

1 A bill to be entitled
 2 An act relating to mathematics education requirements;
 3 amending s. 1004.04, F.S.; revising the uniform core
 4 curricula for state-approved teacher preparation
 5 programs to include specified mathematics content;
 6 amending s. 1004.85, F.S.; revising the requirements
 7 for postsecondary educator preparation institutes to
 8 include certain instruction and assessments on
 9 specified mathematics content; amending s. 1006.31,
 10 F.S.; providing requirements for instructional
 11 materials reviewers and instructional materials for
 12 mathematics; amending s. 1012.56, F.S.; requiring
 13 competency-based professional learning certification
 14 programs to include specified mathematics content;
 15 providing an effective date.

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

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 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
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 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 ~~6.5.~~ Strategies appropriate for the instruction of English
52 language learners.

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

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
83 approval, the Department of Education shall approve a
84 preparation program pursuant to the requirements of this
85 subsection or issue a statement of the deficiencies in the
86 request for approval. The department shall approve a
87 certification program if the institute provides evidence of the
88 institute's capacity to implement a competency-based program
89 that instructs and assesses 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
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
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) When instructional materials are for mathematics,

151 require that such materials are evaluated based on focus,
152 coherence, rigor, mathematic practices, instructional supports,
153 and usability and include only materials that:

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

156 2. When possible, assist teachers in emphasizing the
157 positive cumulative effects of students' conceptual
158 understanding of mathematical operations, fluent execution of
159 procedures, and fast access to number combinations to support
160 effective and efficient problem solving.

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

165 **Section 4. Paragraph (a) of subsection (8) of section**
166 **1012.56, Florida Statutes, is amended to read:**

167 1012.56 Educator certification requirements.—

168 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

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

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

185 1. A teacher mentorship and induction component.

186 a. Each individual selected by the district, charter
187 school, or charter management organization as a mentor:

188 (I) Must hold a valid professional certificate issued
189 pursuant to this section;

190 (II) Must have earned at least 3 years of teaching
191 experience in prekindergarten through grade 12;

192 (III) Must have completed training in clinical supervision
193 and participate in ongoing mentor training provided through the
194 coordinated system of professional learning under s. 1012.98(4);

195 (IV) Must have earned an effective or highly effective
196 rating on the prior year's performance evaluation; and

197 (V) May be a peer evaluator under the district's
198 evaluation system approved under s. 1012.34.

199 b. The teacher mentorship and induction component must, at
200 a minimum, provide routine opportunities for mentoring and

201 induction activities, including ongoing professional learning as
202 described in s. 1012.98 targeted to a teacher's needs,
203 opportunities for a teacher to observe other teachers, co-
204 teaching experiences, and reflection and followup discussions.
205 Professional learning must meet the criteria established in s.
206 1012.98(3). Mentorship and induction activities must be provided
207 for an applicant's first year in the program and may be provided
208 until the applicant attains his or her professional certificate
209 in accordance with this section.

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

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

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

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

223 a. The state academic standards provided under s. 1003.41,
224 including scientifically researched and evidence-based reading
225 instructional strategies grounded in the science of reading,

226 content literacy, and mathematical practices, for each subject
227 identified on the temporary certificate. Reading instructional
228 strategies for foundational skills shall include phonics
229 instruction for decoding and encoding as the primary
230 instructional strategy for word reading. Instructional
231 strategies may not employ the three-cueing system model of
232 reading or visual memory as a basis for teaching word reading.
233 Instructional strategies may include visual information and
234 strategies which improve background and experiential knowledge,
235 add context, and increase oral language and vocabulary to
236 support comprehension, but may not be used to teach word
237 reading. Content in mathematics shall include numbers and
238 operations, algebraic reasoning, measurement, geometric
239 reasoning, and data analysis and probability at the elementary
240 level, consistent with the requirements of s. 1004.04.

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

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

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

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251 | endorsement, including completion of the endorsement practicum.

252 | **Section 5.** This act shall take effect July 1, 2025.