

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 Committee on Education Pre-K -12

BILL: SB 182

INTRODUCER: Senator Jones

SUBJECT: School Teacher Training and Mentoring Program

DATE: February 9, 2026

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Jahnke	Bouck	ED	Pre-meeting
2. _____	_____	AED	_____
3. _____	_____	FP	_____

I. Summary:

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 requires the DOE to fund school districts to place retired or current highly effective classroom teachers as mentors for new teachers; teachers rated as needs improvement, developing, or unsatisfactory; or teachers who struggle with classroom management.

The bill specifies a \$2,000 stipend for mentors and requires the DOE to provide sufficient funding for each school district to establish three mentors at each school, with uniform proration if appropriated funds are insufficient. School districts are required to provide stipends to three mentors per school, but may allocate additional stipends at schools with a demonstrated need.

The bill establishes program requirements, including mentor-mentee contracts, program standards, mentor qualifications, and a structured six-month mentoring period. The bill also authorizes the State Board of Education to adopt rules to administer the program.

If funds are appropriated to implement the program, this bill would have a significant fiscal impact on state expenditures. 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 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.

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.⁸

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

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

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 Jan. 30, 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. 5, 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. 5, 2026).

⁵ Section 1012.56(8)(a) and (c), F.S.; See Rule 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.

⁸ Section 1012.56(8)(a)1., F.S.

⁹ *Id.*

- 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.

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.¹⁴

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.¹⁵

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

¹⁰ Ch. 2023-38, s. 6, Laws of Fla., *codified at* s. 1012.555, F.S.; *see also* Rule 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. 5, 2026).

¹⁷ Florida Department of Education, *High Impact Teacher Corps*, <https://www.floridateacherslead.org/high-impact-teacher-corps> (last visited Feb. 5, 2026).

University College London Mentoring Handbook

The University College London (UCL) Mentoring Handbook¹⁸ is a guidance document developed by UCL's Organisational Development unit to support the design and implementation of structured mentoring programs. The handbook is intended for use by mentors and mentees and outlines a framework for developmental mentoring relationships that are distinct from supervision, evaluation, or line management responsibilities.¹⁹

The handbook defines mentoring as a supportive, mentee-centered professional development activity focused on career growth, skill development, and reflective practice. It emphasizes confidentiality, voluntary participation, clearly defined roles, and the absence of a management relationship between mentors and mentees. The handbook distinguishes mentoring from coaching and evaluation by describing mentoring as a non-directive, trust-based relationship in which mentors provide guidance, perspective, and experience rather than formal oversight.²⁰

The UCL Mentoring Handbook provides a structured program framework, including recommended timeframes, meeting frequency, goal-setting practices, and suggested content for mentoring sessions. The framework includes the use of a written mentoring contract, periodic review meetings, and a defined mentoring period of approximately six months. The handbook also outlines mentor and mentee responsibilities, expectations for participation, and tools to support effective mentoring conversations, such as active listening, questioning techniques, and reflective practices.²¹

III. Effect of Proposed Changes:

SB 182 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 requires the DOE, subject to appropriation, to provide funds to school districts to place retired or current classroom teachers evaluated as highly effective as mentors to new classroom teachers; classroom teachers who are rated as needs improvement, developing, or unsatisfactory; or classroom teachers who struggle with behavior management in the classroom.

The bill specifies a \$2,000 stipend and requires the DOE to provide sufficient funds for each school district to establish three mentors at each school within the district. However, the bill specifies that if the appropriated funds are insufficient to provide a stipend to each mentor, the stipend must be prorated by the same percentage reduction.

¹⁸ University College London, *Mentoring Handbook: A Guide for Mentors and Mentees* (June 2019), available at, https://www.ucl.ac.uk/human-resources/sites/human_resources/files/ucl_mentoring_handbook_website.pdf.

¹⁹ University College London, *Mentoring Handbook: A Guide for Mentors and Mentees*, at 2-4 (June 2019), available at, https://www.ucl.ac.uk/human-resources/sites/human_resources/files/ucl_mentoring_handbook_website.pdf.

²⁰ *Id.* at 3-5.

²¹ *Id.* at 6-12.

The bill requires school districts to provide a stipend to three mentors at each school within the school district. However, the bill authorizes the school district to allocate more than three stipends at a school if a proven need exists. The bill allows stipends to be included in Professional Development Certification Programs and Professional Education Competency Programs.

The bill requires the program to provide a contract for the mentor and mentee that outlines each person's responsibilities and establishes the program's framework and goals. The DOE is required to establish program standards based on the University College London Mentoring Handbook. The bill also requires the program to pair a more skilled or experienced classroom teacher as a mentor with a less experienced classroom teacher as a mentee.

The bill requires that each 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 requires mentoring services last six months and specifies the frequency and duration of mentor-mentee meetings:

- Month 1: Two 90-minute sessions.
- Months 2-3: Two 60-minute sessions per month.
- Months 4-6: One 60-minute session per month.

The bill specifies requirements for the mentor and mentee for each session:

- Session 1: Complete an introduction, establish the reason for the mentee's participation in the program, and define goals for the remaining sessions.
- Session 2: Review the established goals, explore the mentee's current skills, establish the mentee's desired goals, and establish a plan to attain the mentee's goals.
- Session 3: Assess the mentee's skills, strengths, and weaknesses, and how those affect his or her goals.
- Sessions 4-8: Review the mentee's progress and address any issues.
- Session 9: Complete a final review of the mentee's progress and achievement of his or her goals and establish any future goals for the mentee.

Finally, the bill authorizes the State Board of Education to adopt rules to administer the 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:

The requirements of this bill are subject to an appropriation. If funds are appropriated to implement the program, the bill would have a significant fiscal impact on state expenditures. The bill requires the Department of Education (DOE) to provide stipends of \$2,000 each to three mentors at each school within a school district. If appropriated funds are insufficient to fully fund the stipends, the bill requires the stipends to be prorated uniformly.

Based on approximately 3,474 public K-12 schools, including charter schools, the cost to provide three \$2,000 stipends per school would be approximately \$20.8 million annually.

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 Changes:**

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

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
