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Proposed Committee Substitute by the Committee on Appropriations  
(Appropriations Subcommittee on Education)

A bill to be entitled

An act relating to education; amending s. 1001.215, F.S.; revising the duties of the Just Read, Florida! Office; amending s. 1002.20, F.S.; revising requirements for notifying a parent of a student with a substantial reading deficiency; amending s. 1002.59, F.S.; revising the emergent literacy and performance standards training course requirements to include specific reading instruction; amending s. 1002.67, F.S.; requiring Voluntary Prekindergarten Education Program providers to implement any pre- and post-assessments identified and adopted by the Office of Early Learning; requiring the office to identify concordant or comparative scores on alternative assessments aligned to the performance standards adopted by the office; requiring the office to approve specific Voluntary Prekindergarten Education Program assessments and establish requirements for individuals administering the assessments; requiring certain students to receive specific reading instruction; requiring the office to identify certain guidelines by rule and provide examples of certain instructional strategies; amending s. 1002.69, F.S.; conforming provisions to changes made by the act; requiring data from the statewide kindergarten screening to be used to identify certain students; amending ss. 1002.75 and 1002.82, F.S.; authorizing a Voluntary Prekindergarten



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28 Education Program provider and a school readiness  
29 program provider to continue to offer services during  
30 certain appeals; creating s. 1003.432, F.S.; defining  
31 terms; establishing the Florida Seal of Biliteracy  
32 Program to recognize a high school graduate who has  
33 attained a high level of competency in one or more  
34 foreign languages; providing the purpose of the  
35 program; specifying criteria to earn a Gold Seal of  
36 Biliteracy or a Silver Seal of Biliteracy; requiring  
37 the Commissioner of Education and school districts to  
38 perform specified duties to administer the program;  
39 prohibiting a school district or the Department of  
40 Education from charging a fee for the seals; requiring  
41 the State Board of Education to adopt rules; amending  
42 s. 1003.44, F.S.; requiring a written notice of a  
43 student's right not to participate in the pledge of  
44 allegiance to be included in a specific publication;  
45 amending s. 1004.04, F.S.; revising core curricula  
46 requirements for certain teacher preparation programs  
47 to include certain reading instruction and  
48 interventions; amending s. 1004.85, F.S.; requiring  
49 certain educator preparation institutes to provide  
50 evidence of specified reading instruction as a  
51 condition of program approval; amending s. 1008.25,  
52 F.S.; requiring district school boards to allocate  
53 certain instruction resources to certain students  
54 deficient in reading; revising criteria and requiring  
55 the State Board of Education to identify guidelines  
56 for determining whether certain students have a



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57 substantial deficiency in reading; revising the  
58 parental notification requirements for students with a  
59 substantial deficiency in reading; requiring schools  
60 to provide certain instruction to students who  
61 received a good cause exemption from retention;  
62 revising intervention requirements for certain  
63 retained students; revising provisions relating to the  
64 Intensive Acceleration Class for retained students in  
65 certain grades; revising student progress evaluation  
66 requirements; amending s. 1008.345, F.S.; revising  
67 reporting requirements of the Commissioner of  
68 Education relating to the state system of school  
69 improvement and education accountability; creating s.  
70 1012.567, F.S.; requiring applicants for an educator  
71 certificate in certain areas to demonstrate competence  
72 in specified areas; providing that a teacher  
73 certification from another state does not meet  
74 competency requirements; requiring the state board to  
75 identify teacher certification areas in which  
76 candidates must demonstrate competence; requiring a  
77 certain teacher preparation program to provide  
78 specific instruction in order to receive approval;  
79 providing requirements for an endorsement in reading  
80 instruction; requiring reading endorsement  
81 competencies to align with specified strategies;  
82 providing for review of specialization and coverage  
83 area requirements for certain education area  
84 certifications; providing for rulemaking; amending s.  
85 1012.585, F.S.; revising requirements for renewal of



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86 professional teaching certificates; amending s.  
87 1012.586, F.S.; authorizing the department to  
88 recommend consolidation of endorsement areas and  
89 requirements for endorsements for teacher  
90 certificates; amending s. 1012.98, F.S.; revising  
91 duties and requirements for implementation of the  
92 School Community Professional Development Act;  
93 providing an effective date.

94

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

96

97 Section 1. Section 1001.215, Florida Statutes, is amended  
98 to read:

99 1001.215 Just Read, Florida! Office.—There is created in  
100 the Department of Education the Just Read, Florida! Office. The  
101 office is ~~shall be~~ fully accountable to the Commissioner of  
102 Education and shall:

103 (1) Train ~~highly effective~~ reading coaches.

104 (2) Create multiple designations of effective reading  
105 instruction, with accompanying credentials, to enable ~~which~~  
106 ~~encourage~~ all teachers to integrate reading instruction into  
107 their content areas.

108 (3) Provide training to ~~Train~~ K-12 teachers, reading  
109 coaches, and school principals on effective content-area-  
110 specific reading strategies; the integration of technology tools  
111 to improve student reading performance; the integration of  
112 content-rich, nonfiction texts from other core subject areas  
113 into reading instruction; and evidence-based reading strategies  
114 identified in subsection (7). For secondary teachers, emphasis



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115 shall be on technical text. These strategies must be developed  
116 for all content areas in the K-12 curriculum.

117 (4) Provide parents with information and strategies for  
118 assisting their children in reading, including reading in ~~the~~  
119 content areas ~~area~~.

120 (5) Provide technical assistance to school districts in the  
121 development and implementation of district plans for use of the  
122 research-based reading instruction allocation provided in s.  
123 1011.62(9) and annually review and approve such plans.

124 (6) Review, evaluate, and provide technical assistance to  
125 school districts' implementation of the K-12 comprehensive  
126 reading plan required in s. 1011.62(9).

127 (7) Work with the Florida Center for Reading Research to  
128 identify effective research-based and evidence-based reading  
129 instructional and intervention programs that incorporate  
130 explicit, systematic, sequential, and multisensory approaches to  
131 teaching phonemic awareness, phonics, vocabulary, fluency, and  
132 text comprehension and incorporate decodable or phonetic text  
133 instructional ~~provide information on research-based reading~~  
134 ~~programs and effective reading in the content area strategies.~~  
135 Reading intervention includes evidence-based strategies  
136 frequently used to remediate reading deficiencies and include  
137 individual instruction, tutoring, mentoring, or the use of  
138 technology that targets specific reading skills and abilities.

139 (8) Periodically review the Next Generation Sunshine State  
140 Standards for English Language Arts to determine their  
141 appropriateness at each grade level ~~reading at all grade levels.~~

142 (9) Periodically review teacher certification requirements  
143 and examinations, including alternative certification



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144 requirements and examinations ~~exams~~, to ascertain whether the  
145 examinations measure the skills needed for evidence-based  
146 ~~research-based~~ reading instruction and instructional strategies  
147 for teaching reading, including reading in ~~the~~ content areas.

148 (10) Work with teacher preparation programs approved  
149 pursuant to ss. s. 1004.04 and 1004.85 to integrate effective,  
150 research-based, and evidence-based reading instructional and  
151 intervention strategies; ~~and~~ reading in ~~the~~ content area  
152 instructional strategies; and explicit, systematic, and  
153 multisensory reading instructional strategies into teacher  
154 preparation programs. Reading intervention strategies may  
155 include strategies using technology to improve reading  
156 instruction and accelerate student learning gains.

157 (11) Administer grants and perform other functions as  
158 necessary to help ~~meet the goal that all~~ students read at their  
159 highest potential ~~grade level~~.

160 Section 2. Subsection (11) of section 1002.20, Florida  
161 Statutes, is amended to read:

162 1002.20 K-12 student and parent rights.—Parents of public  
163 school students must receive accurate and timely information  
164 regarding their child's academic progress and must be informed  
165 of ways they can help their child to succeed in school. K-12  
166 students and their parents are afforded numerous statutory  
167 rights including, but not limited to, the following:

168 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
169 K-3 student who exhibits a substantial reading deficiency shall  
170 be immediately notified of the student's deficiency pursuant to  
171 s. 1008.25(5) and ~~with a description and explanation, in terms~~  
172 ~~understandable to the parent, of the exact nature of the~~



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173 ~~student's difficulty in learning and lack of achievement in~~  
174 ~~reading;~~ shall be consulted in the development of a plan, as  
175 described in s. 1008.25(4)(b); ~~and shall be informed that the~~  
176 ~~student will be given intensive reading instruction until the~~  
177 ~~deficiency is corrected. This subsection operates in addition to~~  
178 ~~the remediation and notification provisions contained in s.~~  
179 ~~1008.25 and in no way reduces the rights of a parent or the~~  
180 ~~responsibilities of a school district under that section.~~

181 Section 3. Subsection (1) of section 1002.59, Florida  
182 Statutes, is amended to read:

183 1002.59 Emergent literacy and performance standards  
184 training courses.—

185 (1) The office shall adopt minimum standards for one or  
186 more training courses in emergent literacy for prekindergarten  
187 instructors. Each course must comprise 5 clock hours and provide  
188 instruction in explicit, systematic, and multisensory  
189 instruction strategies and techniques to address the age-  
190 appropriate progress of prekindergarten students in developing  
191 emergent literacy skills, including oral communication,  
192 knowledge of print and letters, phonemic and phonological  
193 awareness, and vocabulary and comprehension development. Each  
194 course must address early identification of and intervention for  
195 students experiencing difficulties with emergent literacy skills  
196 and also provide resources containing strategies that allow  
197 students with disabilities and other special needs to derive  
198 maximum benefit from the Voluntary Prekindergarten Education  
199 Program. Successful completion of an emergent literacy training  
200 course approved under this section satisfies requirements for  
201 approved training in early literacy and language development



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202 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

203 Section 4. Paragraphs (a) and (c) of subsection (3) of  
204 section 1002.67, Florida Statutes, are amended, and paragraphs  
205 (d), (e), and (f) are added to that subsection, to read:

206 1002.67 Performance standards; curricula and  
207 accountability.—

208 (3)(a) Contingent upon legislative appropriation, each  
209 private prekindergarten provider and public school in the  
210 Voluntary Prekindergarten Education Program must implement any  
211 ~~an~~ evidence-based pre- and post-assessment that has been  
212 identified and approved by the office ~~rule of the State Board of~~  
213 ~~Education.~~ The office shall identify concordant or comparative  
214 scores, as applicable, on alternative assessments that are  
215 aligned to the performance standards adopted by the office  
216 pursuant to subsection (1).

217 (c) The pre- and post-assessment must be administered by  
218 individuals meeting requirements established by the office ~~rule~~  
219 ~~of the State Board of Education.~~

220 (d) Students who exhibit a deficiency in emergent literacy  
221 skills, including oral communication, knowledge of print and  
222 letters, phonemic and phonological awareness, and vocabulary and  
223 comprehension development, must be provided intensive, explicit,  
224 and systematic instruction.

225 (e) The office shall identify by rule guidelines for  
226 determining whether a student has exhibited a deficiency in  
227 emergent literacy skills.

228 (f) The office shall provide to private prekindergarten  
229 providers and public schools examples of appropriate  
230 instructional strategies and supports to remediate deficiencies





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231 in emergent literacy skills.

232 Section 5. Subsections (1) and (2) of section 1002.69,  
233 Florida Statutes, are amended to read:

234 1002.69 Statewide kindergarten screening; kindergarten  
235 readiness rates; state-approved prekindergarten enrollment  
236 screening; good cause exemption.—

237 (1) The department shall adopt a statewide kindergarten  
238 screening that assesses the readiness of each student for  
239 kindergarten based upon the performance standards adopted by the  
240 office ~~department~~ under s. 1002.67(1) for the Voluntary  
241 Prekindergarten Education Program. The department shall require  
242 that each school district administer the statewide kindergarten  
243 screening to each kindergarten student in the school district  
244 within the first 30 school days of each school year. Nonpublic  
245 schools may administer the statewide kindergarten screening to  
246 each kindergarten student in a nonpublic school who was enrolled  
247 in the Voluntary Prekindergarten Education Program.

248 (2) The statewide kindergarten screening shall provide  
249 objective data concerning each student's readiness for  
250 kindergarten and progress in attaining the performance standards  
251 adopted by the office under s. 1002.67(1). Data from the  
252 statewide kindergarten screening, along with other available  
253 data, must be used to identify students in need of intervention  
254 and support pursuant to s. 1008.25(5).

255 Section 6. Subsection (1) of section 1002.75, Florida  
256 Statutes, is amended to read:

257 1002.75 Office of Early Learning; powers and duties.—

258 (1) The Office of Early Learning shall adopt by rule a  
259 standard statewide provider contract to be used with each



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260 Voluntary Prekindergarten Education Program provider, with  
261 standardized attachments by provider type. The office shall  
262 publish a copy of the standard statewide provider contract on  
263 its website. The standard statewide contract shall include, at a  
264 minimum, provisions for provider probation, termination for  
265 cause, and emergency termination for those actions or inactions  
266 of a provider that pose an immediate and serious danger to the  
267 health, safety, or welfare of children. The standard statewide  
268 contract must ~~shall~~ also include appropriate due process  
269 procedures. A ~~During the pendency of an appeal of a termination,~~  
270 ~~the provider may not~~ continue to offer its services during the  
271 pendency of an appeal of a termination that is not an emergency  
272 termination or a termination for fraud. Any provision imposed  
273 upon a provider that is inconsistent with, or prohibited by, law  
274 is void and unenforceable.

275 Section 7. Paragraph (m) of subsection (2) of section  
276 1002.82, Florida Statutes, is amended to read:

277 1002.82 Office of Early Learning; powers and duties.-

278 (2) The office shall:

279 (m) Adopt by rule a standard statewide provider contract to  
280 be used with each school readiness program provider, with  
281 standardized attachments by provider type. The office shall  
282 publish a copy of the standard statewide provider contract on  
283 its website. The standard statewide contract shall include, at a  
284 minimum, provisions for provider probation, termination for  
285 cause, and emergency termination for those actions or inactions  
286 of a provider that pose an immediate and serious danger to the  
287 health, safety, or welfare of the children. The standard  
288 statewide provider contract must ~~shall~~ also include appropriate



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289 due process procedures. ~~A During the pendency of an appeal of a~~  
290 ~~termination, the provider may not~~ continue to offer its services  
291 during the pendency of an appeal of a termination that is not an  
292 emergency termination or a termination for fraud. Any provision  
293 imposed upon a provider that is inconsistent with, or prohibited  
294 by, law is void and unenforceable.

295 Section 8. Section 1003.432, Florida Statutes, is created  
296 to read:

297 1003.432 Florida Seal of Biliteracy Program for high school  
298 graduates.—

299 (1) As used in this section, the term:

300 (a) "Biliteracy" means attainment of a high level of  
301 competency in listening, speaking, reading, and writing in one  
302 or more foreign languages in addition to English, which is  
303 signified on a high school graduate's diploma and transcript as  
304 either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy.

305 (b) "Foreign language" means a language other than English  
306 and includes American Sign Language, classical languages, and  
307 indigenous languages.

308 (c) "Gold" means the highest level of competency certified  
309 by the Florida Seal of Biliteracy Program.

310 (d) "Silver" means the second-highest level of competency  
311 certified by the Florida Seal of Biliteracy Program.

312 (2) The Florida Seal of Biliteracy Program is established  
313 to recognize a high school graduate who has attained a high  
314 level of competency in listening, speaking, reading, and writing  
315 in one or more foreign languages in addition to English. The  
316 Commissioner of Education shall award the Seal of Biliteracy  
317 upon graduation to a high school student who meets the



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318 qualifications in this section. The seal must differentiate  
319 between two levels of competency, designated as Gold and Silver,  
320 which must be at least as rigorous as is recommended in the  
321 biliteracy seal guidelines established by national organizations  
322 supporting foreign language instruction.

323 (3) The purpose of the Florida Seal of Biliteracy Program  
324 is to:

325 (a) Encourage students to study foreign languages.

326 (b) Certify attainment of biliteracy.

327 (c) Provide employers with a method of identifying an  
328 individual with biliteracy skills who is seeking employment.

329 (d) Provide a postsecondary institution with a method of  
330 recognizing an applicant with biliteracy skills who is seeking  
331 admission to the postsecondary institution.

332 (e) Recognize and promote foreign language instruction in  
333 public schools.

334 (f) Affirm the value of diversity, honor multiple cultures  
335 and foreign languages, and strengthen the relationships between  
336 multiple cultures in a community.

337 (4) The Gold Seal of Biliteracy or the Silver Seal of  
338 Biliteracy must be awarded to a high school student who has  
339 earned a standard high school diploma and who:

340 (a) Has earned four foreign language course credits in the  
341 same foreign language with a cumulative 3.0 grade point average  
342 or higher on a 4.0 scale;

343 (b) Has achieved a qualifying score on a foreign language  
344 assessment; or

345 (c) Has satisfied alternative requirements as determined by  
346 the State Board of Education pursuant to subsection (8).



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(5) The Commissioner of Education shall:  
(a) Prepare and provide to each school district an appropriate insignia to be affixed to the student's diploma indicating that the student has been awarded the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.  
(b) Provide information necessary for a school district to successfully implement the program.  
(6) Each school district shall:  
(a) Maintain appropriate records to identify a student who has met the requirements to receive the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.  
(b) Provide the Commissioner of Education with the number of students who have met the requirements to receive the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.  
(c) Affix the appropriate insignia to the student's diploma and indicate on the student's transcript that the student has earned the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.  
(7) A school district or the Department of Education may not charge a fee for the Gold Seal of Biliteracy or the Silver Seal of Biliteracy.  
(8) The State Board of Education shall adopt rules to implement this section. Such rules, at a minimum, must include:  
(a) A process to confirm a student's successful completion of the requirements in subsection (4).  
(b) The assessments and corresponding passing scores required to earn the Gold Seal of Biliteracy or the Silver Seal of Biliteracy, which may not be lower than the passing scores on at least one of the following:



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- 376       1. An International Baccalaureate examination in the  
377 foreign language;
- 378       2. An Advanced Placement examination in the foreign  
379 language;
- 380       3. An SAT Subject Test examination in the foreign language;  
381 or
- 382       4. An Advanced International Certificate of Education  
383 examination in the foreign language.

384       (c) Alternative requirements a student may satisfy to  
385 demonstrate equivalent competency in a foreign language,  
386 including requirements a student whose native language is not  
387 English may satisfy to demonstrate competency in his or her  
388 native language to earn the Gold Seal of Biliteracy or the  
389 Silver Seal of Biliteracy.

390       (d) A process to award foreign language course credits to a  
391 student who was not enrolled in a foreign language course or who  
392 did not complete the course but has demonstrated competency in a  
393 foreign language as provided in this subsection.

394       Section 9. Subsection (1) of section 1003.44, Florida  
395 Statutes, is amended to read:

396       1003.44 Patriotic programs; rules.—

397       (1) Each district school board may adopt rules to require,  
398 in all of the schools of the district, programs of a patriotic  
399 nature to encourage greater respect for the government of the  
400 United States and its national anthem and flag, subject always  
401 to other existing pertinent laws of the United States or of the  
402 state. When the national anthem is played, students and all  
403 civilians shall stand at attention, men removing the headdress,  
404 except when such headdress is worn for religious purposes. The



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405 pledge of allegiance to the flag, "I pledge allegiance to the  
406 flag of the United States of America and to the republic for  
407 which it stands, one nation under God, indivisible, with liberty  
408 and justice for all," shall be rendered by students standing  
409 with the right hand over the heart. The pledge of allegiance to  
410 the flag shall be recited at the beginning of the day in each  
411 public elementary, middle, and high school in the state. Each  
412 student shall be informed by a written notice published in the  
413 student handbook or a similar publication pursuant to s.  
414 1006.07(2) ~~posting a notice in a conspicuous place~~ that the  
415 student has the right not to participate in reciting the pledge.  
416 Upon written request by his or her parent, the student must be  
417 excused from reciting the pledge. When the pledge is given,  
418 civilians must show full respect to the flag by standing at  
419 attention, men removing the headdress, except when such  
420 headdress is worn for religious purposes, as provided by Pub. L.  
421 ch. 77-435, s. 7, approved June 22, 1942, 56 Stat. 377, as  
422 amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved December  
423 22, 1942.

424 Section 10. Paragraphs (b) and (c) of subsection (2) of  
425 section 1004.04, Florida Statutes, are amended to read:

426 1004.04 Public accountability and state approval for  
427 teacher preparation programs.—

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

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

- 432 1. The Florida Educator Accomplished Practices.
- 433 2. The state-adopted content standards.



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434           3. Scientifically researched reading instruction, including  
435 explicit, systematic, and multisensory approaches to reading  
436 instruction and intervention that are proven to improve reading  
437 performance for all students.

438           4. Evidence-based reading instruction strategies that use  
439 technology tools.

440           ~~5.4.~~ Content literacy and mathematics practices.

441           ~~6.5.~~ Strategies appropriate for the instruction of English  
442 language learners.

443           ~~7.6.~~ Strategies appropriate for the instruction of students  
444 with disabilities.

445           ~~8.7.~~ School safety.

446           (c) Each candidate must receive instruction and be assessed  
447 on the uniform core curricula in the candidate's area or areas  
448 of program concentration, including reading instruction under s.  
449 1012.567, as applicable, during course work and field  
450 experiences.

451           Section 11. Paragraphs (a) and (b) of subsection (3) of  
452 section 1004.85, Florida Statutes, are amended to read:

453           1004.85 Postsecondary educator preparation institutes.—

454           (3) Educator preparation institutes approved pursuant to  
455 this section may offer competency-based certification programs  
456 specifically designed for noneducation major baccalaureate  
457 degree holders to enable program participants to meet the  
458 educator certification requirements of s. 1012.56. An educator  
459 preparation institute choosing to offer a competency-based  
460 certification program pursuant to the provisions of this section  
461 must implement a program previously approved by the Department  
462 of Education for this purpose or a program developed by the





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463 institute and approved by the department for this purpose.  
464 Approved programs shall be available for use by other approved  
465 educator preparation institutes.

466 (a) Within 90 days after receipt of a request for approval,  
467 the Department of Education shall approve a preparation program  
468 pursuant to the requirements of this subsection or issue a  
469 statement of the deficiencies in the request for approval. The  
470 department shall approve a certification program if the  
471 institute provides evidence of the institute's capacity to  
472 implement a competency-based program that includes each of the  
473 following:

474 1.a. Participant instruction and assessment in the Florida  
475 Educator Accomplished Practices.

476 b. The state-adopted student content standards.

477 c. Scientifically researched reading instruction, including  
478 explicit, systematic, and multisensory approaches to reading  
479 instruction and intervention that are proven to improve reading  
480 performance for all students.

481 d. Evidence-based reading instruction strategies that use  
482 technology tools.

483 e.d. Content literacy and mathematical practices.

484 f.e. Strategies appropriate for instruction of English  
485 language learners.

486 g.f. Strategies appropriate for instruction of students  
487 with disabilities.

488 h.g. School safety.

489 2. An educational plan for each participant to meet  
490 certification requirements and demonstrate his or her ability to  
491 teach the subject area for which the participant is seeking



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492 certification, which is based on an assessment of his or her  
493 competency in the areas listed in subparagraph 1.

494 3. Field experiences appropriate to the certification  
495 subject area specified in the educational plan with a diverse  
496 population of students in a variety of settings under the  
497 supervision of qualified educators.

498 4. A certification ombudsman to facilitate the process and  
499 procedures required for participants who complete the program to  
500 meet any requirements related to the background screening  
501 pursuant to s. 1012.32 and educator professional or temporary  
502 certification pursuant to s. 1012.56.

503 (b) Each program participant must:

504 1. Meet certification requirements pursuant to s.  
505 1012.56(1) by obtaining a statement of status of eligibility in  
506 the certification subject area of the educational plan and meet  
507 the requirements of s. 1012.56(2)(a)-(f).

508 2. Participate in coursework and field experiences that are  
509 appropriate to his or her educational plan prepared under  
510 paragraph (a), including reading instruction under s. 1012.567,  
511 as applicable.

512 3. Before completion of the program, fully demonstrate his  
513 or her ability to teach the subject area for which he or she is  
514 seeking certification by documenting a positive impact on  
515 student learning growth in a prekindergarten through grade 12  
516 setting and achieving a passing score on the professional  
517 education competency examination, the basic skills examination,  
518 and the subject area examination for the subject area  
519 certification which is required by state board rule.

520 Section 12. Subsection (3), paragraph (b) of subsection



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521 (4), paragraphs (a) and (c) of subsection (5), paragraph (b) of  
522 subsection (6), subsection (7), and paragraph (a) of subsection  
523 (8) of section 1008.25, Florida Statutes, are amended to read:

524 1008.25 Public school student progression; student support;  
525 reporting requirements.—

526 (3) ALLOCATION OF RESOURCES.—District school boards shall  
527 allocate remedial and supplemental instruction resources to  
528 students in the following priority:

529 (a) Students in kindergarten through grade 3 who have a  
530 substantial deficiency are deficient in reading as determined in  
531 paragraph (5) (a) by the end of grade 3.

532 (b) Students who fail to meet performance levels required  
533 for promotion consistent with the district school board's plan  
534 for student progression required in subsection (2) paragraph  
535 (2) (b).

536 (4) ASSESSMENT AND SUPPORT.—

537 (b) A student who has a substantial reading deficiency as  
538 determined in paragraph (5) (a) or is not meeting the school  
539 district or state requirements for satisfactory performance in  
540 English Language Arts and mathematics must be covered by one of  
541 the following plans:

542 1. A federally required student plan, such as an individual  
543 education plan;

544 2. A schoolwide system of progress monitoring for all  
545 students, except a student who scores Level 4 or above on the  
546 English Language Arts and mathematics assessments may be  
547 exempted from participation by the principal; or

548 3. An individualized progress monitoring plan.

549 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—



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550 (a) Any student in kindergarten through grade 3 who  
551 exhibits a substantial deficiency in reading, based upon  
552 screening, diagnostic, progress monitoring, or assessment data;  
553 locally determined or statewide assessments; conducted in  
554 kindergarten or grade 1, grade 2, or grade 3, or through teacher  
555 observations, must be provided given intensive, explicit,  
556 systematic, and multisensory reading interventions instruction  
557 immediately following the identification of the reading  
558 deficiency. A school may not wait for a student to receive a  
559 failing grade at the end of a grading period to identify the  
560 student as having a substantial reading deficiency and initiate  
561 intensive reading interventions. The student's reading  
562 proficiency must be monitored and the intensive interventions  
563 instruction must continue until the student demonstrates grade  
564 level proficiency in a manner determined by the district, which  
565 may include achieving a Level 3 on the statewide, standardized  
566 English Language Arts assessment. The State Board of Education  
567 shall identify by rule guidelines for determining whether a  
568 student in kindergarten through grade 3 has a substantial  
569 deficiency in reading.

570 (c) The parent of any student who exhibits a substantial  
571 deficiency in reading, as described in paragraph (a), must be  
572 notified in writing of the following:

573 1. That his or her child has been identified as having a  
574 substantial deficiency in reading, including a description and  
575 explanation, in terms understandable to the parent, of the exact  
576 nature of the student's difficulty in learning and lack of  
577 achievement in reading.

578 2. A description of the current services that are provided



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579 to the child.

580 3. A description of the proposed intensive interventions  
581 ~~supplemental instructional services~~ and supports that will be  
582 provided to the child that are designed to remediate the  
583 identified area of reading deficiency.

584 4. That if the child's reading deficiency is not remediated  
585 by the end of grade 3, the child must be retained unless he or  
586 she is exempt from mandatory retention for good cause.

587 5. Opportunities to observe effective instruction and  
588 intervention strategies in the classroom; receive literacy  
589 instruction from the school or through community adult literacy  
590 initiatives; and receive strategies, including multisensory  
591 strategies, through a read-at-home plan the parent can for  
592 ~~parents to use in helping his or her their~~ child succeed in  
593 reading proficiency.

594 6. That the statewide, standardized English Language Arts  
595 assessment is not the sole determiner of promotion and that  
596 additional evaluations, portfolio reviews, and assessments are  
597 available to the child to assist parents and the school district  
598 in knowing when a child is reading at or above grade level and  
599 ready for grade promotion.

600 7. The district's specific criteria and policies for a  
601 portfolio as provided in subparagraph (6)(b)4. and the evidence  
602 required for a student to demonstrate mastery of Florida's  
603 academic standards for English Language Arts. A parent of a  
604 student in grade 3 who is identified anytime during the year as  
605 being at risk of retention may request that the school  
606 immediately begin collecting evidence for a portfolio.

607 8. The district's specific criteria and policies for



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608 midyear promotion. Midyear promotion means promotion of a  
609 retained student at any time during the year of retention once  
610 the student has demonstrated ability to read at grade level.

611  
612 After initial notification, the school shall apprise the parent,  
613 at least monthly, of the student's progress toward meeting goals  
614 based on the student's grade level.

615 (6) ELIMINATION OF SOCIAL PROMOTION.—

616 (b) The district school board may only exempt students from  
617 mandatory retention, as provided in paragraph (5)(b), for good  
618 cause. A student who is promoted to grade 4 with a good cause  
619 exemption shall be provided intensive reading instruction and  
620 intervention that include specialized diagnostic information and  
621 specific reading strategies to meet the needs of each student so  
622 promoted. The school district shall assist schools and teachers  
623 with the implementation of explicit, systematic, and  
624 multisensory reading instruction and intervention strategies for  
625 students promoted with a good cause exemption which research has  
626 shown to be successful in improving reading among students who  
627 have reading difficulties. Good cause exemptions are limited to  
628 the following:

629 1. Limited English proficient students who have had less  
630 than 2 years of instruction in an English for Speakers of Other  
631 Languages program based on the initial date of entry into a  
632 school in the United States.

633 2. Students with disabilities whose individual education  
634 plan indicates that participation in the statewide assessment  
635 program is not appropriate, consistent with the requirements of  
636 s. 1008.212.



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637           3. Students who demonstrate an acceptable level of  
638 performance on an alternative standardized reading or English  
639 Language Arts assessment approved by the State Board of  
640 Education.

641           4. A student who demonstrates through a student portfolio  
642 that he or she is performing at least at Level 2 on the  
643 statewide, standardized English Language Arts assessment.

644           5. Students with disabilities who take the statewide,  
645 standardized English Language Arts assessment and who have an  
646 individual education plan or a Section 504 plan that reflects  
647 that the student has received intensive instruction in reading  
648 or English Language Arts for more than 2 years but still  
649 demonstrates a deficiency and was previously retained in  
650 kindergarten, grade 1, grade 2, or grade 3.

651           6. Students who have received intensive reading  
652 intervention for 2 or more years but still demonstrate a  
653 deficiency in reading and who were previously retained in  
654 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
655 years. A student may not be retained more than once in grade 3.

656           ~~7. Students who have received intensive remediation in~~  
657 ~~reading or English Language Arts for 2 or more years but still~~  
658 ~~demonstrate a deficiency and who were previously retained in~~  
659 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~  
660 ~~years. Intensive instruction for students so promoted must~~  
661 ~~include an altered instructional day that includes specialized~~  
662 ~~diagnostic information and specific reading strategies for each~~  
663 ~~student. The district school board shall assist schools and~~  
664 ~~teachers to implement reading strategies that research has shown~~  
665 ~~to be successful in improving reading among low-performing~~



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666 ~~readers.~~

667 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
668 STUDENTS.—

669 (a) Students retained under ~~the provisions of~~ paragraph  
670 (5) (b) must be provided intensive interventions in reading to  
671 ameliorate the student's specific reading deficiency and prepare  
672 the student for promotion to the next grade. These  
673 interventions, as identified by a valid and reliable diagnostic  
674 assessment. This intensive intervention must include:

675 1. Evidence-based, explicit, systematic, and multisensory  
676 reading instruction in phonemic awareness, phonics, fluency,  
677 vocabulary, and comprehension and other strategies prescribed by  
678 the school district. effective instructional strategies,

679 2. Participation in the school district's summer reading  
680 camp, which must incorporate the instructional and intervention  
681 strategies under subparagraph 1, and appropriate teaching  
682 methodologies necessary to assist those students in becoming  
683 successful readers, able to read at or above grade level, and  
684 ready for promotion to the next grade.

685 3. A minimum of 90 minutes of daily, uninterrupted reading  
686 instruction incorporating the instructional and intervention  
687 strategies under subparagraph 1. This instruction may include:

688 ~~(b) Each school district shall:~~

689 ~~1. Provide third grade students who are retained under the~~  
690 ~~provisions of paragraph (5) (b) with intensive instructional~~  
691 ~~services and supports to remediate the identified areas of~~  
692 ~~reading deficiency, including participation in the school~~  
693 ~~district's summer reading camp as required under paragraph (a)~~  
694 ~~and a minimum of 90 minutes of daily, uninterrupted,~~





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695 ~~scientifically research-based reading instruction which includes~~  
696 ~~phonemic awareness, phonics, fluency, vocabulary, and~~  
697 ~~comprehension and other strategies prescribed by the school~~  
698 ~~district, which may include, but are not limited to:~~

699 a. Integration of content-rich, nonfiction texts in science  
700 and social studies ~~content~~ within the 90-minute block.

701 b. Small group instruction.

702 c. Reduced teacher-student ratios.

703 d. More frequent progress monitoring.

704 e. Tutoring or mentoring.

705 f. The use of evidence-based technology tools that improve  
706 or accelerate student reading achievement.

707 ~~g.f.~~ Transition classes containing 3rd and 4th grade  
708 students.

709 ~~h.g.~~ Extended school day, week, or year.

710 (b) Each school district shall:

711 1.2. Provide written notification to the parent of a  
712 student who is retained under ~~the provisions of~~ paragraph (5) (b)  
713 that his or her child has not met the proficiency level required  
714 for promotion and the reasons the child is not eligible for a  
715 good cause exemption as provided in paragraph (6) (b). The  
716 notification must comply with paragraph (5) (c) ~~the provisions of~~  
717 ~~s. 1002.20(15)~~ and must include a description of proposed  
718 interventions and supports that will be provided to the child to  
719 remediate the identified areas of reading deficiency.

720 2.3. Implement a policy for the midyear promotion of a  
721 student retained under ~~the provisions of~~ paragraph (5) (b) who  
722 can demonstrate that he or she is a successful and independent  
723 reader and performing at or above grade level in reading or,



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724 upon implementation of English Language Arts assessments,  
725 performing at or above grade level in English Language Arts.  
726 Tools that school districts may use in reevaluating a student  
727 retained may include subsequent assessments, alternative  
728 assessments, and portfolio reviews, in accordance with rules of  
729 the State Board of Education. Students promoted during the  
730 school year after November 1 must demonstrate proficiency levels  
731 in reading equivalent to the level necessary for the beginning  
732 of grade 4. The rules adopted by the State Board of Education  
733 must include standards that provide a reasonable expectation  
734 that the student's progress is sufficient to master appropriate  
735 grade 4 level reading skills.

736 3.4. Provide students who are retained under the provisions  
737 of paragraph (5) (b), including students participating in the  
738 school district's summer reading camp under subparagraph (a)2.,  
739 with a highly effective teacher as determined by the teacher's  
740 performance evaluation under s. 1012.34, and, beginning July 1,  
741 2019, the teacher must also be certified or endorsed in reading.

742 4.5. Establish at each school, when applicable, an  
743 intensive reading acceleration course ~~class~~ for any student  
744 retained in grade 3 who was previously retained in kindergarten,  
745 grade 1, or grade 2 ~~students who subsequently score Level 1 on~~  
746 ~~the required statewide, standardized assessment identified in s.~~  
747 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~  
748 ~~to increase a child's reading and English Language Arts skill~~  
749 ~~level at least two grade levels in 1 school year.~~ The intensive  
750 reading acceleration course must provide the following Class  
751 shall:

752 a. Uninterrupted reading instruction for the majority of



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753 student contact time each day and opportunities to master the  
754 grade 4 Next Generation Sunshine State Standards in other core  
755 subject areas through content-rich, nonfiction texts.

756 b. Small group instruction.

757 c. Reduced teacher-student ratios.

758 d. The use of explicit, systematic, and multisensory  
759 reading interventions, including intensive language and  
760 vocabulary instruction and use of a speech-language therapist if  
761 necessary, that have proven results in accelerating student  
762 reading achievement within the same school year.

763 e. A read-at-home plan.

764 ~~a. Be provided to a student in grade 3 who scores Level 1~~  
765 ~~on the statewide, standardized English Language Arts assessment~~  
766 ~~and who was retained in grade 3 the prior year because of~~  
767 ~~scoring Level 1.~~

768 ~~b. Have a reduced teacher-student ratio.~~

769 ~~c. Provide uninterrupted reading instruction for the~~  
770 ~~majority of student contact time each day and incorporate~~  
771 ~~opportunities to master the grade 4 Next Generation Sunshine~~  
772 ~~State Standards in other core subject areas.~~

773 ~~d. Use a reading program that is scientifically research-~~  
774 ~~based and has proven results in accelerating student reading~~  
775 ~~achievement within the same school year.~~

776 ~~e. Provide intensive language and vocabulary instruction~~  
777 ~~using a scientifically research-based program, including use of~~  
778 ~~a speech-language therapist.~~

779 (8) ANNUAL REPORT.—

780 (a) In addition to the requirements in paragraph (5) (b),  
781 each district school board must annually report to the parent of



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782 each student the progress of the student toward achieving state  
783 and district expectations for proficiency in English Language  
784 Arts, science, social studies, and mathematics. The district  
785 school board must report to the parent the student's results on  
786 each statewide, standardized assessment. The evaluation of each  
787 student's progress must be based upon the student's classroom  
788 work, observations, tests, district and state assessments,  
789 response to intensive interventions provided under paragraph  
790 (5) (a), and other relevant information. Progress reporting must  
791 be provided to the parent in writing in a format adopted by the  
792 district school board.

793 Section 13. Subsection (5) of section 1008.345, Florida  
794 Statutes, is amended to read:

795 1008.345 Implementation of state system of school  
796 improvement and education accountability.—

797 (5) The commissioner shall annually report to the State  
798 Board of Education and the Legislature and recommend changes in  
799 state policy necessary to foster school improvement and  
800 education accountability. The report shall include:

801 (a) For each school district:

802 1. The percentage of students, by school and grade level,  
803 demonstrating learning growth in English Language Arts and  
804 mathematics.

805 2. The percentage of students, by school and grade level,  
806 in both the highest and lowest quartiles demonstrating learning  
807 growth in English Language Arts and mathematics.

808 3. The information contained in the school district's  
809 annual report required under s. 1008.25(8).

810 (b) Intervention and support strategies used by school



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811 districts ~~boards~~ whose students in both the highest and lowest  
812 quartiles exceed the statewide average learning growth for  
813 students in those quartiles.

814 (c) Intervention and support strategies used by school  
815 districts ~~boards~~ whose schools provide educational services to  
816 youth in Department of Juvenile Justice programs that  
817 demonstrate learning growth in English Language Arts and  
818 mathematics that exceeds the statewide average learning growth  
819 for students in those subjects.

820 (d) Based upon a review of each school district's reading  
821 plan submitted pursuant to s. 1011.62(9), intervention and  
822 support strategies used by school districts that were effective  
823 in improving the reading performance of students, as indicated  
824 by student performance data, who are identified as having a  
825 substantial reading deficiency pursuant to s. 1008.25(5)(a).

826  
827 School reports shall be distributed pursuant to this subsection  
828 and s. 1001.42(18)(c) and according to rules adopted by the  
829 State Board of Education.

830 Section 14. Section 1012.567, Florida Statutes, is created  
831 to read:

832 1012.567 Certification and endorsement of elementary  
833 reading instructors.-

834 (1) CERTIFICATION.-

835 (a) Beginning January 1, 2019, an applicant for an educator  
836 certificate in an area involving reading instruction or  
837 intervention for any students in kindergarten through grade 6  
838 must, as part of the certification process, demonstrate  
839 competence in the following:



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840 1. Identifying characteristics of conditions such as  
841 dyslexia and other causes of diminished phonological processing  
842 skills.

843 2. Using explicit, systematic, and multisensory approaches  
844 to reading instruction and intervention that are proven to  
845 improve reading performance for all students.

846 3. Using predictive and other data to make instructional  
847 decisions based on individual student needs.

848  
849 The State Board of Education shall adopt by rule the minimum  
850 requirements for instruction provided by teacher preparation  
851 programs and school districts for this purpose and methods for  
852 demonstrating competence in accordance with this section.

853 (b) Documentation of a valid professional standard teaching  
854 certificate issued by another state is not sufficient to meet  
855 the requirements of paragraph (a). The State Board of Education  
856 shall establish a procedure by which a candidate who holds a  
857 certificate issued by another state may demonstrate competence  
858 as required in paragraph (a).

859 (c) The State Board of Education shall identify by rule  
860 certification areas in which candidates must demonstrate  
861 competence as provided in paragraph (a) as part of the  
862 certification process.

863 (d) To receive initial or continued approval, a teacher  
864 preparation program under s. 1004.04 or s. 1004.85 must provide  
865 instruction in the skills and strategies listed in paragraph (a)  
866 to candidates for certificates in the areas identified by the  
867 state board pursuant to paragraph (c).

868 (2) ENDORSEMENT.—Beginning with applications for a reading



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869 endorsement received on January 1, 2019, and thereafter, the  
870 specialization requirements for an endorsement in reading  
871 instruction must include at least 3 semester hours of  
872 instruction in explicit, systematic, and multisensory approaches  
873 to reading instruction and intervention that are proven to  
874 improve reading performance for all students. This instruction  
875 may be incorporated into semester hour requirements established  
876 in State Board of Education rule. Reading endorsement  
877 competencies must be aligned with instructional and intervention  
878 strategies in accordance with s. 1001.215(7).

879 (3) REVIEW.—By July 1, 2017, and at least once every 5  
880 years thereafter, the department shall conduct a review of  
881 specialization and coverage area requirements in the elementary,  
882 reading, and exceptional student educational areas. At the  
883 conclusion of each review, the department shall recommend to the  
884 State Board of Education changes to the specialization and  
885 coverage area requirements based upon any identified  
886 instructional or intervention strategies proven to improve  
887 student reading performance.

888 (4) STATE BOARD RULES.—The State Board of Education shall  
889 adopt rules pursuant to ss. 120.536 and 120.54 as necessary to  
890 implement this section.

891 Section 15. Paragraph (a) of subsection (3) of section  
892 1012.585, Florida Statutes, is amended, and paragraph (f) is  
893 added to that subsection, to read:

894 1012.585 Process for renewal of professional certificates.—

895 (3) For the renewal of a professional certificate, the  
896 following requirements must be met:

897 (a) The applicant must earn a minimum of 6 college credits



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898 or 120 inservice points or a combination thereof. For each area  
899 of specialization to be retained on a certificate, the applicant  
900 must earn at least 3 of the required credit hours or equivalent  
901 inservice points in the specialization area. Education in  
902 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
903 credits or points that provide training in the area of  
904 scientifically researched, knowledge-based reading literacy,  
905 including explicit, systematic, and multisensory approaches to  
906 reading instruction and intervention; ~~and~~ computational skills  
907 acquisition;; exceptional student education;; normal child  
908 development;; and the disorders of development may be applied  
909 toward any specialization area. Credits or points that provide  
910 training in the areas of drug abuse, child abuse and neglect,  
911 strategies in teaching students having limited proficiency in  
912 English, or dropout prevention, or training in areas identified  
913 in the educational goals and performance standards adopted  
914 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
915 any specialization area, except specialization areas identified  
916 by State Board of Education rule as involving reading  
917 instruction or intervention for any students in kindergarten  
918 through grade 6 under s. 1012.567(1)(c). Credits or points  
919 earned through approved summer institutes may be applied toward  
920 the fulfillment of these requirements. Inservice points may also  
921 be earned by participation in professional growth components  
922 approved by the State Board of Education and specified pursuant  
923 to s. 1012.98 in the district's approved master plan for  
924 inservice educational training; however, such points may not be  
925 used to satisfy the specialization requirements of this  
926 paragraph, ~~including, but not limited to, serving as a trainer~~





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927 ~~in an approved teacher training activity, serving on an~~  
928 ~~instructional materials committee or a state board or commission~~  
929 ~~that deals with educational issues, or serving on an advisory~~  
930 ~~council created pursuant to s. 1001.452.~~

931 (f) An applicant for renewal of a professional certificate  
932 in any area of certification identified by State Board of  
933 Education rule pursuant to s. 1012.567(1)(c) with a beginning  
934 validity date of July 1, 2019, or thereafter must earn a minimum  
935 of 2 college credits or the equivalent inservice points in the  
936 use of explicit, systematic, and multisensory approaches to  
937 reading instruction and intervention. Such training must be  
938 provided by teacher preparation programs under s. 1004.04 or s.  
939 1004.85 or approved school district professional development  
940 systems under s. 1012.98. The requirements in this paragraph may  
941 not add to the total hours required by the department for  
942 continuing education or inservice training.

943 Section 16. Subsection (1) of section 1012.586, Florida  
944 Statutes, is amended to read:

945 1012.586 Additions or changes to certificates; duplicate  
946 certificates.—A school district may process via a Department of  
947 Education website certificates for the following applications of  
948 public school employees:

949 (1) Addition of a subject coverage or endorsement to a  
950 valid Florida certificate on the basis of the completion of the  
951 appropriate subject area testing requirements of s.  
952 1012.56(5)(a) or the completion of the requirements of an  
953 approved school district program or the inservice components for  
954 an endorsement. To reduce duplication, the department may  
955 recommend the consolidation of endorsement areas and



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956 requirements to the State Board of Education.

957  
958 The employing school district shall charge the employee a fee  
959 not to exceed the amount charged by the Department of Education  
960 for such services. Each district school board shall retain a  
961 portion of the fee as defined in the rules of the State Board of  
962 Education. The portion sent to the department shall be used for  
963 maintenance of the technology system, the web application, and  
964 posting and mailing of the certificate.

965 Section 17. Paragraph (b) of subsection (4) of section  
966 1012.98, Florida Statutes, is amended to read:

967 1012.98 School Community Professional Development Act.—

968 (4) The Department of Education, school districts, schools,  
969 Florida College System institutions, and state universities  
970 share the responsibilities described in this section. These  
971 responsibilities include the following:

972 (b) Each school district shall develop a professional  
973 development system as specified in subsection (3). The system  
974 shall be developed in consultation with teachers, teacher-  
975 educators of Florida College System institutions and state  
976 universities, business and community representatives, and local  
977 education foundations, consortia, and professional  
978 organizations. The professional development system must:

979 1. Be approved by the department. All substantial revisions  
980 to the system shall be submitted to the department for review  
981 for continued approval.

982 2. Be based on analyses of student achievement data and  
983 instructional strategies and methods that support rigorous,  
984 relevant, and challenging curricula for all students. Schools



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985 and districts, in developing and refining the professional  
986 development system, shall also review and monitor school  
987 discipline data; school environment surveys; assessments of  
988 parental satisfaction; performance appraisal data of teachers,  
989 managers, and administrative personnel; and other performance  
990 indicators to identify school and student needs that can be met  
991 by improved professional performance.

992 3. Provide inservice activities coupled with followup  
993 support appropriate to accomplish district-level and school-  
994 level improvement goals and standards. The inservice activities  
995 for instructional personnel shall focus on analysis of student  
996 achievement data, ongoing formal and informal assessments of  
997 student achievement, identification and use of enhanced and  
998 differentiated instructional strategies that emphasize rigor,  
999 relevance, and reading in the content areas, enhancement of  
1000 subject content expertise, integrated use of classroom  
1001 technology that enhances teaching and learning, classroom  
1002 management, parent involvement, and school safety.

1003 4. Include a master plan for inservice activities, pursuant  
1004 to rules of the State Board of Education, for all district  
1005 employees from all fund sources. The master plan shall be  
1006 updated annually by September 1, must be based on input from  
1007 teachers and district and school instructional leaders, and must  
1008 use the latest available student achievement data and research  
1009 to enhance rigor and relevance in the classroom. Each district  
1010 inservice plan must be aligned to and support the school-based  
1011 inservice plans and school improvement plans pursuant to s.  
1012 1001.42(18). Each district inservice plan must provide a  
1013 description of the training that middle grades instructional



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1014 personnel and school administrators receive on the district's  
1015 code of student conduct adopted pursuant to s. 1006.07;  
1016 integrated digital instruction and competency-based instruction  
1017 and CAPE Digital Tool certificates and CAPE industry  
1018 certifications; classroom management; student behavior and  
1019 interaction; extended learning opportunities for students; and  
1020 instructional leadership. District plans must be approved by the  
1021 district school board annually in order to ensure compliance  
1022 with subsection (1) and to allow for dissemination of research-  
1023 based best practices to other districts. District school boards  
1024 must submit verification of their approval to the Commissioner  
1025 of Education no later than October 1, annually. Each school  
1026 principal may establish and maintain an individual professional  
1027 development plan for each instructional employee assigned to the  
1028 school as a seamless component to the school improvement plans  
1029 developed pursuant to s. 1001.42(18). An individual professional  
1030 development plan must be related to specific performance data  
1031 for the students to whom the teacher is assigned, define the  
1032 inservice objectives and specific measurable improvements  
1033 expected in student performance as a result of the inservice  
1034 activity, and include an evaluation component that determines  
1035 the effectiveness of the professional development plan.

1036         5. Include inservice activities for school administrative  
1037 personnel that address updated skills necessary for  
1038 instructional leadership and effective school management  
1039 pursuant to s. 1012.986.

1040         6. Provide for systematic consultation with regional and  
1041 state personnel designated to provide technical assistance and  
1042 evaluation of local professional development programs.



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1043           7. Provide for delivery of professional development by  
1044 distance learning and other technology-based delivery systems to  
1045 reach more educators at lower costs.

1046           8. Provide for the continuous evaluation of the quality and  
1047 effectiveness of professional development programs in order to  
1048 eliminate ineffective programs and strategies and to expand  
1049 effective ones. Evaluations must consider the impact of such  
1050 activities on the performance of participating educators and  
1051 their students' achievement and behavior.

1052           9. For middle grades, emphasize:

1053           a. Interdisciplinary planning, collaboration, and  
1054 instruction.

1055           b. Alignment of curriculum and instructional materials to  
1056 the state academic standards adopted pursuant to s. 1003.41.

1057           c. Use of small learning communities; problem-solving,  
1058 inquiry-driven research and analytical approaches for students;  
1059 strategies and tools based on student needs; competency-based  
1060 instruction; integrated digital instruction; and project-based  
1061 instruction.

1062  
1063 Each school that includes any of grades 6, 7, or 8 must include  
1064 in its school improvement plan, required under s. 1001.42(18), a  
1065 description of the specific strategies used by the school to  
1066 implement each item listed in this subparagraph.

1067           10. Provide training to reading coaches, classroom  
1068 teachers, and school administrators in effective methods of  
1069 identifying characteristics of conditions such as dyslexia and  
1070 other causes of diminished phonological processing skills;  
1071 incorporating instructional techniques into the general



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1072 education setting that are proven to improve reading performance  
1073 for all students; and using predictive and other data to make  
1074 instructional decisions based on individual student needs. The  
1075 training must help teachers integrate phonemic awareness;  
1076 phonics, word study, and spelling; reading fluency; vocabulary,  
1077 including academic vocabulary; and text comprehension strategies  
1078 into an explicit, systematic, and multisensory approach to  
1079 reading instruction and intervention. Each district must provide  
1080 all elementary grades instructional personnel access to training  
1081 sufficient to meet the requirements of ss. 1012.567(2) and  
1082 1012.585(3) (f).

1083       Section 18. This act shall take effect upon becoming a law.