

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. Subsection (3) of section 1012.555, Florida
593 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~~

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

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

957 1012.585 Process for renewal of professional
958 certificates.—

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

961 (a) The applicant must earn a minimum of 6 college credits
962 or 120 inservice points or a combination thereof. For each area
963 of specialization to be retained on a certificate, the applicant
964 must earn at least 3 of the required credit hours or equivalent
965 inservice points in the specialization area. ~~Education in~~
966 ~~"clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s.~~
967 ~~1004.04(5)(b);~~ participation in mentorship and induction
968 activities, including as a mentor, ~~pursuant to s. 1012.56(8)(a);~~
969 and credits or points that provide training in the area of
970 scientifically researched, knowledge-based reading literacy
971 grounded in the science of reading, including explicit,
972 systematic, and sequential approaches to reading instruction,
973 developing phonemic awareness, and implementing multisensory
974 intervention strategies, and computational skills acquisition,
975 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

1226 experiential knowledge, add context, and increase oral language
1227 and vocabulary to support comprehension, but may not be used to
1228 teach word reading. Each district must provide all elementary
1229 grades instructional personnel access to training sufficient to
1230 meet the requirements of s. 1012.585(3)(f).

1231 Section 11. Section 1012.981, Florida Statutes, is created
1232 to read:

1233 1012.981 The Florida Institute for Teaching Excellence.—

1234 (1) The Florida Institute for Teaching Excellence is
1235 established at Miami Dade College, subject to an appropriation,
1236 for the purpose of preparing high-quality teachers in this state
1237 through rigorous, evidence-based programs grounded in cognitive
1238 science, high-impact teaching strategies, and the implementation
1239 of knowledge-rich curricula.

1240 (2) The institute shall do all of the following:

1241 (a) Develop and deliver evidence-based professional
1242 learning opportunities aligned to the Florida Educator
1243 Accomplished Practices.

1244 (b) Develop and deliver educator training programs
1245 pursuant to s. 1012.98 that integrate high-quality instructional
1246 materials included on the state-adopted instructional materials
1247 list under s. 1006.28, materials evaluated and identified
1248 pursuant to s. 1001.215(4), and materials developed by or under
1249 the direction of the department as provided in s. 1006.39. These
1250 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,

1276 and address the importance of background knowledge in student
1277 achievement.

1278 (g) Report to the department the completion of
1279 professional learning by individuals who are not employed by
1280 entities with an approved professional learning system.

1281 (3) The institute may submit a professional learning
1282 system for approval pursuant to s. 1012.98.

1283 (4) The institute may apply for and receive federal,
1284 state, or local agency grants for the purposes of this section.

1285 (5) The Miami Dade College Board of Trustees in
1286 collaboration with the Florida Department of Education shall
1287 establish policies for the supervision, administration, and
1288 governance of the institute.

1289 Section 12. Effective July 1, 2029, subsection (5) of
1290 section 1012.55, Florida Statutes, is amended to read:

1291 1012.55 Positions for which certificates required.—

1292 (5) Notwithstanding this section and ss. 1012.32 and
1293 1012.56, or any other provision of law or rule to the contrary,
1294 the State Board of Education shall adopt rules to allow for the
1295 issuance of a classical education teaching certificate, upon the
1296 request of a classical school, to any applicant who fulfills the
1297 requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and any other
1298 criteria established by the department. Such certificate is only
1299 valid at a classical school. For the purposes of this
1300 subsection, the term "classical school" means a school that

1301 implements and provides professional learning in a classical
1302 education school model that emphasizes the development of
1303 students in the principles of moral character and civic virtue
1304 through a well-rounded education in the liberal arts and
1305 sciences that is based on the classical trivium stages of
1306 grammar, logic, and rhetoric.

1307 Section 13. Effective July 1, 2029, subsection (1) of
1308 section 1012.57, Florida Statutes, is amended to read:

1309 1012.57 Certification of adjunct educators.—

1310 (1) Notwithstanding the provisions of ss. 1012.32,
1311 1012.55, and 1012.56, or any other provision of law or rule to
1312 the contrary, district school boards and charter school
1313 governing boards shall adopt rules to allow for the issuance of
1314 an adjunct teaching certificate to any applicant who fulfills
1315 the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and who
1316 has expertise in the subject area to be taught. An applicant is
1317 considered to have expertise in the subject area to be taught if
1318 the applicant demonstrates sufficient subject area mastery
1319 through passage of a subject area test or has achieved an
1320 industry certification in the subject area to be taught.

1321 Section 14. Effective July 1, 2029, paragraph (b) of
1322 subsection (5) of section 1012.98, Florida Statutes, is amended
1323 to read:

1324 1012.98 School Community Professional Learning Act.—

1325 (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.