

Amendment No.

## CHAMBER ACTION

SenateHouse

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Representative Rizo offered the following:

**Amendment to Amendment (208910) (with title amendment)**

Remove lines 236-1299 of the amendment and insert:  
individuals who meet the requirements of s. 1012.56(7).

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

(a) 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;

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attention and selective attention; social science of motivation and persistence; background knowledge; and production effect.

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

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

1012.981 The Florida Center for Teaching Excellence.—

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

(2) The center shall do all of the following:

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

(b) Develop and deliver educator training programs pursuant to s. 1012.98 that integrate high-quality instructional materials included on the state-adopted instructional materials list under s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), and materials developed by or under the direction of the department as provided in s. 1006.39. These

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programs must focus on the effective use of knowledge-based curricula, highlighting when and how to incorporate intervention materials, and emphasize the importance of background knowledge in building advanced reading comprehension grounded in the science of reading and critical thinking skills.

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

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

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

(f) Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-

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63 based curricula to inform policy, improve classroom instruction,  
64 and address the importance of background knowledge in student  
65 achievement.

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

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

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

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

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

79 1012.552 The Coaching for Educator Readiness and Teaching  
80 Certification (CERT) Program.—

81 (1) OBJECTIVE.—The Department of Education shall create  
82 the Coaching for Educator Readiness and Teaching (CERT)  
83 Certification Program as an alternative pathway for teachers to  
84 enter the teaching profession. School districts, charter  
85 schools, and charter management organizations may implement the  
86 CERT program to provide a cohesive, competency-based training  
87 and certification pathway for teachers who have a state-issued

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88 temporary certificate to earn their professional certificate  
89 through an on-the-job mentorship and learning program.

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

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

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

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

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

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

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

108 (e) Required successful completion of all competencies for  
109 a reading endorsement, including completion of the endorsement  
110 practicum, for a candidate certification in a coverage area  
111 identified pursuant to s. 1012.585(3)(f).

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

114 **Section 7. Subsection (3) of section 1012.555, Florida**  
115 **Statutes, are amended to read:**

116 1012.555 Teacher Apprenticeship Program.—

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

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

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

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

131 **Section 8. Effective July 1, 2029, paragraphs (e) and (f)**  
132 **of subsection (3), subsection (6), and paragraphs (a), (b), and**  
133 **(e) of subsection (7) of section 1012.56, Florida Statutes, are**  
134 **amended, and paragraph (g) is added to subsection (3) of that**  
135 **section, to read:**

136 1012.56 Educator certification requirements.—

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(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 rigor as is required to pass the general knowledge examinations;

~~or~~

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

or

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

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

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162 assist him or her in achieving a passing score. Such information  
163 must include, but need not be limited to, state-level test  
164 information guides, school district test preparation resources,  
165 and preparation courses offered by state universities and  
166 Florida College System institutions. The requirement of mastery  
167 of general knowledge shall be waived for an individual who has  
168 been provided 3 years of supports and instruction and who has  
169 been rated effective or highly effective under s. 1012.34 for  
170 each of the last 3 years.

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

174 (a) Successful completion of a state-approved ~~an approved~~  
175 teacher preparation program at a postsecondary educational  
176 institution within this state and achievement of a passing score  
177 on the professional education competency examination required by  
178 state board rule;

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

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

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

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educator credentialing board approved by the State Board of Education;

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

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

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

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

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

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212  
213 The State Board of Education shall adopt rules to implement this  
214 subsection, including rules to approve specific teacher  
215 preparation programs that are not identified in this subsection  
216 which may be used to meet requirements for mastery of  
217 professional preparation and education competence. A passing  
218 score on the professional education competency examination shall  
219 not be required of candidates who have successfully completed a  
220 teacher preparation program that meets the requirements of s.  
221 1012.551.

222 (7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

230 a. Meets the applicable requirements of paragraphs (2)(a)–  
231 (h).

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

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

236 d. Is rated highly effective as determined by the

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237 teacher's performance evaluation under s. 1012.34, based in part  
238 on student performance as measured by a statewide, standardized  
239 assessment or an Advanced Placement, Advanced International  
240 Certificate of Education, or International Baccalaureate  
241 examination.

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

244 3. Meets the applicable requirements of paragraphs (2) (a)-  
245 (h) and completes a program that meets the requirements of s.  
246 1012.551 ~~professional learning certification program approved by~~  
247 ~~the department pursuant to paragraph (8) (c) or an educator~~  
248 ~~preparation institute approved by the department pursuant to s.~~  
249 ~~1004.85. An applicant who completes one of these programs and is~~  
250 ~~rated highly effective as determined by his or her performance~~  
251 ~~evaluation under s. 1012.34 is not required to take or achieve a~~  
252 ~~passing score on the professional education competency~~  
253 ~~examination in order to be awarded a professional certificate.~~

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

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

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specialization in state board rule;

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

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

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287 higher learning or a nonaccredited institution of higher  
288 learning identified by the Department of Education as having a  
289 quality program resulting in a bachelor's degree or higher.

290 (e) A person who is issued a temporary certificate under  
291 paragraph (b) must be assigned a teacher mentor or clinical  
292 educator for a minimum of 2 school years after commencing  
293 employment. Each teacher mentor or clinical educator selected by  
294 the school district, charter school, or charter management  
295 organization must:

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

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

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

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

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

309  
310 At least 1 year before an individual's temporary certificate is  
311 set to expire, the department shall electronically notify the

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

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

1012.98 School Community Professional Learning Act.—

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

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

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

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

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

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

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337 teaching and leadership experiences.

338 (f) Utilize artifacts, interactive activities, and other  
339 strategies to provide deeply embedded and highly contextualized  
340 professional learning.

341 (g) Create opportunities for collaboration.

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

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

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

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

361 (4) The inservice activities designed to implement this

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section must:

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

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

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

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

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

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

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

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

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

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

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

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

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

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**T I T L E   A M E N D M E N T**

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Remove lines 1332-1349 of the amendment and insert:  
program uniform core curricula; requiring certain  
teacher preparation programs to require teacher  
candidates to complete specified courses; creating s.  
1012.981, F.S.; establishing the Florida Center for  
Teaching Excellence at Miami Dade College, subject to  
an appropriation; providing the purpose and duties of  
the center; authorizing the center to submit a  
professional learning system for approval and seek  
specified funding; providing for the supervision,  
administration, and governance of the center; creating  
s. 1012.552, F.S.; requiring the department to create  
a specified alternative certification pathway for  
teachers; amending s. 1012.555, F.S.; revising the  
requirements for teachers serving as mentors through a  
teacher apprenticeship program; conforming cross-  
references; amending s. 1012.56, F.S.; revising the  
acceptable means of demonstrating mastery of general  
knowledge and mastery of professional preparation and  
education competence for certification as an educator;  
providing that certain candidates for certification  
are not required to earn a passing score on a  
specified examination beginning on a certain date;  
revising the applicant requirements for the issuance  
of a professional or temporary educator certificate;

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437        revising the requirements for teacher mentors and  
438        clinical educators assigned to persons who hold a  
439        temporary certificate; amending s. 1012.98, F.S.;  
440        updating a reference to educational leadership  
441        standards; requiring training on instructional  
442        materials; requiring the department to develop  
443        criteria for certain mentors' training; providing  
444        effective dates.

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