

By Senator Calatayud

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1                   A bill to be entitled  
2       An act relating to mathematics instruction; amending  
3       s. 1004.04, F.S.; revising rules for teacher  
4       preparation programs to include a minimum of 85  
5       instructional hours in specified content in  
6       mathematics; amending s. 1004.85, F.S.; revising  
7       requirements for certificate programs from educator  
8       preparation institutes to include specified content in  
9       mathematics; amending s. 1006.31, F.S.; revising the  
10      criteria that instructional materials reviewers use to  
11      evaluate mathematics instructional materials; amending  
12      s. 1012.56, F.S.; revising requirements for a  
13      professional learning certification program to include  
14      specified content in mathematics; providing an  
15      effective date.

16  
17 Be It Enacted by the Legislature of the State of Florida:

18  
19       Section 1. Paragraph (b) of subsection (2) of section  
20       1004.04, Florida Statutes, is amended to read:

21       1004.04 Public accountability and state approval for  
22       teacher preparation programs.—

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

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

27       1. Candidate instruction and assessment in the Florida  
28       Educator Accomplished Practices across content areas.

29       2. The use of state-adopted content standards to guide

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30 curricula and instruction.

31 3. Scientifically researched and evidence-based reading  
32 instructional strategies grounded in the science of reading  
33 which improve reading performance for all students, including  
34 explicit, systematic, and sequential approaches to teaching  
35 phonemic awareness, phonics, vocabulary, fluency, and text  
36 comprehension and multisensory intervention strategies. The  
37 primary instructional strategy for teaching word reading is  
38 phonics instruction for decoding and encoding. Instructional  
39 strategies for foundational skills may not employ the three-  
40 cueing system model of reading or visual memory as a basis for  
41 teaching word reading. Instructional strategies may include  
42 visual information and strategies that improve background and  
43 experiential knowledge, add context, and increase oral language  
44 and vocabulary to support comprehension, but may not be used to  
45 teach word reading.

46 4. Content in literacy and mathematics practices.

47 5. Content in mathematics, including numbers and  
48 operations, algebraic reasoning, measurement, geometric  
49 reasoning, and data analysis and probability at the elementary  
50 level, for a minimum of 85 instructional hours.

51 6. Strategies appropriate for the instruction of English  
52 language learners.

53 ~~7.6.~~ Strategies appropriate for the instruction of students  
54 with disabilities.

55 ~~8.7.~~ Strategies to differentiate instruction based on  
56 student needs.

57 ~~9.8.~~ Strategies and practices to support evidence-based  
58 content aligned to state standards and grading practices.

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59       ~~10.9.~~ Strategies appropriate for the early identification  
60 of a student in crisis or experiencing a mental health challenge  
61 and the referral of such student to a mental health professional  
62 for support.

63       ~~11.10.~~ Strategies to support the use of technology in  
64 education and distance learning.

65       ~~12.11.~~ Strategies and practices to support effective,  
66 research-based assessment and grading practices aligned to the  
67 state's academic standards.

68       Section 2. Paragraph (a) of subsection (3) of section  
69 1004.85, Florida Statutes, is amended to read:

70       1004.85 Postsecondary educator preparation institutes.—

71       (3) Educator preparation institutes approved pursuant to  
72 this section may offer competency-based certification programs  
73 specifically designed for noneducation major baccalaureate  
74 degree holders to enable program participants to meet the  
75 educator certification requirements of s. 1012.56. An educator  
76 preparation institute choosing to offer a competency-based  
77 certification program pursuant to the provisions of this section  
78 must implement a program developed by the institute and approved  
79 by the department for this purpose. Approved programs shall be  
80 available for use by other approved educator preparation  
81 institutes.

82       (a) Within 90 days after receipt of a request for approval,  
83 the Department of Education shall approve a preparation program  
84 pursuant to the requirements of this subsection or issue a  
85 statement of the deficiencies in the request for approval. The  
86 department must ~~shall~~ approve a certification program if the  
87 institute provides evidence of the institute's capacity to

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88 implement a competency-based program that instructs and assesses  
89 each candidate in the following:

90 1.a. The Florida Educator Accomplished Practices approved  
91 by the state board.

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

97 c. Scientifically researched and evidence-based reading  
98 instructional strategies grounded in the science of reading  
99 which improve reading performance for all students, including  
100 explicit, systematic, and sequential approaches to teaching  
101 phonemic awareness, phonics, vocabulary, fluency, and text  
102 comprehension and multisensory intervention strategies. The  
103 primary instructional strategy for teaching word reading is  
104 phonics instruction for decoding and encoding. Instructional  
105 strategies for foundational skills may not employ the three-  
106 cueing system model of reading or visual memory as a basis for  
107 teaching word reading. Instructional strategies may include  
108 visual information and strategies which improve background and  
109 experiential knowledge, add context, and increase oral language  
110 and vocabulary to support comprehension, but may not be used to  
111 teach word reading.

112 d. Content in mathematics, including numbers and  
113 operations, algebraic reasoning, measurement, geometric  
114 reasoning, and data analysis and probability at the elementary  
115 level, consistent with the requirements of s. 1004.04.

116 2. An educational plan for each participant to meet

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117 certification requirements and demonstrate his or her ability to  
118 teach the subject area for which the participant is seeking  
119 certification, which is based on an assessment of his or her  
120 competency in the areas listed in subparagraph 1.

121 3. Field experiences appropriate to the certification  
122 subject area specified in the educational plan under the  
123 supervision of qualified educators. The state board shall  
124 determine in rule the amount of field experience necessary to  
125 serve as the teacher of record, beginning with candidates  
126 entering a program in the 2023-2024 school year.

127 4. A certification ombudsman to facilitate the process and  
128 procedures required for participants who complete the program to  
129 meet any requirements related to the background screening  
130 pursuant to s. 1012.32 and educator professional or temporary  
131 certification pursuant to s. 1012.56.

132 Section 3. Paragraph (f) is added to subsection (2) of  
133 section 1006.31, Florida Statutes, to read:

134 1006.31 Duties of the Department of Education and school  
135 district instructional materials reviewer.—The duties of the  
136 instructional materials reviewer are:

137 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the  
138 selection criteria listed in s. 1006.34(2)(b) and recommend for  
139 adoption only those instructional materials aligned with the  
140 state standards provided for in s. 1003.41. Instructional  
141 materials recommended by each reviewer shall be, to the  
142 satisfaction of each reviewer, accurate, objective, balanced,  
143 noninflammatory, current, free of pornography and material  
144 prohibited under s. 847.012, and suited to student needs and  
145 their ability to comprehend the material presented. Reviewers

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146 shall consider for recommendation materials developed for  
147 academically talented students, such as students enrolled in  
148 advanced placement courses. When recommending instructional  
149 materials, each reviewer shall:

150 (f) Evaluate mathematics instructional materials for focus,  
151 coherence, rigor, mathematics practices, instructional supports,  
152 and usability. Such materials must:

153 1. Simultaneously develop conceptual understanding,  
154 computational fluency, and problem-solving skills.

155 2. Assist teachers to emphasize the positive cumulative  
156 effects of students' conceptual understanding of mathematical  
157 operations, fluent execution of procedures, and fast access to  
158 number combinations to support effective and efficient problem-  
159 solving.

160 3. Support students' abilities to attain automatic recall  
161 and fluency with addition, subtraction, multiplication, and  
162 division facts and a solid understanding of key concepts of the  
163 communicative, distributive, and associative properties.

164 Section 4. Paragraph (a) of subsection (8) of section  
165 1012.56, Florida Statutes, is amended to read:

166 1012.56 Educator certification requirements.—

167 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

168 (a) The Department of Education shall develop and each  
169 school district, charter school, and charter management  
170 organization may provide a cohesive competency-based  
171 professional learning certification program by which  
172 instructional staff may satisfy the mastery of professional  
173 preparation and education competence requirements specified in  
174 subsection (6) and rules of the State Board of Education.

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175 Participants must hold a state-issued temporary certificate. A  
176 school district, charter school, or charter management  
177 organization that implements the program shall provide a  
178 competency-based certification program developed by the  
179 Department of Education or developed by the district, charter  
180 school, or charter management organization and approved by the  
181 Department of Education. These entities may collaborate with  
182 other supporting agencies or educational entities for  
183 implementation. The program shall include the following:

- 184 1. A teacher mentorship and induction component.
  - 185 a. Each individual selected by the district, charter  
186 school, or charter management organization as a mentor:
    - 187 (I) Must hold a valid professional certificate issued  
188 pursuant to this section;
    - 189 (II) Must have earned at least 3 years of teaching  
190 experience in prekindergarten through grade 12;
    - 191 (III) Must have completed training in clinical supervision  
192 and participate in ongoing mentor training provided through the  
193 coordinated system of professional learning under s. 1012.98(4);
    - 194 (IV) Must have earned an effective or highly effective  
195 rating on the prior year's performance evaluation; and
    - 196 (V) May be a peer evaluator under the district's evaluation  
197 system approved under s. 1012.34.
  - 198 b. The teacher mentorship and induction component must, at  
199 a minimum, provide routine opportunities for mentoring and  
200 induction activities, including ongoing professional learning as  
201 described in s. 1012.98 targeted to a teacher's needs,  
202 opportunities for a teacher to observe other teachers, co-  
203 teaching experiences, and reflection and follow-up ~~followup~~

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204 discussions. Professional learning must meet the criteria  
205 established in s. 1012.98(3). Mentorship and induction  
206 activities must be provided for an applicant's first year in the  
207 program and may be provided until the applicant attains his or  
208 her professional certificate in accordance with this section.

209 2. An assessment of teaching performance aligned to the  
210 district's, charter school's, or charter management  
211 organization's system for personnel evaluation under s. 1012.34  
212 which provides for:

213 a. An initial evaluation of each educator's competencies to  
214 determine an appropriate individualized professional learning  
215 plan.

216 b. A summative evaluation to assure successful completion  
217 of the program.

218 3. Professional education preparation content knowledge,  
219 which must be included in the mentoring and induction activities  
220 under subparagraph 1., that includes, but is not limited to, the  
221 following:

222 a. The state academic standards provided under s. 1003.41,  
223 including scientifically researched and evidence-based reading  
224 instructional strategies grounded in the science of reading,  
225 content literacy, and mathematical practices, for each subject  
226 identified on the temporary certificate. Reading instructional  
227 strategies for foundational skills shall include phonics  
228 instruction for decoding and encoding as the primary  
229 instructional strategy for word reading. Instructional  
230 strategies may not employ the three-cueing system model of  
231 reading or visual memory as a basis for teaching word reading.  
232 Instructional strategies may include visual information and



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233 strategies which improve background and experiential knowledge,  
234 add context, and increase oral language and vocabulary to  
235 support comprehension, but may not be used to teach word  
236 reading. Content in mathematics must include numbers and  
237 operations, algebraic reasoning, measurement, geometric  
238 reasoning, and data analysis and probability at the elementary  
239 level, consistent with the requirements of s. 1004.04.

240 b. The educator-accomplished practices approved by the  
241 state board.

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

246 5. Beginning with candidates entering a program in the  
247 2022-2023 school year, a candidate for certification in a  
248 coverage area identified pursuant to s. 1012.585(3)(f) must  
249 successfully complete all competencies for a reading  
250 endorsement, including completion of the endorsement practicum.

251 Section 5. This act shall take effect July 1, 2025.