

FLORIDA HOUSE OF REPRESENTATIVES BILL ANALYSIS

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BILL #: [CS/HB 1113](#)

TITLE: Mathematics Education Requirements

SPONSOR(S): Valdés

COMPANION BILL: [SB 1112](#) (Calatayud)

LINKED BILLS: None

RELATED BILLS: None

Committee References

[Student Academic Success](#)

15 Y, 0 N, As CS



[Careers & Workforce](#)



[Education & Employment](#)

SUMMARY

Effect of the Bill:

The bill modifies the uniform core curricula requirements for state-approved teacher preparation programs, including, competency-based certification programs for non-education baccalaureate degree holders, and professional learning certification programs, by requiring content in mathematics at the elementary level, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability. The bill further requires that content in mathematics at the elementary level for state-approved teacher preparation programs be a minimum of 6 credit hours.

Fiscal or Economic Impact:

None

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ANALYSIS

EFFECT OF THE BILL:

Effective July 1, 2026, the bill modifies the uniform core curricula requirements for state-approved [teacher preparation programs](#) to include specified content in mathematics at the elementary level. The bill requires that content in mathematics for teacher preparation programs include numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the [elementary level](#), for a minimum of 6 credit hours. (Section [1](#)).

Additionally, effective July 1, 2026, the bill requires that [competency-based certification programs](#) offered by postsecondary educator preparation institutes for non-education major baccalaureate degree holders and the [professional learning certification program](#) include content in mathematics, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level. (Sections [2](#) and [3](#)).

Except as otherwise expressly provided in this bill, the effective date of the bill is July 1, 2025. (Section [4](#)).

RELEVANT INFORMATION

SUBJECT OVERVIEW:

[Elementary Mathematics](#)

[Florida Standards](#)

In 2020, the State Board of Education (SBE) adopted new standards for English Language Arts (ELA) and mathematics called the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. The ELA standards

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DATE: 3/27/2025

implementation began with the 2021-2022 school year and implementation of the mathematics standards began in the 2022-2023 school year.¹

The B.E.S.T. standards for mathematics are organized by strands. The strand is the focal group of related standards. Mathematical strands for elementary B.E.S.T. standards include number sense and operations, algebraic reasoning, fractions, measurements, geometric reasoning, and data analysis and probability.²

Teaching Mathematics

Because elementary teachers are usually responsible for teaching all core subjects, their preparation must cover language arts, mathematics, science, and social studies. Every educator preparation program finds a different way to balance these topics.³

When students struggle with foundational math skills taught in early elementary grades, they are likely to continue struggling into middle and high school. Mathematics knowledge is highly cumulative, meaning that mastering each new concept depends on having mastered the content that came before. As early as kindergarten, teachers play a critical role in building and cementing these math skills.⁴

Florida Educator Certification

Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.⁵ State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.⁶

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:⁷

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.⁸
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery

¹ Rule 6A-1.09401, F.A.C.

² Florida Department of Education, *Florida's B.E.S.T. Standards: Mathematics*, at 3-4, available at <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf>.

³ Southern Regional Education Board, *Giving Elementary Teachers the Tools to Teach Math Well*, <https://www.sreb.org/blog-post/giving-elementary-teachers-tools-teach-math-well> (last visited Mar. 26, 2025).

⁴ National Council on Teacher Quality, *Preparation for Teaching Elementary Mathematics*, available at <https://files.eric.ed.gov/fulltext/ED619824.pdf>.

⁵ S. [1004.04\(1\)\(b\)](#), F.S.

⁶ See Florida Department of Education, *Florida's Coordinated System of Professional Learning*, <https://www.fldoe.org/teaching/professional-dev/> (last visited Mar. 26, 2025). See also r. 6A-5.066, F.A.C.; ss. [1004.04\(3\)\(a\)](#) and [1004.85\(1\)](#), F.S.

⁷ Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Mar. 26, 2025).

⁸ Rule 6A-5.066(1)(r), F.A.C.

of professional preparation and education competence requirements.⁹ In addition to completing the district program, candidates must demonstrate mastery of general knowledge¹⁰ and subject area knowledge.¹¹

Educator Preparation Institutes (EPIs)

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:¹²

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.¹³

EPIs may offer [competency-based certification programs](#) specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements. The DOE must approve a certification program within 90 days if the institute provides evidence of its capacity to implement a competency-based program that instructs and assesses each candidate in the following:

- The Florida Educator Accomplished Practices approved by the SBE.
- The state academic standards, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or temporary certificate.
- 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.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, based on an assessment of competency.
- Field experiences appropriate to the certification subject area under the supervision of qualified educators.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to background screening and educator certification.

There are currently 28 state-approved EPI programs.¹⁴

⁹ S. [1012.56\(8\)\(a\), F.S.](#) There are 77 such programs in Florida. Florida Department of Education. *State-Approved Educator Preparation Programs, Approved Add-on Programs*, <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.shtml> (last visited Mar. 26, 2025).

¹⁰ See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Mar. 26, 2025).

¹¹ Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Mar. 26, 2025).

¹² S. [1004.85\(2\)\(a\), F.S.](#)

¹³ S. [1004.85\(2\)\(b\), F.S.](#)

¹⁴ Florida Department of Education, *State-Approved EPI Programs, available at* <https://www.fldoe.org/core/fileparse.php/7502/urlt/State-ApprovedEPIProgram.pdf>.

[Professional Learning Certificate Program](#)

School districts, charter schools, and charter management organizations may offer a cohesive professional learning certification program that must be approved by the DOE. Participants must hold a state-issued temporary certificate. The program must include:¹⁵

- an option to collaborate with other agencies or educational entities for implementation;
- a teacher mentorship and induction component;
- an assessment of teaching performance aligned with the district’s personnel evaluation system;
- professional educational preparation content knowledge which must be included in the mentoring and induction activities;
- required passing scores on the general knowledge, subject area and the professional education competency test; and
- completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade 6.

Professional education preparation content knowledge, which must be included in the mentoring and induction activities, must include, but is not limited to:¹⁶

- The state academic standards,¹⁷ including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional 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.
- The educator-accomplished practices approved by the State Board of Education.

Currently, 47 school districts operate their own DOE-approved professional learning certification programs.¹⁸

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2023	CS/CS/HB 7039	Trabulsy	Calatayud	Became law on July 1, 2023.

¹⁵ S. [1012.56\(8\)\(a\)1.-7., F.S.](#)

¹⁶ S. [1012.56\(8\)\(a\)3.a.-b., F.S.](#)

¹⁷ S. [1003.41, F.S.](#)

¹⁸ Florida Department of Education, *Professional Learning Certification Programs*, <https://www.fldoe.org/teaching/preparation/plcp.shtml> (last visited Mar. 26, 2025).

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Student Academic Success Subcommittee	15 Y, 0 N, As CS	3/18/2025	Sanchez	Dixon
THE CHANGES ADOPTED BY THE COMMITTEE:	<ul style="list-style-type: none"> • Added fractions to the mathematics content in the core curriculum requirements for state-approved teacher preparation programs, including competency-based and professional learning certification programs. • Changed the minimum mathematics content requirement from 85 instructional hours to 6 credit hours. • Removed the evaluation criteria for mathematics instructional materials. 			
Careers & Workforce Subcommittee			Kiner	Dixon
Education & Employment Committee				

THIS BILL ANALYSIS HAS BEEN UPDATED TO INCORPORATE ALL OF THE CHANGES DESCRIBED ABOVE.
