a candidate to manage a classroom by requiring the
259 candidate to practice and demonstrate the uniform core curricula
260 specific to the candidate's area or areas of program
261 concentration with a diverse population of students in a variety
262 of challenging environments, including, but not limited to,
263 high-poverty schools, urban schools, and rural schools.
264 Beginning with candidates entering a program in the 2023-2024
265 school year, a minimum of 60 hours of preservice clinical ~~field~~
266 experience must be completed before the culminating clinical
267 ~~field~~ experience, which must include a minimum of 12 weeks of
268 student teaching.

269 (d) Postsecondary teacher preparation programs in
270 cooperation with district school boards and approved private
271 school associations shall select the school sites for preservice
272 clinical ~~field~~ experience activities based upon the
273 qualifications of the supervising personnel as described in this
274 subsection and the needs of the candidates. These sites must
275 represent the full spectrum of school communities, including,

276 but not limited to, schools serving low-achieving students. In
277 order to be selected, school sites must demonstrate commitment
278 to the education of public school students and to the
279 preparation of future teachers.

280 **Section 3. Subsections (5) through (8) of section 1004.85,**
281 **Florida Statutes, are renumbered as subsections (4) through (7),**
282 **respectively, and paragraph (a) of subsection (2), paragraph (a)**
283 **of subsection (3), subsection (4), and present subsections (5)**
284 **and (6) are amended, to read:**

285 1004.85 Postsecondary educator preparation institutes.—

286 (2) (a) Postsecondary institutions that are accredited or
287 approved as described in State Board of Education rule may seek
288 approval from the Department of Education to create educator
289 preparation institutes for the purpose of providing any or all
290 of the following:

291 1. Professional learning instruction to assist teachers in
292 improving classroom instruction and in meeting certification or
293 recertification requirements.

294 2. Instruction to assist potential and existing substitute
295 teachers in performing their duties.

296 3. Instruction to assist paraprofessionals in meeting
297 education and training requirements.

298 4. Instruction for baccalaureate degree holders to become
299 certified teachers as provided in this section in order to
300 increase routes to the classroom for professionals who hold a

301 baccalaureate degree and college graduates who were not
302 education majors.

303 5. Instruction and professional learning for part-time and
304 full-time nondegreed teachers of career programs under s.
305 1012.39(1)(c).

306 ~~6. Instruction that does not distort significant~~
307 ~~historical events or include a curriculum or instruction that~~
308 ~~teaches identity politics, violates s. 1000.05, or is based on~~
309 ~~theories that systemic racism, sexism, oppression, and privilege~~
310 ~~are inherent in the institutions of the United States and were~~
311 ~~created to maintain social, political, and economic inequities.~~
312 ~~Courses and instruction within the educator preparation~~
313 ~~institute must afford candidates the opportunity to think~~
314 ~~critically, achieve mastery of academic program content, learn~~
315 ~~instructional strategies, and demonstrate competence.~~

316 (3) Educator preparation institutes approved pursuant to
317 this section may offer competency-based certification programs
318 specifically designed for noneducation major baccalaureate
319 degree holders to enable program participants to meet the
320 educator certification requirements of s. 1012.56. An educator
321 preparation institute choosing to offer a competency-based
322 certification program pursuant to the provisions of this section
323 must implement a program developed by the institute and approved
324 by the department for this purpose. Approved programs shall be
325 available for use by other approved educator preparation

326 institutes.

327 (a) Within 90 days after receipt of a request for
328 approval, the Department of Education shall approve a
329 preparation program pursuant to the requirements of this
330 subsection or issue a statement of the deficiencies in the
331 request for approval. The department shall approve a
332 certification program if the institute provides evidence of the
333 institute's capacity to implement a competency-based program
334 that:

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

337 ~~1.a.~~ the Florida Educator Accomplished Practices approved
338 by the state board.

339 ~~b.~~ ~~The state academic standards provided under s. 1003.41,~~
340 ~~including scientifically based reading instruction, content~~
341 ~~literacy, and mathematical practices, for each subject~~
342 ~~identified on the statement of status of eligibility or the~~
343 ~~temporary certificate.~~

344 ~~e.~~ ~~Scientifically researched and evidence-based reading~~
345 ~~instructional strategies grounded in the science of reading~~
346 ~~which improve reading performance for all students, including~~
347 ~~explicit, systematic, and sequential approaches to teaching~~
348 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~
349 ~~comprehension and multisensory intervention strategies. The~~
350 ~~primary instructional strategy for teaching word reading is~~

351 ~~phonics instruction for decoding and encoding. Instructional~~
352 ~~strategies for foundational skills may not employ the three-~~
353 ~~cueing system model of reading or visual memory as a basis for~~
354 ~~teaching word reading. Instructional strategies may include~~
355 ~~visual information and strategies which improve background and~~
356 ~~experiential knowledge, add context, and increase oral language~~
357 ~~and vocabulary to support comprehension, but may not be used to~~
358 ~~teach word reading.~~

359 ~~2. An educational plan for each participant to meet~~
360 ~~certification requirements and demonstrate his or her ability to~~
361 ~~teach the subject area for which the participant is seeking~~
362 ~~certification, which is based on an assessment of his or her~~
363 ~~competency in the areas listed in subparagraph 1.~~

364 2.3. Provides clinical ~~Field~~ experiences appropriate to
365 the certification subject area specified in the educational plan
366 under the supervision of clinical educators who meet the
367 requirements of s. 1012.56(7) ~~qualified educators~~. The state
368 board shall determine in rule the amount of field experience
369 necessary to serve as the teacher of record, beginning with
370 candidates entering a program in the 2023-2024 school year.

371 3.4. Provides a certification ombudsman to facilitate the
372 process and procedures required for participants who complete
373 the program to meet any requirements related to the background
374 screening pursuant to s. 1012.32 and educator professional or
375 temporary certification pursuant to s. 1012.56.

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

378 ~~(4)-(5)~~ Each institute approved pursuant to this section
 379 shall submit to the Department of Education annual performance
 380 evaluations that measure the effectiveness of the programs.

381 (a) Beginning July 1, 2028, continued approval criteria
 382 for educator preparation programs must include candidate
 383 readiness based on scores on the Florida Teacher Excellence
 384 Examination developed pursuant to s. 1012.56(10) and
 385 administered before program completion.

386 ~~(5)-(6)~~ Instructors and supervisors of clinical field
 387 experiences in which participants demonstrate an impact on
 388 student learning growth for a certification program approved
 389 pursuant to this section must meet the same qualifications as
 390 those required in s. 1004.04(5).

391 **Section 4. Paragraph (d) is added to subsection (1) of**
 392 **section 1012.39, Florida Statutes, to read:**

393 1012.39 Employment of substitute teachers, teachers of
 394 adult education, nondegreed teachers of career education, ~~and~~
 395 career specialists, and nondegreed teachers of fine and
 396 performing arts; students performing clinical field experience.-

397 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
 398 1012.57, or any other provision of law or rule to the contrary,
 399 each district school board shall establish the minimal
 400 qualifications for:

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

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

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

409 a. A high school diploma or the equivalent.

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

413 **Section 5. Section 1012.551, Florida Statutes, is created**
414 **to read:**

415 1012.551 Teacher preparation core principles, standards,
416 and content.-

417 (1) Each teacher preparation program approved pursuant to
418 ss. 1004.04, 1004.85, and 1012.552 must provide uniform core
419 curricula courses aligned with the Florida Educator Accomplished
420 Practices that are grounded in the principles of cognitive
421 science and establish the foundational standards and
422 expectations for quality instruction and professional
423 responsibility. The State Board of Education shall establish in
424 rule the uniform core curricula.

425 (a) The uniform core curricula for each state-approved

426 teacher preparation program must meet, at a minimum, the
427 following standards:

428 1. May not distort significant historical events or
429 include curriculum or instruction that teaches identity
430 politics, violates s. 1000.05, or is based on theories that
431 systemic racism, sexism, oppression, and privilege are inherent
432 in the institutions of the United States and were created to
433 maintain social, political, and economic inequities.

434 2. Must afford candidates the opportunity to think
435 critically, achieve mastery of academic program content, learn
436 instructional strategies, and demonstrate competence.

437 3. Must use state-approved academic standards to guide
438 instruction.

439 4. Must provide training on the use of high-quality
440 instructional materials included on the state-adopted
441 instructional materials list pursuant to s. 1006.28, materials
442 evaluated and identified pursuant to s. 1001.215(4), and
443 materials developed pursuant to s. 1006.39, including when and
444 how to use intervention materials.

445 5. Must include scientifically researched and evidence-
446 based reading instructional strategies grounded in the science
447 of reading which improve reading performance for all students,
448 including explicit, systematic, and sequential approaches to
449 teaching phonemic awareness, phonics, vocabulary, fluency, and
450 text comprehension and multisensory intervention strategies. The

451 primary instructional strategy for teaching word reading is
452 phonics instruction for decoding and encoding. Instructional
453 strategies for foundational skills may not employ the three-
454 cueing system model of reading or visual memory as a basis for
455 teaching word reading. Instructional strategies may include
456 visual information and strategies that improve background and
457 experiential knowledge, add context, and increase oral language
458 and vocabulary to support comprehension, but may not be used to
459 teach word reading.

460 6. Must include content literacy and mathematics
461 practices.

462 7. Must include strategies for differentiated instruction
463 to meet student needs, including English language learners and
464 students with disabilities, while maintaining grade-level
465 expectations.

466 8. Must include strategies and practices to support
467 effective, evidence-based assessment and grading practices
468 aligned to the state's academic standards.

469 9. Must require the completion of a mastery-based clinical
470 experience in classroom settings to provide direct application
471 of program content and instruction and mastery of the components
472 of teaching as outlined in the Florida Educator Accomplished
473 Practices. These clinical experiences must allow candidates to
474 demonstrate mastery of curriculum and pedagogy through
475 observable performance evaluations aligned with instructional

476 personnel evaluation systems approved pursuant to s. 1012.34.
477 Mastery must be assessed through in-classroom performance, with
478 candidate feedback provided for growth and refinement, rather
479 than solely through written assignments or project-based
480 assessments. Clinical experience may only be provided by
481 individuals who meet the requirements of s. 1012.56(7).

482 (b) Beginning with teacher candidates initially entering a
483 state-approved teacher preparation program in the 2026-2027
484 school year and thereafter, each teacher candidate must
485 complete:

486 1. One introduction to education course that allows
487 teacher candidates to demonstrate competency in the cognitive
488 science of learning principles, including cognitive load theory,
489 working memory, and long-term memory; retrieval practice;
490 attention and selective attention; social science of motivation
491 and persistence; background knowledge; and production effect.

492 2. One classroom management and high-impact teaching
493 strategies course that allows teacher candidates to demonstrate
494 competency of instructional strategies based on Florida Educator
495 Accomplished Practices.

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

499 (3) By December 1, 2025, and each December 1 thereafter,
500 the State Board of Education must approve or reject the list of

501 courses for each state-approved teacher preparation program.

502 (4) A teacher preparation program may not require a
503 student to take an additional course to meet a program
504 requirement that was completed by the student with a course that
505 has since been removed as a teacher preparation program core
506 course.

507 **Section 6. Section 1012.552, Florida Statutes, is created**
508 **to read:**

509 1012.552 The Coaching for Educator Readiness and Teaching
510 Certification (CERT) Program.—

511 (1) INTENT.—The Coaching for Educator Readiness and
512 Teaching (CERT) Certification Program is established to create
513 an alternative pathway for teachers to enter the teaching
514 profession. School districts, charter schools, and charter
515 management organizations may implement the CERT program to
516 provide a cohesive, competency-based training and certification
517 pathway for teachers who have a state-issued temporary
518 certificate to earn their professional certificate through an
519 on-the-job mentorship and learning program.

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

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

524 (b) An assessment of teaching performance aligned to the
525 district, charter school, or charter management organization

526 system for personnel evaluation under s. 1012.34 which provides
527 for:

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

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

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

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

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

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

544 (3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are
545 approved for a period of 5 years in a format to be established
546 by the department. A teacher may not satisfy requirements for a
547 professional certificate through a CERT program unless the
548 program has been approved by the department pursuant to this
549 section. Continued approval of CERT programs must include a
550 criteria for candidate readiness based on scores on the Florida

551 Teacher Excellence Examination developed pursuant to s.
552 1012.56(10) and administered before program completion.

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

555 **Section 7. Subsection (3) of section 1012.555, Florida**
556 **Statutes, is amended to read:**

557 1012.555 Teacher Apprenticeship Program.—

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

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

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

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

572 **Section 8. Effective July 1, 2028, subsections (10)**
573 **through (17) of section 1012.56, Florida Statutes, are**
574 **renumbered as subsections (8) through (15), respectively, and**
575 **paragraph (b) of subsection (1), paragraph (d) of subsection**

576 **(2), paragraphs (f) and (g) of subsection (6), paragraph (a) of**
577 **subsection (7), and present subsections (8) and (9) are amended,**
578 **to read:**

579 1012.56 Educator certification requirements.—

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

592 (b) The department shall issue a temporary certificate to
593 a qualifying applicant within 14 calendar days after receipt of
594 a request from an employer with a professional education
595 competence demonstration program pursuant to paragraph (6)(f)
596 ~~and subsection (9)~~. The temporary certificate must cover the
597 classification, level, and area for which the applicant is
598 deemed qualified. The department shall electronically notify the
599 applicant's employer that the temporary certificate has been
600 issued and provide the applicant an official statement of status

601 of eligibility at the time the certificate is issued.

602

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

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

613 (d) Submit to background screening in accordance with
614 subsection (9) ~~(11)~~. If the background screening indicates a
615 criminal history or if the applicant acknowledges a criminal
616 history, the applicant's records shall be referred to the
617 investigative section in the Department of Education for review
618 and determination of eligibility for certification. If the
619 applicant fails to provide the necessary documentation requested
620 by the department within 90 days after the date of the receipt
621 of the certified mail request, the statement of eligibility and
622 pending application shall become invalid.

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

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

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

634

635 The State Board of Education shall adopt rules to implement this
636 subsection, including rules to approve specific teacher
637 preparation programs that are not identified in this subsection
638 which may be used to meet requirements for mastery of
639 professional preparation and education competence. A passing
640 score on the professional education competency examination shall
641 not be required of candidates who have successfully completed a
642 teacher preparation program approved, after July 1, 2027,
643 pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

644 (7) TYPES AND TERMS OF CERTIFICATION.—

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

648 1. Meets all the applicable requirements outlined in
649 subsection (2).

650 2. For a professional certificate covering grades 6

651 through 12:

652 a. Meets the applicable requirements of paragraphs (2) (a)-
653 (h).

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

656 c. Teaches a high school course in the subject of the
657 advanced degree.

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

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

666 3. Meets the applicable requirements of paragraphs (2) (a)-
667 (h) and completes a Coaching for Educator Readiness and Teaching
668 Certification Program pursuant to s. 1012.551, ~~a professional~~
669 ~~learning certification program approved by the department~~
670 ~~pursuant to paragraph (8) (c)~~ or an educator preparation
671 institute approved by the department pursuant to s. 1004.85.

672

673 At least 1 year before an individual's temporary certificate is
674 set to expire, the department shall electronically notify the
675 individual of the date on which his or her certificate will

676 expire and provide a list of each method by which the
677 qualifications for a professional certificate can be completed.

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

679 ~~(a) The Department of Education shall develop and each~~
680 ~~school district, charter school, and charter management~~
681 ~~organization may provide a cohesive competency-based~~
682 ~~professional learning certification program by which~~
683 ~~instructional staff may satisfy the mastery of professional~~
684 ~~preparation and education competence requirements specified in~~
685 ~~subsection (6) and rules of the State Board of Education.~~
686 ~~Participants must hold a state-issued temporary certificate. A~~
687 ~~school district, charter school, or charter management~~
688 ~~organization that implements the program shall provide a~~
689 ~~competency-based certification program developed by the~~
690 ~~Department of Education or developed by the district, charter~~
691 ~~school, or charter management organization and approved by the~~
692 ~~Department of Education. These entities may collaborate with~~
693 ~~other supporting agencies or educational entities for~~
694 ~~implementation. The program shall include the following:~~
695 ~~1. A teacher mentorship and induction component.~~
696 ~~a. Each individual selected by the district, charter~~
697 ~~school, or charter management organization as a mentor:~~
698 ~~(I) Must hold a valid professional certificate issued~~
699 ~~pursuant to this section;~~
700 ~~(II) Must have earned at least 3 years of teaching~~

701 ~~experience in prekindergarten through grade 12;~~
702 ~~(III) Must have completed training in clinical supervision~~
703 ~~and participate in ongoing mentor training provided through the~~
704 ~~coordinated system of professional learning under s. 1012.98(4);~~
705 ~~(IV) Must have earned an effective or highly effective~~
706 ~~rating on the prior year's performance evaluation; and~~
707 ~~(V) May be a peer evaluator under the district's~~
708 ~~evaluation system approved under s. 1012.34.~~

709 ~~b. The teacher mentorship and induction component must, at~~
710 ~~a minimum, provide routine opportunities for mentoring and~~
711 ~~induction activities, including ongoing professional learning as~~
712 ~~described in s. 1012.98 targeted to a teacher's needs,~~
713 ~~opportunities for a teacher to observe other teachers, co-~~
714 ~~teaching experiences, and reflection and followup discussions.~~
715 ~~Professional learning must meet the criteria established in s.~~
716 ~~1012.98(3). Mentorship and induction activities must be provided~~
717 ~~for an applicant's first year in the program and may be provided~~
718 ~~until the applicant attains his or her professional certificate~~
719 ~~in accordance with this section.~~

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

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

726 ~~plan.~~

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

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

733 ~~a. The state academic standards provided under s. 1003.41,~~
734 ~~including scientifically researched and evidence-based reading~~
735 ~~instructional strategies grounded in the science of reading,~~
736 ~~content literacy, and mathematical practices, for each subject~~
737 ~~identified on the temporary certificate. Reading instructional~~
738 ~~strategies for foundational skills shall include phonics~~
739 ~~instruction for decoding and encoding as the primary~~
740 ~~instructional strategy for word reading. Instructional~~
741 ~~strategies may not employ the three-cueing system model of~~
742 ~~reading or visual memory as a basis for teaching word reading.~~
743 ~~Instructional strategies may include visual information and~~
744 ~~strategies which improve background and experiential knowledge,~~
745 ~~add context, and increase oral language and vocabulary to~~
746 ~~support comprehension, but may not be used to teach word~~
747 ~~reading.~~

748 ~~b. The educator accomplished practices approved by the~~
749 ~~state board.~~

750 ~~4. Required achievement of passing scores on the subject~~

751 ~~area and professional education competency examination required~~
752 ~~by State Board of Education rule. Mastery of general knowledge~~
753 ~~must be demonstrated as described in subsection (3).~~

754 ~~5. Beginning with candidates entering a program in the~~
755 ~~2022-2023 school year, a candidate for certification in a~~
756 ~~coverage area identified pursuant to s. 1012.585(3)(f) must~~
757 ~~successfully complete all competencies for a reading~~
758 ~~endorsement, including completion of the endorsement practicum.~~

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

760 ~~1. May not distort significant historical events or~~
761 ~~include curriculum or instruction that teaches identity~~
762 ~~politics, violates s. 1000.05, or is based on theories that~~
763 ~~systemic racism, sexism, oppression, and privilege are inherent~~
764 ~~in the institutions of the United States and were created to~~
765 ~~maintain social, political, and economic inequities.~~

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

769 ~~(c) The State Board of Education shall adopt rules for the~~
770 ~~approval and continued approval of professional learning~~
771 ~~certification programs aligned to paragraph (a). A teacher may~~
772 ~~not satisfy requirements for a professional certificate through~~
773 ~~a professional learning certification program unless the program~~
774 ~~has been approved by the department pursuant to this paragraph.~~

775 ~~(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.~~

776 ~~(a) Each school district must and a private school or~~
777 ~~state-supported public school, including a charter school, may~~
778 ~~develop and maintain a system by which members of the~~
779 ~~instructional staff may demonstrate mastery of professional~~
780 ~~preparation and education competence as required by law. Each~~
781 ~~program must be based on classroom application of the Florida~~
782 ~~Educator Accomplished Practices and instructional performance~~
783 ~~and, for public schools, must be aligned with the district's or~~
784 ~~state-supported public school's evaluation system established~~
785 ~~under s. 1012.34, as applicable.~~

786 ~~(b) The Commissioner of Education shall determine the~~
787 ~~continued approval of programs implemented under this paragraph,~~
788 ~~based upon the department's review of performance data. The~~
789 ~~department shall review the performance data as a part of the~~
790 ~~periodic review of each school district's professional learning~~
791 ~~system required under s. 1012.98.~~

792 **Section 9. Paragraphs (e) and (f) of subsection (3),**
793 **subsection (6), and paragraphs (a), (b), and (e) of subsection**
794 **(7) of section 1012.56, Florida Statutes, are amended, and**
795 **paragraph (g) is added to subsection (3) of that section, to**
796 **read:**

797 1012.56 Educator certification requirements.—

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

800 (e) Achievement of passing scores, identified in state

801 board rule, on national or international examinations that test
802 comparable content and relevant standards in verbal, analytical
803 writing, and quantitative reasoning skills, including, but not
804 limited to, the verbal, analytical writing, and quantitative
805 reasoning portions of the Graduate Record Examination and the
806 SAT, ACT, and Classic Learning Test. Passing scores identified
807 in state board rule must be at approximately the same level of
808 rigor as is required to pass the general knowledge examinations;

809 ~~or~~

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

814 or

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

818

819 A school district that employs an individual who does not
820 achieve passing scores on any subtest of the general knowledge
821 examination must provide information regarding the availability
822 of state-level and district-level supports and instruction to
823 assist him or her in achieving a passing score. Such information
824 must include, but need not be limited to, state-level test
825 information guides, school district test preparation resources,

826 and preparation courses offered by state universities and
827 Florida College System institutions. The requirement of mastery
828 of general knowledge shall be waived for an individual who has
829 been provided 3 years of supports and instruction and who has
830 been rated effective or highly effective under s. 1012.34 for
831 each of the last 3 years.

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

835 (a) Successful completion of a state-approved ~~an approved~~
836 teacher preparation program at a postsecondary educational
837 institution within this state and achievement of a passing score
838 on the professional education competency examination required by
839 state board rule;

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

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

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

850 (e) Documentation of two semesters of successful, full-

851 time or part-time teaching in a Florida College System
852 institution, state university, or private college or university
853 that awards an associate or higher degree and is an accredited
854 institution or an institution of higher education identified by
855 the Department of Education as having a quality program and
856 achievement of a passing score on the professional education
857 competency examination required by state board rule;

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

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

866 (h) Successful completion of a competency-based
867 certification program pursuant to s. 1004.85 and achievement of
868 a passing score on the professional education competency
869 examination required by rule of the State Board of Education; or

870 (i) Successful completion of a Coaching for Educator
871 Readiness and Teaching Certification Program as established in
872 s. 1012.552.

873
874 The State Board of Education shall adopt rules to implement this
875 subsection, including rules to approve specific teacher

876 preparation programs that are not identified in this subsection
877 which may be used to meet requirements for mastery of
878 professional preparation and education competence. A passing
879 score on the professional education competency examination shall
880 not be required of candidates who have successfully completed a
881 teacher preparation program approved, after July 1, 2027,
882 pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

883 (7) TYPES AND TERMS OF CERTIFICATION.—

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

887 1. Meets all the applicable requirements outlined in
888 subsection (2).

889 2. For a professional certificate covering grades 6
890 through 12:

891 a. Meets the applicable requirements of paragraphs (2) (a)–
892 (h).

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

895 c. Teaches a high school course in the subject of the
896 advanced degree.

897 d. Is rated highly effective as determined by the
898 teacher's performance evaluation under s. 1012.34, based in part
899 on student performance as measured by a statewide, standardized
900 assessment or an Advanced Placement, Advanced International

901 Certificate of Education, or International Baccalaureate
902 examination.

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

905 3. Meets the applicable requirements of paragraphs (2) (a)-
906 (h) and completes a Coaching for Educator Readiness and Teaching
907 Certification Program pursuant to s. 1012.551, professional
908 learning certification program approved by the department
909 pursuant to paragraph (8) (c), or an educator preparation
910 institute approved by the department pursuant to s. 1004.85. ~~An~~
911 ~~applicant who completes one of these programs and is rated~~
912 ~~highly effective as determined by his or her performance~~
913 ~~evaluation under s. 1012.34 is not required to take or achieve a~~
914 ~~passing score on the professional education competency~~
915 ~~examination in order to be awarded a professional certificate.~~

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

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

925 2. For a subject area specialization for which the state

926 board otherwise requires a bachelor's degree, documents 48
927 months of active-duty military service with an honorable
928 discharge or a medical separation; completes the requirements
929 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
930 subject area content requirements specified in state board rule
931 or demonstrates mastery of subject area knowledge pursuant to
932 subsection (5); and documents completion of 60 college credits
933 with a minimum cumulative grade point average of 2.5 on a 4.0
934 scale, as provided by one or more accredited institutions of
935 higher learning or a nonaccredited institution of higher
936 learning identified by the Department of Education as having a
937 quality program resulting in a bachelor's degree or higher; or
938 3. Is enrolled in a state-approved teacher preparation
939 program under s. 1004.04; is actively completing the final
940 semester of the clinical experience or ~~required program field~~
941 ~~experience or~~ internship at a public school immediately
942 preceding graduation; completes the requirements outlined in
943 paragraphs (2)(a), (b), and (d)-(f); completes the subject area
944 content requirements specified in state board rule or
945 demonstrates mastery of subject area knowledge pursuant to
946 subsection (5); and documents completion of 60 college credits
947 with a minimum cumulative grade point average of 2.5 on a 4.0
948 scale, as provided by one or more accredited institutions of
949 higher learning or a nonaccredited institution of higher
950 learning identified by the Department of Education as having a

951 quality program resulting in a bachelor's degree or higher.

952 (e) A person who is issued a temporary certificate under
953 paragraph (b) must be assigned a teacher mentor or clinical
954 educator for a minimum of 2 school years after commencing
955 employment. Each teacher mentor or clinical educator selected by
956 the school district, charter school, or charter management
957 organization must:

958 1. Hold a valid professional certificate issued pursuant
959 to this section;

960 2. Have earned at least 3 years of teaching experience in
961 prekindergarten through grade 12; and

962 3. Have earned an effective or highly effective rating on
963 the prior 3 year's performance evaluation under s. 1012.34.

964 4. Provide evidence of successful completion of clinical
965 educator training pursuant to s. 1012.98.

966 5. Be certified or endorsed in reading when assigned to an
967 individual providing instruction to students in kindergarten
968 through grade 3.

969
970 At least 1 year before an individual's temporary certificate is
971 set to expire, the department shall electronically notify the
972 individual of the date on which his or her certificate will
973 expire and provide a list of each method by which the
974 qualifications for a professional certificate can be completed.

975 **Section 10. Paragraph (a) of subsection (3) of section**

976 **1012.585, Florida Statutes, is amended to read:**

977 1012.585 Process for renewal of professional
978 certificates.—

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

981 (a) The applicant must earn a minimum of 6 college credits
982 or 120 inservice points or a combination thereof. For each area
983 of specialization to be retained on a certificate, the applicant
984 must earn at least 3 of the required credit hours or equivalent
985 inservice points in the specialization area. ~~Education in~~
986 ~~"clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s.~~
987 ~~1004.04(5)(b)~~; participation in mentorship and induction
988 activities, including as a mentor, ~~pursuant to s. 1012.56(8)(a)~~;
989 and credits or points that provide training in the area of
990 scientifically researched, knowledge-based reading literacy
991 grounded in the science of reading, including explicit,
992 systematic, and sequential approaches to reading instruction,
993 developing phonemic awareness, and implementing multisensory
994 intervention strategies, and computational skills acquisition,
995 exceptional student education, normal child development, and the
996 disorders of development may be applied toward any
997 specialization area. Credits or points that provide training in
998 the areas of drug abuse, child abuse and neglect, strategies in
999 teaching students having limited proficiency in English, or
1000 dropout prevention, or training in areas identified in the

1001 educational goals and performance standards adopted pursuant to
1002 ss. 1000.03(5) and 1008.345 may be applied toward any
1003 specialization area, except specialization areas identified by
1004 State Board of Education rule that include reading instruction
1005 or intervention for any students in kindergarten through grade
1006 6. Each district school board shall include in its inservice
1007 master plan the ability for teachers to receive inservice points
1008 for supporting students in extracurricular career and technical
1009 education activities, such as career and technical student
1010 organization activities outside of regular school hours and
1011 training related to supervising students participating in a
1012 career and technical student organization. Credits or points
1013 earned through approved summer institutes may be applied toward
1014 the fulfillment of these requirements. Inservice points may also
1015 be earned by participation in professional growth components
1016 approved by the State Board of Education and specified pursuant
1017 to s. 1012.98 in the district's approved master plan for
1018 inservice educational training; however, such points may not be
1019 used to satisfy the specialization requirements of this
1020 paragraph.

1021 **Section 11. Subsections (3) and (4) and paragraph (b) of**
1022 **subsection (5) of section 1012.98, Florida Statutes, are amended**
1023 **to read:**

1024 1012.98 School Community Professional Learning Act.—
1025 (3) Professional learning activities must be linked to

1026 student learning, provide ~~and~~ professional growth for
1027 instructional and administrative staff, and meet the following
1028 criteria:

1029 (a) For instructional personnel, utilize materials aligned
1030 to the state's academic standards.

1031 (b) For school administrators, utilize materials aligned
1032 to the Florida Educational Leadership Standards adopted in rule
1033 by the State Board of Education ~~state's educational leadership~~
1034 ~~standards~~.

1035 (c) Have clear, defined, and measurable outcomes for both
1036 individual inservice activities and multiple day sessions.

1037 (d) Employ multiple measurement tools for data on teacher
1038 growth, participants' use of new knowledge and skills, student
1039 learning outcomes, instructional growth outcomes, and leadership
1040 growth outcomes, as applicable.

1041 (e) Utilize active learning and engage participants
1042 directly in designing and trying out strategies, providing
1043 participants with the opportunity to engage in authentic
1044 teaching and leadership experiences.

1045 (f) Utilize artifacts, interactive activities, and other
1046 strategies to provide deeply embedded and highly contextualized
1047 professional learning.

1048 (g) Create opportunities for collaboration.

1049 (h) Utilize coaching and expert support to involve the
1050 sharing of expertise about content and evidence-based practices,

1051 focused directly on instructional personnel and school
1052 administrator needs.

1053 (i) Provide opportunities for instructional personnel and
1054 school administrators to think about, receive input on, and make
1055 changes to practice by facilitating reflection and providing
1056 feedback.

1057 (j) Provide sustained duration with followup for
1058 instructional personnel and school administrators to have
1059 adequate time to learn, practice, implement, and reflect upon
1060 new strategies that facilitate changes in practice.

1061 (k) Provide training on the use of high-quality
1062 instructional materials included on the state-adopted
1063 instructional materials list pursuant to s. 1006.28, materials
1064 evaluated and identified pursuant to s. 1001.215(4), and
1065 materials developed pursuant to s. 1006.39, including when and
1066 how to use intervention materials.

1067 (4) The inservice activities designed to implement this
1068 section must:

1069 (a) Support and increase the success of educators through
1070 collaboratively developed school improvement plans that focus
1071 on:

1072 1. Enhanced and differentiated instructional strategies to
1073 engage students in a rigorous and knowledge-based ~~relevant~~
1074 curriculum based on the Florida Educator Accomplished Practices
1075 ~~state and local educational standards, goals, and initiatives;~~

1076 and

1077 ~~2. Increased opportunities to provide meaningful~~
1078 ~~relationships between teachers and all students; and~~

1079 2.3. Increased opportunities for professional
1080 collaboration among and between teachers, certified school
1081 counselors, instructional leaders, postsecondary educators
1082 engaged in preservice training for new teachers, and the
1083 workforce community.

1084 (b) Assist the school community in providing stimulating,
1085 scientific research-based educational activities that encourage
1086 and motivate students to achieve at the highest levels and to
1087 participate as active learners and that prepare students for
1088 success at subsequent educational levels and the workforce.

1089 (c) Provide continuous support for all education
1090 professionals as well as temporary intervention for education
1091 professionals who need improvement in knowledge, skills, and
1092 performance.

1093 (d) Provide instructional personnel and school
1094 administrators with the knowledge, skills, and best practices
1095 necessary to support excellence in classroom instruction and
1096 educational leadership.

1097 (e) Provide training to individuals who serve as mentors
1098 or clinical educators ~~teacher mentors as part of the~~
1099 ~~professional learning certification program under s. 1012.56(8)~~
1100 ~~and the professional education competency program under s.~~

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1101 ~~1012.56(9)~~. The department shall develop criteria for the
1102 initial review and continued approval of clinical educator and
1103 mentor training that must include, at a minimum:

1104 1. Instruction and assessment in the Florida Educator
1105 Accomplished Practices.

1106 2. Effective communication strategies to guide reflection
1107 and personal growth.

1108 3. Effective modeling of high-impact teaching practices
1109 and skills.

1110 4. Fostering resilience in educators
1111 ~~components on teacher development, peer coaching, time~~
1112 ~~management, and other related topics as determined by the~~
1113 ~~Department of Education.~~

1114 (5) The Department of Education, school districts,
1115 schools, Florida College System institutions, and state
1116 universities share the responsibilities described in this
1117 section. These responsibilities include the following:

1118 (b) Each school district shall develop a professional
1119 learning system as specified in subsection (4). The system shall
1120 be developed in consultation with teachers, teacher-educators of
1121 Florida College System institutions and state universities,
1122 business and community representatives, and local education
1123 foundations, consortia, and professional organizations. The
1124 professional learning system must:

1125 1. Be reviewed and approved by the department for

1126 compliance with s. 1003.42(3) and this section. ~~Effective March~~
1127 ~~1, 2024,~~ The department shall establish a calendar for the
1128 review and approval of all professional learning systems. A
1129 professional learning system must be reviewed and approved every
1130 5 years. Any substantial revisions to the system must be
1131 submitted to the department for review and approval. The
1132 department shall establish a format for the review and approval
1133 of a professional learning system.

1134 2. Be based on analyses of student achievement data and
1135 instructional strategies and methods that support rigorous,
1136 relevant, and challenging curricula for all students. Schools
1137 and districts, in developing and refining the professional
1138 learning system, shall also review and monitor school discipline
1139 data; school environment surveys; assessments of parental
1140 satisfaction; performance appraisal data of teachers, managers,
1141 and administrative personnel; and other performance indicators
1142 to identify school and student needs that can be met by improved
1143 professional performance.

1144 3. Provide inservice activities coupled with followup
1145 support appropriate to accomplish district-level and school-
1146 level improvement goals and standards. The inservice activities
1147 for instructional and school administrative personnel shall
1148 focus on analysis of student achievement data; ongoing formal
1149 and informal assessments of student achievement; identification
1150 and use of enhanced and differentiated instructional strategies

1151 that emphasize rigor, relevance, and reading in the content
1152 areas; enhancement of subject content expertise; integrated use
1153 of classroom technology that enhances teaching and learning;
1154 classroom management; parent involvement; and school safety.

1155 4. Provide inservice activities and support targeted to
1156 the individual needs of new teachers participating in the
1157 professional learning certification and education competency
1158 program under s. 1012.56(8)(a).

1159 5. Include a professional learning catalog for inservice
1160 activities, pursuant to rules of the State Board of Education,
1161 for all district employees from all fund sources. The catalog
1162 must be updated annually by September 1, must be based on input
1163 from teachers and district and school instructional leaders, and
1164 must use the latest available student achievement data and
1165 research to enhance rigor and relevance in the classroom. Each
1166 district inservice catalog must be aligned to and support the
1167 school-based inservice catalog and school improvement plans
1168 pursuant to s. 1001.42(18). Each district inservice catalog must
1169 provide a description of the training that middle grades
1170 instructional personnel and school administrators receive on the
1171 district's code of student conduct adopted pursuant to s.
1172 1006.07; integrated digital instruction and competency-based
1173 instruction and CAPE Digital Tool certificates and CAPE industry
1174 certifications; classroom management; student behavior and
1175 interaction; extended learning opportunities for students; and

1176 instructional leadership. District plans must be approved by the
1177 district school board annually in order to ensure compliance
1178 with subsection (1) and to allow for dissemination of research-
1179 based best practices to other districts. District school boards
1180 shall submit verification of their approval to the Commissioner
1181 of Education no later than October 1, annually. Each school
1182 principal may establish and maintain an individual professional
1183 learning plan for each instructional employee assigned to the
1184 school as a seamless component to the school improvement plans
1185 developed pursuant to s. 1001.42(18). An individual professional
1186 learning plan must be related to specific performance data for
1187 the students to whom the teacher is assigned, define the
1188 inservice objectives and specific measurable improvements
1189 expected in student performance as a result of the inservice
1190 activity, and include an evaluation component that determines
1191 the effectiveness of the professional learning plan.

1192 6. Include inservice activities for school administrative
1193 personnel, aligned to the state's educational leadership
1194 standards, which address updated skills necessary for
1195 instructional leadership and effective school management
1196 pursuant to s. 1012.986.

1197 7. Provide for systematic consultation with regional and
1198 state personnel designated to provide technical assistance and
1199 evaluation of local professional learning programs.

1200 8. Provide for delivery of professional learning by

1201 distance learning and other technology-based delivery systems to
 1202 reach more educators at lower costs.

1203 9. Provide for the continuous evaluation of the quality
 1204 and effectiveness of professional learning programs in order to
 1205 eliminate ineffective programs and strategies and to expand
 1206 effective ones. Evaluations must consider the impact of such
 1207 activities on the performance of participating educators and
 1208 their students' achievement and behavior.

1209 10. For all grades, emphasize:

1210 a. Interdisciplinary planning, collaboration, and
 1211 instruction.

1212 b. Alignment of curriculum and instructional materials to
 1213 the state academic standards adopted pursuant to s. 1003.41.

1214 c. Use of small learning communities; problem-solving,
 1215 inquiry-driven research and analytical approaches for students;
 1216 strategies and tools based on student needs; competency-based
 1217 instruction; integrated digital instruction; and project-based
 1218 instruction.

1219
 1220 Each school that includes any of grades 6, 7, or 8 shall include
 1221 in its school improvement plan, required under s. 1001.42(18), a
 1222 description of the specific strategies used by the school to
 1223 implement each item listed in this subparagraph.

1224 11. Provide training to reading coaches, interventionists,
 1225 classroom teachers, and school administrators in effective

1226 methods of identifying characteristics of conditions such as
1227 dyslexia and other causes of diminished phonological processing
1228 skills; incorporating instructional techniques into the general
1229 education setting which are proven to improve reading
1230 performance for all students; and using predictive and other
1231 data to make instructional decisions based on individual student
1232 needs. The training must help teachers integrate phonemic
1233 awareness; phonics, word study, and spelling; reading fluency;
1234 vocabulary, including academic vocabulary; and text
1235 comprehension strategies into an explicit, systematic, and
1236 sequential approach to reading instruction, including
1237 multisensory intervention strategies. Such training for teaching
1238 foundational skills must be based on the science of reading and
1239 include phonics instruction for decoding and encoding as the
1240 primary instructional strategy for word reading. Instructional
1241 strategies included in the training may not employ the three-
1242 cueing system model of reading or visual memory as a basis for
1243 teaching word reading. Such instructional strategies may include
1244 visual information and strategies which improve background and
1245 experiential knowledge, add context, and increase oral language
1246 and vocabulary to support comprehension, but may not be used to
1247 teach word reading. Each district must provide all elementary
1248 grades instructional personnel access to training sufficient to
1249 meet the requirements of s. 1012.585(3)(f).

1250 **Section 12. Section 1012.981, Florida Statutes, is created**

1251 **to read:**

1252 1012.981 The Florida Institute for Teaching Excellence.—

1253 (1) The Florida Institute for Teaching Excellence is
1254 established at Miami Dade College, subject to an appropriation,
1255 for the purpose of preparing high-quality teachers in this state
1256 through rigorous, evidence-based programs grounded in cognitive
1257 science, high-impact teaching strategies, and the implementation
1258 of knowledge-rich curricula.

1259 (2) The institute shall do all of the following:

1260 (a) Develop and deliver evidence-based professional
1261 learning opportunities aligned to the Florida Educator
1262 Accomplished Practices.

1263 (b) Develop and deliver educator training programs
1264 pursuant to s. 1012.98 that integrate high-quality instructional
1265 materials included on the state-adopted instructional materials
1266 list under s. 1006.28, materials evaluated and identified
1267 pursuant to s. 1001.215(4), and materials developed by or under
1268 the direction of the department as provided in s. 1006.39. These
1269 programs must focus on the effective use of knowledge-based
1270 curricula, highlighting when and how to incorporate intervention
1271 materials, and emphasize the importance of background knowledge
1272 in building advanced reading comprehension grounded in the
1273 science of reading and critical thinking skills.

1274 (c) Develop and design models of high-quality clinical
1275 experiences, for aspiring teachers. These model experiences

1276 shall serve as a standard that institutions approved pursuant to
1277 ss. 1004.04 and 1004.85 can adopt or adapt, enabling
1278 participants to demonstrate mastery of instructional techniques,
1279 classroom management strategies, and the application of high-
1280 impact teaching strategies in authentic educational settings.

1281 (d) Collaborate with school districts and other
1282 educational stakeholders to identify emerging needs in teacher
1283 preparation and align institute programs accordingly, conducting
1284 gap analyses to provide comprehensive coverage of the science of
1285 learning, high-impact teaching strategies, and knowledge-rich
1286 curriculum implementation.

1287 (e) Establish a statewide network of teachers and
1288 instructional leaders equipped with the knowledge and skills to
1289 mentor and support aspiring and current educators participating
1290 in the institute's programs. This network shall model effective
1291 pedagogical practices and facilitate professional growth.

1292 (f) Conduct research and disseminate findings on high-
1293 impact teaching practices and the implementation of knowledge-
1294 based curricula to inform policy, improve classroom instruction,
1295 and address the importance of background knowledge in student
1296 achievement.

1297 (g) Report to the department the completion of
1298 professional learning by individuals who are not employed by
1299 entities with an approved professional learning system.

1300 (3) The institute may submit a professional learning

1301 system for approval pursuant to s. 1012.98.

1302 (4) The institute may apply for and receive federal,
 1303 state, or local agency grants for the purposes of this section.

1304 (5) The Miami Dade College Board of Trustees in
 1305 collaboration with the Florida Department of Education shall
 1306 establish policies for the supervision, administration, and
 1307 governance of the institute.

1308 **Section 13. Effective July 1, 2028, subsection (5) of**
 1309 **section 1012.55, Florida Statutes, is amended to read:**

1310 1012.55 Positions for which certificates required.—

1311 (5) Notwithstanding this section and ss. 1012.32 and
 1312 1012.56, or any other provision of law or rule to the contrary,
 1313 the State Board of Education shall adopt rules to allow for the
 1314 issuance of a classical education teaching certificate, upon the
 1315 request of a classical school, to any applicant who fulfills the
 1316 requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and any other
 1317 criteria established by the department. Such certificate is only
 1318 valid at a classical school. For the purposes of this
 1319 subsection, the term "classical school" means a school that
 1320 implements and provides professional learning in a classical
 1321 education school model that emphasizes the development of
 1322 students in the principles of moral character and civic virtue
 1323 through a well-rounded education in the liberal arts and
 1324 sciences that is based on the classical trivium stages of
 1325 grammar, logic, and rhetoric.

1326 **Section 14. Effective July 1, 2028, subsection (1) of**
 1327 **section 1012.57, Florida Statutes, is amended to read:**

1328 1012.57 Certification of adjunct educators.—

1329 (1) Notwithstanding the provisions of ss. 1012.32,
 1330 1012.55, and 1012.56, or any other provision of law or rule to
 1331 the contrary, district school boards and charter school
 1332 governing boards shall adopt rules to allow for the issuance of
 1333 an adjunct teaching certificate to any applicant who fulfills
 1334 the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and who
 1335 has expertise in the subject area to be taught. An applicant is
 1336 considered to have expertise in the subject area to be taught if
 1337 the applicant demonstrates sufficient subject area mastery
 1338 through passage of a subject area test or has achieved an
 1339 industry certification in the subject area to be taught.

1340 **Section 15. Effective July 1, 2028, paragraph (b) of**
 1341 **subsection (5) of section 1012.98, Florida Statutes, is amended**
 1342 **to read:**

1343 1012.98 School Community Professional Learning Act.—

1344 (5) The Department of Education, school districts,
 1345 schools, Florida College System institutions, and state
 1346 universities share the responsibilities described in this
 1347 section. These responsibilities include the following:

1348 (b) Each school district shall develop a professional
 1349 learning system as specified in subsection (4). The system shall
 1350 be developed in consultation with teachers, teacher-educators of

1351 Florida College System institutions and state universities,
1352 business and community representatives, and local education
1353 foundations, consortia, and professional organizations. The
1354 professional learning system must:

1355 1. Be reviewed and approved by the department for
1356 compliance with s. 1003.42(3) and this section. The department
1357 shall establish a calendar for the review and approval of all
1358 professional learning systems. A professional learning system
1359 must be reviewed and approved every 5 years. Any substantial
1360 revisions to the system must be submitted to the department for
1361 review and approval. The department shall establish a format for
1362 the review and approval of a professional learning system.

1363 2. Be based on analyses of student achievement data and
1364 instructional strategies and methods that support rigorous,
1365 relevant, and challenging curricula for all students. Schools
1366 and districts, in developing and refining the professional
1367 learning system, shall also review and monitor school discipline
1368 data; school environment surveys; assessments of parental
1369 satisfaction; performance appraisal data of teachers, managers,
1370 and administrative personnel; and other performance indicators
1371 to identify school and student needs that can be met by improved
1372 professional performance.

1373 3. Provide inservice activities coupled with followup
1374 support appropriate to accomplish district-level and school-
1375 level improvement goals and standards. The inservice activities

1376 for instructional and school administrative personnel shall
1377 focus on analysis of student achievement data; ongoing formal
1378 and informal assessments of student achievement; identification
1379 and use of enhanced and differentiated instructional strategies
1380 that emphasize rigor, relevance, and reading in the content
1381 areas; enhancement of subject content expertise; integrated use
1382 of classroom technology that enhances teaching and learning;
1383 classroom management; parent involvement; and school safety.

1384 4. Provide inservice activities and support targeted to
1385 the individual needs of new teachers ~~participating in the~~
1386 ~~professional learning certification and education competency~~
1387 ~~program under s. 1012.56(8)(a).~~

1388 5. Include a professional learning catalog for inservice
1389 activities, pursuant to rules of the State Board of Education,
1390 for all district employees from all fund sources. The catalog
1391 must be updated annually by September 1, must be based on input
1392 from teachers and district and school instructional leaders, and
1393 must use the latest available student achievement data and
1394 research to enhance rigor and relevance in the classroom. Each
1395 district inservice catalog must be aligned to and support the
1396 school-based inservice catalog and school improvement plans
1397 pursuant to s. 1001.42(18). Each district inservice catalog must
1398 provide a description of the training that middle grades
1399 instructional personnel and school administrators receive on the
1400 district's code of student conduct adopted pursuant to s.

1401 1006.07; integrated digital instruction and competency-based
1402 instruction and CAPE Digital Tool certificates and CAPE industry
1403 certifications; classroom management; student behavior and
1404 interaction; extended learning opportunities for students; and
1405 instructional leadership. District plans must be approved by the
1406 district school board annually in order to ensure compliance
1407 with subsection (1) and to allow for dissemination of research-
1408 based best practices to other districts. District school boards
1409 shall submit verification of their approval to the Commissioner
1410 of Education no later than October 1, annually. Each school
1411 principal may establish and maintain an individual professional
1412 learning plan for each instructional employee assigned to the
1413 school as a seamless component to the school improvement plans
1414 developed pursuant to s. 1001.42(18). An individual professional
1415 learning plan must be related to specific performance data for
1416 the students to whom the teacher is assigned, define the
1417 inservice objectives and specific measurable improvements
1418 expected in student performance as a result of the inservice
1419 activity, and include an evaluation component that determines
1420 the effectiveness of the professional learning plan.

1421 6. Include inservice activities for school administrative
1422 personnel, aligned to the state's educational leadership
1423 standards, which address updated skills necessary for
1424 instructional leadership and effective school management
1425 pursuant to s. 1012.986.

1426 7. Provide for systematic consultation with regional and
1427 state personnel designated to provide technical assistance and
1428 evaluation of local professional learning programs.

1429 8. Provide for delivery of professional learning by
1430 distance learning and other technology-based delivery systems to
1431 reach more educators at lower costs.

1432 9. Provide for the continuous evaluation of the quality
1433 and effectiveness of professional learning programs in order to
1434 eliminate ineffective programs and strategies and to expand
1435 effective ones. Evaluations must consider the impact of such
1436 activities on the performance of participating educators and
1437 their students' achievement and behavior.

1438 10. For all grades, emphasize:

1439 a. Interdisciplinary planning, collaboration, and
1440 instruction.

1441 b. Alignment of curriculum and instructional materials to
1442 the state academic standards adopted pursuant to s. 1003.41.

1443 c. Use of small learning communities; problem-solving,
1444 inquiry-driven research and analytical approaches for students;
1445 strategies and tools based on student needs; competency-based
1446 instruction; integrated digital instruction; and project-based
1447 instruction.

1448
1449 Each school that includes any of grades 6, 7, or 8 shall include
1450 in its school improvement plan, required under s. 1001.42(18), a

1451 description of the specific strategies used by the school to
1452 implement each item listed in this subparagraph.

1453 11. Provide training to reading coaches, interventionists,
1454 classroom teachers, and school administrators in effective
1455 methods of identifying characteristics of conditions such as
1456 dyslexia and other causes of diminished phonological processing
1457 skills; incorporating instructional techniques into the general
1458 education setting which are proven to improve reading
1459 performance for all students; and using predictive and other
1460 data to make instructional decisions based on individual student
1461 needs. The training must help teachers integrate phonemic
1462 awareness; phonics, word study, and spelling; reading fluency;
1463 vocabulary, including academic vocabulary; and text
1464 comprehension strategies into an explicit, systematic, and
1465 sequential approach to reading instruction, including
1466 multisensory intervention strategies. Such training for teaching
1467 foundational skills must be based on the science of reading and
1468 include phonics instruction for decoding and encoding as the
1469 primary instructional strategy for word reading. Instructional
1470 strategies included in the training may not employ the three-
1471 cueing system model of reading or visual memory as a basis for
1472 teaching word reading. Such instructional strategies may include
1473 visual information and strategies which improve background and
1474 experiential knowledge, add context, and increase oral language
1475 and vocabulary to support comprehension, but may not be used to

1476 | teach word reading. Each district must provide all elementary
1477 | grades instructional personnel access to training sufficient to
1478 | meet the requirements of s. 1012.585(3)(f).

1479 | **Section 16.** Except as otherwise expressly provided in this
1480 | act, this act shall take effect July 1, 2025.