

Committee on Education Pre-K -12

CS/CS/HB 875 — Educator Preparation

by Education & Employment Committee; Careers & Workforce Subcommittee; and Reps. Rizo, Snyder, and others (CS/SB 1590 by Appropriations Committee on Pre-K - 12 Education and Senator Burgess)

Implementation Plan

The bill outlines a multi-year implementation plan, beginning with the Department of Education (DOE) establishing a workgroup by September 1, 2025, to revise the Florida Educator Accomplished Practices (FEAPs) and to develop a rule to implement uniform core curricula. The workgroup must include representatives from teacher preparation programs, educator preparation institutes, school districts, classroom teachers, and other stakeholders.

The bill requires the DOE to submit the revised FEAPs to the Governor, the President of the Senate, and the Speaker of the House of Representatives by July 1, 2026, and the State Board of Education (SBE) must consider them by August 1, 2026. Once the revised practices and rules are approved, the bill requires the DOE to also submit an implementation plan to align teacher preparation programs, certification pathways, and core training courses with the new standards.

By July 1, 2027, the DOE must begin developing the Florida Teacher Excellence Examination (FTEE) to align with the revised FEAPs and serve as a readiness measure for certification.

Uniform Core-Curricula

The bill requires all state-approved teacher preparation programs to implement uniform core curricula by August 1, 2027, aligned with the revised FEAPs and adopted by the SBE to ensure consistency in teacher training statewide. The core curricula must:

- Support critical thinking, mastery of academic content, instructional strategies, and teaching competence;
- Be guided by the state's academic standards, including evidence-based assessment and grading practices;
- Include training on evidence-based instructional materials from various sources and on the use of intervention materials;
- Provide scientifically researched and evidence-based reading instruction grounded in the science of reading, with phonics as the primary strategy for teaching word reading;
- Include literacy and mathematics instructional practices and differentiated instruction for English language learners and students with disabilities;
- Require a mastery-based clinical experience in classroom settings; and
- Exclude instruction that distorts significant historical events or promotes identity politics or specified theories.

The bill also requires teacher candidates to complete two specific courses: one on the cognitive science of learning, and one on classroom management and high-impact instructional strategies.

Florida Center for Teaching Excellence

The bill establishes the Florida Center for Teaching Excellence at Miami-Dade College, subject to funding, in collaboration with the University of South Florida, to prepare high-quality teachers through training in cognitive science, teaching strategies, and knowledge-rich curricula.

Coaching for Educator Readiness and Teaching Certification Program

The bill requires the DOE to create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as a competency-based, on-the-job certification pathway for teachers holding a temporary certificate. School districts, charter schools, and charter management organizations are authorized to implement the program to support teacher development and professional certification.

The CERT program must include structured mentorship, individualized professional learning plans, and guided classroom practice. The program must include:

- An initial evaluation of the teacher’s competencies to guide the development of a personalized professional learning plan;
- A summative evaluation aligned with the school or district’s instructional personnel evaluation system;
- Ongoing professional learning tied to the educator’s growth needs; and
- On-the-job training aligned to the revised FEAPs.

The bill requires candidates to pass the applicable subject area examination and complete all reading endorsement competencies, including the practicum, if required by the certificate area.

Teacher Apprenticeship Program

The bill revises mentor qualifications for the Teacher Apprenticeship Program to require three rather than five years of teaching experience, “effective” or “highly effective” evaluations not solely based on value-added model (VAM) scores, and in 2029, completion of clinical educator training and certificate or endorsement in reading, as applicable.

Educator Certification

Effective July 1, 2029, the bill adds new certification pathways and removes outdated ones. Specifically, the bill:

- Adds a general knowledge mastery pathway via education and classroom management coursework.
- Adds a professional preparation pathway through the CERT program.
- Removes the professional education competency exam for candidates completing approved programs.

- Repeals the use of professional learning certification programs and educator preparation institutes for certification.

School Community Professional Learning Act

The bill updates statutory references to align with the revised FEAPs and Florida Educational Leadership Standards. The bill requires training on using approved instructional materials, including intervention resources.

The bill requires the DOE to establish criteria for approving clinical educator and mentor training programs, including components such as FEAPs-based instruction, communication strategies, modeling of evidence-based practices, and educator resilience.

Flexible Education Pathway for School Counselors

The bill creates a flexible pathway to certification for school counselors by reducing internship hour requirements from 600 to 300 for classroom teachers with five years of experience and recent “effective” or “highly effective” evaluations. The SBE and Board of Governors must adopt rules and regulations to support flexibility in meeting internship requirements.

Nondegreed Teachers of Fine and Performing Arts

The bill establishes qualifications for part-time, nondegreed fine and performing arts teachers to require background screening and documentation of a high school diploma and at least three years of successful experience in the specialization area.

If approved by the Governor, or allowed to become law without the Governor’s signature, these provisions take effect upon becoming law, except as otherwise expressly provided in this act.

Vote: Senate 31-0; House 91-22