

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; creating s. 1004.0982, F.S.;  
12      requiring the Department of Education to reduce the  
13      number of required internship hours for specified  
14      students under certain circumstances; requiring the  
15      department to establish specified guidelines and  
16      programs to provide specified flexibility to students  
17      enrolled in postsecondary school counseling programs;  
18      providing requirements for such guidelines and  
19      programs; requiring the State Board of Education to  
20      adopt rules and the Board of Governors to adopt  
21      regulations for such guidelines and programs; amending  
22      s. 1004.85, F.S.; revising the purpose of  
23      postsecondary educator preparation institutes;  
24      revising requirements for such institutes; revising  
25      requirements for the continued approval of such

26 |        programs; amending s. 1012.39, F.S.; providing  
27 |        requirements for the hiring of certain nondegreed  
28 |        teachers of fine and performing arts; creating s.  
29 |        1012.551, F.S.; providing for the uniform core  
30 |        curricula for certain teacher preparation programs;  
31 |        providing requirements for such curricula; providing  
32 |        requirements for teacher candidates beginning in a  
33 |        specified school year; providing reporting  
34 |        requirements for certain teacher preparation programs;  
35 |        requiring the State Board of Education to approve or  
36 |        reject certain courses for such programs; prohibiting  
37 |        such programs from requiring students to take a  
38 |        specified additional course; creating s. 1012.552,  
39 |        F.S.; establishing the Coaching for Educator Readiness  
40 |        and Teaching Certification Program; providing the  
41 |        intent for the program; providing program  
42 |        requirements; providing requirements for approval and  
43 |        continued approval of such programs; requiring the  
44 |        state board to adopt rules; amending s. 1012.555,  
45 |        F.S.; revising the requirements for teachers serving  
46 |        as mentors through a teacher apprenticeship program;  
47 |        amending s. 1012.56, F.S.; providing for the future  
48 |        repeal of professional learning certification programs  
49 |        and professional education competency programs;  
50 |        revising requirements relating to meeting the mastery

51 of general knowledge and mastery of professional  
52 preparation and education competence for certification  
53 as an educator; removing a requirement for a passing  
54 score on a specified examination for certain  
55 candidates for certification as an educator beginning  
56 on a certain date; revising requirements for a  
57 professional and temporary educator certificates;  
58 amending s. 1012.585, F.S.; revising requirements for  
59 the renewal of a professional certificate; amending s.  
60 1012.98, F.S.; revising requirements for specified  
61 professional learning systems; removing obsolete  
62 language; creating s. 1012.981, F.S.; establishing the  
63 Florida Institute for Teaching Excellence at Miami  
64 Dade College, subject to an appropriation; providing  
65 the purpose and duties of the institute; authorizing  
66 the institute to submit a professional learning system  
67 for approval and seek specified funding; providing for  
68 the supervision, administration, and governance of the  
69 institute; amending ss. 1012.55, 1012.57, and 1012.98,  
70 F.S.; conforming cross-references to changes made by  
71 the act; providing effective dates.

72  
73 Be It Enacted by the Legislature of the State of Florida:

74  
75 **Section 1. Effective July 1, 2029, subsection (2),**

76 paragraph (a) of subsection (3), paragraph (a) of subsection  
77 (4), and subsection (5) of section 1004.04, Florida Statutes,  
78 are amended, to read:

79 1004.04 Public accountability and state approval for  
80 teacher preparation programs.—

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

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

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

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

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

93 ~~3. Scientifically researched and evidence-based reading~~  
94 ~~instructional strategies grounded in the science of reading~~  
95 ~~which improve reading performance for all students, including~~  
96 ~~explicit, systematic, and sequential approaches to teaching~~  
97 ~~phonemic awareness, phonics, vocabulary, fluency, and text~~  
98 ~~comprehension and multisensory intervention strategies. The~~  
99 ~~primary instructional strategy for teaching word reading is~~  
100 ~~phonics instruction for decoding and encoding. Instructional~~

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

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

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

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

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

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

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

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

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

126        (a)~~(e)~~ Each candidate must receive instruction and be  
127        assessed on the uniform core curricula, approved pursuant to s.  
128        1012.551, in the candidate's area or areas of program  
129        concentration during course work and clinical ~~field~~ experiences.  
130        Beginning with candidates entering a teacher preparation program  
131        in the 2022-2023 school year, a candidate for certification in a  
132        coverage area identified pursuant to s. 1012.585(3)(f) must  
133        successfully complete all competencies for a reading  
134        endorsement, including completion of the endorsement practicum  
135        through the candidate's clinical ~~field~~ experience under  
136        subsection (5), in order to graduate from the program.

137        (b)~~(d)~~ Before program completion, each candidate must  
138        demonstrate his or her ability to positively impact student  
139        learning growth in the candidate's area or areas of program  
140        concentration during a prekindergarten through grade 12 clinical  
141        ~~field~~ experience and must pass each portion of the Florida  
142        Teacher Certification Examination required for a professional  
143        certificate in the area or areas of program concentration.

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

145        1. May not distort significant historical events or  
146        include a curriculum or instruction that teaches identity  
147        politics, violates s. 1000.05, or is based on theories that  
148        systemic racism, sexism, oppression, and privilege are inherent  
149        in the institutions of the United States and were created to  
150        maintain social, political, and economic inequities.

151           2. Must afford candidates the opportunity to think  
152 critically, achieve mastery of academic program content, learn  
153 instructional strategies, ~~and~~ demonstrate mastery of the  
154 cognitive science of learning and its application in high-impact  
155 teaching strategies, and the crucial role of background  
156 knowledge in developing high-level literacy competence.

157           (3) INITIAL STATE PROGRAM APPROVAL.—

158           (a) A program approval process based on standards adopted  
159 pursuant to this subsection ~~and subsection (2)~~ must be  
160 established for postsecondary teacher preparation programs. Each  
161 program shall be approved by the department, consistent with the  
162 intent set forth in subsection (1) and based upon evidence of  
163 the institution's and the program's capacity to meet the  
164 requirements for continued approval as provided in subsection  
165 (4) and by the rules of the State Board of Education.

166           (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a  
167 teacher preparation program shall be based upon evidence that  
168 the program continues to implement the requirements for initial  
169 approval and upon significant, objective, and quantifiable  
170 measures of the program and the performance of the program  
171 completers.

172           (a) The criteria for continued approval must include each  
173 of the following:

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

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

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

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

183 c. Workforce contributions, including placement of program  
184 completers in instructional positions in Florida public and  
185 private schools, with additional weight given to production of  
186 program completers in statewide critical teacher shortage areas  
187 as identified in s. 1012.07.

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

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

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

198 (5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All  
199 postsecondary instructors, school district personnel and  
200 instructional personnel, and school sites preparing



201 instructional personnel through preservice clinical ~~field~~  
202 experience courses and internships shall meet special  
203 requirements. District school boards may pay student teachers  
204 during their internships.

205 (a) All individuals in postsecondary teacher preparation  
206 programs who instruct or supervise preservice clinical ~~field~~  
207 experience courses or internships in which a candidate  
208 demonstrates his or her impact on student learning growth shall  
209 meet the requirements of a clinical educator established under  
210 s. 1012.56(7) ~~have the following: specialized training in~~  
211 ~~clinical supervision; at least 3 years of successful, relevant~~  
212 ~~prekindergarten through grade 12 teaching, student services, or~~  
213 ~~school administration experience; and an annual demonstration of~~  
214 ~~experience in a relevant prekindergarten through grade 12 school~~  
215 ~~setting as defined by State Board of Education rule.~~

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

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

223 b. ~~A valid professional certificate issued pursuant to s.~~  
224 ~~1012.56;~~

225 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.~~

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

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

3. All instructional personnel who supervise or direct

251 teacher preparation students during clinical ~~field~~ experience  
252 courses or internships, in which a candidate demonstrates his or  
253 her impact on student learning growth, on a United States  
254 military base in another country through a Florida online or  
255 distance program must have received "clinical educator" training  
256 pursuant to s. 1012.98 or its equivalent, hold a valid  
257 professional certificate issued by the United States Department  
258 of Defense or a state or territory of the United States, and  
259 have at least 3 years teaching experience in prekindergarten  
260 through grade 12.

261 (c) Preservice clinical ~~field~~ experience must fully  
262 prepare a candidate to manage a classroom by requiring the  
263 candidate to practice and demonstrate the uniform core curricula  
264 specific to the candidate's area or areas of program  
265 concentration with a diverse population of students in a variety  
266 of challenging environments, including, but not limited to,  
267 high-poverty schools, urban schools, and rural schools.  
268 Beginning with candidates entering a program in the 2023-2024  
269 school year, a minimum of 60 hours of preservice clinical ~~field~~  
270 experience must be completed before the culminating clinical  
271 ~~field~~ experience, which must include a minimum of 12 weeks of  
272 student teaching.

273 (d) Postsecondary teacher preparation programs in  
274 cooperation with district school boards and approved private  
275 school associations shall select the school sites for preservice

276 clinical ~~field~~ experience activities based upon the  
277 qualifications of the supervising personnel as described in this  
278 subsection and the needs of the candidates. These sites must  
279 represent the full spectrum of school communities, including,  
280 but not limited to, schools serving low-achieving students. In  
281 order to be selected, school sites must demonstrate commitment  
282 to the education of public school students and to the  
283 preparation of future teachers.

284 **Section 2. Section 1004.0982, Florida Statutes, is created**  
285 **to read:**

286 1004.0982 Flexible education pathway for school  
287 counselors.—To better enable students enrolled in postsecondary  
288 school counseling programs to enter the workforce as certified  
289 school counselors, the Department of Education shall:

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

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

294 (b) Has earned an effective or highly effective rating on  
295 his or her performance evaluation for the past 3 years under s.  
296 1012.34.

297 (2) Establish, and the State Board of Education shall  
298 adopt in rules and the Board of Governors shall adopt in  
299 regulations, guidelines and programs to provide flexibility in  
300 meeting the internship requirements for students enrolled in a

301 postsecondary school counseling program.

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

303 1. Establishing acceptable internship settings and  
304 supervision requirements.

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

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

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

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

313 1. Scholarship programs.

314 2. Tuition reimbursement programs.

315 3. Other incentive programs.

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

321 1004.85 Postsecondary educator preparation institutes.—

322 (2) (a) Postsecondary institutions that are accredited or  
323 approved as described in State Board of Education rule may seek  
324 approval from the Department of Education to create educator  
325 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,~~

376 ~~including scientifically based reading instruction, content~~  
377 ~~literacy, and mathematical practices, for each subject~~  
378 ~~identified on the statement of status of eligibility or the~~  
379 ~~temporary certificate.~~

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

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

400 ~~2.3.~~ Provides clinical ~~Field~~ experiences appropriate to



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

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

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

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

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

(5) ~~(6)~~ Instructors and supervisors of clinical ~~field~~ experiences in which participants demonstrate an impact on student learning growth for a certification program approved pursuant to this section must meet the same qualifications as

those required in s. 1004.04(5).

**Section 4. Paragraph (d) is added to subsection (1) of section 1012.39, Florida Statutes, to read:**

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

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

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

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

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

a. A high school diploma or the equivalent.

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

**Section 5. Section 1012.551, Florida Statutes, is created to read:**

451 1012.551 Teacher preparation core principles, standards,  
452 and content.-

453 (1) Each teacher preparation program approved pursuant to  
454 ss. 1004.04, 1004.85, and 1012.552 must provide uniform core  
455 curricula courses aligned with the Florida Educator Accomplished  
456 Practices that are grounded in the principles of cognitive  
457 science and establish the foundational standards and  
458 expectations for quality instruction and professional  
459 responsibility. The State Board of Education shall establish in  
460 rule the uniform core curricula.

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

464 1. May not distort significant historical events or  
465 include curriculum or instruction that teaches identity  
466 politics, violates s. 1000.05, or is based on theories that  
467 systemic racism, sexism, oppression, and privilege are inherent  
468 in the institutions of the United States and were created to  
469 maintain social, political, and economic inequities.

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

473 3. Must use state-approved academic standards to guide  
474 instruction.

475 4. Must provide training on the use of high-quality

476 instructional materials included on the state-adopted  
477 instructional materials list pursuant to s. 1006.28, materials  
478 evaluated and identified pursuant to s. 1001.215(4), materials  
479 developed pursuant to s. 1006.39, and materials posted online by  
480 the department, including when and how to use intervention  
481 materials.

482 5. Must include scientifically researched and evidence-  
483 based reading instructional strategies grounded in the science  
484 of reading which improve reading performance for all students,  
485 including explicit, systematic, and sequential approaches to  
486 teaching phonemic awareness, phonics, vocabulary, fluency, and  
487 text comprehension and multisensory intervention strategies. The  
488 primary instructional strategy for teaching word reading is  
489 phonics instruction for decoding and encoding. Instructional  
490 strategies for foundational skills may not employ the three-  
491 cueing system model of reading or visual memory as a basis for  
492 teaching word reading. Instructional strategies may include  
493 visual information and strategies that improve background and  
494 experiential knowledge, add context, and increase oral language  
495 and vocabulary to support comprehension, but may not be used to  
496 teach word reading.

497 6. Must include content literacy and mathematics  
498 practices.

499 7. Must include strategies for differentiated instruction  
500 to meet student needs, including English language learners and

501 students with disabilities, while maintaining grade-level  
502 expectations.

503 8. Must include strategies and practices to support  
504 effective, evidence-based assessment and grading practices  
505 aligned to the state's academic standards.

506 9. Must require the completion of a mastery-based clinical  
507 experience in classroom settings to provide direct application  
508 of program content and instruction and mastery of the components  
509 of teaching as outlined in the Florida Educator Accomplished  
510 Practices. These clinical experiences must allow candidates to  
511 demonstrate mastery of curriculum and pedagogy through  
512 observable performance evaluations aligned with instructional  
513 personnel evaluation systems approved pursuant to s. 1012.34.  
514 Mastery must be assessed through in-classroom performance, with  
515 candidate feedback provided for growth and refinement, rather  
516 than solely through written assignments or project-based  
517 assessments. Clinical experience may only be provided by  
518 individuals who meet the requirements of s. 1012.56(7).

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

523 1. One introduction to education course that allows  
524 teacher candidates to demonstrate competency in the cognitive  
525 science of learning principles, including cognitive load theory,

526 working memory, and long-term memory; retrieval practice;  
527 attention and selective attention; social science of motivation  
528 and persistence; background knowledge; and production effect.

529 2. One classroom management and high-impact teaching  
530 strategies course that allows teacher candidates to demonstrate  
531 competency of instructional strategies based on Florida Educator  
532 Accomplished Practices.

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

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

539 (4) A teacher preparation program may not require a  
540 student to take an additional course to meet a program  
541 requirement that was completed by the student with a course that  
542 has since been removed as a teacher preparation program core  
543 course.

544 **Section 6. Section 1012.552, Florida Statutes, is created**  
545 **to read:**

546 1012.552 The Coaching for Educator Readiness and Teaching  
547 Certification (CERT) Program.—

548 (1) INTENT.—The Coaching for Educator Readiness and  
549 Teaching (CERT) Certification Program is established to create  
550 an alternative pathway for teachers to enter the teaching

551 profession. School districts, charter schools, and charter  
552 management organizations may implement the CERT program to  
553 provide a cohesive, competency-based training and certification  
554 pathway for teachers who have a state-issued temporary  
555 certificate to earn their professional certificate through an  
556 on-the-job mentorship and learning program.

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

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

561 (b) An assessment of teaching performance aligned to the  
562 district, charter school, or charter management organization  
563 system for personnel evaluation under s. 1012.34 which provides  
564 for:

565 1. An initial evaluation of each educator's competencies  
566 to determine an appropriate individualized professional learning  
567 plan.

568 2. A summative evaluation to assure successful completion  
569 of the program.

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

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

575 (e) Required successful completion of all competencies for

576 a reading endorsement, including completion of the endorsement  
577 practicum, for a candidate certification in a coverage area  
578 identified pursuant to s. 1012.585(3)(f).

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

581 (3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are  
582 approved for a period of 5 years in a format to be established  
583 by the department. A teacher may not satisfy requirements for a  
584 professional certificate through a CERT program unless the  
585 program has been approved by the department pursuant to this  
586 section. Continued approval of CERT programs must include a  
587 criteria for candidate readiness based on scores on the Florida  
588 Teacher Excellence Examination developed pursuant to s.  
589 1012.56(10) and administered before program completion.

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

592 **Section 7. Effective July 1, 2029, subsection (3) of**  
593 **section 1012.555, Florida Statutes, is amended to read:**

594 1012.555 Teacher Apprenticeship Program.—

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

599 ~~(a) Have at least 5 years of teaching experience in this~~  
600 ~~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 8. 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

626 section. Disclosure of social security numbers obtained through  
627 this requirement is limited to the purpose of administration of  
628 the Title IV-D program of the Social Security Act for child  
629 support enforcement.

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

640  
641 The statement of status of eligibility must be provided  
642 electronically and must advise the applicant of any  
643 qualifications that must be completed to qualify for  
644 certification. Each method by which an applicant can complete  
645 the qualifications for a professional certificate must be  
646 included in the statement of status of eligibility. Each  
647 statement of status of eligibility is valid for 5 years after  
648 its date of issuance, except as provided in paragraph (2)(d).

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

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

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

663           (e) Achievement of passing scores, identified in state  
664 board rule, on national or international examinations that test  
665 comparable content and relevant standards in verbal, analytical  
666 writing, and quantitative reasoning skills, including, but not  
667 limited to, the verbal, analytical writing, and quantitative  
668 reasoning portions of the Graduate Record Examination and the  
669 SAT, ACT, and Classic Learning Test. Passing scores identified  
670 in state board rule must be at approximately the same level of  
671 rigor as is required to pass the general knowledge examinations;  
672 ~~or~~

673           (f) Documentation of receipt of a master's or higher  
674 degree from an accredited postsecondary educational institution  
675 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 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~~

726 ~~temporary certificate;~~

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

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

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

736  
737 The State Board of Education shall adopt rules to implement this  
738 subsection, including rules to approve specific teacher  
739 preparation programs that are not identified in this subsection  
740 which may be used to meet requirements for mastery of  
741 professional preparation and education competence. A passing  
742 score on the professional education competency examination shall  
743 not be required of candidates who have successfully completed a  
744 teacher preparation program approved, after July 1, 2029,  
745 pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

746 (7) TYPES AND TERMS OF CERTIFICATION.—

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

750 1. Meets all the applicable requirements outlined in

subsection (2).

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

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

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

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

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

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

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a Coaching for Educator Readiness and Teaching Certification Program pursuant to s. 1012.551 ~~professional learning certification program approved by the department pursuant to paragraph (8)(c) or an educator preparation institute approved by the department pursuant to s. 1004.85. An applicant who completes one of these programs and is rated highly effective as determined by his or her performance~~

~~evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.~~

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

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

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 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.

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

876 ~~teaching experiences, and reflection and followup discussions.~~  
877 ~~Professional learning must meet the criteria established in s.~~  
878 ~~1012.98(3). Mentorship and induction activities must be provided~~  
879 ~~for an applicant's first year in the program and may be provided~~  
880 ~~until the applicant attains his or her professional certificate~~  
881 ~~in accordance with this section.~~

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

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

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

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

895 ~~a. The state academic standards provided under s. 1003.41,~~  
896 ~~including scientifically researched and evidence-based reading~~  
897 ~~instructional strategies grounded in the science of reading,~~  
898 ~~content literacy, and mathematical practices, for each subject~~  
899 ~~identified on the temporary certificate. Reading instructional~~  
900 ~~strategies for foundational skills shall include phonics~~

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

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

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

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

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

~~1. May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent~~

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

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

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

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

938 ~~(a) Each school district must and a private school or~~  
939 ~~state-supported public school, including a charter school, may~~  
940 ~~develop and maintain a system by which members of the~~  
941 ~~instructional staff may demonstrate mastery of professional~~  
942 ~~preparation and education competence as required by law. Each~~  
943 ~~program must be based on classroom application of the Florida~~  
944 ~~Educator Accomplished Practices and instructional performance~~  
945 ~~and, for public schools, must be aligned with the district's or~~  
946 ~~state-supported public school's evaluation system established~~  
947 ~~under s. 1012.34, as applicable.~~

948 ~~(b) The Commissioner of Education shall determine the~~  
949 ~~continued approval of programs implemented under this paragraph,~~  
950 ~~based upon the department's review of performance data. The~~

department shall review the performance data as a part of the periodic review of each school district's professional learning system required under s. 1012.98.

**Section 9. Effective July 1, 2029, paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:**

1012.585 Process for renewal of professional certificates.—

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

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. ~~Education in "clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s. 1004.04(5)(b)~~; participation in mentorship and induction activities, including as a mentor, ~~pursuant to s. 1012.56(8)(a)~~; and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the

976 disorders of development may be applied toward any  
977 specialization area. Credits or points that provide training in  
978 the areas of drug abuse, child abuse and neglect, strategies in  
979 teaching students having limited proficiency in English, or  
980 dropout prevention, or training in areas identified in the  
981 educational goals and performance standards adopted pursuant to  
982 ss. 1000.03(5) and 1008.345 may be applied toward any  
983 specialization area, except specialization areas identified by  
984 State Board of Education rule that include reading instruction  
985 or intervention for any students in kindergarten through grade  
986 6. Each district school board shall include in its inservice  
987 master plan the ability for teachers to receive inservice points  
988 for supporting students in extracurricular career and technical  
989 education activities, such as career and technical student  
990 organization activities outside of regular school hours and  
991 training related to supervising students participating in a  
992 career and technical student organization. Credits or points  
993 earned through approved summer institutes may be applied toward  
994 the fulfillment of these requirements. Inservice points may also  
995 be earned by participation in professional growth components  
996 approved by the State Board of Education and specified pursuant  
997 to s. 1012.98 in the district's approved master plan for  
998 inservice educational training; however, such points may not be  
999 used to satisfy the specialization requirements of this  
1000 paragraph.



1001       **Section 10. Subsections (3) and (4) and paragraph (b) of**  
1002 **subsection (5) of section 1012.98, Florida Statutes, are amended**  
1003 **to read:**

1004       1012.98 School Community Professional Learning Act.—

1005       (3) Professional learning activities must be linked to  
1006 student learning, provide ~~and~~ professional growth for  
1007 instructional and administrative staff, and meet the following  
1008 criteria:

1009       (a) For instructional personnel, utilize materials aligned  
1010 to the state's academic standards.

1011       (b) For school administrators, utilize materials aligned  
1012 to the Florida Educational Leadership Standards adopted in rule  
1013 by the State Board of Education ~~state's educational leadership~~  
1014 ~~standards~~.

1015       (c) Have clear, defined, and measurable outcomes for both  
1016 individual inservice activities and multiple day sessions.

1017       (d) Employ multiple measurement tools for data on teacher  
1018 growth, participants' use of new knowledge and skills, student  
1019 learning outcomes, instructional growth outcomes, and leadership  
1020 growth outcomes, as applicable.

1021       (e) Utilize active learning and engage participants  
1022 directly in designing and trying out strategies, providing  
1023 participants with the opportunity to engage in authentic  
1024 teaching and leadership experiences.

1025       (f) Utilize artifacts, interactive activities, and other

1026 strategies to provide deeply embedded and highly contextualized  
1027 professional learning.

1028 (g) Create opportunities for collaboration.

1029 (h) Utilize coaching and expert support to involve the  
1030 sharing of expertise about content and evidence-based practices,  
1031 focused directly on instructional personnel and school  
1032 administrator needs.

1033 (i) Provide opportunities for instructional personnel and  
1034 school administrators to think about, receive input on, and make  
1035 changes to practice by facilitating reflection and providing  
1036 feedback.

1037 (j) Provide sustained duration with followup for  
1038 instructional personnel and school administrators to have  
1039 adequate time to learn, practice, implement, and reflect upon  
1040 new strategies that facilitate changes in practice.

1041 (k) Provide training on the use of high-quality  
1042 instructional materials included on the state-adopted  
1043 instructional materials list pursuant to s. 1006.28, materials  
1044 evaluated and identified pursuant to s. 1001.215(4), materials  
1045 developed pursuant to s. 1006.39, and materials posted online by  
1046 the department, including when and how to use intervention  
1047 materials.

1048 (4) The inservice activities designed to implement this  
1049 section must:

1050 (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.

(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 Department of Education.~~

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

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall

1101 be developed in consultation with teachers, teacher-educators of  
1102 Florida College System institutions and state universities,  
1103 business and community representatives, and local education  
1104 foundations, consortia, and professional organizations. The  
1105 professional learning system must:

1106 1. Be reviewed and approved by the department for  
1107 compliance with s. 1003.42(3) and this section. ~~Effective March~~  
1108 ~~1, 2024,~~ The department shall establish a calendar for the  
1109 review and approval of all professional learning systems. A  
1110 professional learning system must be reviewed and approved every  
1111 5 years. Any substantial revisions to the system must be  
1112 submitted to the department for review and approval. The  
1113 department shall establish a format for the review and approval  
1114 of a professional learning system.

1115 2. Be based on analyses of student achievement data and  
1116 instructional strategies and methods that support rigorous,  
1117 relevant, and challenging curricula for all students. Schools  
1118 and districts, in developing and refining the professional  
1119 learning system, shall also review and monitor school discipline  
1120 data; school environment surveys; assessments of parental  
1121 satisfaction; performance appraisal data of teachers, managers,  
1122 and administrative personnel; and other performance indicators  
1123 to identify school and student needs that can be met by improved  
1124 professional performance.

1125 3. Provide inservice activities coupled with followup

1126 support appropriate to accomplish district-level and school-  
1127 level improvement goals and standards. The inservice activities  
1128 for instructional and school administrative personnel shall  
1129 focus on analysis of student achievement data; ongoing formal  
1130 and informal assessments of student achievement; identification  
1131 and use of enhanced and differentiated instructional strategies  
1132 that emphasize rigor, relevance, and reading in the content  
1133 areas; enhancement of subject content expertise; integrated use  
1134 of classroom technology that enhances teaching and learning;  
1135 classroom management; parent involvement; and school safety.

1136         4. Provide inservice activities and support targeted to  
1137 the individual needs of new teachers participating in the  
1138 professional learning certification and education competency  
1139 program under s. 1012.56(8)(a).

1140         5. Include a professional learning catalog for inservice  
1141 activities, pursuant to rules of the State Board of Education,  
1142 for all district employees from all fund sources. The catalog  
1143 must be updated annually by September 1, must be based on input  
1144 from teachers and district and school instructional leaders, and  
1145 must use the latest available student achievement data and  
1146 research to enhance rigor and relevance in the classroom. Each  
1147 district inservice catalog must be aligned to and support the  
1148 school-based inservice catalog and school improvement plans  
1149 pursuant to s. 1001.42(18). Each district inservice catalog must  
1150 provide a description of the training that middle grades

1151 instructional personnel and school administrators receive on the  
1152 district's code of student conduct adopted pursuant to s.  
1153 1006.07; integrated digital instruction and competency-based  
1154 instruction and CAPE Digital Tool certificates and CAPE industry  
1155 certifications; classroom management; student behavior and  
1156 interaction; extended learning opportunities for students; and  
1157 instructional leadership. District plans must be approved by the  
1158 district school board annually in order to ensure compliance  
1159 with subsection (1) and to allow for dissemination of research-  
1160 based best practices to other districts. District school boards  
1161 shall submit verification of their approval to the Commissioner  
1162 of Education no later than October 1, annually. Each school  
1163 principal may establish and maintain an individual professional  
1164 learning plan for each instructional employee assigned to the  
1165 school as a seamless component to the school improvement plans  
1166 developed pursuant to s. 1001.42(18). An individual professional  
1167 learning plan must be related to specific performance data for  
1168 the students to whom the teacher is assigned, define the  
1169 inservice objectives and specific measurable improvements  
1170 expected in student performance as a result of the inservice  
1171 activity, and include an evaluation component that determines  
1172 the effectiveness of the professional learning plan.

1173         6. Include inservice activities for school administrative  
1174 personnel, aligned to the state's educational leadership  
1175 standards, which address updated skills necessary for

1176 instructional leadership and effective school management  
1177 pursuant to s. 1012.986.

1178 7. Provide for systematic consultation with regional and  
1179 state personnel designated to provide technical assistance and  
1180 evaluation of local professional learning programs.

1181 8. Provide for delivery of professional learning by  
1182 distance learning and other technology-based delivery systems to  
1183 reach more educators at lower costs.

1184 9. Provide for the continuous evaluation of the quality  
1185 and effectiveness of professional learning programs in order to  
1186 eliminate ineffective programs and strategies and to expand  
1187 effective ones. Evaluations must consider the impact of such  
1188 activities on the performance of participating educators and  
1189 their students' achievement and behavior.

1190 10. For all grades, emphasize:

1191 a. Interdisciplinary planning, collaboration, and  
1192 instruction.

1193 b. Alignment of curriculum and instructional materials to  
1194 the state academic standards adopted pursuant to s. 1003.41.

1195 c. Use of small learning communities; problem-solving,  
1196 inquiry-driven research and analytical approaches for students;  
1197 strategies and tools based on student needs; competency-based  
1198 instruction; integrated digital instruction; and project-based  
1199 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 11. 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.

(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 programs must focus on the effective use of knowledge-based

1251 curricula, highlighting when and how to incorporate intervention  
1252 materials, and emphasize the importance of background knowledge  
1253 in building advanced reading comprehension grounded in the  
1254 science of reading and critical thinking skills.

1255 (c) Develop and design models of high-quality clinical  
1256 experiences, for aspiring teachers. These model experiences  
1257 shall serve as a standard that institutions approved pursuant to  
1258 ss. 1004.04 and 1004.85 can adopt or adapt, enabling  
1259 participants to demonstrate mastery of instructional techniques,  
1260 classroom management strategies, and the application of high-  
1261 impact teaching strategies in authentic educational settings.

1262 (d) Collaborate with school districts and other  
1263 educational stakeholders to identify emerging needs in teacher  
1264 preparation and align institute programs accordingly, conducting  
1265 gap analyses to provide comprehensive coverage of the science of  
1266 learning, high-impact teaching strategies, and knowledge-rich  
1267 curriculum implementation.

1268 (e) Establish a statewide network of teachers and  
1269 instructional leaders equipped with the knowledge and skills to  
1270 mentor and support aspiring and current educators participating  
1271 in the institute's programs. This network shall model effective  
1272 pedagogical practices and facilitate professional growth.

1273 (f) Conduct research and disseminate findings on high-  
1274 impact teaching practices and the implementation of knowledge-  
1275 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 12. 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 13. 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 through passage of a subject area test or has achieved an industry certification in the subject area to be taught.

**Section 14. Effective July 1, 2029, paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:**

1012.98 School Community Professional Learning Act.—

(5) The Department of Education, school districts,

1326 schools, Florida College System institutions, and state  
1327 universities share the responsibilities described in this  
1328 section. These responsibilities include the following:

1329 (b) Each school district shall develop a professional  
1330 learning system as specified in subsection (4). The system shall  
1331 be developed in consultation with teachers, teacher-educators of  
1332 Florida College System institutions and state universities,  
1333 business and community representatives, and local education  
1334 foundations, consortia, and professional organizations. The  
1335 professional learning system must:

1336 1. Be reviewed and approved by the department for  
1337 compliance with s. 1003.42(3) and this section. ~~Effective March~~  
1338 ~~1, 2024,~~ The department shall establish a calendar for the  
1339 review and approval of all professional learning systems. A  
1340 professional learning system must be reviewed and approved every  
1341 5 years. Any substantial revisions to the system must be  
1342 submitted to the department for review and approval. The  
1343 department shall establish a format for the review and approval  
1344 of a professional learning system.

1345 2. Be based on analyses of student achievement data and  
1346 instructional strategies and methods that support rigorous,  
1347 relevant, and challenging curricula for all students. Schools  
1348 and districts, in developing and refining the professional  
1349 learning system, shall also review and monitor school discipline  
1350 data; school environment surveys; assessments of parental

1351 satisfaction; performance appraisal data of teachers, managers,  
1352 and administrative personnel; and other performance indicators  
1353 to identify school and student needs that can be met by improved  
1354 professional performance.

1355       3. Provide inservice activities coupled with followup  
1356 support appropriate to accomplish district-level and school-  
1357 level improvement goals and standards. The inservice activities  
1358 for instructional and school administrative personnel shall  
1359 focus on analysis of student achievement data; ongoing formal  
1360 and informal assessments of student achievement; identification  
1361 and use of enhanced and differentiated instructional strategies  
1362 that emphasize rigor, relevance, and reading in the content  
1363 areas; enhancement of subject content expertise; integrated use  
1364 of classroom technology that enhances teaching and learning;  
1365 classroom management; parent involvement; and school safety.

1366       4. Provide inservice activities and support targeted to  
1367 the individual needs of new teachers ~~participating in the~~  
1368 ~~professional learning certification and education competency~~  
1369 ~~program under s. 1012.56(8)(a).~~

1370       5. Include a professional learning catalog for inservice  
1371 activities, pursuant to rules of the State Board of Education,  
1372 for all district employees from all fund sources. The catalog  
1373 must be updated annually by September 1, must be based on input  
1374 from teachers and district and school instructional leaders, and  
1375 must use the latest available student achievement data and

1376 research to enhance rigor and relevance in the classroom. Each  
1377 district inservice catalog must be aligned to and support the  
1378 school-based inservice catalog and school improvement plans  
1379 pursuant to s. 1001.42(18). Each district inservice catalog must  
1380 provide a description of the training that middle grades  
1381 instructional personnel and school administrators receive on the  
1382 district's code of student conduct adopted pursuant to s.  
1383 1006.07; integrated digital instruction and competency-based  
1384 instruction and CAPE Digital Tool certificates and CAPE industry  
1385 certifications; classroom management; student behavior and  
1386 interaction; extended learning opportunities for students; and  
1387 instructional leadership. District plans must be approved by the  
1388 district school board annually in order to ensure compliance  
1389 with subsection (1) and to allow for dissemination of research-  
1390 based best practices to other districts. District school boards  
1391 shall submit verification of their approval to the Commissioner  
1392 of Education no later than October 1, annually. Each school  
1393 principal may establish and maintain an individual professional  
1394 learning plan for each instructional employee assigned to the  
1395 school as a seamless component to the school improvement plans  
1396 developed pursuant to s. 1001.42(18). An individual professional  
1397 learning plan must be related to specific performance data for  
1398 the students to whom the teacher is assigned, define the  
1399 inservice objectives and specific measurable improvements  
1400 expected in student performance as a result of the inservice



1401 activity, and include an evaluation component that determines  
1402 the effectiveness of the professional learning plan.

1403 6. Include inservice activities for school administrative  
1404 personnel, aligned to the state's educational leadership  
1405 standards, which address updated skills necessary for  
1406 instructional leadership and effective school management  
1407 pursuant to s. 1012.986.

1408 7. Provide for systematic consultation with regional and  
1409 state personnel designated to provide technical assistance and  
1410 evaluation of local professional learning programs.

1411 8. Provide for delivery of professional learning by  
1412 distance learning and other technology-based delivery systems to  
1413 reach more educators at lower costs.

1414 9. Provide for the continuous evaluation of the quality  
1415 and effectiveness of professional learning programs in order to  
1416 eliminate ineffective programs and strategies and to expand  
1417 effective ones. Evaluations must consider the impact of such  
1418 activities on the performance of participating educators and  
1419 their students' achievement and behavior.

1420 10. For all grades, emphasize:

1421 a. Interdisciplinary planning, collaboration, and  
1422 instruction.

1423 b. Alignment of curriculum and instructional materials to  
1424 the state academic standards adopted pursuant to s. 1003.41.

1425 c. Use of small learning communities; problem-solving,

1426 inquiry-driven research and analytical approaches for students;  
1427 strategies and tools based on student needs; competency-based  
1428 instruction; integrated digital instruction; and project-based  
1429 instruction.

1430  
1431 Each school that includes any of grades 6, 7, or 8 shall include  
1432 in its school improvement plan, required under s. 1001.42(18), a  
1433 description of the specific strategies used by the school to  
1434 implement each item listed in this subparagraph.

1435 11. Provide training to reading coaches, interventionists,  
1436 classroom teachers, and school administrators in effective  
1437 methods of identifying characteristics of conditions such as  
1438 dyslexia and other causes of diminished phonological processing  
1439 skills; incorporating instructional techniques into the general  
1440 education setting which are proven to improve reading  
1441 performance for all students; and using predictive and other  
1442 data to make instructional decisions based on individual student  
1443 needs. The training must help teachers integrate phonemic  
1444 awareness; phonics, word study, and spelling; reading fluency;  
1445 vocabulary, including academic vocabulary; and text  
1446 comprehension strategies into an explicit, systematic, and  
1447 sequential approach to reading instruction, including  
1448 multisensory intervention strategies. Such training for teaching  
1449 foundational skills must be based on the science of reading and  
1450 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 15.** Except as otherwise expressly provided in this act, this act shall take effect July 1, 2025.