

1 A bill to be entitled
2 An act relating to educator preparation; amending s.
3 1004.04, F.S.; providing for the future repeal of
4 provisions relating to the uniform core curricula for
5 certain teacher preparation programs; revising
6 requirements for certain teacher preparation programs;
7 revising the criteria for continued approval of such
8 programs; revising the term "field experience" to
9 "clinical experience"; revising the requirements for
10 such experience; revising the requirements certain
11 personnel must meet; amending s. 1004.85, F.S.;
12 revising the purpose of postsecondary educator
13 preparation institutes; revising requirements for such
14 institutes; revising requirements for the continued
15 approval of such programs; amending s. 1012.39, F.S.;
16 providing requirements for the hiring of certain
17 nondegreed teachers of fine and performing arts;
18 creating s. 1012.551, F.S.; providing for the uniform
19 core curricula for certain teacher preparation
20 programs; providing requirements for such curricula;
21 providing requirements for teacher candidates
22 beginning in a specified school year; providing
23 reporting requirements for certain teacher preparation
24 programs; requiring the State Board of Education to
25 approve or reject certain courses for such programs;

26 prohibiting such programs from requiring students to
27 take a specified additional course; creating s.
28 1012.552, F.S.; establishing the Coaching for Educator
29 Readiness and Teaching Certification Program;
30 providing the intent for the program; providing
31 program requirements; providing requirements for
32 approval and continued approval of such programs;
33 requiring the state board to adopt rules; amending s.
34 1012.555, F.S.; revising the requirements for teachers
35 serving as mentors through a teacher apprenticeship
36 program; amending s. 1012.56, F.S.; providing for the
37 future repeal of professional learning certification
38 programs and professional education competency
39 programs; revising requirements relating to meeting
40 the mastery of general knowledge and mastery of
41 professional preparation and education competence for
42 certification as an educator; removing a requirement
43 for a passing score on a specified examination for
44 certain candidates for certification as an educator
45 beginning on a certain date; revising requirements for
46 a professional and temporary educator certificates;
47 amending s. 1012.585, F.S.; revising requirements for
48 the renewal of a professional certificate; amending s.
49 1012.98, F.S.; revising requirements for specified
50 professional learning systems; removing obsolete

language; creating s. 1012.981, F.S.; establishing the Florida Institute for Teaching Excellence at Miami Dade College, subject to an appropriation; providing the purpose and duties of the institute; authorizing the institute to submit a professional learning system for approval and seek specified funding; providing for the supervision, administration, and governance of the institute; amending ss. 1012.55, 1012.57, and 1012.98, F.S.; conforming cross-references to changes made by the act; providing effective dates.

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

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

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

~~(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.~~

~~(b) The rules to establish uniform core curricula for each~~

76 | ~~state-approved teacher preparation program must include, but are~~
77 | ~~not limited to, the following:~~

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

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

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

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

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

100 | ~~6. Strategies appropriate for the instruction of students~~

101 ~~with disabilities.~~

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

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

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

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

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

115 ~~(a)(e)~~ Each candidate must receive instruction and be
116 assessed on the uniform core curricula, approved pursuant to s.
117 1012.551, in the candidate's area or areas of program
118 concentration during course work and clinical ~~field~~ experiences.
119 Beginning with candidates entering a teacher preparation program
120 in the 2022-2023 school year, a candidate for certification in a
121 coverage area identified pursuant to s. 1012.585(3)(f) must
122 successfully complete all competencies for a reading
123 endorsement, including completion of the endorsement practicum
124 through the candidate's clinical ~~field~~ experience under
125 subsection (5), in order to graduate from the program.

126 ~~(b)-(d)~~ Before program completion, each candidate must
127 demonstrate his or her ability to positively impact student
128 learning growth in the candidate's area or areas of program
129 concentration during a prekindergarten through grade 12 clinical
130 ~~field~~ experience and must pass each portion of the Florida
131 Teacher Certification Examination required for a professional
132 certificate in the area or areas of program concentration.

133 ~~(c)-(e)~~ Teacher preparation program courses:

134 1. May not distort significant historical events or
135 include a curriculum or instruction that teaches identity
136 politics, violates s. 1000.05, or is based on theories that
137 systemic racism, sexism, oppression, and privilege are inherent
138 in the institutions of the United States and were created to
139 maintain social, political, and economic inequities.

140 2. Must afford candidates the opportunity to think
141 critically, achieve mastery of academic program content, learn
142 instructional strategies, ~~and~~ demonstrate mastery of the
143 cognitive science of learning and its application in high-impact
144 teaching strategies, and the crucial role of background
145 knowledge in developing high-level literacy competence.

146 (3) INITIAL STATE PROGRAM APPROVAL.—

147 (a) A program approval process based on standards adopted
148 pursuant to this subsection ~~and subsection (2)~~ must be
149 established for postsecondary teacher preparation programs. Each
150 program shall be approved by the department, consistent with the

151 intent set forth in subsection (1) and based upon evidence of
152 the institution's and the program's capacity to meet the
153 requirements for continued approval as provided in subsection
154 (4) and by the rules of the State Board of Education.

155 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
156 teacher preparation program shall be based upon evidence that
157 the program continues to implement the requirements for initial
158 approval and upon significant, objective, and quantifiable
159 measures of the program and the performance of the program
160 completers.

161 (a) The criteria for continued approval must include each
162 of the following:

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

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

166 a. Performance of students in prekindergarten through
167 grade 12 who are assigned to in-field program completers on
168 statewide assessments using the results of the student learning
169 growth formula adopted under s. 1012.34.

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

172 c. Workforce contributions, including placement of program
173 completers in instructional positions in Florida public and
174 private schools, with additional weight given to production of
175 program completers in statewide critical teacher shortage areas

as identified in s. 1012.07.

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

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

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

(5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice clinical ~~field~~ experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice clinical ~~field~~ experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall meet the requirements of a clinical educator established under s. 1012.56(7) ~~have the following: specialized training in clinical supervision; at least 3 years of successful, relevant~~

~~prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.~~

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

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

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

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

~~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.~~

226
227 ~~The State Board of Education shall approve the training~~
228 ~~requirements.~~

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

239 3. All instructional personnel who supervise or direct
240 teacher preparation students during clinical ~~field~~ experience
241 courses or internships, in which a candidate demonstrates his or
242 her impact on student learning growth, on a United States
243 military base in another country through a Florida online or
244 distance program must have received "clinical educator" training
245 pursuant to s. 1012.98 or its equivalent, hold a valid
246 professional certificate issued by the United States Department
247 of Defense or a state or territory of the United States, and
248 have at least 3 years teaching experience in prekindergarten
249 through grade 12.

250 (c) Preservice clinical ~~field~~ experience must fully

251 prepare a candidate to manage a classroom by requiring the
252 candidate to practice and demonstrate the uniform core curricula
253 specific to the candidate's area or areas of program
254 concentration with a diverse population of students in a variety
255 of challenging environments, including, but not limited to,
256 high-poverty schools, urban schools, and rural schools.
257 Beginning with candidates entering a program in the 2023-2024
258 school year, a minimum of 60 hours of preservice clinical ~~field~~
259 experience must be completed before the culminating clinical
260 ~~field~~ experience, which must include a minimum of 12 weeks of
261 student teaching.

262 (d) Postsecondary teacher preparation programs in
263 cooperation with district school boards and approved private
264 school associations shall select the school sites for preservice
265 clinical ~~field~~ experience activities based upon the
266 qualifications of the supervising personnel as described in this
267 subsection and the needs of the candidates. These sites must
268 represent the full spectrum of school communities, including,
269 but not limited to, schools serving low-achieving students. In
270 order to be selected, school sites must demonstrate commitment
271 to the education of public school students and to the
272 preparation of future teachers.

273 **Section 2. Effective July 1, 2029, subsections (5) through**
274 **(8) of section 1004.85, Florida Statutes, are renumbered as**
275 **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.

5. Instruction and professional learning for part-time and
full-time nondegreed teachers of career programs under s.

1012.39(1)(c).

~~6. Instruction that does not distort significant
historical events or include a 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. Courses and instruction within the educator preparation institute must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.~~

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

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the

institute's capacity to implement a competency-based program that:

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

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

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

~~c. 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 which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to~~

351 ~~teach word reading.~~

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

357 ~~2.3.~~ Provides clinical ~~Field~~ experiences appropriate to
358 the certification subject area specified in the educational plan
359 under the supervision of clinical educators who meet the
360 requirements of s. 1012.56(7) ~~qualified educators~~. The state
361 board shall determine in rule the amount of field experience
362 necessary to serve as the teacher of record, beginning with
363 candidates entering a program in the 2023-2024 school year.

364 ~~3.4.~~ Provides a certification ombudsman to facilitate the
365 process and procedures required for participants who complete
366 the program to meet any requirements related to the background
367 screening pursuant to s. 1012.32 and educator professional or
368 temporary certification pursuant to s. 1012.56.

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

371 ~~(4) (a) (5)~~ (4) (a) Each institute approved pursuant to this section
372 shall submit to the Department of Education annual performance
373 evaluations that measure the effectiveness of the programs.

374 (b) Beginning July 1, 2029, continued approval criteria
375 for educator preparation programs must include candidate

376 readiness based on scores on the Florida Teacher Excellence
377 Examination developed pursuant to s. 1012.56(10) and
378 administered before program completion.

379 (5)-(6) Instructors and supervisors of clinical field
380 experiences in which participants demonstrate an impact on
381 student learning growth for a certification program approved
382 pursuant to this section must meet the same qualifications as
383 those required in s. 1004.04(5).

384 **Section 3. Paragraph (d) is added to subsection (1) of**
385 **section 1012.39, Florida Statutes, to read:**

386 1012.39 Employment of substitute teachers, teachers of
387 adult education, nondegreed teachers of career education, ~~and~~
388 career specialists, and nondegreed teachers of fine and
389 performing arts; students performing clinical field experience.—

390 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
391 1012.57, or any other provision of law or rule to the contrary,
392 each district school board shall establish the minimal
393 qualifications for:

394 (d) Part-time, nondegreed teachers of fine and performing
395 arts. Qualifications must be established for nondegreed teachers
396 of fine and performing arts courses in the course code
397 directory. The qualifications for such teachers must require:

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

400 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 4. 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
systemic racism, sexism, oppression, and privilege are inherent
in the institutions of the United States and were created to

426 maintain social, political, and economic inequities.

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

430 3. Must use state-approved academic standards to guide
431 instruction.

432 4. Must provide training on the use of high-quality
433 instructional materials included on the state-adopted
434 instructional materials list pursuant to s. 1006.28, materials
435 evaluated and identified pursuant to s. 1001.215(4), materials
436 developed pursuant to s. 1006.39, and materials posted online by
437 the department, including when and how to use intervention
438 materials.

439 5. Must include scientifically researched and evidence-
440 based reading instructional strategies grounded in the science
441 of reading which improve reading performance for all students,
442 including explicit, systematic, and sequential approaches to
443 teaching phonemic awareness, phonics, vocabulary, fluency, and
444 text comprehension and multisensory intervention strategies. The
445 primary instructional strategy for teaching word reading is
446 phonics instruction for decoding and encoding. Instructional
447 strategies for foundational skills may not employ the three-
448 cueing system model of reading or visual memory as a basis for
449 teaching word reading. Instructional strategies may include
450 visual information and strategies that improve background and

451 experiential knowledge, add context, and increase oral language
452 and vocabulary to support comprehension, but may not be used to
453 teach word reading.

454 6. Must include content literacy and mathematics
455 practices.

456 7. Must include strategies for differentiated instruction
457 to meet student needs, including English language learners and
458 students with disabilities, while maintaining grade-level
459 expectations.

460 8. Must include strategies and practices to support
461 effective, evidence-based assessment and grading practices
462 aligned to the state's academic standards.

463 9. Must require the completion of a mastery-based clinical
464 experience in classroom settings to provide direct application
465 of program content and instruction and mastery of the components
466 of teaching as outlined in the Florida Educator Accomplished
467 Practices. These clinical experiences must allow candidates to
468 demonstrate mastery of curriculum and pedagogy through
469 observable performance evaluations aligned with instructional
470 personnel evaluation systems approved pursuant to s. 1012.34.
471 Mastery must be assessed through in-classroom performance, with
472 candidate feedback provided for growth and refinement, rather
473 than solely through written assignments or project-based
474 assessments. Clinical experience may only be provided by
475 individuals who meet the requirements of s. 1012.56(7).

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

480 1. One introduction to education course that allows
481 teacher candidates to demonstrate competency in the cognitive
482 science of learning principles, including cognitive load theory,
483 working memory, and long-term memory; retrieval practice;
484 attention and selective attention; social science of motivation
485 and persistence; background knowledge; and production effect.

486 2. One classroom management and high-impact teaching
487 strategies course that allows teacher candidates to demonstrate
488 competency of instructional strategies based on Florida Educator
489 Accomplished Practices.

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

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

496 (4) A teacher preparation program may not require a
497 student to take an additional course to meet a program
498 requirement that was completed by the student with a course that
499 has since been removed as a teacher preparation program core
500 course.

501 **Section 5. Section 1012.552, Florida Statutes, is created**
502 **to read:**

503 1012.552 The Coaching for Educator Readiness and Teaching
504 Certification (CERT) Program.—

505 (1) INTENT.—The Coaching for Educator Readiness and
506 Teaching (CERT) Certification Program is established to create
507 an alternative pathway for teachers to enter the teaching
508 profession. School districts, charter schools, and charter
509 management organizations may implement the CERT program to
510 provide a cohesive, competency-based training and certification
511 pathway for teachers who have a state-issued temporary
512 certificate to earn their professional certificate through an
513 on-the-job mentorship and learning program.

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

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

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

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

525 2. A summative evaluation to assure successful completion

526 of the program.

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

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

532 (e) Required successful completion of all competencies for
533 a reading endorsement, including completion of the endorsement
534 practicum, for a candidate certification in a coverage area
535 identified pursuant to s. 1012.585(3)(f).

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

538 (3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are
539 approved for a period of 5 years in a format to be established
540 by the department. A teacher may not satisfy requirements for a
541 professional certificate through a CERT program unless the
542 program has been approved by the department pursuant to this
543 section. Continued approval of CERT programs must include a
544 criteria for candidate readiness based on scores on the Florida
545 Teacher Excellence Examination developed pursuant to s.
546 1012.56(10) and administered before program completion.

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

549 **Section 6. Effective July 1, 2029, subsection (3) of**
550 **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 7. 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 to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

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

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for

601 certification. Each method by which an applicant can complete
602 the qualifications for a professional certificate must be
603 included in the statement of status of eligibility. Each
604 statement of status of eligibility is valid for 5 years after
605 its date of issuance, except as provided in paragraph (2)(d).

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

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

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

620 (e) Achievement of passing scores, identified in state
621 board rule, on national or international examinations that test
622 comparable content and relevant standards in verbal, analytical
623 writing, and quantitative reasoning skills, including, but not
624 limited to, the verbal, analytical writing, and quantitative
625 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 assist him or her in achieving a passing score. Such information must include, but need not be limited to, state-level test information guides, school district test preparation resources, and preparation courses offered by state universities and Florida College System institutions. The requirement of mastery of general knowledge shall be waived for an individual who has been provided 3 years of supports and instruction and who has been rated effective or highly effective under s. 1012.34 for

each of the last 3 years.

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

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

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

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

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

676 achievement of a passing score on the professional education
677 competency examination required by state board rule;

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

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

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

690 (g) Successful completion of a Coaching for Educator
691 Readiness and Teaching Certification Program as established in
692 s. 1012.552.
693

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

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

703 (7) TYPES AND TERMS OF CERTIFICATION.—

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

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

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

711 a. Meets the applicable requirements of paragraphs (2) (a)–
712 (h).

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

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

717 d. Is rated highly effective as determined by the
718 teacher's performance evaluation under s. 1012.34, based in part
719 on student performance as measured by a statewide, standardized
720 assessment or an Advanced Placement, Advanced International
721 Certificate of Education, or International Baccalaureate
722 examination.

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

725 3. Meets the applicable requirements of paragraphs (2) (a)–

726 (h) and completes a Coaching for Educator Readiness and Teaching
727 Certification Program pursuant to s. 1012.551 ~~professional~~
728 ~~learning certification program approved by the department~~
729 ~~pursuant to paragraph (8)(c) or an educator preparation~~
730 ~~institute approved by the department pursuant to s. 1004.85. An~~
731 ~~applicant who completes one of these programs and is rated~~
732 ~~highly effective as determined by his or her performance~~
733 ~~evaluation under s. 1012.34 is not required to take or achieve a~~
734 ~~passing score on the professional education competency~~
735 ~~examination in order to be awarded a professional certificate.~~

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

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

745 2. For a subject area specialization for which the state
746 board otherwise requires a bachelor's degree, documents 48
747 months of active-duty military service with an honorable
748 discharge or a medical separation; completes the requirements
749 outlined in paragraphs (2)(a), (b), and (d)-(f); completes the
750 subject area content requirements specified in state board rule

751 or demonstrates mastery of subject area knowledge pursuant to
752 subsection (5); and documents completion of 60 college credits
753 with a minimum cumulative grade point average of 2.5 on a 4.0
754 scale, as provided by one or more accredited institutions of
755 higher learning or a nonaccredited institution of higher
756 learning identified by the Department of Education as having a
757 quality program resulting in a bachelor's degree or higher; or

758 3. Is enrolled in a state-approved teacher preparation
759 program under s. 1004.04; is actively completing the final
760 semester of the clinical experience or ~~required program field~~
761 ~~experience or~~ internship at a public school immediately
762 preceding graduation; completes the requirements outlined in
763 paragraphs (2)(a), (b), and (d)-(f); completes the subject area
764 content requirements specified in state board rule or
765 demonstrates mastery of subject area knowledge pursuant to
766 subsection (5); and documents completion of 60 college credits
767 with a minimum cumulative grade point average of 2.5 on a 4.0
768 scale, as provided by one or more accredited institutions of
769 higher learning or a nonaccredited institution of higher
770 learning identified by the Department of Education as having a
771 quality program resulting in a bachelor's degree or higher.

772 (e) A person who is issued a temporary certificate under
773 paragraph (b) must be assigned a teacher mentor or clinical
774 educator for a minimum of 2 school years after commencing
775 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 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);~~

~~(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.~~

~~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~~

851 following:

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

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

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

873 5. ~~Beginning with candidates entering a program in the~~
874 ~~2022-2023 school year, a candidate for certification in a~~
875 ~~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 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~~

901 ~~Educator Accomplished Practices and instructional performance~~
902 ~~and, for public schools, must be aligned with the district's or~~
903 ~~state-supported public school's evaluation system established~~
904 ~~under s. 1012.34, as applicable.~~

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

911 **Section 8. Effective July 1, 2029, paragraph (a) of**
912 **subsection (3) of section 1012.585, Florida Statutes, is amended**
913 **to read:**

914 1012.585 Process for renewal of professional
915 certificates.—

916 (3) For the renewal of a professional certificate, the
917 following requirements must be met:

918 (a) The applicant must earn a minimum of 6 college credits
919 or 120 inservice points or a combination thereof. For each area
920 of specialization to be retained on a certificate, the applicant
921 must earn at least 3 of the required credit hours or equivalent
922 inservice points in the specialization area. ~~Education in~~
923 ~~"clinical educator"~~ Training pursuant to s. 1012.98(4) s.
924 ~~1004.04(5)(b);~~ participation in mentorship and induction
925 activities, including as a mentor, ~~pursuant to s. 1012.56(8)(a);~~

926 and credits or points that provide training in the area of
927 scientifically researched, knowledge-based reading literacy
928 grounded in the science of reading, including explicit,
929 systematic, and sequential approaches to reading instruction,
930 developing phonemic awareness, and implementing multisensory
931 intervention strategies, and computational skills acquisition,
932 exceptional student education, normal child development, and the
933 disorders of development may be applied toward any
934 specialization area. Credits or points that provide training in
935 the areas of drug abuse, child abuse and neglect, strategies in
936 teaching students having limited proficiency in English, or
937 dropout prevention, or training in areas identified in the
938 educational goals and performance standards adopted pursuant to
939 ss. 1000.03(5) and 1008.345 may be applied toward any
940 specialization area, except specialization areas identified by
941 State Board of Education rule that include reading instruction
942 or intervention for any students in kindergarten through grade
943 6. Each district school board shall include in its inservice
944 master plan the ability for teachers to receive inservice points
945 for supporting students in extracurricular career and technical
946 education activities, such as career and technical student
947 organization activities outside of regular school hours and
948 training related to supervising students participating in a
949 career and technical student organization. Credits or points
950 earned through approved summer institutes may be applied toward

the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 9. Subsections (3) and (4) and paragraph (b) of subsection (5) 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

976 learning outcomes, instructional growth outcomes, and leadership
977 growth outcomes, as applicable.

978 (e) Utilize active learning and engage participants
979 directly in designing and trying out strategies, providing
980 participants with the opportunity to engage in authentic
981 teaching and leadership experiences.

982 (f) Utilize artifacts, interactive activities, and other
983 strategies to provide deeply embedded and highly contextualized
984 professional learning.

985 (g) Create opportunities for collaboration.

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

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

994 (j) Provide sustained duration with followup for
995 instructional personnel and school administrators to have
996 adequate time to learn, practice, implement, and reflect upon
997 new strategies that facilitate changes in practice.

998 (k) Provide training on the use of high-quality
999 instructional materials included on the state-adopted
1000 instructional materials list pursuant to s. 1006.28, materials

1001 evaluated and identified pursuant to s. 1001.215(4), materials
1002 developed pursuant to s. 1006.39, and materials posted online by
1003 the department, including when and how to use intervention
1004 materials.

1005 (4) The inservice activities designed to implement this
1006 section must:

1007 (a) Support and increase the success of educators through
1008 collaboratively developed school improvement plans that focus
1009 on:

1010 1. Enhanced and differentiated instructional strategies to
1011 engage students in a rigorous and knowledge-based ~~relevant~~
1012 curriculum based on the Florida Educator Accomplished Practices
1013 ~~state and local educational standards, goals, and initiatives;~~
1014 and

1015 ~~2. Increased opportunities to provide meaningful~~
1016 ~~relationships between teachers and all students; and~~

1017 2.3. Increased opportunities for professional
1018 collaboration among and between teachers, certified school
1019 counselors, instructional leaders, postsecondary educators
1020 engaged in preservice training for new teachers, and the
1021 workforce community.

1022 (b) Assist the school community in providing stimulating,
1023 scientific research-based educational activities that encourage
1024 and motivate students to achieve at the highest levels and to
1025 participate as active learners and that prepare students for

success at subsequent educational levels and the workforce.

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

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

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

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

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

3. Effective modeling of high-impact 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~~

1051 ~~Department of Education.~~

1052 (5) The Department of Education, school districts,
1053 schools, Florida College System institutions, and state
1054 universities share the responsibilities described in this
1055 section. These responsibilities include the following:

1056 (b) Each school district shall develop a professional
1057 learning system as specified in subsection (4). The system shall
1058 be developed in consultation with teachers, teacher-educators of
1059 Florida College System institutions and state universities,
1060 business and community representatives, and local education
1061 foundations, consortia, and professional organizations. The
1062 professional learning system must:

1063 1. Be reviewed and approved by the department for
1064 compliance with s. 1003.42(3) and this section. ~~Effective March~~
1065 ~~1, 2024,~~ The department shall establish a calendar for the
1066 review and approval of all professional learning systems. A
1067 professional learning system must be reviewed and approved every
1068 5 years. Any substantial revisions to the system must be
1069 submitted to the department for review and approval. The
1070 department shall establish a format for the review and approval
1071 of a professional learning system.

1072 2. Be based on analyses of student achievement data and
1073 instructional strategies and methods that support rigorous,
1074 relevant, and challenging curricula for all students. Schools
1075 and districts, in developing and refining the professional

1076 learning system, shall also review and monitor school discipline
1077 data; school environment surveys; assessments of parental
1078 satisfaction; performance appraisal data of teachers, managers,
1079 and administrative personnel; and other performance indicators
1080 to identify school and student needs that can be met by improved
1081 professional performance.

1082 3. Provide inservice activities coupled with followup
1083 support appropriate to accomplish district-level and school-
1084 level improvement goals and standards. The inservice activities
1085 for instructional and school administrative personnel shall
1086 focus on analysis of student achievement data; ongoing formal
1087 and informal assessments of student achievement; identification
1088 and use of enhanced and differentiated instructional strategies
1089 that emphasize rigor, relevance, and reading in the content
1090 areas; enhancement of subject content expertise; integrated use
1091 of classroom technology that enhances teaching and learning;
1092 classroom management; parent involvement; and school safety.

1093 4. Provide inservice activities and support targeted to
1094 the individual needs of new teachers participating in the
1095 professional learning certification and education competency
1096 program under s. 1012.56(8)(a).

1097 5. Include a professional learning catalog for inservice
1098 activities, pursuant to rules of the State Board of Education,
1099 for all district employees from all fund sources. The catalog
1100 must be updated annually by September 1, must be based on input

1101 from teachers and district and school instructional leaders, and
1102 must use the latest available student achievement data and
1103 research to enhance rigor and relevance in the classroom. Each
1104 district inservice catalog must be aligned to and support the
1105 school-based inservice catalog and school improvement plans
1106 pursuant to s. 1001.42(18). Each district inservice catalog must
1107 provide a description of the training that middle grades
1108 instructional personnel and school administrators receive on the
1109 district's code of student conduct adopted pursuant to s.
1110 1006.07; integrated digital instruction and competency-based
1111 instruction and CAPE Digital Tool certificates and CAPE industry
1112 certifications; classroom management; student behavior and
1113 interaction; extended learning opportunities for students; and
1114 instructional leadership. District plans must be approved by the
1115 district school board annually in order to ensure compliance
1116 with subsection (1) and to allow for dissemination of research-
1117 based best practices to other districts. District school boards
1118 shall submit verification of their approval to the Commissioner
1119 of Education no later than October 1, annually. Each school
1120 principal may establish and maintain an individual professional
1121 learning plan for each instructional employee assigned to the
1122 school as a seamless component to the school improvement plans
1123 developed pursuant to s. 1001.42(18). An individual professional
1124 learning plan must be related to specific performance data for
1125 the students to whom the teacher is assigned, define the

inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to

the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, interventionists, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching

foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such 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. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 10. Section 1012.981, Florida Statutes, is created to read:

1012.981 The Florida Institute for Teaching Excellence.—

(1) The Florida Institute 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 institute shall do all of the following:

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

1201 (b) Develop and deliver educator training programs
1202 pursuant to s. 1012.98 that integrate high-quality instructional
1203 materials included on the state-adopted instructional materials
1204 list under s. 1006.28, materials evaluated and identified
1205 pursuant to s. 1001.215(4), and materials developed by or under
1206 the direction of the department as provided in s. 1006.39. These
1207 programs must focus on the effective use of knowledge-based
1208 curricula, highlighting when and how to incorporate intervention
1209 materials, and emphasize the importance of background knowledge
1210 in building advanced reading comprehension grounded in the
1211 science of reading and critical thinking skills.

1212 (c) Develop and design models of high-quality clinical
1213 experiences, for aspiring teachers. These model experiences
1214 shall serve as a standard that institutions approved pursuant to
1215 ss. 1004.04 and 1004.85 can adopt or adapt, enabling
1216 participants to demonstrate mastery of instructional techniques,
1217 classroom management strategies, and the application of high-
1218 impact teaching strategies in authentic educational settings.

1219 (d) Collaborate with school districts and other
1220 educational stakeholders to identify emerging needs in teacher
1221 preparation and align institute programs accordingly, conducting
1222 gap analyses to provide comprehensive coverage of the science of
1223 learning, high-impact teaching strategies, and knowledge-rich
1224 curriculum implementation.

1225 (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 institute's programs. This network shall model effective pedagogical practices and facilitate professional growth.

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

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

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

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

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

Section 11. Effective July 1, 2029, 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)-(f) and (9) ~~(11)~~ and any other criteria established by the department. Such certificate is only valid at a classical school. For the 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 12. Effective July 1, 2029, 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)-(f) and (9) ~~(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 area mastery

1276 through passage of a subject area test or has achieved an
1277 industry certification in the subject area to be taught.

1278 **Section 13. Effective July 1, 2029, paragraph (b) of**
1279 **subsection (5) of section 1012.98, Florida Statutes, is amended**
1280 **to read:**

1281 1012.98 School Community Professional Learning Act.—

1282 (5) The Department of Education, school districts,
1283 schools, Florida College System institutions, and state
1284 universities share the responsibilities described in this
1285 section. These responsibilities include the following:

1286 (b) Each school district shall develop a professional
1287 learning system as specified in subsection (4). The system shall
1288 be developed in consultation with teachers, teacher-educators of
1289 Florida College System institutions and state universities,
1290 business and community representatives, and local education
1291 foundations, consortia, and professional organizations. The
1292 professional learning system must:

1293 1. Be reviewed and approved by the department for
1294 compliance with s. 1003.42(3) and this section. ~~Effective March~~
1295 ~~1, 2024,~~ The department shall establish a calendar for the
1296 review and approval of all professional learning systems. A
1297 professional learning system must be reviewed and approved every
1298 5 years. Any substantial revisions to the system must be
1299 submitted to the department for review and approval. The
1300 department shall establish a format for the review and approval

1301 of a professional learning system.

1302 2. Be based on analyses of student achievement data and
1303 instructional strategies and methods that support rigorous,
1304 relevant, and challenging curricula for all students. Schools
1305 and districts, in developing and refining the professional
1306 learning system, shall also review and monitor school discipline
1307 data; school environment surveys; assessments of parental
1308 satisfaction; performance appraisal data of teachers, managers,
1309 and administrative personnel; and other performance indicators
1310 to identify school and student needs that can be met by improved
1311 professional performance.

1312 3. Provide inservice activities coupled with followup
1313 support appropriate to accomplish district-level and school-
1314 level improvement goals and standards. The inservice activities
1315 for instructional and school administrative personnel shall
1316 focus on analysis of student achievement data; ongoing formal
1317 and informal assessments of student achievement; identification
1318 and use of enhanced and differentiated instructional strategies
1319 that emphasize rigor, relevance, and reading in the content
1320 areas; enhancement of subject content expertise; integrated use
1321 of classroom technology that enhances teaching and learning;
1322 classroom management; parent involvement; and school safety.

1323 4. Provide inservice activities and support targeted to
1324 the individual needs of new teachers ~~participating in the~~
1325 ~~professional learning certification and education competency~~

1326 ~~program under s. 1012.56(8)(a).~~

1327 5. Include a professional learning catalog for inservice
1328 activities, pursuant to rules of the State Board of Education,
1329 for all district employees from all fund sources. The catalog
1330 must be updated annually by September 1, must be based on input
1331 from teachers and district and school instructional leaders, and
1332 must use the latest available student achievement data and
1333 research to enhance rigor and relevance in the classroom. Each
1334 district inservice catalog must be aligned to and support the
1335 school-based inservice catalog and school improvement plans
1336 pursuant to s. 1001.42(18). Each district inservice catalog must
1337 provide a description of the training that middle grades
1338 instructional personnel and school administrators receive on the
1339 district's code of student conduct adopted pursuant to s.
1340 1006.07; integrated digital instruction and competency-based
1341 instruction and CAPE Digital Tool certificates and CAPE industry
1342 certifications; classroom management; student behavior and
1343 interaction; extended learning opportunities for students; and
1344 instructional leadership. District plans must be approved by the
1345 district school board annually in order to ensure compliance
1346 with subsection (1) and to allow for dissemination of research-
1347 based best practices to other districts. District school boards
1348 shall submit verification of their approval to the Commissioner
1349 of Education no later than October 1, annually. Each school
1350 principal may establish and maintain an individual professional

1351 learning plan for each instructional employee assigned to the
1352 school as a seamless component to the school improvement plans
1353 developed pursuant to s. 1001.42(18). An individual professional
1354 learning plan must be related to specific performance data for
1355 the students to whom the teacher is assigned, define the
1356 inservice objectives and specific measurable improvements
1357 expected in student performance as a result of the inservice
1358 activity, and include an evaluation component that determines
1359 the effectiveness of the professional learning plan.

1360 6. Include inservice activities for school administrative
1361 personnel, aligned to the state's educational leadership
1362 standards, which address updated skills necessary for
1363 instructional leadership and effective school management
1364 pursuant to s. 1012.986.

1365 7. Provide for systematic consultation with regional and
1366 state personnel designated to provide technical assistance and
1367 evaluation of local professional learning programs.

1368 8. Provide for delivery of professional learning by
1369 distance learning and other technology-based delivery systems to
1370 reach more educators at lower costs.

1371 9. Provide for the continuous evaluation of the quality
1372 and effectiveness of professional learning programs in order to
1373 eliminate ineffective programs and strategies and to expand
1374 effective ones. Evaluations must consider the impact of such
1375 activities on the performance of participating educators and

1376 their students' achievement and behavior.

1377 10. For all grades, emphasize:

1378 a. Interdisciplinary planning, collaboration, and
1379 instruction.

1380 b. Alignment of curriculum and instructional materials to
1381 the state academic standards adopted pursuant to s. 1003.41.

1382 c. Use of small learning communities; problem-solving,
1383 inquiry-driven research and analytical approaches for students;
1384 strategies and tools based on student needs; competency-based
1385 instruction; integrated digital instruction; and project-based
1386 instruction.

1387
1388 Each school that includes any of grades 6, 7, or 8 shall include
1389 in its school improvement plan, required under s. 1001.42(18), a
1390 description of the specific strategies used by the school to
1391 implement each item listed in this subparagraph.

1392 11. Provide training to reading coaches, interventionists,
1393 classroom teachers, and school administrators in effective
1394 methods of identifying characteristics of conditions such as
1395 dyslexia and other causes of diminished phonological processing
1396 skills; incorporating instructional techniques into the general
1397 education setting which are proven to improve reading
1398 performance for all students; and using predictive and other
1399 data to make instructional decisions based on individual student
1400 needs. The training must help teachers integrate phonemic

1401 awareness; phonics, word study, and spelling; reading fluency;
1402 vocabulary, including academic vocabulary; and text
1403 comprehension strategies into an explicit, systematic, and
1404 sequential approach to reading instruction, including
1405 multisensory intervention strategies. Such training for teaching
1406 foundational skills must be based on the science of reading and
1407 include phonics instruction for decoding and encoding as the
1408 primary instructional strategy for word reading. Instructional
1409 strategies included in the training may not employ the three-
1410 cueing system model of reading or visual memory as a basis for
1411 teaching word reading. Such instructional strategies may include
1412 visual information and strategies which improve background and
1413 experiential knowledge, add context, and increase oral language
1414 and vocabulary to support comprehension, but may not be used to
1415 teach word reading. Each district must provide all elementary
1416 grades instructional personnel access to training sufficient to
1417 meet the requirements of s. 1012.585(3)(f).

1418 **Section 14.** Except as otherwise expressly provided in this
1419 act, this act shall take effect July 1, 2025.