

By the Appropriations Committee on Pre-K - 12 Education; and
Senator Burgess

602-03439-25

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A bill to be entitled

An act relating to educator preparation; providing legislative intent; requiring the Department of Education to establish a workgroup to update and revise the Florida Educator Accomplished Practices; requiring the department to submit workgroup findings to the Governor and the Legislature by a certain date; requiring the State Board of Education to consider certain revisions and a specified rule by a certain date; requiring the department to develop a teacher examination; requiring the department to submit to the Governor and the Legislature an implementation plan for teacher preparation programs; creating s. 1012.551, F.S.; establishing guidelines for teacher preparation program uniform core curricula; creating s. 1012.552, F.S.; requiring the department to create a specified alternative certification pathway for teachers; amending s. 1012.98, F.S.; updating a reference to educational leadership standards; requiring training on instructional materials; requiring the department to develop criteria for certain mentors' training; providing an effective date.

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

Section 1. (1) It is the intent of the Legislature to ensure all students have access to a well-qualified and prepared teacher at all grade levels. In order to prepare all teachers

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for success in the classroom, the Legislature intends to revise
educator preparation programs, educator certification, and
professional learning to modernize teacher training and properly
prepare educators to meet the challenges of educating students
in the 21st century.

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

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

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

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

(4) Upon approval of the Florida Educator Accomplished
Practices and rule implementing the uniform core-curricula, the
Department of Education shall submit a report to the Governor,

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the President of the Senate, and the Speaker of the House of Representatives which includes an implementation plan and schedule for aligning initial teacher preparation programs under s. 1004.04, Florida Statutes, educator preparation institutes under s. 1004.85, Florida Statutes, teacher preparation core courses, and Coaching for Educator Readiness and Teaching (CERT) programs under s. 1012.552, Florida Statutes, to the revised Florida Educator Accomplished Practices and the Florida Teacher Excellence Examination. The report must include any recommended changes to existing statutes necessary to implement such alignment.

Section 2. Section 1012.551, Florida Statutes, is created to read:

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

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

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

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

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

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

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

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

102 (e) Must include scientifically researched and evidence-
103 based reading instructional strategies grounded in the science
104 of reading which improve reading performance for all students,
105 including explicit, systematic, and sequential approaches to
106 teaching phonemic awareness, phonics, vocabulary, fluency, and
107 text comprehension and multisensory intervention strategies. The
108 primary instructional strategy for teaching word reading is
109 phonics instruction for decoding and encoding. Instructional
110 strategies for foundational skills may not employ the three-
111 cueing system model of reading or visual memory as a basis for
112 teaching word reading. Instructional strategies may include
113 visual information and strategies that improve background and
114 experiential knowledge, add context, and increase oral language
115 and vocabulary to support comprehension, but may not be used to
116 teach word reading.

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117 (f) Must include content literacy and mathematics
118 practices.

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

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

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

139 Section 3. Section 1012.552, Florida Statutes, is created
140 to read:

141 1012.552 The Coaching for Educator Readiness and Teaching
142 Certification (CERT) Program.—

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

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

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

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

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

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

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

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

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

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

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

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175 classroom on mastering Florida Educator Accomplished Practices.

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

179 1012.98 School Community Professional Learning Act.—

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

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

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

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

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

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

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

203 (g) Create opportunities for collaboration.

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

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

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

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

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

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

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

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~~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.

(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.

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

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

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

269 Section 5. This act shall take effect upon becoming a law.