

## CHAPTER 2025-107

### Committee Substitute for Committee Substitute for House Bill No. 875

An act relating to educator preparation; providing legislative intent; requiring the Department of Education to establish a workgroup to update and revise the Florida Educator Accomplished Practices; requiring the department to submit workgroup findings to the Governor and the Legislature by a certain date; requiring the State Board of Education to consider certain revisions and a specified rule by a certain date; requiring the department to develop a teacher examination; requiring the department to submit to the Governor and the Legislature an implementation plan for teacher preparation programs; creating s. 1004.0982, F.S.; requiring the department to reduce the number of required internship hours for specified students under certain circumstances; requiring the department to establish specified guidelines and programs to provide specified flexibility to students enrolled in postsecondary school counseling programs; providing requirements for such guidelines and programs; requiring the State Board of Education to adopt rules and the Board of Governors to adopt regulations for such guidelines and programs; amending s. 1012.39, F.S.; providing requirements for the hiring of certain nondegreed teachers of fine and performing arts; creating s. 1012.551, F.S.; establishing guidelines for teacher preparation program uniform core curricula; requiring certain teacher preparation programs to require teacher candidates to complete specified courses; creating s. 1012.981, F.S.; establishing the Florida Center for Teaching Excellence at Miami Dade College, subject to an appropriation; providing the purpose and duties of the center; authorizing the center to submit a professional learning system for approval and seek specified funding; providing for the supervision, administration, and governance of the center; creating s. 1012.552, F.S.; requiring the department to create a specified alternative certification pathway for teachers; amending s. 1012.555, F.S.; revising the requirements for teachers serving as mentors through a teacher apprenticeship program; conforming cross-references; amending s. 1012.56, F.S.; revising the acceptable means of demonstrating mastery of general knowledge and mastery of professional preparation and education competence for certification as an educator; providing that certain candidates for certification are not required to earn a passing score on a specified examination beginning on a certain date; revising the applicant requirements for the issuance of a professional or temporary educator certificate; revising the requirements for teacher mentors and clinical educators assigned to persons who hold a temporary certificate; amending s. 1012.98, F.S.; updating a reference to educational leadership standards; requiring training on instructional materials; requiring the department to develop criteria for certain mentors' training; providing effective dates.

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

Section 1. (1) It is the intent of the Legislature to ensure all students have access to a well-qualified and prepared teacher at all grade levels. In order to prepare all teachers for success in the classroom, the Legislature intends to revise educator preparation programs, educator certification, and professional learning to modernize teacher training and properly prepare educators to meet the challenges of educating students in the 21st century.

(2) No later than September 1, 2025, the Department of Education shall establish a workgroup to update and revise the Florida Educator Accomplished Practices. The workgroup must include, at a minimum, representatives from state-approved initial teacher preparation programs under s. 1004.04, Florida Statutes, educator preparation institutes under s. 1004.85, Florida Statutes, school district personnel, classroom teachers, and other education stakeholders.

(a) The department shall submit the workgroup's findings and recommendations, including the final version of the revised practices, to the Governor, the President of the Senate, and the Speaker of the House of Representatives by July 1, 2026.

(b) The revised Florida Educator Accomplished Practices and rule to implement the uniform core curricula pursuant to s. 1012.551, Florida Statutes, must be considered by the State Board of Education by August 1, 2026.

(3) No later than July 1, 2027, the Department of Education shall begin development of the Florida Teacher Excellence Examination, which must align with the revised Florida Educator Accomplished Practices and serve as a measure of educator readiness for professional certification.

(4) Upon approval of the Florida Educator Accomplished Practices and rule implementing the uniform core-curricula, the Department of Education shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives which includes an implementation plan and schedule for aligning initial teacher preparation programs under s. 1004.04, Florida Statutes, educator preparation institutes under s. 1004.85, Florida Statutes, teacher preparation core courses, and Coaching for Educator Readiness and Teaching (CERT) programs under s. 1012.552, Florida Statutes, to the revised Florida Educator Accomplished Practices and the Florida Teacher Excellence Examination. The report must include any recommended changes to existing statutes necessary to implement such alignment.

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

1004.0982 Flexible education pathway for school counselors.—To better enable students enrolled in postsecondary school counseling programs to

enter the workforce as certified school counselors, the Department of Education shall:

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

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

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

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

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

1. Establishing acceptable internship settings and supervision requirements.

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

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

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

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

1. Scholarship programs.

2. Tuition reimbursement programs.

3. Other incentive programs.

Section 3. Section 1012.39, Florida Statutes, is amended 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:

(a) Substitute teachers to be employed pursuant to s. 1012.35. The qualifications shall require the filing of a complete set of fingerprints in the

same manner as required by s. 1012.32; documentation of a minimum education level of a high school diploma or equivalent; and completion of an initial orientation and training program in district policies and procedures addressing school safety and security procedures, educational liability laws, professional responsibilities, and ethics.

(b) Part-time and full-time teachers in adult education programs. The qualifications shall require the filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications must be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. 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. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

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

a. A high school diploma or the equivalent.

b. Completion of 3 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

c. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program, or the local school district inservice master plan.

d. Documentation of industry certification when state or national industry certifications are available and applicable.

(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.

(2) Substitute, adult education, and nondegreed career education teachers who are employed pursuant to this section shall have the same rights and protection of laws as certified teachers.

(3) A student who is enrolled in a state-approved teacher preparation program in a postsecondary educational institution that is approved by rules of the State Board of Education and who is jointly assigned by the postsecondary educational institution and a district school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that accorded to the certified educator except for the right to bargain collectively as an employee of the district school board. The district school board providing the clinical field experience shall notify the student electronically or in writing of the availability of educator liability insurance under s. 1012.75. A postsecondary educational institution or district school board may not require a student enrolled in a state-approved teacher preparation program to purchase liability insurance as a condition of participation in any clinical field experience or related activity on the premises of an elementary or secondary school.

Section 4. Section 1012.551, Florida Statutes, is created to read:

1012.551 Teacher preparation core principles, standards, and content.

(1) Beginning August 1, 2027, each teacher preparation program approved pursuant to ss. 1004.04, 1004.85, and 1012.552 must provide uniform core curricula courses aligned with the Florida Educator Accomplished Practices that establish the foundational standards and expectations for evidence-based instruction and professional responsibility. The State Board of Education shall establish in rule the uniform core curricula.

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

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

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

(c) Must use state-approved academic standards to guide instruction.

(d) Must provide training on the use of evidence-based instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), materials developed pursuant to s. 1006.39, and materials posted online by the department, including when and how to use intervention materials.

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

(f) Must include content literacy and mathematics practices.

(g) Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations.

(h) Must include strategies and practices to support effective, evidence-based assessment and grading practices aligned to the state's academic standards.

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

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

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

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

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

1012.981 The Florida Center for Teaching Excellence.—

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

(2) The center shall, in collaboration with the Center for Innovative Teaching and Learning at the University of South Florida, 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 curricula, highlighting when and how to incorporate intervention materials, and emphasize the importance of background knowledge in building advanced reading comprehension grounded in the science of reading and critical thinking skills.

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

(d) Collaborate with school districts and other educational stakeholders to identify emerging needs in teacher preparation and align center programs

accordingly, conducting gap analyses to provide comprehensive coverage of the science of learning, high-impact teaching strategies, and knowledge-rich curriculum implementation.

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

(f) Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-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 center may submit a professional learning system for approval pursuant to s. 1012.98.

(4) The center 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 center.

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

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

(1) OBJECTIVE.—The Department of Education shall create the Coaching for Educator Readiness and Teaching (CERT) Certification Program as an alternative pathway for teachers to enter the teaching profession. School districts, charter schools, and charter management organizations may implement the CERT program to provide a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

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

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

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



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

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

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

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

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

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

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

1012.555 Teacher Apprenticeship Program.—

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

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

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

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

Section 8. Effective July 1, 2029, paragraphs (e) and (f) of subsection (3), subsection (6), and paragraphs (a), (b), and (e) of subsection (7) of section 1012.56, Florida Statutes, are amended, to read:

1012.56 Educator certification requirements.—

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

(e) Successful completion of an introduction to education course and a classroom management and high-impact teaching strategies course approved pursuant to s. 1012.551 achievement of passing scores, identified in

~~state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination and the SAT, ACT, and Classic Learning Test. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations; or~~

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

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 temporary certificate;

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

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

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

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

#### (7) TYPES AND TERMS OF CERTIFICATION.—

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

1. Meets all the applicable requirements outlined in subsection (2).
2. For a professional certificate covering grades 6 through 12:
  - a. Meets the applicable requirements of paragraphs (2)(a)-(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 program that meets the requirements of 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.

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

1012.98 School Community Professional Learning Act.—

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

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

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

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

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

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

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

(g) Create opportunities for collaboration.

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

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

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

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

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

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

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

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

~~2.3.~~ Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, post-secondary 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 evidence-based teaching practices and skills.

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

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

Approved by the Governor May 30, 2025.

Filed in Office Secretary of State May 30, 2025.