

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. 1012.56,  
 10          F.S.; requiring competency-based professional learning  
 11          certification programs to include specified  
 12          mathematics content; providing effective dates.

13  
 14 Be It Enacted by the Legislature of the State of Florida:

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 16           **Section 1. Effective July 1, 2026, paragraph (b) of**  
 17 **subsection (2) of section 1004.04, Florida Statutes, is amended**  
 18 **to read:**

19           1004.04 Public accountability and state approval for  
 20 teacher preparation programs.—

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

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

- 25           1. Candidate instruction and assessment in the Florida

26 Educator Accomplished Practices across content areas.

27       2. The use of state-adopted content standards to guide  
28 curricula and instruction.

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

44       4. Content in literacy and ~~mathematics~~ practices.

45       5. Content in mathematics, including numbers and  
46 operations, fractions, algebraic reasoning, measurement,  
47 geometric reasoning, and data analysis and probability at the  
48 elementary level, for a minimum of 6 credit hours.

49       ~~6.5.~~ Strategies appropriate for the instruction of English  
50 language learners.

51        ~~7.6.~~ Strategies appropriate for the instruction of  
52 students with disabilities.

53        ~~8.7.~~ Strategies to differentiate instruction based on  
54 student needs.

55        ~~9.8.~~ Strategies and practices to support evidence-based  
56 content aligned to state standards and grading practices.

57        ~~10.9.~~ Strategies appropriate for the early identification  
58 of a student in crisis or experiencing a mental health challenge  
59 and the referral of such student to a mental health professional  
60 for support.

61        ~~11.10.~~ Strategies to support the use of technology in  
62 education and distance learning.

63        ~~12.11.~~ Strategies and practices to support effective,  
64 research-based assessment and grading practices aligned to the  
65 state's academic standards.

66        **Section 2. Effective July 1, 2026, paragraph (a) of**  
67 **subsection (3) of section 1004.85, Florida Statutes, is amended**  
68 **to read:**

69        1004.85 Postsecondary educator preparation institutes.—

70        (3) Educator preparation institutes approved pursuant to  
71 this section may offer competency-based certification programs  
72 specifically designed for noneducation major baccalaureate  
73 degree holders to enable program participants to meet the  
74 educator certification requirements of s. 1012.56. An educator  
75 preparation institute choosing to offer a competency-based

76 certification program pursuant to the provisions of this section  
77 must implement a program developed by the institute and approved  
78 by the department for this purpose. Approved programs shall be  
79 available for use by other approved educator preparation  
80 institutes.

81 (a) Within 90 days after receipt of a request for  
82 approval, the Department of Education shall approve a  
83 preparation program pursuant to the requirements of this  
84 subsection or issue a statement of the deficiencies in the  
85 request for approval. The department shall approve a  
86 certification program if the institute provides evidence of the  
87 institute's capacity to implement a competency-based program  
88 that instructs and assesses each candidate in the following:

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

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

96 c. Scientifically researched and evidence-based reading  
97 instructional strategies grounded in the science of reading  
98 which improve reading performance for all students, including  
99 explicit, systematic, and sequential approaches to teaching  
100 phonemic awareness, phonics, vocabulary, fluency, and text

101 comprehension and multisensory intervention strategies. The  
102 primary instructional strategy for teaching word reading is  
103 phonics instruction for decoding and encoding. Instructional  
104 strategies for foundational skills may not employ the three-  
105 cueing system model of reading or visual memory as a basis for  
106 teaching word reading. Instructional strategies may include  
107 visual information and strategies which improve background and  
108 experiential knowledge, add context, and increase oral language  
109 and vocabulary to support comprehension, but may not be used to  
110 teach word reading.

111 d. Content in mathematics, including numbers and  
112 operations, fractions, algebraic reasoning, measurement,  
113 geometric reasoning, and data analysis and probability at the  
114 elementary level.

115 2. An educational plan for each participant to meet  
116 certification requirements and demonstrate his or her ability to  
117 teach the subject area for which the participant is seeking  
118 certification, which is based on an assessment of his or her  
119 competency in the areas listed in subparagraph 1.

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

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

131 **Section 3. Effective July 1, 2026, paragraph (a) of**  
132 **subsection (8) of section 1012.56, Florida Statutes, is amended**  
133 **to read:**

134 1012.56 Educator certification requirements.—

135 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

136 (a) The Department of Education shall develop and each  
137 school district, charter school, and charter management  
138 organization may provide a cohesive competency-based  
139 professional learning certification program by which  
140 instructional staff may satisfy the mastery of professional  
141 preparation and education competence requirements specified in  
142 subsection (6) and rules of the State Board of Education.  
143 Participants must hold a state-issued temporary certificate. A  
144 school district, charter school, or charter management  
145 organization that implements the program shall provide a  
146 competency-based certification program developed by the  
147 Department of Education or developed by the district, charter  
148 school, or charter management organization and approved by the  
149 Department of Education. These entities may collaborate with  
150 other supporting agencies or educational entities for

151 implementation. The program shall include the following:

152 1. A teacher mentorship and induction component.

153 a. Each individual selected by the district, charter

154 school, or charter management organization as a mentor:

155 (I) Must hold a valid professional certificate issued

156 pursuant to this section;

157 (II) Must have earned at least 3 years of teaching

158 experience in prekindergarten through grade 12;

159 (III) Must have completed training in clinical supervision

160 and participate in ongoing mentor training provided through the

161 coordinated system of professional learning under s. 1012.98(4);

162 (IV) Must have earned an effective or highly effective

163 rating on the prior year's performance evaluation; and

164 (V) May be a peer evaluator under the district's

165 evaluation system approved under s. 1012.34.

166 b. The teacher mentorship and induction component must, at

167 a minimum, provide routine opportunities for mentoring and

168 induction activities, including ongoing professional learning as

169 described in s. 1012.98 targeted to a teacher's needs,

170 opportunities for a teacher to observe other teachers, co-

171 teaching experiences, and reflection and followup discussions.

172 Professional learning must meet the criteria established in s.

173 1012.98(3). Mentorship and induction activities must be provided

174 for an applicant's first year in the program and may be provided

175 until the applicant attains his or her professional certificate

176 | in accordance with this section.

177 |         2. An assessment of teaching performance aligned to the  
178 | district's, charter school's, or charter management  
179 | organization's system for personnel evaluation under s. 1012.34  
180 | which provides for:

181 |             a. An initial evaluation of each educator's competencies  
182 | to determine an appropriate individualized professional learning  
183 | plan.

184 |             b. A summative evaluation to assure successful completion  
185 | of the program.

186 |         3. Professional education preparation content knowledge,  
187 | which must be included in the mentoring and induction activities  
188 | under subparagraph 1., that includes, but is not limited to, the  
189 | following:

190 |             a. The state academic standards provided under s. 1003.41,  
191 | including scientifically researched and evidence-based reading  
192 | instructional strategies grounded in the science of reading,  
193 | content literacy, and mathematical practices, for each subject  
194 | identified on the temporary certificate. Reading instructional  
195 | strategies for foundational skills shall include phonics  
196 | instruction for decoding and encoding as the primary  
197 | instructional strategy for word reading. Instructional  
198 | strategies may not employ the three-cueing system model of  
199 | reading or visual memory as a basis for teaching word reading.  
200 | Instructional strategies may include visual information and



201 strategies which improve background and experiential knowledge,  
202 add context, and increase oral language and vocabulary to  
203 support comprehension, but may not be used to teach word  
204 reading. Content in mathematics shall include numbers and  
205 operations, fractions, algebraic reasoning, measurement,  
206 geometric reasoning, and data analysis and probability at the  
207 elementary level.

208 b. The educator-accomplished practices approved by the  
209 state board.

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

214 5. Beginning with candidates entering a program in the  
215 2022-2023 school year, a candidate for certification in a  
216 coverage area identified pursuant to s. 1012.585(3)(f) must  
217 successfully complete all competencies for a reading  
218 endorsement, including completion of the endorsement practicum.

219 **Section 4.** Except as otherwise expressly provided in this  
220 act, this act shall take effect July 1, 2025.