

By Senator Legg

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1                   A bill to be entitled  
2           An act relating to education; amending s. 1001.215,  
3           F.S.; revising the duties of the Just Read, Florida!  
4           Office; amending s. 1001.42, F.S.; revising  
5           requirements for school improvement plans and early  
6           warning systems; authorizing a school-based team to  
7           include a psychologist; amending s. 1002.20, F.S.;  
8           revising requirements for notifying a parent of a  
9           student with a substantial reading deficiency;  
10          amending s. 1002.59, F.S.; revising the emergent  
11          literacy and performance standards training course  
12          requirements; amending s. 1002.67, F.S.; requiring the  
13          Office of Early Learning, rather than the State Board  
14          of Education, to approve specific Voluntary  
15          Prekindergarten Education Program assessments and  
16          establish requirements for individuals administering  
17          the assessments; requiring certain prekindergarten  
18          students to receive specific reading instruction;  
19          amending s. 1002.69, F.S.; conforming provisions to  
20          changes made by the act; requiring data from the  
21          statewide kindergarten screening to be used to  
22          identify certain students; amending s. 1004.04, F.S.;  
23          revising core curricula requirements for certain  
24          teacher preparation programs to include certain  
25          reading instruction and interventions; amending s.  
26          1004.85, F.S.; requiring certain educator preparation  
27          institutes to provide evidence of specified reading  
28          instruction as a condition of program approval;  
29          amending s. 1008.25, F.S.; revising the priority of  
30          the remedial and supplemental instruction resources  
31          allocations; revising the required plans for certain  
32          students deficient in reading; revising criteria and

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33 requiring the State Board of Education to identify  
34 guidelines for determining whether certain students  
35 have a substantial deficiency in reading; revising the  
36 parental notification requirements for students with a  
37 substantial deficiency in reading; requiring a school  
38 to provide updates to parents of students who receive  
39 certain services; requiring the Department of  
40 Education to develop a handbook containing specific  
41 information for parents of students with a substantial  
42 reading deficiency; requiring schools to provide  
43 certain instruction and intervention to students who  
44 received a good cause exemption from retention;  
45 revising grounds for such good cause exemption;  
46 revising intervention requirements for certain  
47 retained students; revising requirements relating to  
48 the intensive interventions for retained students in  
49 certain grades; revising a school district's duties;  
50 revising student progress evaluation requirements;  
51 amending s. 1008.345, F.S.; revising reporting  
52 requirements of the Commissioner of Education relating  
53 to the state system of school improvement and  
54 education accountability; amending s. 1011.67, F.S.;  
55 revising the contents of a comprehensive staff  
56 development plan required for each school district;  
57 requiring certain information to be included in a  
58 certification provided by each district school  
59 superintendent to the commissioner; creating s.  
60 1012.567, F.S.; requiring candidates for an educator  
61 certificate in certain areas to demonstrate competence

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62 in specified areas; requiring the State Board of  
63 Education to adopt by rule certain requirements;  
64 providing that a teacher certification from another  
65 state does not meet competency requirements; requiring  
66 the state board to identify teacher certification  
67 areas in which candidates must demonstrate competence;  
68 requiring certain teacher preparation courses to  
69 provide specific instruction in order to receive  
70 approval; providing requirements for an endorsement in  
71 reading instruction; providing for review of  
72 specialization and coverage area requirements for  
73 certain education area certifications by a specified  
74 date; providing for rulemaking; amending s. 1012.585,  
75 F.S.; revising requirements for renewal of  
76 professional teaching certificates; amending s.  
77 1012.586, F.S.; authorizing the department to  
78 recommend consolidation of endorsement areas and  
79 requirements for endorsements for teacher  
80 certificates; amending s. 1012.98, F.S.; revising  
81 duties and requirements for implementation of the  
82 School Community Professional Development Act;  
83 providing an effective date.

84

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

86

87 Section 1. Section 1001.215, Florida Statutes, is amended  
88 to read:

89

90 1001.215 Just Read, Florida! Office.—There is created in  
the Department of Education the Just Read, Florida! Office. The

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91 office is ~~shall be~~ fully accountable to the Commissioner of  
92 Education and shall:

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

94 (2) Create multiple designations of effective reading  
95 instruction, with accompanying credentials, to enable ~~which~~  
96 ~~encourage~~ all teachers to integrate reading instruction into  
97 their content areas.

98 (3) Provide training to ~~Train~~ K-12 teachers, reading  
99 coaches, and school principals on effective content-area-  
100 specific reading strategies; the integration of content-rich,  
101 nonfiction texts from other core subject areas into reading  
102 instruction; and explicit, systematic, and multisensory  
103 approaches to reading instruction that are proven to improve the  
104 reading performance of all students. For secondary teachers,  
105 emphasis shall be on technical text. These strategies must be  
106 developed for all content areas in the K-12 curriculum.

107 (4) Provide parents with information and strategies for  
108 assisting their children in reading, including reading in ~~the~~  
109 content areas ~~area~~.

110 (5) Provide technical assistance to school districts in the  
111 development and implementation of district plans for use of the  
112 research-based reading instruction allocation provided in s.  
113 1011.62(9) and annually review and approve such plans.

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

117 (7) Work with the Florida Center for Reading Research to  
118 identify effective research-based and evidence-based reading  
119 instructional and intervention ~~provide information on research-~~

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120 ~~based reading programs and effective reading in the content area~~  
121 ~~strategies. Reading intervention strategies are evidence-based~~  
122 ~~strategies frequently used to remediate reading deficiencies and~~  
123 ~~include individual instruction, tutoring, or mentoring that~~  
124 ~~targets specific reading skills and abilities.~~

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

128 (9) Periodically review teacher certification requirements  
129 and examinations, including alternative certification  
130 requirements and examinations ~~exams~~, to ascertain whether the  
131 examinations measure the skills needed for evidence-based  
132 ~~research-based~~ reading instruction and instructional strategies  
133 for teaching reading, including reading in ~~the~~ content areas.

134 (10) Work with teacher preparation programs approved  
135 pursuant to ss. 1004.04 and 1004.85 ~~s. 1004.04~~ to integrate  
136 effective research-based and evidence-based reading  
137 instructional and intervention strategies; ~~and~~ reading in ~~the~~  
138 content area instructional strategies; and explicit, systematic,  
139 and multisensory reading instructional strategies into teacher  
140 preparation programs.

141 (11) Post on its website a list of core reading materials  
142 and supplemental intervention reading materials for kindergarten  
143 through grade 5 that meet, at a minimum, all of the following  
144 criteria:

145 (a) Use of an explicit, systematic, sequential, and  
146 multisensory approach to teaching phonemic awareness, phonics,  
147 vocabulary, fluency, and text comprehension.

148 (b) Incorporation of cooperative learning strategies.

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149       (c) Incorporation of one-to-one or small group  
150 instructional strategies.

151       (d) Incorporation of decodable or phonetic text  
152 instructional strategies.

153       (e) Provision of teacher training on well-specified  
154 teaching methods and instructional processes designed to  
155 implement the materials.

156       (12)~~(11)~~ Administer grants and perform other functions as  
157 necessary to help ~~meet the goal that all students read at their~~  
158 highest potential ~~grade level.~~

159       Section 2. Paragraphs (a) and (b) of subsection (18) of  
160 section 1001.42, Florida Statutes, are amended to read:

161       1001.42 Powers and duties of district school board.—The  
162 district school board, acting as a board, shall exercise all  
163 powers and perform all duties listed below:

164       (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
165 Maintain a system of school improvement and education  
166 accountability as provided by statute and State Board of  
167 Education rule. This system of school improvement and education  
168 accountability shall be consistent with, and implemented  
169 through, the district's continuing system of planning and  
170 budgeting required by this section and ss. 1008.385, 1010.01,  
171 and 1011.01. This system of school improvement and education  
172 accountability shall comply with the provisions of ss. 1008.33,  
173 1008.34, 1008.345, and 1008.385 and include the following:

174       (a) *School improvement plans.*—

175       1. The district school board shall annually approve and  
176 require implementation of a new, amended, or continuation school  
177 improvement plan for each school in the district. If a school

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178 has a significant gap in achievement on statewide, standardized  
179 assessments administered pursuant to s. 1008.22 by one or more  
180 student subgroups, as defined in the federal Elementary and  
181 Secondary Education Act (ESEA), 20 U.S.C. s.  
182 6311(b) (2) (C) (v) (II); has not significantly increased the  
183 percentage of students passing statewide, standardized  
184 assessments; has not significantly increased the percentage of  
185 students demonstrating Learning Gains, as defined in s. 1008.34  
186 and as calculated under s. 1008.34(3) (b), who passed statewide,  
187 standardized assessments; or has significantly lower graduation  
188 rates for a subgroup when compared to the state's graduation  
189 rate, that school's improvement plan shall include strategies  
190 for improving these results. The state board shall adopt rules  
191 establishing thresholds and for determining compliance with this  
192 subparagraph.

193 2. A school that serves any students in kindergarten  
194 through grade ~~includes any of grades 6, 7, or 8~~ shall include  
195 annually in its school improvement plan information and data on  
196 the school's early warning system required under paragraph (b),  
197 including a list of the early warning indicators used in the  
198 system, the number of students identified by the system as  
199 exhibiting two or more early warning indicators, the number of  
200 students by grade level that exhibit each early warning  
201 indicator, and a description of all intervention strategies  
202 employed by the school to improve the academic performance of  
203 students identified by the early warning system. The plan must  
204 also ~~In addition, a school that includes any of grades 6, 7, or~~  
205 ~~8 shall describe in its school improvement plan~~ the strategies  
206 used by the school to implement and evaluate the instructional

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207 practices ~~for middle grades~~ emphasized by the district's  
208 professional development system pursuant to s. 1012.98(4)(b)9.  
209 and 10.

210 (b) *Early warning system.*—

211 1. A school that serves any students in kindergarten  
212 through grade ~~includes any of grades 6, 7, or 8~~ shall implement  
213 an early warning system to identify students in these grades ~~6,~~  
214 ~~7,~~ and ~~8~~ who need additional support to improve academic  
215 performance and stay engaged in school. The early warning system  
216 must include the following early warning indicators:

217 a. Attendance below 90 percent, regardless of whether  
218 absence is excused or a result of out-of-school suspension.

219 b. One or more suspensions, whether in school or out of  
220 school.

221 c. Course failure in English Language Arts or mathematics  
222 during any grading period.

223 d. A Level 1 score on the statewide, standardized  
224 assessments in English Language Arts or mathematics or, for  
225 students in kindergarten through grade 3, a substantial reading  
226 deficiency as provided in s. 1008.25(5)(a).

227  
228 A school district may identify additional early warning  
229 indicators for use in a school's early warning system.

230 2. A school-based team responsible for implementing the  
231 requirements of this paragraph shall monitor the data from the  
232 early warning system in subparagraph (a)2. The team may include  
233 a school psychologist. When a student exhibits two or more early  
234 warning indicators, the team shall ~~school's child study team~~  
235 ~~under s. 1003.02 or a school-based team formed for the purpose~~

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236 ~~of implementing the requirements of this paragraph shall convene~~  
237 ~~to determine, in consultation with the student's parent,~~  
238 ~~appropriate intervention strategies for the student unless the~~  
239 ~~student is already being served by an intervention program at~~  
240 ~~the direction of a school-based, multidisciplinary team. Data~~  
241 ~~and information relating to a student's early warning indicators~~  
242 ~~must be used to inform any intervention strategies provided to~~  
243 ~~the student. The school shall provide at least 10 days' written~~  
244 ~~notice of the meeting to the student's parent, indicating the~~  
245 ~~meeting's purpose, time, and location, and provide the parent~~  
246 ~~the opportunity to participate.~~

247 Section 3. Subsection (11) of section 1002.20, Florida  
248 Statutes, is amended to read:

249 1002.20 K-12 student and parent rights.—Parents of public  
250 school students must receive accurate and timely information  
251 regarding their child's academic progress and must be informed  
252 of ways they can help their child to succeed in school. K-12  
253 students and their parents are afforded numerous statutory  
254 rights including, but not limited to, the following:

255 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
256 K-3 student who exhibits a substantial reading deficiency shall  
257 be immediately notified of the student's deficiency pursuant to  
258 s. 1008.25(5) and ~~with a description and explanation, in terms~~  
259 ~~understandable to the parent, of the exact nature of the~~  
260 ~~student's difficulty in learning and lack of achievement in~~  
261 ~~reading;~~ shall be consulted in the development of a plan, as  
262 described in s. 1008.25(4)(b); ~~and shall be informed that the~~  
263 ~~student will be given intensive reading instruction until the~~  
264 ~~deficiency is corrected. This subsection operates in addition to~~

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265 ~~the remediation and notification provisions contained in s.~~  
266 ~~1008.25 and in no way reduces the rights of a parent or the~~  
267 ~~responsibilities of a school district under that section.~~

268 Section 4. Subsection (1) of section 1002.59, Florida  
269 Statutes, is amended to read:

270 1002.59 Emergent literacy and performance standards  
271 training courses.—

272 (1) The office shall adopt minimum standards for one or  
273 more training courses in emergent literacy for prekindergarten  
274 instructors. Each course must comprise 5 clock hours and provide  
275 instruction in explicit, systematic, and multisensory  
276 instruction ~~strategies and techniques~~ to address the age-  
277 appropriate progress of prekindergarten students in developing  
278 emergent literacy skills, including oral communication,  
279 knowledge of print and letters, phonemic and phonological  
280 awareness, and vocabulary and comprehension development. Each  
281 course must address early identification of and intervention for  
282 students experiencing difficulties with emergent literacy skills  
283 and ~~also~~ provide resources containing strategies that allow  
284 students with disabilities and other special needs to derive  
285 maximum benefit from the Voluntary Prekindergarten Education  
286 Program. Successful completion of an emergent literacy training  
287 course approved under this section satisfies requirements for  
288 approved training in early literacy and language development  
289 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

290 Section 5. Paragraphs (a) and (c) of subsection (3) of  
291 section 1002.67, Florida Statutes, are amended, and paragraph  
292 (d) is added to that subsection, to read:

293 1002.67 Performance standards; curricula and

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294 accountability.—

295 (3) (a) Contingent upon legislative appropriation, each  
296 private prekindergarten provider and public school in the  
297 Voluntary Prekindergarten Education Program must implement an  
298 evidence-based pre- and post-assessment that has been approved  
299 by the office ~~rule of the State Board of Education~~.

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

303 (d) Students who exhibit a deficiency in emergent literacy  
304 skills, including oral communication, knowledge of print and  
305 letters, phonemic and phonological awareness, and vocabulary and  
306 comprehension development, must be provided intensive, explicit,  
307 and systematic instruction.

308 Section 6. Subsections (1) and (2) of section 1002.69,  
309 Florida Statutes, are amended to read:

310 1002.69 Statewide kindergarten screening; kindergarten  
311 readiness rates; state-approved prekindergarten enrollment  
312 screening; good cause exemption.—

313 (1) The department shall adopt a statewide kindergarten  
314 screening that assesses the readiness of each student for  
315 kindergarten based upon the performance standards adopted by the  
316 office ~~department~~ under s. 1002.67(1) for the Voluntary  
317 Prekindergarten Education Program. The department shall require  
318 that each school district administer the statewide kindergarten  
319 screening to each kindergarten student in the school district  
320 within the first 30 school days of each school year. Nonpublic  
321 schools may administer the statewide kindergarten screening to  
322 each kindergarten student in a nonpublic school who was enrolled

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323 in the Voluntary Prekindergarten Education Program.

324 (2) The statewide kindergarten screening shall provide  
325 objective data concerning each student's readiness for  
326 kindergarten and progress in attaining the performance standards  
327 adopted by the office under s. 1002.67(1). Data from the  
328 screening, along with other available data, must be used to  
329 identify students in need of intervention and support pursuant  
330 to s. 1008.25(5).

331 Section 7. Paragraphs (b) and (c) of subsection (2) of  
332 section 1004.04, Florida Statutes, are amended to read:

333 1004.04 Public accountability and state approval for  
334 teacher preparation programs.—

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

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

339 1. The Florida Educator Accomplished Practices.

340 2. The state-adopted content standards.

341 3. Scientifically researched reading instruction, including  
342 explicit, systematic, and multisensory approaches to reading  
343 instruction and intervention that are proven to improve reading  
344 performance for all students.

345 4. Content literacy and mathematics practices.

346 5. Strategies appropriate for the instruction of English  
347 language learners.

348 6. Strategies appropriate for the instruction of students  
349 with disabilities.

350 7. School safety.

351 (c) Each candidate must receive instruction and be assessed

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352 on the uniform core curricula in the candidate's area or areas  
353 of program concentration, including reading instruction under s.  
354 1012.567, as applicable, during course work and field  
355 experiences.

356 Section 8. Paragraphs (a) and (b) of subsection (3) of  
357 section 1004.85, Florida Statutes, are amended to read:

358 1004.85 Postsecondary educator preparation institutes.—

359 (3) Educator preparation institutes approved pursuant to  
360 this section may offer competency-based certification programs  
361 specifically designed for noneducation major baccalaureate  
362 degree holders to enable program participants to meet the  
363 educator certification requirements of s. 1012.56. An educator  
364 preparation institute choosing to offer a competency-based  
365 certification program pursuant to the provisions of this section  
366 must implement a program previously approved by the Department  
367 of Education for this purpose or a program developed by the  
368 institute and approved by the department for this purpose.  
369 Approved programs shall be available for use by other approved  
370 educator preparation institutes.

371 (a) Within 90 days after receipt of a request for approval,  
372 the Department of Education shall approve a preparation program  
373 pursuant to the requirements of this subsection or issue a  
374 statement of the deficiencies in the request for approval. The  
375 department shall approve a certification program if the  
376 institute provides evidence of the institute's capacity to  
377 implement a competency-based program that includes each of the  
378 following:

379 1.a. Participant instruction and assessment in the Florida  
380 Educator Accomplished Practices.

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- 381           b. The state-adopted student content standards.
- 382           c. Scientifically researched reading instruction, including
- 383 explicit, systematic, and multisensory approaches to reading
- 384 instruction and intervention that are proven to improve reading
- 385 performance for all students.
- 386           d. Content literacy and mathematical practices.
- 387           e. Strategies appropriate for instruction of English
- 388 language learners.
- 389           f. Strategies appropriate for instruction of students with
- 390 disabilities.
- 391           g. School safety.
- 392           2. An educational plan for each participant to meet
- 393 certification requirements and demonstrate his or her ability to
- 394 teach the subject area for which the participant is seeking
- 395 certification, which is based on an assessment of his or her
- 396 competency in the areas listed in subparagraph 1.
- 397           3. Field experiences appropriate to the certification
- 398 subject area specified in the educational plan with a diverse
- 399 population of students in a variety of settings under the
- 400 supervision of qualified educators.
- 401           4. A certification ombudsman to facilitate the process and
- 402 procedures required for participants who complete the program to
- 403 meet any requirements related to the background screening
- 404 pursuant to s. 1012.32 and educator professional or temporary
- 405 certification pursuant to s. 1012.56.
- 406           (b) Each program participant must:
- 407           1. Meet certification requirements pursuant to s.
- 408 1012.56(1) by obtaining a statement of status of eligibility in
- 409 the certification subject area of the educational plan and meet

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410 the requirements of s. 1012.56(2)(a)-(f).

411 2. Participate in coursework and field experiences that are  
412 appropriate to his or her educational plan prepared under  
413 paragraph (a), including reading instruction under s. 1012.567,  
414 as applicable.

415 3. Before completion of the program, fully demonstrate his  
416 or her ability to teach the subject area for which he or she is  
417 seeking certification by documenting a positive impact on  
418 student learning growth in a prekindergarten through grade 12  
419 setting and achieving a passing score on the professional  
420 education competency examination, the basic skills examination,  
421 and the subject area examination for the subject area  
422 certification which is required by state board rule.

423 Section 9. Subsection (3), paragraph (b) of subsection (4),  
424 and paragraphs (a) and (c) of subsection (5) of section 1008.25,  
425 Florida Statutes, are amended, paragraph (d) is added to  
426 subsection (5) of that section, and paragraph (b) of subsection  
427 (6), subsection (7), and paragraph (a) of subsection (8) of that  
428 section are amended, to read:

429 1008.25 Public school student progression; student support;  
430 reporting requirements.—

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

434 (a) Students in kindergarten through grade 3 who have a  
435 substantial deficiency ~~are deficient~~ in reading as determined in  
436 paragraph (5)(a) ~~by the end of grade 3.~~

437 (b) Students who fail to meet performance levels required  
438 for promotion consistent with the district school board's plan

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439 for student progression required in subsection (2) paragraph  
440 ~~(2)(b)~~.

441 (4) ASSESSMENT AND SUPPORT.—

442 (b) A student who has a substantial reading deficiency as  
443 determined in paragraph (5) (a) or is not meeting the school  
444 ~~district or~~ state requirements for satisfactory performance in  
445 English Language Arts and mathematics must be covered by ~~one of~~  
446 ~~the following plans:~~

447 ~~1. a federally required student plan, such as an individual~~  
448 ~~education plan,~~

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

453 ~~3. an individualized progress monitoring plan, or both, as~~  
454 ~~necessary.~~

455 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

456 (a) Any student in kindergarten through grade 3 who  
457 exhibits a substantial deficiency in reading, based upon  
458 screening, diagnostic, progress monitoring, or assessment data;  
459 ~~locally determined or statewide assessments; conducted in~~  
460 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~  
461 ~~observations,~~ must be provided given intensive, explicit,  
462 systematic, and multisensory reading interventions instruction  
463 immediately following the identification of the reading  
464 deficiency. A school may not wait for a student to receive a  
465 failing grade at the end of a grading period to identify the  
466 student as having a substantial reading deficiency and initiate  
467 intensive reading interventions. The student's reading

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468 proficiency must be monitored and the intensive interventions  
469 ~~instruction~~ must continue until the student demonstrates grade  
470 level proficiency in a manner determined by the district, which  
471 may include achieving a Level 3 on the statewide, standardized  
472 English Language Arts assessment. The State Board of Education  
473 shall identify by rule guidelines for determining whether a  
474 student in kindergarten through grade 3 has a substantial  
475 deficiency in reading.

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

479 1. That his or her child has been identified as having a  
480 substantial deficiency in reading, including a description and  
481 an explanation, in terms understandable to the parent, of the  
482 exact nature of the student's difficulty in learning and lack of  
483 achievement in reading.

484 2. A description of the current services that are provided  
485 to the child.

486 3. A description of the proposed intensive interventions  
487 ~~supplemental instructional services~~ and supports that will be  
488 provided to the child that are designed to remediate the  
489 identified area of reading deficiency.

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

493 5. Opportunities to observe effective instruction and  
494 intervention strategies in the classroom; receive literacy  
495 instruction from the school or through community adult literacy  
496 initiatives; and receive strategies, including multisensory

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497 strategies, through a read-at-home plan that the parent can ~~for~~  
498 ~~parents to~~ use in helping his or her ~~their~~ child succeed in  
499 reading ~~proficiency~~.

500 6. That the statewide, standardized English Language Arts  
501 assessment is not the sole determiner of promotion and that  
502 additional evaluations, portfolio reviews, and assessments are  
503 available to the child to assist parents and the school district  
504 in knowing when a child is reading at or above grade level and  
505 ready for grade promotion.

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

513 8. The district's specific criteria and policies for  
514 midyear promotion. Midyear promotion means promotion of a  
515 retained student at any time during the year of retention once  
516 the student has demonstrated ability to read at grade level.

517  
518 After initial notification, the school shall apprise the parent  
519 of the student's progress in response to the intensive  
520 interventions and supports at least once every 2 weeks. These  
521 communications must be in writing and must explain any  
522 additional interventions or supports that will be used to  
523 accelerate the student's progress if the interventions and  
524 supports already being implemented have not resulted in  
525 improvement.

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526 (d) The Department of Education shall develop a handbook  
527 that schools must provide to the parent of a student who is  
528 identified as having a substantial reading deficiency. The  
529 handbook must be made available in an electronic format that is  
530 accessible online and must include the following information:

531 1. An overview of the requirements for interventions and  
532 supports that districts must provide to students who do not make  
533 adequate academic progress.

534 2. An overview of the procedural requirements for  
535 initiating and conducting evaluations for exceptional education  
536 eligibility. The overview must include an explanation that a  
537 diagnosis of a medical condition alone is not sufficient to  
538 establish exceptional education eligibility but may be used to  
539 document how that condition relates to the student's eligibility  
540 determination and may be disclosed in an eligible student's  
541 individual education plan (IEP) when necessary to inform school  
542 personnel responsible for implementing the IEP.

543 3. Characteristics of conditions associated with learning  
544 disorders, including dyslexia, dysgraphia, dyscalculia, and  
545 developmental aphasia.

546 4. A list of resources that support informed parent  
547 involvement in decisionmaking processes for students who have  
548 difficulty with learning.

549 (6) ELIMINATION OF SOCIAL PROMOTION.—

550 (b) The district school board may only exempt students from  
551 mandatory retention, as provided in paragraph (5) (b), for good  
552 cause. A student who is promoted to grade 4 with a good cause  
553 exemption shall be provided intensive reading instruction and  
554 intervention that include specialized diagnostic information and

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555 specific reading strategies to meet the needs of each student so  
556 promoted. The school district shall assist schools and teachers  
557 with the implementation of explicit, systematic, and  
558 multisensory reading instruction and intervention strategies for  
559 students promoted with a good cause exemption which research has  
560 shown to be successful in improving reading among students who  
561 have reading difficulties. Good cause exemptions are limited to  
562 the following:

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

567 2. Students with disabilities whose individual education  
568 plan indicates that participation in the statewide assessment  
569 program is not appropriate, consistent with the requirements of  
570 s. 1008.212.

571 3. Students who demonstrate an acceptable level of  
572 performance on an alternative standardized reading or English  
573 Language Arts assessment approved by the State Board of  
574 Education.

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

578 5. Students with disabilities who take the statewide,  
579 standardized English Language Arts assessment and who have an  
580 individual education plan or a Section 504 plan that reflects  
581 that the student has received intensive instruction in reading  
582 or English Language Arts for more than 2 years but still  
583 demonstrates a deficiency and was previously retained in

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584 kindergarten, grade 1, grade 2, or grade 3.

585 6. Students who have received intensive reading  
586 intervention for 2 or more years but still demonstrate a  
587 deficiency in reading and who were previously retained in  
588 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
589 years. A student may not be retained more than once in grade 3.

590 ~~7. Students who have received intensive remediation in~~  
591 ~~reading or English Language Arts for 2 or more years but still~~  
592 ~~demonstrate a deficiency and who were previously retained in~~  
593 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~  
594 ~~years. Intensive instruction for students so promoted must~~  
595 ~~include an altered instructional day that includes specialized~~  
596 ~~diagnostic information and specific reading strategies for each~~  
597 ~~student. The district school board shall assist schools and~~  
598 ~~teachers to implement reading strategies that research has shown~~  
599 ~~to be successful in improving reading among low-performing~~  
600 ~~readers.~~

601 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
602 STUDENTS.—

603 (a) Students retained under ~~the provisions of~~ paragraph  
604 (5) (b) must be provided intensive interventions in reading to  
605 ameliorate the student's specific reading deficiency and prepare  
606 the student for promotion to the next grade. These  
607 interventions, as identified by a valid and reliable diagnostic  
608 assessment. This intensive intervention must include:

609 1. Evidence-based, explicit, systematic, and multisensory  
610 reading instruction in phonemic awareness, phonics, fluency,  
611 vocabulary, and comprehension and other strategies prescribed by  
612 the school district. ~~effective instructional strategies,~~

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613        2. Participation in the school district's summer reading  
614 camp, which must incorporate the instructional and intervention  
615 strategies under subparagraph 1, and appropriate teaching  
616 methodologies necessary to assist those students in becoming  
617 successful readers, able to read at or above grade level, and  
618 ready for promotion to the next grade.

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

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

623        ~~1. Provide third grade students who are retained under the~~  
624 ~~provisions of paragraph (5) (b) with intensive instructional~~  
625 ~~services and supports to remediate the identified areas of~~  
626 ~~reading deficiency, including participation in the school~~  
627 ~~district's summer reading camp as required under paragraph (a)~~  
628 ~~and a minimum of 90 minutes of daily, uninterrupted,~~  
629 ~~scientifically research-based reading instruction which includes~~  
630 ~~phonemic awareness, phonics, fluency, vocabulary, and~~  
631 ~~comprehension and other strategies prescribed by the school~~  
632 ~~district, which may include, but are not limited to:~~

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

635        b. Small group instruction.

636        c. Reduced teacher-student ratios.

637        d. More frequent progress monitoring.

638        e. Tutoring or mentoring.

639        f. Transition classes containing 3rd and 4th grade  
640 students.

641        g. Extended school day, week, or year.

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642 (b) Each school district shall:

643 1.2. Provide written notification to the parent of a  
644 student who is retained under ~~the provisions of~~ paragraph (5) (b)  
645 that his or her child has not met the proficiency level required  
646 for promotion and the reasons the child is not eligible for a  
647 good cause exemption as provided in paragraph (6) (b). The  
648 notification must comply with paragraph (5) (c) ~~the provisions of~~  
649 ~~s. 1002.20(15)~~ and must include a description of proposed  
650 interventions and supports that will be provided to the child to  
651 remediate the identified areas of reading deficiency.

652 2.3. Implement a policy for the midyear promotion of a  
653 student retained under ~~the provisions of~~ paragraph (5) (b) who  
654 can demonstrate that he or she is a successful and independent  
655 reader and performing at or above grade level in reading or,  
656 upon implementation of English Language Arts assessments,  
657 performing at or above grade level in English Language Arts.  
658 Tools that school districts may use in reevaluating a student  
659 retained may include subsequent assessments, alternative  
660 assessments, and portfolio reviews, in accordance with rules of  
661 the State Board of Education. Students promoted during the  
662 school year after November 1 must demonstrate proficiency levels  
663 in reading equivalent to the level necessary for the beginning  
664 of grade 4. The rules adopted by the State Board of Education  
665 must include standards that provide a reasonable expectation  
666 that the student's progress is sufficient to master appropriate  
667 grade 4 level reading skills.

668 3.4. Provide students who are retained under ~~the provisions~~  
669 ~~of~~ paragraph (5) (b) with a highly effective teacher as  
670 determined by the teacher's performance evaluation under s.

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671 1012.34, and, beginning July 1, 2018, the teacher must also be  
672 certified or endorsed in reading.

673 ~~4.5.~~ Establish at each school, when applicable, an  
674 intensive reading acceleration course ~~Class~~ for any student  
675 retained in grade 3 who was previously retained in kindergarten,  
676 grade 1, or grade 2 students who subsequently score Level 1 on  
677 the required statewide, standardized assessment identified in s.  
678 1008.22. The focus of the Intensive Acceleration Class shall be  
679 to increase a child's reading and English Language Arts skill  
680 level at least two grade levels in 1 school year. The intensive  
681 reading acceleration course must provide the following ~~Class~~  
682 ~~shall:~~

683 a. Uninterrupted reading instruction for the majority of  
684 student contact time each day and opportunities to master the  
685 grade 4 Next Generation Sunshine State Standards in other core  
686 subject areas through content-rich, nonfiction texts.

687 b. Small group instruction.

688 c. Reduced teacher-student ratios.

689 d. The use of explicit, systematic, and multisensory  
690 reading interventions, including intensive language and  
691 vocabulary instruction and use of a speech-language therapist if  
692 necessary, that have proven results in accelerating student  
693 reading achievement within the same school year.

694 e. A read-at-home plan.

695 ~~a. Be provided to a student in grade 3 who scores Level 1~~  
696 ~~on the statewide, standardized English Language Arts assessment~~  
697 ~~and who was retained in grade 3 the prior year because of~~  
698 ~~scoring Level 1.~~

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

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700 ~~e. Provide uninterrupted reading instruction for the~~  
701 ~~majority of student contact time each day and incorporate~~  
702 ~~opportunities to master the grade 4 Next Generation Sunshine~~  
703 ~~State Standards in other core subject areas.~~

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

707 ~~e. Provide intensive language and vocabulary instruction~~  
708 ~~using a scientifically research-based program, including use of~~  
709 ~~a speech-language therapist.~~

710 (8) ANNUAL REPORT.—

711 (a) In addition to the requirements in paragraph (5) (b),  
712 each district school board must annually report to the parent of  
713 each student the progress of the student toward achieving state  
714 and district expectations for proficiency in English Language  
715 Arts, science, social studies, and mathematics. The district  
716 school board must report to the parent the student's results on  
717 each statewide, standardized assessment. The evaluation of each  
718 student's progress must be based upon the student's classroom  
719 work, observations, tests, district and state assessments,  
720 response to intensive interventions provided under paragraph  
721 (5) (a), and other relevant information. Progress reporting must  
722 be provided to the parent in writing in a format adopted by the  
723 district school board.

724 Section 10. Subsection (5) of section 1008.345, Florida  
725 Statutes, is amended to read:

726 1008.345 Implementation of state system of school  
727 improvement and education accountability.—

728 (5) The commissioner shall annually report to the State

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729 Board of Education and the Legislature and recommend changes in  
730 state policy necessary to foster school improvement and  
731 education accountability. The report shall include:

732 (a) For each school district:

733 1. The percentage of students, by school and grade level,  
734 demonstrating learning growth in English Language Arts and  
735 mathematics.

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

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

741 (b) Intervention and support strategies used by school  
742 districts ~~boards~~ whose students in both the highest and lowest  
743 quartiles exceed the statewide average learning growth for  
744 students in those quartiles.

745 (c) Intervention and support strategies used by school  
746 districts ~~boards~~ whose schools provide educational services to  
747 youth in Department of Juvenile Justice programs that  
748 demonstrate learning growth in English Language Arts and  
749 mathematics that exceeds the statewide average learning growth  
750 for students in those subjects.

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

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758 School reports shall be distributed pursuant to this subsection  
759 and s. 1001.42(18)(c) and according to rules adopted by the  
760 State Board of Education.

761 Section 11. Subsection (2) of section 1011.67, Florida  
762 Statutes, is amended to read:

763 1011.67 Funds for instructional materials.—

764 (2) (a) Annually by July 1 and before ~~prior to~~ the release  
765 of instructional materials funds, each district school  
766 superintendent shall certify to the Commissioner of Education  
767 that the district school board has approved a comprehensive  
768 staff development plan that supports fidelity of implementation  
769 of instructional materials programs, including. ~~The report shall~~  
770 ~~include~~ verification that training was provided; and that the  
771 materials are being implemented as designed; and, beginning  
772 April 1, 2019, for core reading materials and supplemental  
773 intervention reading materials used in kindergarten through  
774 grade 5, that the materials have been identified by the Just  
775 Read, Florida! Office as meeting the requirements of s.  
776 1001.215(11). This paragraph does not preclude school districts  
777 from purchasing or using other materials to supplement reading  
778 instruction and provide additional skills practice.

779 (b) Each district school superintendent shall, as part of  
780 the certification under paragraph (a), report the number and  
781 percentage of the district's K-5 instructional personnel who  
782 have received training to implement the core and supplemental  
783 intervention reading materials. The district school  
784 superintendent shall also report the process and timeline by  
785 which the remaining K-5 personnel will be provided the training,  
786 including those newly hired by the district.

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787 Section 12. Section 1012.567, Florida Statutes, is created  
788 to read:

789 1012.567 Certification and endorsement of elementary  
790 reading instructors.-

791 (1) CERTIFICATION.-

792 (a) Beginning January 1, 2018, a candidate for an educator  
793 certificate in an area involving reading instruction or  
794 intervention for any students in kindergarten through grade 6  
795 must, as part of the certification process, demonstrate  
796 competence in the following:

797 1. Identifying characteristics of conditions such as  
798 dyslexia and other causes of diminished phonological processing  
799 skills.

800 2. Using explicit, systematic, and multisensory approaches  
801 to reading instruction and intervention that are proven to  
802 improve reading performance for all students.

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

805  
806 The State Board of Education shall adopt by rule the minimum  
807 requirements for instruction provided by teacher preparation  
808 programs and school districts for this purpose.

809 (b) Documentation of a valid professional standard teaching  
810 certificate issued by another state is not sufficient to meet  
811 the requirements of paragraph (a). The State Board of Education  
812 shall establish a procedure by which a candidate who holds a  
813 certificate issued by another state may demonstrate competence  
814 as required in paragraph (a).

815 (c) The State Board of Education shall identify by rule

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816 certification areas in which candidates must demonstrate  
817 competence as provided in paragraph (a) as part of the  
818 certification process.

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

824 (2) ENDORSEMENT.—Beginning January 1, 2018, the  
825 specialization requirements for an endorsement in reading  
826 instruction must include at least 3 semester hours of  
827 instruction in explicit, systematic, and multisensory approaches  
828 to reading instruction and intervention that are proven to  
829 improve reading performance for all students. This instruction  
830 may be incorporated into semester hour requirements established  
831 in State Board of Education rule.

832 (3) REVIEW.—By July 1, 2017, and at least once every 5  
833 years thereafter, the department shall conduct a review of  
834 specialization and coverage area requirements in the elementary,  
835 reading, and exceptional student educational areas. At the  
836 conclusion of each review, the department shall recommend to the  
837 State Board of Education changes to the specialization and  
838 coverage area requirements based upon any identified  
839 instructional or intervention strategy proven to improve student  
840 reading performance.

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

844 Section 13. Paragraph (a) of subsection (3) of section

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845 1012.585, Florida Statutes, is amended, and paragraph (f) is  
846 added to that subsection, to read:

847 1012.585 Process for renewal of professional certificates.—

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

850 (a) The applicant must earn a minimum of 6 college credits  
851 or 120 inservice points or a combination thereof. For each area  
852 of specialization to be retained on a certificate, the applicant  
853 must earn at least 3 of the required credit hours or equivalent  
854 inservice points in the specialization area. Education in  
855 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
856 credits or points that provide training in the area of  
857 scientifically researched, knowledge-based reading literacy,  
858 including explicit, systematic, and multisensory approaches to  
859 reading instruction and intervention; and computational skills  
860 acquisition; ~~and~~ exceptional student education; ~~and~~ normal child  
861 development; ~~and~~ the disorders of development may be applied  
862 toward any specialization area. Credits or points that provide  
863 training in the areas of drug abuse, child abuse and neglect,  
864 strategies in teaching students having limited proficiency in  
865 English, or dropout prevention, or training in areas identified  
866 in the educational goals and performance standards adopted  
867 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
868 any specialization area, except specialization areas identified  
869 by State Board of Education rule as involving reading  
870 instruction or intervention for any students in kindergarten  
871 through grade 6 under s. 1012.567(1)(c). Credits or points  
872 earned through approved summer institutes may be applied toward  
873 the fulfillment of these requirements. Inservice points may also

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874 be earned by participation in professional growth components  
 875 approved by the State Board of Education and specified pursuant  
 876 to s. 1012.98 in the district's approved master plan for  
 877 inservice educational training; however, such points may not be  
 878 used to satisfy the specialization requirements of this  
 879 paragraph, including, but not limited to, serving as a trainer  
 880 in an approved teacher training activity, serving on an  
 881 instructional materials committee or a state board or commission  
 882 that deals with educational issues, or serving on an advisory  
 883 council created pursuant to s. 1001.452.

884 (f) Beginning January 1, 2018, an applicant for renewal of  
 885 a professional certificate in any area of certification  
 886 identified by State Board of Education rule pursuant to s.  
 887 1012.567(1)(c) must earn a minimum of two college credits or the  
 888 equivalent inservice points in the use of explicit, systematic,  
 889 and multisensory approaches to reading instruction and  
 890 intervention. Such training must be provided by teacher  
 891 preparation programs under s. 1004.04 or s. 1004.85 or approved  
 892 school district professional development systems under s.  
 893 1012.98. The requirements in this paragraph may not add to the  
 894 total hours required by the department for continuing education  
 895 or inservice training.

896 Section 14. Subsection (1) of section 1012.586, Florida  
 897 Statutes, is amended to read:

898 1012.586 Additions or changes to certificates; duplicate  
 899 certificates.—A school district may process via a Department of  
 900 Education website certificates for the following applications of  
 901 public school employees:

902 (1) Addition of a subject coverage or endorsement to a

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903 valid Florida certificate on the basis of the completion of the  
904 appropriate subject area testing requirements of s.  
905 1012.56(5) (a) or the completion of the requirements of an  
906 approved school district program or the inservice components for  
907 an endorsement. To reduce duplication, the department may  
908 recommend the consolidation of endorsement areas and  
909 requirements to the State Board of Education.  
910

911 The employing school district shall charge the employee a fee  
912 not to exceed the amount charged by the Department of Education  
913 for such services. Each district school board shall retain a  
914 portion of the fee as defined in the rules of the State Board of  
915 Education. The portion sent to the department shall be used for  
916 maintenance of the technology system, the web application, and  
917 posting and mailing of the certificate.

918 Section 15. Paragraph (e) is added to subsection (3) of  
919 section 1012.98, Florida Statutes, and paragraph (b) of  
920 subsection (4) of that section is amended, to read:

921 1012.98 School Community Professional Development Act.—

922 (3) The activities designed to implement this section must:

923 (e) Provide all elementary grades instructional personnel  
924 without a reading endorsement with training sufficient to earn  
925 the endorsement before attainment or renewal of a professional  
926 certificate pursuant to s. 1012.56 or s. 1012.585.

927 (4) The Department of Education, school districts, schools,  
928 Florida College System institutions, and state universities  
929 share the responsibilities described in this section. These  
930 responsibilities include the following:

931 (b) Each school district shall develop a professional

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932 development system as specified in subsection (3). The system  
933 shall be developed in consultation with teachers, teacher-  
934 educators of Florida College System institutions and state  
935 universities, business and community representatives, and local  
936 education foundations, consortia, and professional  
937 organizations. The professional development system must:

938 1. Be approved by the department. All substantial revisions  
939 to the system shall be submitted to the department for review  
940 for continued approval.

941 2. Be based on analyses of student achievement data and  
942 instructional strategies and methods that support rigorous,  
943 relevant, and challenging curricula for all students. Schools  
944 and districts, in developing and refining the professional  
945 development system, shall also review and monitor school  
946 discipline data; school environment surveys; assessments of  
947 parental satisfaction; performance appraisal data of teachers,  
948 managers, and administrative personnel; and other performance  
949 indicators to identify school and student needs that can be met  
950 by improved professional performance.

951 3. Provide inservice activities coupled with followup  
952 support appropriate to accomplish district-level and school-  
953 level improvement goals and standards. The inservice activities  
954 for instructional personnel shall focus on analysis of student  
955 achievement data, ongoing formal and informal assessments of  
956 student achievement, identification and use of enhanced and  
957 differentiated instructional strategies that emphasize rigor,  
958 relevance, and reading in the content areas, enhancement of  
959 subject content expertise, integrated use of classroom  
960 technology that enhances teaching and learning, classroom

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961 management, parent involvement, and school safety.

962 4. Include a master plan for inservice activities, pursuant  
963 to rules of the State Board of Education, for all district  
964 employees from all fund sources. The master plan shall be  
965 updated annually by September 1, must be based on input from  
966 teachers and district and school instructional leaders, and must  
967 use the latest available student achievement data and research  
968 to enhance rigor and relevance in the classroom. Each district  
969 inservice plan must be aligned to and support the school-based  
970 inservice plans and school improvement plans pursuant to s.  
971 1001.42(18). Each district inservice plan must provide a  
972 description of the training that middle grades instructional  
973 personnel and school administrators receive on the district's  
974 code of student conduct adopted pursuant to s. 1006.07;  
975 integrated digital instruction and competency-based instruction  
976 and CAPE Digital Tool certificates and CAPE industry  
977 certifications; classroom management; student behavior and  
978 interaction; extended learning opportunities for students; and  
979 instructional leadership. District plans must be approved by the  
980 district school board annually in order to ensure compliance  
981 with subsection (1) and to allow for dissemination of research-  
982 based best practices to other districts. District school boards  
983 must submit verification of their approval to the Commissioner  
984 of Education no later than October 1, annually. Each school  
985 principal may establish and maintain an individual professional  
986 development plan for each instructional employee assigned to the  
987 school as a seamless component to the school improvement plans  
988 developed pursuant to s. 1001.42(18). An individual professional  
989 development plan must be related to specific performance data

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990 for the students to whom the teacher is assigned, define the  
991 inservice objectives and specific measurable improvements  
992 expected in student performance as a result of the inservice  
993 activity, and include an evaluation component that determines  
994 the effectiveness of the professional development plan.

995 5. Include inservice activities for school administrative  
996 personnel that address updated skills necessary for  
997 instructional leadership and effective school management  
998 pursuant to s. 1012.986.

999 6. Provide for systematic consultation with regional and  
1000 state personnel designated to provide technical assistance and  
1001 evaluation of local professional development programs.

1002 7. Provide for delivery of professional development by  
1003 distance learning and other technology-based delivery systems to  
1004 reach more educators at lower costs.

1005 8. Provide for the continuous evaluation of the quality and  
1006 effectiveness of professional development programs in order to  
1007 eliminate ineffective programs and strategies and to expand  
1008 effective ones. Evaluations must consider the impact of such  
1009 activities on the performance of participating educators and  
1010 their students' achievement and behavior.

1011 9. For middle grades, emphasize:

1012 a. Interdisciplinary planning, collaboration, and  
1013 instruction.

1014 b. Alignment of curriculum and instructional materials to  
1015 the state academic standards adopted pursuant to s. 1003.41.

1016 c. Use of small learning communities; problem-solving,  
1017 inquiry-driven research and analytical approaches for students;  
1018 strategies and tools based on student needs; competency-based

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1019 instruction; integrated digital instruction; and project-based  
1020 instruction.

1021  
1022 Each school that includes any of grades 6, 7, or 8 must include  
1023 in its school improvement plan, required under s. 1001.42(18), a  
1024 description of the specific strategies used by the school to  
1025 implement each item listed in this subparagraph.

1026 10. Provide training to reading coaches, classroom  
1027 teachers, and school administrators in effective methods of  
1028 identifying characteristics of conditions such as dyslexia and  
1029 other causes of diminished phonological processing skills;  
1030 incorporating instructional techniques into the general  
1031 education setting that are proven to improve reading performance  
1032 for all students; and using predictive and other data to make  
1033 instructional decisions based on individual student needs. The  
1034 training must help teachers integrate phonemic awareness;  
1035 phonics, word study, and spelling; reading fluency; vocabulary,  
1036 including academic vocabulary; and text comprehension strategies  
1037 into an explicit, systematic, and multisensory approach to  
1038 reading instruction and intervention.

1039 Section 16. This act shall take effect upon becoming a law.