

Amendment No.

CHAMBER ACTION

SenateHouse

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Representative Daley offered the following:

Amendment (with title amendment)

Remove lines 75-953 and insert:

Section 1. Paragraph (b) of subsection (2) of section 1004.04, Florida Statutes, is amended to read:

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

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

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13 1. Candidate instruction and assessment in the Florida
14 Educator Accomplished Practices across content areas.

15 2. The use of state-adopted content standards to guide
16 curricula and instruction.

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

32 4. Content literacy and mathematics practices.

33 5. Strategies appropriate for the instruction of English
34 language learners.

35 6. Strategies appropriate for the instruction of students
36 with disabilities.

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37 7. Strategies to differentiate instruction based on
38 student needs.

39 8. Strategies and practices to support evidence-based
40 content aligned to state standards and grading practices.

41 9. Strategies appropriate for the early identification of
42 a student in crisis or experiencing a mental health challenge
43 and the referral of such student to a mental health professional
44 for support.

45 10. Strategies to support the use of technology in
46 education and distance learning.

47 11. Strategies and practices to support effective,
48 research-based assessment and grading practices aligned to the
49 state's academic standards.

50 12. Strategies and practices on identifying, preventing,
51 preparing, addressing, and responding to mass casualty
52 incidents.

53 **Section 2. Effective July 1, 2029, subsection (2),**
54 **paragraph (a) of subsection (3), paragraph (a) of subsection**
55 **(4), and subsection (5) of section 1004.04, Florida Statutes,**
56 **are amended, to read:**

57 1004.04 Public accountability and state approval for
58 teacher preparation programs.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~12. Strategies and practices on identifying, preventing, preparing, addressing, and responding to mass casualty incidents.~~

~~(a)(e)~~ Each candidate must receive instruction and be assessed on the uniform core curricula, approved pursuant to s. 1012.551, in the candidate's area or areas of program concentration during course work and clinical ~~field~~ experiences. Beginning with candidates entering a teacher preparation program

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112 in the 2022-2023 school year, a candidate for certification in a
113 coverage area identified pursuant to s. 1012.585(3)(f) must
114 successfully complete all competencies for a reading
115 endorsement, including completion of the endorsement practicum
116 through the candidate's clinical ~~field~~ experience under
117 subsection (5), in order to graduate from the program.

118 (b) ~~(d)~~ Before program completion, each candidate must
119 demonstrate his or her ability to positively impact student
120 learning growth in the candidate's area or areas of program
121 concentration during a prekindergarten through grade 12 clinical
122 ~~field~~ experience and must pass each portion of the Florida
123 Teacher Certification Examination required for a professional
124 certificate in the area or areas of program concentration.

125 (c) ~~(e)~~ Teacher preparation program courses:

126 1. May not distort significant historical events or
127 include a curriculum or instruction that teaches identity
128 politics, violates s. 1000.05, or is based on theories that
129 systemic racism, sexism, oppression, and privilege are inherent
130 in the institutions of the United States and were created to
131 maintain social, political, and economic inequities.

132 2. Must afford candidates the opportunity to think
133 critically, achieve mastery of academic program content, learn
134 instructional strategies, ~~and~~ demonstrate mastery of the
135 cognitive science of learning and its application in high-impact

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136 teaching strategies, and the crucial role of background
137 knowledge in developing high-level literacy competence.

138 (3) INITIAL STATE PROGRAM APPROVAL.—

139 (a) A program approval process based on standards adopted
140 pursuant to this subsection ~~and subsection (2)~~ must be
141 established for postsecondary teacher preparation programs. Each
142 program shall be approved by the department, consistent with the
143 intent set forth in subsection (1) and based upon evidence of
144 the institution's and the program's capacity to meet the
145 requirements for continued approval as provided in subsection
146 (4) and by the rules of the State Board of Education.

147 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
148 teacher preparation program shall be based upon evidence that
149 the program continues to implement the requirements for initial
150 approval and upon significant, objective, and quantifiable
151 measures of the program and the performance of the program
152 completers.

153 (a) The criteria for continued approval must include each
154 of the following:

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

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

158 a. Performance of students in prekindergarten through
159 grade 12 who are assigned to in-field program completers on

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160 statewide assessments using the results of the student learning
161 growth formula adopted under s. 1012.34.

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

164 c. Workforce contributions, including placement of program
165 completers in instructional positions in Florida public and
166 private schools, with additional weight given to production of
167 program completers in statewide critical teacher shortage areas
168 as identified in s. 1012.07.

169 3. Beginning July 1, 2029, candidate readiness based on
170 scores on the Florida Teacher Excellence Examination developed
171 pursuant to s. 1012.56(10) and administered before program
172 completion.

173 ~~3. Results of the program completers' survey measuring~~
174 ~~their satisfaction with preparation for the realities of the~~
175 ~~classroom.~~

176 ~~4. Results of the employers' survey measuring satisfaction~~
177 ~~with the program and the program's responsiveness to local~~
178 ~~school districts.~~

179 (5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All
180 postsecondary instructors, school district personnel and
181 instructional personnel, and school sites preparing
182 instructional personnel through preservice clinical ~~field~~
183 experience courses and internships shall meet special

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184 requirements. District school boards may pay student teachers
185 during their internships.

186 (a) All individuals in postsecondary teacher preparation
187 programs who instruct or supervise preservice clinical field
188 experience courses or internships in which a candidate
189 demonstrates his or her impact on student learning growth shall
190 meet the requirements of a clinical educator established under
191 s. 1012.56(7) ~~have the following: specialized training in~~
192 ~~clinical supervision; at least 3 years of successful, relevant~~
193 ~~prekindergarten through grade 12 teaching, student services, or~~
194 ~~school administration experience; and an annual demonstration of~~
195 ~~experience in a relevant prekindergarten through grade 12 school~~
196 ~~setting as defined by State Board of Education rule.~~

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

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

204 ~~b. A valid professional certificate issued pursuant to s.~~
205 ~~1012.56;~~

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

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

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

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

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

3. All instructional personnel who supervise or direct teacher preparation students during clinical field experience

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233 courses or internships, in which a candidate demonstrates his or
234 her impact on student learning growth, on a United States
235 military base in another country through a Florida online or
236 distance program must have received "clinical educator" training
237 pursuant to s. 1012.98 or its equivalent, hold a valid
238 professional certificate issued by the United States Department
239 of Defense or a state or territory of the United States, and
240 have at least 3 years teaching experience in prekindergarten
241 through grade 12.

242 (c) Preservice clinical ~~field~~ experience must fully
243 prepare a candidate to manage a classroom by requiring the
244 candidate to practice and demonstrate the uniform core curricula
245 specific to the candidate's area or areas of program
246 concentration with a diverse population of students in a variety
247 of challenging environments, including, but not limited to,
248 high-poverty schools, urban schools, and rural schools.
249 Beginning with candidates entering a program in the 2023-2024
250 school year, a minimum of 60 hours of preservice clinical ~~field~~
251 experience must be completed before the culminating clinical
252 ~~field~~ experience, which must include a minimum of 12 weeks of
253 student teaching.

254 (d) Postsecondary teacher preparation programs in
255 cooperation with district school boards and approved private
256 school associations shall select the school sites for preservice
257 clinical ~~field~~ experience activities based upon the

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258 qualifications of the supervising personnel as described in this
259 subsection and the needs of the candidates. These sites must
260 represent the full spectrum of school communities, including,
261 but not limited to, schools serving low-achieving students. In
262 order to be selected, school sites must demonstrate commitment
263 to the education of public school students and to the
264 preparation of future teachers.

265 **Section 3. Section 1004.0982, Florida Statutes, is created**
266 **to read:**

267 1004.0982 Flexible education pathway for school
268 counselors.—To better enable students enrolled in postsecondary
269 school counseling programs to enter the workforce as certified
270 school counselors, the Department of Education shall:

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

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

275 (b) Has earned an effective or highly effective rating on
276 his or her performance evaluation for the past 3 years under s.
277 1012.34.

278 (2) Establish, and the State Board of Education shall
279 adopt in rules and the Board of Governors shall adopt in
280 regulations, guidelines and programs to provide flexibility in
281 meeting the internship requirements for students enrolled in a
282 postsecondary school counseling program.

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

1. Establishing acceptable internship settings and supervision requirements.

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

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

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

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

1. Scholarship programs.

2. Tuition reimbursement programs.

3. Other incentive programs.

Section 4. Paragraphs (a) and (b) of subsection (3) of section 1004.85, Florida Statutes, are amended to read:

1004.85 Postsecondary educator preparation institutes.—

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program developed by the institute and approved

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308 by the department for this purpose. Approved programs shall be
309 available for use by other approved educator preparation
310 institutes.

311 (a) Within 90 days after receipt of a request for
312 approval, the Department of Education shall approve a
313 preparation program pursuant to the requirements of this
314 subsection or issue a statement of the deficiencies in the
315 request for approval. The department shall approve a
316 certification program if the institute provides evidence of the
317 institute's capacity to implement a competency-based program
318 that instructs and assesses each candidate in the following:

319 1.a. The Florida Educator Accomplished Practices approved
320 by the state board.

321 b. The state academic standards provided under s. 1003.41,
322 including scientifically based reading instruction, content
323 literacy, and mathematical practices, for each subject
324 identified on the statement of status of eligibility or the
325 temporary certificate.

326 c. Scientifically researched and evidence-based reading
327 instructional strategies grounded in the science of reading
328 which improve reading performance for all students, including
329 explicit, systematic, and sequential approaches to teaching
330 phonemic awareness, phonics, vocabulary, fluency, and text
331 comprehension and multisensory intervention strategies. The
332 primary instructional strategy for teaching word reading is

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

d. Strategies and practices on identifying, preventing, preparing, addressing, and responding to mass casualty incidents.

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

3. Field experiences appropriate to the certification subject area specified in the educational plan under the supervision of qualified educators. The state board shall determine in rule the amount of field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

4. A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening

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pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

(b) Each program participant must:

1. Meet certification requirements pursuant to s. 1012.56(1) by obtaining a statement of status of eligibility in the certification subject area of the educational plan and meet the requirements of s. 1012.56(2)(a)-(g) ~~s. 1012.56(2)(a)-(f)~~ before participating in field experiences.

2. Demonstrate competency and participate in field experiences that are appropriate to his or her educational plan prepared under paragraph (a). Beginning with candidates entering an educator preparation institute in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program.

3. Before completion of the program, fully demonstrate his or her ability to teach the subject area for which he or she is seeking certification by documenting a positive impact on student learning growth in a prekindergarten through grade 12 setting and, except as provided in s. 1012.56(7)(a)3., achieving a passing score on the professional education competency examination, the basic skills examination, and the subject area

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examination for the subject area certification which is required by state board rule.

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

1004.85 Postsecondary educator preparation institutes.—

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

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

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

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

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

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407 5. Instruction and professional learning for part-time and
408 full-time nondegreed teachers of career programs under s.
409 1012.39(1) (c) .

410 ~~6. Instruction that does not distort significant~~
411 ~~historical events or include a curriculum or instruction that~~
412 ~~teaches identity politics, violates s. 1000.05, or is based on~~
413 ~~theories that systemic racism, sexism, oppression, and privilege~~
414 ~~are inherent in the institutions of the United States and were~~
415 ~~created to maintain social, political, and economic inequities.~~
416 ~~Courses and instruction within the educator preparation~~
417 ~~institute must afford candidates the opportunity to think~~
418 ~~critically, achieve mastery of academic program content, learn~~
419 ~~instructional strategies, and demonstrate competence.~~

420 (3) Educator preparation institutes approved pursuant to
421 this section may offer competency-based certification programs
422 specifically designed for noneducation major baccalaureate
423 degree holders to enable program participants to meet the
424 educator certification requirements of s. 1012.56. An educator
425 preparation institute choosing to offer a competency-based
426 certification program pursuant to the provisions of this section
427 must implement a program developed by the institute and approved
428 by the department for this purpose. Approved programs shall be
429 available for use by other approved educator preparation
430 institutes.

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431 (a) Within 90 days after receipt of a request for
432 approval, the Department of Education shall approve a
433 preparation program pursuant to the requirements of this
434 subsection or issue a statement of the deficiencies in the
435 request for approval. The department shall approve a
436 certification program if the institute provides evidence of the
437 institute's capacity to implement a competency-based program
438 that:

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

441 ~~1.a.~~ the Florida Educator Accomplished Practices approved
442 by the state board.

443 ~~b. The state academic standards provided under s. 1003.41,~~
444 ~~including scientifically based reading instruction, content~~
445 ~~literacy, and mathematical practices, for each subject~~
446 ~~identified on the statement of status of eligibility or the~~
447 ~~temporary certificate.~~

448 ~~c. Scientifically researched and evidence-based reading~~
449 ~~instructional strategies grounded in the science of reading~~
450 ~~which improve reading performance for all students, including~~
451 ~~explicit, systematic, and sequential approaches to teaching~~
452 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~
453 ~~comprehension and multisensory intervention strategies. The~~
454 ~~primary instructional strategy for teaching word reading is~~
455 ~~phonics instruction for decoding and encoding. Instructional~~

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

~~d. Strategies and practices on identifying, preventing, preparing, addressing, and responding to mass casualty incidents.~~

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

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

~~3.4. Provides~~ a certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background

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481 screening pursuant to s. 1012.32 and educator professional or
482 temporary certification pursuant to s. 1012.56.

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

485 (4)(a)-(5) Each institute approved pursuant to this section
486 shall submit to the Department of Education annual performance
487 evaluations that measure the effectiveness of the programs.

488 (b) Beginning July 1, 2029, continued approval criteria
489 for educator preparation programs must include candidate
490 readiness based on scores on the Florida Teacher Excellence
491 Examination developed pursuant to s. 1012.56(10) and
492 administered before program completion.

493 (5)-(6) Instructors and supervisors of clinical field
494 experiences in which participants demonstrate an impact on
495 student learning growth for a certification program approved
496 pursuant to this section must meet the same qualifications as
497 those required in s. 1004.04(5).

498 **Section 6. Paragraph (d) is added to subsection (1) of**
499 **section 1012.39, Florida Statutes, to read:**

500 1012.39 Employment of substitute teachers, teachers of
501 adult education, nondegreed teachers of career education, ~~and~~
502 career specialists, and nondegreed teachers of fine and
503 performing arts; students performing clinical field experience.-

504 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
505 1012.57, or any other provision of law or rule to the contrary,

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each district school board shall establish the minimal qualifications for:

(d) Part-time, nondegreed teachers of fine and performing arts. Qualifications must be established for nondegreed teachers of fine and performing arts courses in the course code directory. 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.

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

a. A high school diploma or the equivalent.

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

Section 7. Subsection (5) of section 1012.55, Florida Statutes, is amended to read:

1012.55 Positions for which certificates required.—

(5) Notwithstanding this section and ss. 1012.32 and 1012.56, or any other provision of law or rule to the contrary, the State Board of Education shall adopt rules to allow for the issuance of a classical education teaching certificate, upon the request of a classical school, to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(g) ~~s. 1012.56(2)(a)-(f)~~ and (11) and any other criteria established by the department. Such certificate is only valid at a classical school. For the

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purposes of this subsection, the term "classical school" means a school that implements and provides professional learning in a classical education school model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences that is based on the classical trivium stages of grammar, logic, and rhetoric.

Section 8. Section 1012.551, Florida Statutes, is created to read:

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

(1) 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 are grounded in the principles of cognitive science and establish the foundational standards and expectations for quality instruction and professional responsibility. The State Board of Education shall establish in rule the uniform core curricula.

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

1. 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

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556 systemic racism, sexism, oppression, and privilege are inherent
557 in the institutions of the United States and were created to
558 maintain social, political, and economic inequities.

559 2. Must afford candidates the opportunity to think
560 critically, achieve mastery of academic program content, learn
561 instructional strategies, and demonstrate competence.

562 3. Must use state-approved academic standards to guide
563 instruction.

564 4. Must provide training on the use of high-quality
565 instructional materials included on the state-adopted
566 instructional materials list pursuant to s. 1006.28, materials
567 evaluated and identified pursuant to s. 1001.215(4), materials
568 developed pursuant to s. 1006.39, and materials posted online by
569 the department, including when and how to use intervention
570 materials.

571 5. Must include scientifically researched and evidence-
572 based reading instructional strategies grounded in the science
573 of reading which improve reading performance for all students,
574 including explicit, systematic, and sequential approaches to
575 teaching phonemic awareness, phonics, vocabulary, fluency, and
576 text comprehension and multisensory intervention strategies. The
577 primary instructional strategy for teaching word reading is
578 phonics instruction for decoding and encoding. Instructional
579 strategies for foundational skills may not employ the three-
580 cueing system model of reading or visual memory as a basis for

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581 teaching word reading. Instructional strategies may include
582 visual information and strategies that improve background and
583 experiential knowledge, add context, and increase oral language
584 and vocabulary to support comprehension, but may not be used to
585 teach word reading.

586 6. Must include content literacy and mathematics
587 practices.

588 7. Must include strategies for differentiated instruction
589 to meet student needs, including English language learners and
590 students with disabilities, while maintaining grade-level
591 expectations.

592 8. Must include strategies and practices to support
593 effective, evidence-based assessment and grading practices
594 aligned to the state's academic standards.

595 9. Must include strategies and practices on identifying,
596 preventing, preparing, addressing, and responding to mass
597 casualty incidents.

598 10. Must require the completion of a mastery-based
599 clinical experience in classroom settings to provide direct
600 application of program content and instruction and mastery of
601 the components of teaching as outlined in the Florida Educator
602 Accomplished Practices. These clinical experiences must allow
603 candidates to demonstrate mastery of curriculum and pedagogy
604 through observable performance evaluations aligned with
605 instructional personnel evaluation systems approved pursuant to

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s. 1012.34. Mastery must be assessed through in-classroom performance, with candidate feedback provided for growth and refinement, rather than solely through written assignments or project-based assessments. Clinical experience may only be provided by individuals who meet the requirements of s. 1012.56(7).

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

1. One introduction to education course that allows teacher candidates to demonstrate competency in the cognitive 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.

2. 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.

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

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

632 (4) A teacher preparation program may not require a
633 student to take an additional course to meet a program
634 requirement that was completed by the student with a course that
635 has since been removed as a teacher preparation program core
636 course.

637 **Section 9. Section 1012.552, Florida Statutes, is created**
638 **to read:**

639 1012.552 The Coaching for Educator Readiness and Teaching
640 Certification (CERT) Program.—

641 (1) INTENT.—The Coaching for Educator Readiness and
642 Teaching (CERT) Certification Program is established to create
643 an alternative pathway for teachers to enter the teaching
644 profession. School districts, charter schools, and charter
645 management organizations may implement the CERT program to
646 provide a cohesive, competency-based training and certification
647 pathway for teachers who have a state-issued temporary
648 certificate to earn their professional certificate through an
649 on-the-job mentorship and learning program.

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

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

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

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

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

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

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

668 (e) Required successful completion of all competencies for
669 a reading endorsement, including completion of the endorsement
670 practicum, for a candidate certification in a coverage area
671 identified pursuant to s. 1012.585(3)(f).

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

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

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

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

Section 10. Effective July 1, 2029, subsection (3) of section 1012.555, Florida Statutes, is amended to read:

1012.555 Teacher Apprenticeship Program.—

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

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

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

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

Section 11. Paragraphs (g), (h), and (i) of subsection (2) of section 1012.56, Florida Statutes, are redesignated as

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paragraphs (h), (i), and (j), respectively, paragraphs (a), (b), and (d) of subsection (7) are amended, and a new paragraph (g) is added to subsection (2) of that section, to read:

1012.56 Educator certification requirements.—

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

(g) Have received training that includes strategies and practices on identifying, preventing, preparing, addressing, and responding to mass casualty incidents.

(7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

a. Meets the applicable requirements of paragraphs (2) (a) - (i) ~~(2) (a) - (h)~~.

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

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

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part

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on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.

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

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

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

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

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754 2. For a subject area specialization for which the state
755 board otherwise requires a bachelor's degree, documents 48
756 months of active-duty military service with an honorable
757 discharge or a medical separation; completes the requirements
758 outlined in paragraphs (2)(a), (b), and (d)-(g) ~~(d)-(f)~~;
759 completes the subject area content requirements specified in
760 state board rule or demonstrates mastery of subject area
761 knowledge pursuant to subsection (5); and documents completion
762 of 60 college credits with a minimum cumulative grade point
763 average of 2.5 on a 4.0 scale, as provided by one or more
764 accredited institutions of higher learning or a nonaccredited
765 institution of higher learning identified by the Department of
766 Education as having a quality program resulting in a bachelor's
767 degree or higher; or

768 3. Is enrolled in a state-approved teacher preparation
769 program under s. 1004.04; is actively completing the required
770 program field experience or internship at a public school;
771 completes the requirements outlined in paragraphs (2)(a), (b),
772 and (d)-(g) ~~(d)-(f)~~; completes the subject area content
773 requirements specified in state board rule or demonstrates
774 mastery of subject area knowledge pursuant to subsection (5);
775 and documents completion of 60 college credits with a minimum
776 cumulative grade point average of 2.5 on a 4.0 scale, as
777 provided by one or more accredited institutions of higher
778 learning or a nonaccredited institution of higher learning

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identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher.

(d) The department shall issue a temporary apprenticeship certificate to any applicant who meets the requirements of paragraphs (2) (a), (b), and (d)-(g) ~~(d)-(f)~~.

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the 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 12. Effective July 1, 2029, subsections (10) through (17) of section 1012.56, Florida Statutes, are renumbered as subsections (8) through (15), respectively, paragraph (b) of subsection (1), paragraph (d) of subsection (2), paragraphs (e) and (f) of subsection (3), subsection (6), paragraphs (a), (b), and (e) of subsection (7), and present subsections (8) and (9) are amended, and paragraph (g) is added to subsection (3) of that section, to read:

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant

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804 to the federal Personal Responsibility and Work Opportunity
805 Reconciliation Act of 1996, each party is required to provide
806 his or her social security number in accordance with this
807 section. Disclosure of social security numbers obtained through
808 this requirement is limited to the purpose of administration of
809 the Title IV-D program of the Social Security Act for child
810 support enforcement.

811 (b) The department shall issue a temporary certificate to
812 a qualifying applicant within 14 calendar days after receipt of
813 a request from an employer with a professional education
814 competence demonstration program pursuant to paragraph (6)(f)
815 ~~and subsection (9)~~. The temporary certificate must cover the
816 classification, level, and area for which the applicant is
817 deemed qualified. The department shall electronically notify the
818 applicant's employer that the temporary certificate has been
819 issued and provide the applicant an official statement of status
820 of eligibility at the time the certificate is issued.

821
822 The statement of status of eligibility must be provided
823 electronically and must advise the applicant of any
824 qualifications that must be completed to qualify for
825 certification. Each method by which an applicant can complete
826 the qualifications for a professional certificate must be
827 included in the statement of status of eligibility. Each

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statement of status of eligibility is valid for 5 years after its date of issuance, except as provided in paragraph (2)(d).

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

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

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

(e) 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

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852 rigor as is required to pass the general knowledge examinations;
853 ~~or~~

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

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

862
863 A school district that employs an individual who does not
864 achieve passing scores on any subtest of the general knowledge
865 examination must provide information regarding the availability
866 of state-level and district-level supports and instruction to
867 assist him or her in achieving a passing score. Such information
868 must include, but need not be limited to, state-level test
869 information guides, school district test preparation resources,
870 and preparation courses offered by state universities and
871 Florida College System institutions. The requirement of mastery
872 of general knowledge shall be waived for an individual who has
873 been provided 3 years of supports and instruction and who has
874 been rated effective or highly effective under s. 1012.34 for
875 each of the last 3 years.

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

879 (a) Successful completion of a state-approved ~~an approved~~
880 teacher preparation program at a postsecondary educational
881 institution within this state and achievement of a passing score
882 on the professional education competency examination required by
883 state board rule;

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

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

890 (d) Documentation of a valid certificate issued by the
891 National Board for Professional Teaching Standards or a national
892 educator credentialing board approved by the State Board of
893 Education;

894 (e) Documentation of two semesters of successful, full-
895 time or part-time teaching in a Florida College System
896 institution, state university, or private college or university
897 that awards an associate or higher degree and is an accredited
898 institution or an institution of higher education identified by
899 the Department of Education as having a quality program and

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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~~

~~(f)(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~~

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

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence. A passing score on the professional education competency examination shall not be required of candidates who have successfully completed a

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925 teacher preparation program approved, after July 1, 2029,
926 pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

927 (7) TYPES AND TERMS OF CERTIFICATION.—

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

931 1. Meets all the applicable requirements outlined in
932 subsection (2).

933 2. For a professional certificate covering grades 6
934 through 12:

935 a. Meets the applicable requirements of paragraphs (2) (a)-
936 (i).

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

939 c. Teaches a high school course in the subject of the
940 advanced degree.

941 d. Is rated highly effective as determined by the
942 teacher's performance evaluation under s. 1012.34, based in part
943 on student performance as measured by a statewide, standardized
944 assessment or an Advanced Placement, Advanced International
945 Certificate of Education, or International Baccalaureate
946 examination.

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

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949 3. Meets the applicable requirements of paragraphs (2) (a)-
950 (i) and completes a Coaching for Educator Readiness and Teaching
951 Certification Program pursuant to s. 1012.551 ~~professional~~
952 ~~learning certification program approved by the department~~
953 ~~pursuant to paragraph (8) (c) or an educator preparation~~
954 ~~institute approved by the department pursuant to s. 1004.85. An~~
955 ~~applicant who completes one of these programs and is rated~~
956 ~~highly effective as determined by his or her performance~~
957 ~~evaluation under s. 1012.34 is not required to take or achieve a~~
958 ~~passing score on the professional education competency~~
959 ~~examination in order to be awarded a professional certificate.~~

960 (b) The department shall issue a temporary certificate to
961 any applicant who:

962 1. Completes the requirements outlined in paragraphs
963 (2) (a)-(g) and completes the subject area content requirements
964 specified in state board rule or demonstrates mastery of subject
965 area knowledge pursuant to subsection (5) and holds an
966 accredited degree or a degree approved by the Department of
967 Education at the level required for the subject area
968 specialization in state board rule;

969 2. For a subject area specialization for which the state
970 board otherwise requires a bachelor's degree, documents 48
971 months of active-duty military service with an honorable
972 discharge or a medical separation; completes the requirements
973 outlined in paragraphs (2) (a), (b), and (d)-(g); completes the

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974 subject area content requirements specified in state board rule
975 or demonstrates mastery of subject area knowledge pursuant to
976 subsection (5); and documents completion of 60 college credits
977 with a minimum cumulative grade point average of 2.5 on a 4.0
978 scale, as provided by one or more accredited institutions of
979 higher learning or a nonaccredited institution of higher
980 learning identified by the Department of Education as having a
981 quality program resulting in a bachelor's degree or higher; or

982 3. Is enrolled in a state-approved teacher preparation
983 program under s. 1004.04; is actively completing the final
984 semester of the clinical experience or ~~required program field~~
985 ~~experience or~~ internship at a public school immediately
986 preceding graduation; completes the requirements outlined in
987 paragraphs (2)(a), (b), and (d)-(g); completes the subject area
988 content requirements specified in state board rule or
989 demonstrates mastery of subject area knowledge pursuant to
990 subsection (5); and documents completion of 60 college credits
991 with a minimum cumulative grade point average of 2.5 on a 4.0
992 scale, as provided by one or more accredited institutions of
993 higher learning or a nonaccredited institution of higher
994 learning identified by the Department of Education as having a
995 quality program resulting in a bachelor's degree or higher.

996 (e) A person who is issued a temporary certificate under
997 paragraph (b) must be assigned a teacher mentor or clinical
998 educator for a minimum of 2 school years after commencing

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employment. Each teacher mentor or clinical educator selected by the school district, charter school, or charter management organization must:

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

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

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

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

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

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

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

~~(a) The Department of Education shall develop and each school district, charter school, and charter management~~

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~~organization may provide a cohesive competency-based professional learning certification program by which instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:~~

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

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

~~(I) Must hold a valid professional certificate issued pursuant to this section;~~

~~(II) Must have earned at least 3 years of teaching experience in prekindergarten through grade 12;~~

~~(III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);~~

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~~(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and~~

~~(V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.~~

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

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

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

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

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

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

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

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

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

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

~~1. 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 in the institutions of the United States and were created to maintain social, political, and economic inequities.~~

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

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

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

~~(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the~~

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~~instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

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

Section 13. Subsection (1) of section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards and charter school governing boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(g) ~~s. 1012.56(2)(a)-(f)~~ and (11) and who has expertise in the subject area to be taught. An applicant is considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject

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1147 area mastery through passage of a subject area test or has
1148 achieved an industry certification in the subject area to be
1149 taught.

1150 **Section 14. Section 1012.5841, Florida Statutes, is**
1151 **created to read:**

1152 1012.5841 Continuing education and inservice training for
1153 identifying, preventing, preparing, addressing, and responding
1154 to mass casualty incidents.-

1155 (1) The Department of Education shall develop a list of
1156 approved trainings to prepare instructional personnel to
1157 identify, prevent, prepare for, address, and respond to mass
1158 casualty incidents.

1159 (2) Beginning with the 2026-2027 school year, the
1160 department shall incorporate the training included in the list
1161 required under subsection (1) into existing requirements for the
1162 continuing education or inservice training of instructional
1163 personnel. The requirements of this section may not add to the
1164 total hours required for continuing education or inservice
1165 training as currently established by the department.

1166 (3) A person has no cause of action for any loss or damage
1167 caused by an act or omission resulting from the implementation
1168 of this section or resulting from any training required by this
1169 section unless the loss or damage was caused by willful or
1170 wanton misconduct. This section does not create any new duty of
1171 care or basis of liability.

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1172 (4) The State Board of Education may adopt rules to
1173 implement this section.

1174
1175 -----
1176 **T I T L E A M E N D M E N T**

1177 Remove lines 3-57 and insert:

1178 1004.04, F.S.; revising the core curricula for certain
1179 teacher preparation programs to include training
1180 relating to mass casualty incidents; providing for the
1181 future repeal of provisions relating to the uniform
1182 core curricula for certain teacher preparation
1183 programs; revising requirements for certain teacher
1184 preparation programs; revising the criteria for
1185 continued approval of such programs; revising the term
1186 "field experience" to "clinical experience"; revising
1187 the requirements for such experience; revising the
1188 requirements certain personnel must meet; creating s.
1189 1004.0982, F.S.; requiring the Department of Education
1190 to reduce the number of required internship hours for
1191 specified students under certain circumstances;
1192 requiring the department to establish specified
1193 guidelines and programs to provide specified
1194 flexibility to students enrolled in postsecondary
1195 school counseling programs; providing requirements for
1196 such guidelines and programs; requiring the State

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1197 Board of Education to adopt rules and the Board of
1198 Governors to adopt regulations for such guidelines and
1199 programs; amending s. 1004.85, F.S.; requiring certain
1200 postsecondary educator preparation institution
1201 programs to include training relating to mass casualty
1202 incidents; revising the purpose of postsecondary
1203 educator preparation institutes; revising requirements
1204 for such institutes; revising requirements for the
1205 continued approval of such programs; amending s.
1206 1012.39, F.S.; providing requirements for the hiring
1207 of certain nondegreed teachers of fine and performing
1208 arts; amending s. 1012.55, F.S.; conforming a cross-
1209 reference; creating s. 1012.551, F.S.; providing for
1210 the uniform core curricula for certain teacher
1211 preparation programs; providing requirements for such
1212 curricula; providing requirements for teacher
1213 candidates beginning in a specified school year;
1214 providing reporting requirements for certain teacher
1215 preparation programs; requiring the State Board of
1216 Education to approve or reject certain courses for
1217 such programs; prohibiting such programs from
1218 requiring students to take a specified additional
1219 course; creating s. 1012.552, F.S.; establishing the
1220 Coaching for Educator Readiness and Teaching
1221 Certification Program; providing the intent for the

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program; providing program requirements; providing requirements for approval and continued approval of such programs; requiring the state board to adopt rules; amending s. 1012.555, F.S.; revising the requirements for teachers serving as mentors through a teacher apprenticeship program; amending s. 1012.56, F.S.; revising the certified educator eligibility criteria to require such persons to receive training in mass casualty incidents; providing for the future repeal of professional learning certification programs and professional education competency programs; revising requirements relating to meeting the mastery of general knowledge and mastery of professional preparation and education competence for certification as an educator; removing a requirement for a passing score on a specified examination for certain candidates for certification as an educator beginning on a certain date; revising requirements for a professional and temporary educator certificates; amending s. 1012.57, F.S.; requiring persons who hold adjunct teaching certificates to receive training in mass casualty incidents; creating s. 1012.5841, F.S.; requiring the Department of Education to develop a list of approved trainings relating to mass casualty incidents; beginning in a specified school year,

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1247 | requiring the department to include such trainings in
1248 | existing continuing education and inservice training
1249 | requirements for instructional personnel; providing
1250 | applicability; authorizing the State Board of
1251 | Education to adopt rules;

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