

FLORIDA HOUSE OF REPRESENTATIVES

BILL ANALYSIS

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BILL #: [CS/HB 157](#)

TITLE: School Teacher Training and Mentoring Program

SPONSOR(S): Hinson

Committee References

[Education Administration](#)

18 Y, 0 N

[PreK-12 Budget](#)

13 Y, 0 N, As CS

[Education & Employment](#)

SUMMARY

Effect of the Bill:

The bill establishes the School Teacher Training and Mentoring Program within the Department of Education(DOE). The purpose of the program is to increase teacher effectiveness and improve student achievement and classroom management by authorizing school districts and charter schools to place experienced, effective current and retired classroom teachers to act as mentors to designated teachers in need of support working at schools earning a grade of "D" or "F." Mentors may receive a stipend up to \$3,000.

Fiscal or Economic Impact:

There may be a fiscal impact to school districts electing to establish this program. The bill allows funds to be used from the educational enrichment allocation in the Florida Education Finance Program (FEFP) and if used, will reduce the funds school districts could use for other purposes.

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ANALYSIS

EFFECT OF THE BILL:

The bill establishes the School Teacher Training and Mentoring Program within the DOE. The purpose of the program is to increase the effectiveness and involvement of classroom teachers and improve student achievement, classroom management, and excellence in the state's public schools. The program authorizes school districts and charter schools to place current or retired classroom teachers in schools earning a grade of "D" or "F" to act as [mentors to classroom teachers](#). (Section 1).

Mentors will serve as a neutral sounding board for the mentee and provide direction and advice to help the mentee develop skills and expertise. Mentors must not be in an official management relationship with the mentee and must have no personal agenda other than assisting the mentee in reaching his or her goals. Mentors are also required to maintain confidentiality except as required by law. (Section 1).

Mentors must have at least 3 years of teaching experience in prekindergarten through grade 12 and earned a highly effective rating on his or her most recent performance evaluation. Mentors may receive a stipend up to \$3,000 and may work with multiple classroom teachers. Mentors may be assigned to new teachers; teachers rated as needs improvement, developing, or unsatisfactory on the prior year's performance evaluation; or teachers identified by a school administrator as struggling with classroom behavior management. (Section 1).

The DOE is required to establish program standards and a standard contract template for the teacher mentor and mentee which outlines the responsibilities of each person and establishes the framework and goals of the program. School districts and charter schools are authorized to use funding from the [educational enrichment allocation](#) for costs associated with implementing the program. (Sections 1 and 2).

The effective date of the bill is July 1, 2026. (Section 3).

STORAGE NAME: h0157d.EEC

DATE: 2/13/2026

RULEMAKING:

The bill authorizes the State Board of Education (SBE) to adopt rules to administer the School Teacher Training and Mentoring Program.

Lawmaking is a legislative power; however, the Legislature may delegate a portion of such power to executive branch agencies to create rules that have the force of law. To exercise this delegated power, an agency must have a grant of rulemaking authority and a law to implement.

FISCAL OR ECONOMIC IMPACT:**LOCAL GOVERNMENT:**

There may be a fiscal impact to school districts electing to establish this program in order to provide mentors with a stipend. The bill allows funds to be used from the educational enrichment allocation in the FEFP and if used, will reduce the funds school districts could use for other purposes.

RELEVANT INFORMATION**SUBJECT OVERVIEW:**[Mentors for Classroom Teachers](#)*Professional Learning Certification Programs*

Under existing statute, professional learning certification programs must include a teacher mentorship and induction component.¹ Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management organizations by which instructional staff can satisfy the mastery of professional preparation and education competence requirements for earning a professional educator certificate.² In addition to completing the district program, candidates must demonstrate mastery of general knowledge³ and subject area knowledge.⁴ Professional learning certification programs may be developed by the DOE or by a school district, charter school, or charter management organization and approved by the DOE.⁵

The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including:⁶

- ongoing professional learning⁷ targeted to a teacher's needs;
- opportunities for a teacher to observe other teachers;
- co-teaching experiences; and
- reflection and follow-up discussions.

¹ Section [1012.56\(8\)\(a\)1., F.S.](#)

² Section [1012.56\(8\)\(a\), F.S.](#); Florida Department of Education. *Professional Learning Certification Programs*, <https://www.fl DOE.org/teaching/preparation/plcp.shtml> (last visited Feb. 13, 2026). Participants must hold a state-issued temporary certificate. See s. [1012.56\(8\)\(a\), F.S.](#)

³ See Florida DOE, *General Knowledge*, <https://www.fl DOE.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Feb. 13, 2026).

⁴ Florida DOE, *Subject Area Knowledge*, <https://www.fl DOE.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Feb. 13, 2026).

⁵ Section [1012.56\(8\)\(a\) and \(c\), F.S.](#); see r. 6A-5.066, F.A.C.

⁶ Section [1012.56\(8\)\(a\)1., F.S.](#)

⁷ See s. [1012.98, F.S.](#) Professional learning must meet the criteria established in s. [1012.98\(3\), F.S.](#) See s. [1012.56\(8\)\(a\)3., F.S.](#)

Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate.⁸

To serve as a teacher mentor in a professional learning certification program, a mentor must:⁹

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12;
- have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- have earned an effective or highly effective rating on the prior year's performance evaluation; and
- may be a peer evaluator under the district's evaluation system.

Teacher Apprenticeship Program

In 2023, the Legislature created the Teacher Apprenticeship Program (TAP) as an alternative pathway for an individual to enter the teaching profession.¹⁰ As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law¹¹ and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.¹²

A teacher who serves as a mentor to an apprentice teacher in the TAP must:¹³

- Have at least 5 years of teaching experience in this state.
- Be rated as highly effective in the three most recent value-added model (VAM) scores or on the three most recent available performance evaluations if the teacher does not generate a state VAM score.
- Satisfy any other requirements established by the DOE.

Mentors for Individuals with a Temporary Certificate

A person who is issued a temporary certificate must be assigned a teacher mentor for a minimum of 2 school years after commencing employment. Each teacher mentor must:

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12; and
- have earned an effective or highly effective rating on the prior year's performance evaluation.¹⁴

Mentors for First-time Teachers

As part of statewide efforts to recruit and retain qualified teachers, state law requires school boards to adopt policies relating to mentors and support for first-time teachers, which may include guidelines issued by the DOE.¹⁵

DOE Programs with a Mentoring Component

The DOE administers two professional learning programs to support educators' development as leaders and mentors: The Florida Teacher Lead Network¹⁶ and the High Impact Teacher Corps,¹⁷ which is reserved for exceptional educators working at low-performing schools.

⁸ Section [1012.56\(8\)\(a\)1., F.S.](#)

⁹ *Id.*

¹⁰ Section 6, ch. 2023-38, L.O.F., codified at [s. 1012.555, F.S.](#); see also r. 6A-5.067, F.A.C.

¹¹ "Team teaching" or "co-teaching" means two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. Section [1003.03\(5\)\(c\), F.S.](#)

¹² Section [1012.555\(2\)\(c\) and \(d\), F.S.](#)

¹³ Section [1012.555\(3\), F.S.](#)

¹⁴ Section [1012.56\(7\)\(e\), F.S.](#)

¹⁵ Section [1012.05\(3\)\(a\), F.S.](#)

¹⁶ Florida Department of Education, *Florida Teacher Lead Network*, <https://www.floridateacherslead.org/aboutftln> (last visited Feb. 13, 2026).

¹⁷ Florida Department of Education, *High Impact Teacher Corps*, <https://www.floridateacherslead.org/high-impact-teacher-corps> (last visited Feb. 13, 2026).

Educational Enrichment Allocation

The educational enrichment allocation is added to the base funding provided to districts through the FEFP. This allocation assists school districts in providing educational enrichment activities and services that support and increase the academic achievement of students in grades kindergarten through 12. Activities and services may be provided in a manner and at any time during or beyond the regular 180-day term identified by the school district as being the most effective and efficient way to best help the student progress from grade to grade and graduate from high school.¹⁸

An additional supplement of \$500 per full-time equivalent student, or as provided in the General Appropriations Act, is allocated to district-managed turnaround schools,¹⁹ schools that earn three consecutive grades below a "C," and schools that have improved to a "C" and are no longer in turnaround status²⁰ to implement intervention and support strategies. Services may include tutorial and after-school programs, student counseling, nutrition education, parental counseling, and an extended school day and year. Services may also include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development. A school district may partner with a nonprofit organization to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks.²¹ For Fiscal Year 2025-26, the educational enrichment allocation is \$837.4 million.²²

RECENT LEGISLATION:

YEAR	BILL #/SUBJECT	HOUSE/SENATE SPONSOR(S)	OTHER INFORMATION
2025	CS/CS/HB 875 - Educator Preparation	Rizo, Snyder/ Burgess	Became law on May 30, 2025.
2024	CS/SB 7002 - Deregulation of Public Schools	Rizo/ Hutson	Became law on May 9, 2024.

OTHER RESOURCES:

[Educator Preparation and Certification Fact Sheet- Education & Employment Committee](#)
[Funding of School Districts Fact Sheet- Education & Employment Committee](#)

¹⁸ Section [1011.62\(7\), F.S.](#) In 2023, the Supplemental Academic Instruction and Turnaround Supplemental Services allocation were combined and renamed the Educational Enrichment Allocation.

¹⁹ See s. [1008.33\(4\)\(a\), F.S.](#)

²⁰ See s. [1008.33\(4\)\(c\), F.S.](#)

²¹ Sections [1011.62\(7\)\(b\)](#) and [1008.33, F.S.](#)

²² Specific Appropriations 5 and 88, s. 2, ch. 2025-198, L.O.F. Florida Department of Education, Office of Funding and Financial Reporting, School Business Services, *Florida Education Finance Program (FEFP), Fiscal Year 2025-2026, Third Calculation* (January 23, 2026), at 29, available at <https://www.fl doe.org/file/7507/25-26FEFP3rdCalc.pdf>.

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Education Administration Subcommittee	18 Y, 0 N	1/29/2026	Sleep	Blalock
PreK-12 Budget Subcommittee	13 Y, 0 N, As CS	2/4/2026	Potvin	Bailey
THE CHANGES ADOPTED BY THE COMMITTEE:	<ul style="list-style-type: none"> Clarified that the Department of Education establish a standard contract template. 			
Education & Employment Committee			Hassell	Blalock

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