

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Committee on Pre-K - 12 Education

BILL: CS/SB 182

INTRODUCER: Education Pre-K - 12 Committee and Senator Jones and others

SUBJECT: School Teacher Training and Mentoring Program

DATE: February 24, 2026

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	Fav/CS
2.	Gray	Elwell	AED	Pre-meeting
3.			FP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 182 establishes the School Teacher Training and Mentoring Program within the Department of Education (DOE) to improve teacher effectiveness and student outcomes in Florida's public schools. Subject to appropriation, the bill authorizes school districts, charter schools, and charter management organizations to place retired or current classroom teachers as mentors in schools earning a grade of "D" or "F", to support new classroom teachers, teachers rated as needs improvement, developing, or unsatisfactory on the prior year's performance evaluation, and teachers identified by a school administrator as struggling with classroom behavior management.

The bill establishes eligibility requirements for teacher mentors, including a minimum of three years of teaching experience and a highly effective rating on the most recent performance evaluation. Mentors may work with multiple classroom teachers and may receive a stipend of up to \$3,000.

The bill requires the DOE to establish program standards and a standard mentor-mentee contract outlining responsibilities and program goals. The bill authorizes the State Board of Education to adopt rules to administer the program.

The bill also amends the Florida Education Finance Program (FEFP) to authorize the use of Educational Enrichment Allocation funds to support the program.

There may be a fiscal impact on school districts that elect to establish this program. **See Section V., Fiscal Impact Statement.**

The bill takes effect on July 1, 2026.

II. Present Situation:

Teacher Mentorship and Induction Programs

Professional Learning Certification Programs

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, through which instructional staff can demonstrate mastery of professional preparation and education competence requirements to earn 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 Department of Education (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:

- Ongoing professional learning⁶ targeted to a teacher's needs;
- Opportunities for a teacher to observe other teachers;
- Co-teaching experiences; and
- Reflection and follow-up discussions.⁷

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

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

- Must hold a valid professional certificate;
- Must have at least 3 years of teaching experience in prekindergarten through grade 12;

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.fldoe.org/teaching/preparation/plcp.shtml> (last visited Feb. 16, 2026). Participants must hold a state-issued temporary certificate. See s. 1012.56(8)(a), F.S.

³ See Florida Department of Education, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Feb. 16, 2026).

⁴ See Florida Department of Education, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Feb. 16, 2026).

⁵ Section 1012.56(8)(a) and (c), F.S.; See Rule 6A-5.066, F.A.C.

⁶ 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.

⁷ Section 1012.56(8)(a)1., F.S.

- Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- Must 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.⁸

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.⁹ 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 law¹⁰ and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.¹¹

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

- 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.¹²

Other Mentorship and Induction Supports

A person issued a temporary certificate must be assigned a teacher mentor for at least two school years after commencing employment. Each teacher mentor must hold a valid professional certificate, have earned at least three 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.¹³

As part of statewide efforts to recruit and retain qualified teachers, school boards are required to adopt policies relating to mentors and support for first-time teachers, which may include guidelines issued by the DOE.¹⁴

The DOE administers professional learning programs with mentoring components to support educators' development as leaders and mentors, including the Florida Teacher Lead Network¹⁵

⁸ *Id.*

⁹ Chapter 2023-38, s. 6, Laws of Fla., *codified at* s. 1012.555, F.S.; *see also* Rule 6A-5.067, F.A.C.

¹⁰ Section 1003.03(5)(c), F.S.

¹¹ Section 1012.555(2)(c) and (d), F.S.

¹² Section 1012.555(3), F.S.

¹³ Section 1012.56(7)(e), F.S.

¹⁴ Section 1012.05(3)(a), F.S.

¹⁵ Florida Department of Education, *Florida Teacher Lead Network*, <https://www.floridateacherslead.org/aboutftln> (last visited Feb. 16, 2026).

and the High Impact Teacher Corps,¹⁶ which is reserved for exceptional educators working at low-performing schools.

Educational Enrichment Allocation

The educational enrichment allocation is added to the base funding provided to districts through the Florida Education Finance Program (FEFP). This allocation helps school districts provide educational enrichment activities and services that support and improve students' academic achievement from kindergarten through grade 12. Activities and services may be provided in any manner and at any time, during or beyond the regular 180-day term, in the manner the school district identifies as the most effective and efficient way to best help the student progress from grade to grade and graduate from high school.¹⁷

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, schools that earn three consecutive grades below a “C,” and schools that have improved to a “C” and are no longer in turnaround status¹⁸ 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 attend college or career training, sets high academic expectations, and inspires 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.¹⁹

For Fiscal Year 2025-26, the educational enrichment allocation is \$848.2 million.²⁰

III. Effect of Proposed Changes:

This bill creates s. 1012.988, F.S., to establish the School Teacher Training and Mentoring Program within the Department of Education (DOE) to increase the effectiveness and involvement of classroom teachers and improve student achievement, classroom management, and excellence in the state’s public schools.

The bill authorizes school districts, charter schools, and charter management organizations to place retired or current classroom teachers in schools earning a grade of “D” or “F” to act as teacher mentors to support new classroom teachers; classroom teachers rated as needs

¹⁶ Florida Department of Education, *High Impact Teacher Corps*, <https://www.floridateacherslead.org/high-impact-teacher-corps> (last visited Feb. 16, 2026).

¹⁷ 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.

¹⁸ See s. 1008.33(4), F.S.

¹⁹ Section 1011.62(7), F.S.

²⁰ Florida Department of Education, Office of Funding and Financial Reporting, School Business Services, Florida Education Finance Program (FEFP), *Fiscal Year 2025-2026, First Calculation* (June 13, 2025), at 29, available at [https://www.flsenate.gov/PublishedContent/Session/2025/Conference/9/RelatedDocument/Florida%20Education%20Finance%20Program%20\(FEFP\)%206-13-25_1582.pdf](https://www.flsenate.gov/PublishedContent/Session/2025/Conference/9/RelatedDocument/Florida%20Education%20Finance%20Program%20(FEFP)%206-13-25_1582.pdf) (last visited Feb. 16, 2026).

improvement, developing, or unsatisfactory on the prior year's performance evaluation; or classroom teachers identified by the school administrator as struggling with classroom behavior management.

The bill requires mentors to have at least three years of teaching experience in prekindergarten through grade 12 and must have earned a highly effective rating on the most recent performance evaluation. The bill authorizes teacher mentors to work with multiple classroom teachers and allows a teacher mentor to receive a stipend of up to \$3,000.

The bill requires the DOE to establish program standards and a standard contract for the teacher mentor and mentee that outlines each person's responsibilities and establishes the program's framework and goals.

The bill requires that each teacher mentor:

- Not have an official management relationship with his or her mentee.
- Provide direction, advice, and a neutral sounding board to his or her mentee.
- Maintain confidentiality, unless prohibited by law.
- Have no personal agenda other than assisting his or her mentee in developing and reaching the mentee's goals.
- Help his or her mentee in developing skills and expertise, including by drawing upon the mentor's own personal experiences.

The bill authorizes the State Board of Education to adopt rules to administer the program.

The bill amends s. 1011.62, F.S., to authorize the use of Educational Enrichment Allocation funds under the Florida Education Finance Program (FEFP) to support the School Teacher Training and Mentoring Program.

The bill takes effect on July 1, 2026.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

There may be a fiscal impact on school districts that elect 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 available to school districts for other purposes.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates section 1012.988 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Pre-K – 12 on February 3, 2026:

The committee substitute retains the program title and general purpose while removing and replacing provisions relating to mentor stipends, program structure, and implementation requirements. Specifically, the committee substitute:

- Authorizes school districts, charter schools, and charter management organizations to place retired or current classroom teachers as mentors, but specifies placement in schools earning a grade of “D” or “F”;
- Maintains from the bill the purpose for mentors to support new classroom teachers, teachers rated as needs improvement, developing, or unsatisfactory, and teachers identified by a school administrator as struggling with classroom behavior management;

- Establishes eligibility requirements for mentors, including a minimum of three years of teaching experience and a most recent performance evaluation rating of highly effective;
- Authorizes mentors to work with multiple classroom teachers and to receive a stipend of up to \$3,000, rather than \$2,000;
- Directs the Department of Education to establish program standards and a standard mentor–mentee contract outlining responsibilities and program goals, without requiring the use of the University College London Mentoring Handbook.
- Removes prescriptive statutory requirements relating to program duration, meeting frequency, and session content; and
- Authorizes the use of Educational Enrichment Allocation funds under the Florida Education Finance Program to support the program.

B. Amendments:

None.