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1
2 An act relating to educator preparation; providing
3 legislative intent; requiring the Department of
4 Education to establish a workgroup to update and
5 revise the Florida Educator Accomplished Practices;
6 requiring the department to submit workgroup findings
7 to the Governor and the Legislature by a certain date;
8 requiring the State Board of Education to consider
9 certain revisions and a specified rule by a certain
10 date; requiring the department to develop a teacher
11 examination; requiring the department to submit to the
12 Governor and the Legislature an implementation plan
13 for teacher preparation programs; creating s.
14 1004.0982, F.S.; requiring the department to reduce
15 the number of required internship hours for specified
16 students under certain circumstances; requiring the
17 department to establish specified guidelines and
18 programs to provide specified flexibility to students
19 enrolled in postsecondary school counseling programs;
20 providing requirements for such guidelines and
21 programs; requiring the State Board of Education to
22 adopt rules and the Board of Governors to adopt
23 regulations for such guidelines and programs; amending
24 s. 1012.39, F.S.; providing requirements for the
25 hiring of certain nondegreed teachers of fine and

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performing arts; creating s. 1012.551, F.S.;
establishing guidelines for teacher preparation
program uniform core curricula; requiring certain
teacher preparation programs to require teacher
candidates to complete specified courses; creating s.
1012.981, F.S.; establishing the Florida Center for
Teaching Excellence at Miami Dade College, subject to
an appropriation; providing the purpose and duties of
the center; authorizing the center to submit a
professional learning system for approval and seek
specified funding; providing for the supervision,
administration, and governance of the center; creating
s. 1012.552, F.S.; requiring the department to create
a specified alternative certification pathway for
teachers; amending s. 1012.555, F.S.; revising the
requirements for teachers serving as mentors through a
teacher apprenticeship program; conforming cross-
references; amending s. 1012.56, F.S.; revising the
acceptable means of demonstrating mastery of general
knowledge and mastery of professional preparation and
education competence for certification as an educator;
providing that certain candidates for certification
are not required to earn a passing score on a
specified examination beginning on a certain date;
revising the applicant requirements for the issuance

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51 of a professional or temporary educator certificate;
52 revising the requirements for teacher mentors and
53 clinical educators assigned to persons who hold a
54 temporary certificate; amending s. 1012.98, F.S.;
55 updating a reference to educational leadership
56 standards; requiring training on instructional
57 materials; requiring the department to develop
58 criteria for certain mentors' training; providing
59 effective dates.

60
61 Be It Enacted by the Legislature of the State of Florida:

62
63 Section 1. (1) It is the intent of the Legislature to
64 ensure all students have access to a well-qualified and prepared
65 teacher at all grade levels. In order to prepare all teachers
66 for success in the classroom, the Legislature intends to revise
67 educator preparation programs, educator certification, and
68 professional learning to modernize teacher training and properly
69 prepare educators to meet the challenges of educating students
70 in the 21st century.

71 (2) No later than September 1, 2025, the Department of
72 Education shall establish a workgroup to update and revise the
73 Florida Educator Accomplished Practices. The workgroup must
74 include, at a minimum, representatives from state-approved
75 initial teacher preparation programs under s. 1004.04, Florida

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76 Statutes, educator preparation institutes under s. 1004.85,
77 Florida Statutes, school district personnel, classroom teachers,
78 and other education stakeholders.

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

83 (b) The revised Florida Educator Accomplished Practices
84 and rule to implement the uniform core curricula pursuant to s.
85 1012.551, Florida Statutes, must be considered by the State
86 Board of Education by August 1, 2026.

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

92 (4) Upon approval of the Florida Educator Accomplished
93 Practices and rule implementing the uniform core-curricula, the
94 Department of Education shall submit a report to the Governor,
95 the President of the Senate, and the Speaker of the House of
96 Representatives which includes an implementation plan and
97 schedule for aligning initial teacher preparation programs under
98 s. 1004.04, Florida Statutes, educator preparation institutes
99 under s. 1004.85, Florida Statutes, teacher preparation core
100 courses, and Coaching for Educator Readiness and Teaching (CERT)

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101 programs under s. 1012.552, Florida Statutes, to the revised
102 Florida Educator Accomplished Practices and the Florida Teacher
103 Excellence Examination. The report must include any recommended
104 changes to existing statutes necessary to implement such
105 alignment.

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

108 1004.0982 Flexible education pathway for school
109 counselors.—To better enable students enrolled in postsecondary
110 school counseling programs to enter the workforce as certified
111 school counselors, the Department of Education shall:

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

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

116 (b) Has earned an effective or highly effective rating on
117 his or her performance evaluation for the past 3 years under s.
118 1012.34.

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

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

125 1. Establishing acceptable internship settings and

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126 supervision requirements.

127 2. Establishing criteria for adjustments to internship
128 requirements based on the student's personal circumstances.

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

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

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

135 1. Scholarship programs.

136 2. Tuition reimbursement programs.

137 3. Other incentive programs.

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

140 1012.39 Employment of substitute teachers, teachers of
141 adult education, nondegreed teachers of career education, and
142 career specialists and nondegreed teachers of fine and
143 performing arts; students performing clinical field experience.-

144 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
145 1012.57, or any other provision of law or rule to the contrary,
146 each district school board shall establish the minimal
147 qualifications for:

148 (a) Substitute teachers to be employed pursuant to s.
149 1012.35. The qualifications shall require the filing of a
150 complete set of fingerprints in the same manner as required by

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s. 1012.32; documentation of a minimum education level of a high school diploma or equivalent; and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics.

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

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

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

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

a. A high school diploma or the equivalent.

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

182 c. For full-time teachers, completion of professional
183 education training in teaching methods, course construction,
184 lesson planning and evaluation, and teaching special needs
185 students. This training may be completed through coursework from
186 an accredited or approved institution or an approved district
187 teacher education program, or the local school district
188 inservice master plan.

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

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

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

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

199 a. A high school diploma or the equivalent.

200 b. Completion of 3 years of full-time successful

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201 experience or the equivalent of part-time experience in the
202 teaching specialization area.

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

207 (3) A student who is enrolled in a state-approved teacher
208 preparation program in a postsecondary educational institution
209 that is approved by rules of the State Board of Education and
210 who is jointly assigned by the postsecondary educational
211 institution and a district school board to perform a clinical
212 field experience under the direction of a regularly employed and
213 certified educator shall, while serving such supervised clinical
214 field experience, be accorded the same protection of law as that
215 accorded to the certified educator except for the right to
216 bargain collectively as an employee of the district school
217 board. The district school board providing the clinical field
218 experience shall notify the student electronically or in writing
219 of the availability of educator liability insurance under s.
220 1012.75. A postsecondary educational institution or district
221 school board may not require a student enrolled in a state-
222 approved teacher preparation program to purchase liability
223 insurance as a condition of participation in any clinical field
224 experience or related activity on the premises of an elementary
225 or secondary school.

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

228 1012.551 Teacher preparation core principles, standards,
229 and content.-

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

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

240 (a) May not distort significant historical events or
241 include curriculum or instruction that teaches identity
242 politics, violates s. 1000.05, or is based on theories that
243 systemic racism, sexism, oppression, and privilege are inherent
244 in the institutions of the United States and were created to
245 maintain social, political, and economic inequities.

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

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

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

258 (e) Must include scientifically researched and evidence-
259 based reading instructional strategies grounded in the science
260 of reading which improve reading performance for all students,
261 including explicit, systematic, and sequential approaches to
262 teaching phonemic awareness, phonics, vocabulary, fluency, and
263 text comprehension and multisensory intervention strategies. The
264 primary instructional strategy for teaching word reading is
265 phonics instruction for decoding and encoding. Instructional
266 strategies for foundational skills may not employ the three-
267 cueing system model of reading or visual memory as a basis for
268 teaching word reading. Instructional strategies may include
269 visual information and strategies that improve background and
270 experiential knowledge, add context, and increase oral language
271 and vocabulary to support comprehension, but may not be used to
272 teach word reading.

273 (f) Must include content literacy and mathematics
274 practices.

275 (g) Must include strategies for differentiated instruction

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276 to meet student needs, including English language learners and
277 students with disabilities, while maintaining grade-level
278 expectations.

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

282 (i) Must require the completion of a mastery-based
283 clinical experience in classroom settings to provide direct
284 application of program content and instruction and mastery of
285 the components of teaching as outlined in the Florida Educator
286 Accomplished Practices. These clinical experiences must allow
287 candidates to demonstrate mastery of curriculum and pedagogy
288 through observable performance evaluations aligned with
289 instructional personnel evaluation systems approved pursuant to
290 s. 1012.34. Mastery must be assessed through in-classroom
291 performance, with candidate feedback provided for growth and
292 refinement, rather than solely through written assignments or
293 project-based assessments. Clinical experience may only be
294 provided by individuals who meet the requirements of s.
295 1012.56(7).

296 (3) Each state-approved teacher preparation program using
297 the uniform core curricula developed pursuant to this section,
298 must require each teacher candidate to complete:

299 (a) One introduction to education course that allows
300 teacher candidates to demonstrate competency in the cognitive

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science of learning principles, including cognitive load theory,
working memory, and long-term memory; retrieval practice;
attention and selective attention; social science of motivation
and persistence; background knowledge; and production effect.

(b) One classroom management and high-impact teaching
strategies course that allows teacher candidates to demonstrate
competency of instructional strategies based on Florida Educator
Accomplished Practices.

Section 5. Section 1012.981, Florida Statutes, is created
to read:

1012.981 The Florida Center for Teaching Excellence.—

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

(2) The center shall, in collaboration with the Center for
Innovative Teaching and Learning at the University of South
Florida, do all of the following:

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

(b) Develop and deliver educator training programs
pursuant to s. 1012.98 that integrate high-quality instructional

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326 materials included on the state-adopted instructional materials
327 list under s. 1006.28, materials evaluated and identified
328 pursuant to s. 1001.215(4), and materials developed by or under
329 the direction of the department as provided in s. 1006.39. These
330 programs must focus on the effective use of knowledge-based
331 curricula, highlighting when and how to incorporate intervention
332 materials, and emphasize the importance of background knowledge
333 in building advanced reading comprehension grounded in the
334 science of reading and critical thinking skills.

335 (c) Develop and design models of high-quality clinical
336 experiences, for aspiring teachers. These model experiences
337 shall serve as a standard that institutions approved pursuant to
338 ss. 1004.04 and 1004.85 can adopt or adapt, enabling
339 participants to demonstrate mastery of instructional techniques,
340 classroom management strategies, and the application of high-
341 impact teaching strategies in authentic educational settings.

342 (d) Collaborate with school districts and other
343 educational stakeholders to identify emerging needs in teacher
344 preparation and align center programs accordingly, conducting
345 gap analyses to provide comprehensive coverage of the science of
346 learning, high-impact teaching strategies, and knowledge-rich
347 curriculum implementation.

348 (e) Establish a statewide network of teachers and
349 instructional leaders equipped with the knowledge and skills to
350 mentor and support aspiring and current educators participating

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in the center's programs. This network shall model effective pedagogical practices and facilitate professional growth.

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

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

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

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

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

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

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

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

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enter the teaching profession. School districts, charter schools, and charter management organizations may implement the CERT program to provide a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

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

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

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

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

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

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

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

(e) Required successful completion of all competencies for

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401 a reading endorsement, including completion of the endorsement
402 practicum, for a candidate certification in a coverage area
403 identified pursuant to s. 1012.585(3)(f).

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

406 Section 7. Subsection (3) of section 1012.555, Florida
407 Statutes, are amended to read:

408 1012.555 Teacher Apprenticeship Program.—

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

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

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

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

423 Section 8. Effective July 1, 2029, paragraphs (e) and (f)
424 of subsection (3), subsection (6), and paragraphs (a), (b), and
425 (e) of subsection (7) of section 1012.56, Florida Statutes, are

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amended, to read:

1012.56 Educator certification requirements.—

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

(e) Successful completion of an introduction to education course and a classroom management and high-impact teaching strategies course approved pursuant to s. 1012.551 ~~achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination and the SAT, ACT, and Classic Learning Test. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations; or~~

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

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

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451 assist him or her in achieving a passing score. Such information
452 must include, but need not be limited to, state-level test
453 information guides, school district test preparation resources,
454 and preparation courses offered by state universities and
455 Florida College System institutions. The requirement of mastery
456 of general knowledge shall be waived for an individual who has
457 been provided 3 years of supports and instruction and who has
458 been rated effective or highly effective under s. 1012.34 for
459 each of the last 3 years.

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

463 (a) Successful completion of a state-approved ~~an approved~~
464 teacher preparation program at a postsecondary educational
465 institution within this state and achievement of a passing score
466 on the professional education competency examination required by
467 state board rule;

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

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

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

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educator credentialing board approved by the State Board of Education;

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

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

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

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

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

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501
502 The State Board of Education shall adopt rules to implement this
503 subsection, including rules to approve specific teacher
504 preparation programs that are not identified in this subsection
505 which may be used to meet requirements for mastery of
506 professional preparation and education competence. A passing
507 score on the professional education competency examination shall
508 not be required of candidates who have successfully completed a
509 teacher preparation program that meets the requirements of s.
510 1012.551.

511 (7) TYPES AND TERMS OF CERTIFICATION.—

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

515 1. Meets all the applicable requirements outlined in
516 subsection (2).

517 2. For a professional certificate covering grades 6
518 through 12:

519 a. Meets the applicable requirements of paragraphs (2) (a)–
520 (h).

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

523 c. Teaches a high school course in the subject of the
524 advanced degree.

525 d. Is rated highly effective as determined by the

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526 teacher's performance evaluation under s. 1012.34, based in part
527 on student performance as measured by a statewide, standardized
528 assessment or an Advanced Placement, Advanced International
529 Certificate of Education, or International Baccalaureate
530 examination.

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

533 3. Meets the applicable requirements of paragraphs (2) (a)-
534 (h) and completes a program that meets the requirements of s.
535 1012.551 ~~professional learning certification program approved by~~
536 ~~the department pursuant to paragraph (8) (c) or an educator~~
537 ~~preparation institute approved by the department pursuant to s.~~
538 ~~1004.85. An applicant who completes one of these programs and is~~
539 ~~rated highly effective as determined by his or her performance~~
540 ~~evaluation under s. 1012.34 is not required to take or achieve a~~
541 ~~passing score on the professional education competency~~
542 ~~examination in order to be awarded a professional certificate.~~

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

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

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551 specialization in state board rule;

552 2. For a subject area specialization for which the state
553 board otherwise requires a bachelor's degree, documents 48
554 months of active-duty military service with an honorable
555 discharge or a medical separation; completes the requirements
556 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
557 subject area content requirements specified in state board rule
558 or demonstrates mastery of subject area knowledge pursuant to
559 subsection (5); and documents completion of 60 college credits
560 with a minimum cumulative grade point average of 2.5 on a 4.0
561 scale, as provided by one or more accredited institutions of
562 higher learning or a nonaccredited institution of higher
563 learning identified by the Department of Education as having a
564 quality program resulting in a bachelor's degree or higher; or

565 3. Is enrolled in a state-approved teacher preparation
566 program under s. 1004.04; is actively completing the final
567 semester of the clinical experience or ~~required program field~~
568 ~~experience or~~ internship at a public school immediately
569 preceding graduation; completes the requirements outlined in
570 paragraphs (2)(a), (b), and (d)-(f); completes the subject area
571 content requirements specified in state board rule or
572 demonstrates mastery of subject area knowledge pursuant to
573 subsection (5); and documents completion of 60 college credits
574 with a minimum cumulative grade point average of 2.5 on a 4.0
575 scale, as provided by one or more accredited institutions of

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

579 (e) A person who is issued a temporary certificate under
580 paragraph (b) must be assigned a teacher mentor or clinical
581 educator for a minimum of 2 school years after commencing
582 employment. Each teacher mentor or clinical educator selected by
583 the school district, charter school, or charter management
584 organization must:

585 1. Hold a valid professional certificate issued pursuant
586 to this section;

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

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

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

593 5. Be certified or endorsed in reading when assigned to an
594 individual providing instruction to students in kindergarten
595 through grade 3 or an individual enrolled in a teacher
596 preparation program for a certificate area identified pursuant
597 to s. 1012.585(3)(f).

598
599 At least 1 year before an individual's temporary certificate is
600 set to expire, the department shall electronically notify the

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individual of the date on which his or her certificate will
expire and provide a list of each method by which the
qualifications for a professional certificate can be completed.

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

1012.98 School Community Professional Learning Act.—

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

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

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

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

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

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

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626 teaching and leadership experiences.

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

630 (g) Create opportunities for collaboration.

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

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

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

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

650 (4) The inservice activities designed to implement this

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section must:

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

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

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

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

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

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

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

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

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

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

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

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

Section 10. Except as otherwise expressly provided in this act, this act shall take effect upon becoming a law.