

1                   A bill to be entitled  
2           An act relating to reading instruction; amending s.  
3           1001.215, F.S.; revising the duties of the Just Read,  
4           Florida! Office; amending s. 1001.42, F.S.; requiring  
5           certain schools to include specific information in the  
6           school's improvement plan; requiring certain schools  
7           to implement an early warning system for students who  
8           meet specific criteria; requiring certain school  
9           personnel to monitor data from the early warning  
10          system and perform certain duties when a student  
11          exhibits specified indicators; amending s. 1002.20,  
12          F.S.; revising requirements for notifying a parent of  
13          a student with a substantial reading deficiency;  
14          amending s. 1002.59, F.S.; revising the emergent  
15          literacy and performance standards training course  
16          requirements to include specific reading instruction;  
17          amending s. 1002.67, F.S.; requiring the Office of  
18          Early Learning to approve specific Voluntary  
19          Prekindergarten Education Program assessments and  
20          establish requirements for individuals administering  
21          the assessments; requiring certain prekindergarten  
22          students to receive specific reading instruction;  
23          amending s. 1002.69, F.S.; conforming provisions;  
24          requiring data from the statewide kindergarten  
25          screening to be used to identify certain students;  
26          amending s. 1004.04, F.S.; revising core curricula

27 requirements for certain teacher preparation programs  
28 to include certain reading instruction and  
29 interventions; amending s. 1004.85, F.S.; requiring  
30 certain educator preparation institutes to provide  
31 evidence of specified reading instruction as a  
32 condition of program approval; amending s. 1008.25,  
33 F.S.; requiring district school boards to allocate  
34 certain instruction resources to certain students  
35 deficient in reading; revising criteria and requiring  
36 the State Board of Education to identify guidelines  
37 for determining whether certain students have a  
38 substantial deficiency in reading; revising the  
39 required plans for certain students deficient in  
40 reading; revising the parental notification  
41 requirements for students with a substantial  
42 deficiency in reading; requiring a school to provide  
43 updates to parents of students who receive certain  
44 services; requiring the Department of Education to  
45 develop a handbook containing specific information for  
46 parents of students with a substantial reading  
47 deficiency; requiring schools to provide certain  
48 instruction to students who received a good cause  
49 exemption from retention; revising grounds for such  
50 good cause exemption; revising intervention  
51 requirements for certain retained students; revising  
52 provisions relating to the Intensive Acceleration

53 Class for retained students in certain grades;  
54 revising student progress evaluation requirements;  
55 amending s. 1008.345, F.S.; revising reporting  
56 requirements of the Commissioner of Education relating  
57 to the state system of school improvement and  
58 education accountability; amending s. 1011.67, F.S.;  
59 revising the contents of a comprehensive staff  
60 development plan required for each school district;  
61 requiring certain information to be included in a  
62 certification provided to the commissioner from each  
63 district school superintendent; creating s. 1012.567,  
64 F.S.; requiring candidates for an educator certificate  
65 in certain areas to demonstrate competence in  
66 specified areas; providing that a teacher  
67 certification from another state does not meet  
68 competency requirements; requiring the state board to  
69 identify teacher certification areas in which  
70 candidates must demonstrate competence; requiring  
71 certain teacher preparation courses to provide  
72 specific instruction in order to receive approval;  
73 providing requirements for an endorsement in reading  
74 instruction; providing for review of specialization  
75 and coverage area requirements for certain education  
76 area certifications; providing for rulemaking;  
77 amending s. 1012.585, F.S.; revising requirements for  
78 renewal of professional teaching certificates;

79 | amending s. 1012.586, F.S.; authorizing the department  
 80 | to recommend consolidation of endorsement areas and  
 81 | requirements for endorsements for teacher certificate;  
 82 | amending s. 1012.98, F.S.; revising duties and  
 83 | requirements for implementation of the School  
 84 | Community Professional Development Act; providing an  
 85 | effective date.

86 |

87 | Be It Enacted by the Legislature of the State of Florida:

88 |

89 | Section 1. Section 1001.215, Florida Statutes, is amended  
 90 | to read:

91 | 1001.215 Just Read, Florida! Office.—There is created in  
 92 | the Department of Education the Just Read, Florida! Office. The  
 93 | office is ~~shall be~~ fully accountable to the Commissioner of  
 94 | Education and shall:

95 | (1) Train ~~highly effective~~ reading coaches.

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

100 | (3) Provide training to ~~Train~~ K-12 teachers, reading  
 101 | coaches, and school principals on effective content-area-  
 102 | specific reading strategies; the integration of content-rich,  
 103 | nonfiction texts from other core subject areas into reading  
 104 | instruction; and explicit, systematic, and multisensory

105 approaches to reading instruction that are proven to improve the  
106 reading performance of all students. For secondary teachers,  
107 emphasis shall be on technical text. These strategies must be  
108 developed for all content areas in the K-12 curriculum.

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

112 (5) Provide technical assistance to school districts in  
113 the development and implementation of district plans for use of  
114 the research-based reading instruction allocation provided in s.  
115 1011.62(9) and annually review and approve such plans.

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

119 (7) Work with the Florida Center for Reading Research to  
120 identify effective research-based and evidence-based reading  
121 instructional and intervention ~~provide information on research-~~  
122 ~~based reading programs and effective reading in the content area~~  
123 strategies. Reading intervention strategies are evidence-based  
124 strategies frequently used to remediate reading deficiencies and  
125 include individual instruction, tutoring, or mentoring that  
126 targets specific reading skills and abilities.

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

130 (9) Periodically review teacher certification requirements

131 and examinations, including alternative certification  
132 requirements and examinations ~~exams~~, to ascertain whether the  
133 examinations measure the skills needed for evidence-based  
134 ~~research-based~~ reading instruction and instructional strategies  
135 for teaching reading, including reading in ~~the~~ content areas.

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

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

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

150 (b) Incorporation of cooperative learning strategies.

151 (c) Incorporation of one-to-one or small group  
152 instructional strategies.

153 (d) Incorporation of decodable or phonetic text  
154 instructional strategies.

155 (e) Provision of teacher training on well-specified  
156 teaching methods and instructional processes designed to

157 implement the materials.

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

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

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

166 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
167 Maintain a system of school improvement and education  
168 accountability as provided by statute and State Board of  
169 Education rule. This system of school improvement and education  
170 accountability shall be consistent with, and implemented  
171 through, the district's continuing system of planning and  
172 budgeting required by this section and ss. 1008.385, 1010.01,  
173 and 1011.01. This system of school improvement and education  
174 accountability shall comply with the provisions of ss. 1008.33,  
175 1008.34, 1008.345, and 1008.385 and include the following:

176 (a) School improvement plans.—

177 1. The district school board shall annually approve and  
178 require implementation of a new, amended, or continuation school  
179 improvement plan for each school in the district. If a school  
180 has a significant gap in achievement on statewide, standardized  
181 assessments administered pursuant to s. 1008.22 by one or more  
182 student subgroups, as defined in the federal Elementary and

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

195 2. A school that serves any students in kindergarten  
196 through grade ~~includes any of grades 6, 7, or 8~~ shall include  
197 annually in its school improvement plan information and data on  
198 the school's early warning system required under paragraph (b),  
199 including a list of the early warning indicators used in the  
200 system, the number of students identified by the system as  
201 exhibiting two or more early warning indicators, the number of  
202 students by grade level that exhibit each early warning  
203 indicator, and a description of all intervention strategies  
204 employed by the school to improve the academic performance of  
205 students identified by the early warning system. The plan must  
206 also ~~In addition, a school that includes any of grades 6, 7, or~~  
207 ~~8 shall describe in its school improvement plan~~ the strategies  
208 used by the school to implement and evaluate the instructional



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

212 | (b) Early warning system.—

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

219 | a. Attendance below 90 percent, regardless of whether  
 220 | absence is excused or a result of out-of-school suspension.

221 | b. One or more suspensions, whether in school or out of  
 222 | school.

223 | c. Course failure in English Language Arts or mathematics  
 224 | during any grading period.

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

229 |  
 230 | A school district may identify additional early warning  
 231 | indicators for use in a school's early warning system.

232 | 2. A school-based team responsible for implementing the  
 233 | requirements of this paragraph shall monitor the data from the  
 234 | early warning system in subparagraph (a)2. The team may include

235 a school psychologist. When a student exhibits two or more early  
236 warning indicators, the team shall ~~school's child study team~~  
237 ~~under s. 1003.02 or a school-based team formed for the purpose~~  
238 ~~of implementing the requirements of this paragraph shall convene~~  
239 ~~to~~ determine, in consultation with the student's parent,  
240 appropriate intervention strategies for the student unless the  
241 student is already being served by an intervention program at  
242 the direction of a school-based, multidisciplinary team. Data  
243 and information relating to a student's early warning indicators  
244 must be used to inform any intervention strategies provided to  
245 the student ~~The school shall provide at least 10 days' written~~  
246 ~~notice of the meeting to the student's parent, indicating the~~  
247 ~~meeting's purpose, time, and location, and provide the parent~~  
248 ~~the opportunity to participate.~~

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

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

257 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
258 K-3 student who exhibits a substantial reading deficiency shall  
259 be immediately notified of the student's deficiency pursuant to  
260 s. 1008.25(5) and ~~with a description and explanation, in terms~~

261 ~~understandable to the parent, of the exact nature of the~~  
262 ~~student's difficulty in learning and lack of achievement in~~  
263 ~~reading,~~ shall be consulted in the development of a plan, as  
264 described in s. 1008.25(4)(b); ~~and shall be informed that the~~  
265 ~~student will be given intensive reading instruction until the~~  
266 ~~deficiency is corrected. This subsection operates in addition to~~  
267 ~~the remediation and notification provisions contained in s.~~  
268 ~~1008.25 and in no way reduces the rights of a parent or the~~  
269 ~~responsibilities of a school district under that section.~~

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

272 1002.59 Emergent literacy and performance standards  
273 training courses.—

274 (1) The office shall adopt minimum standards for one or  
275 more training courses in emergent literacy for prekindergarten  
276 instructors. Each course must comprise 5 clock hours and provide  
277 instruction in explicit, systematic, and multisensory  
278 instruction ~~strategies and techniques~~ to address the age-  
279 appropriate progress of prekindergarten students in developing  
280 emergent literacy skills, including oral communication,  
281 knowledge of print and letters, phonemic and phonological  
282 awareness, and vocabulary and comprehension development. Each  
283 course must address early identification of and intervention for  
284 students experiencing difficulties with emergent literacy skills  
285 and ~~also~~ provide resources containing strategies that allow  
286 students with disabilities and other special needs to derive

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287 maximum benefit from the Voluntary Prekindergarten Education  
288 Program. Successful completion of an emergent literacy training  
289 course approved under this section satisfies requirements for  
290 approved training in early literacy and language development  
291 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

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

295 1002.67 Performance standards; curricula and  
296 accountability.—

297 (3)

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

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

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

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

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313 1002.69 Statewide kindergarten screening; kindergarten  
314 readiness rates; state-approved prekindergarten enrollment  
315 screening; good cause exemption.—

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

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

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

336 1004.04 Public accountability and state approval for  
337 teacher preparation programs.—

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

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

- 342 1. The Florida Educator Accomplished Practices.
- 343 2. The state-adopted content standards.
- 344 3. Scientifically researched reading instruction,  
345 including explicit, systematic, and multisensory approaches to  
346 reading instruction and intervention that are proven to improve  
347 reading performance for all students.
- 348 4. Content literacy and mathematics practices.
- 349 5. Strategies appropriate for the instruction of English  
350 language learners.
- 351 6. Strategies appropriate for the instruction of students  
352 with disabilities.
- 353 7. School safety.

354 (c) Each candidate must receive instruction and be  
355 assessed on the uniform core curricula in the candidate's area  
356 or areas of program concentration, including reading instruction  
357 under s. 1012.567, as applicable, during course work and field  
358 experiences.

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

361 1004.85 Postsecondary educator preparation institutes.—

362 (3) Educator preparation institutes approved pursuant to  
363 this section may offer competency-based certification programs  
364 specifically designed for noneducation major baccalaureate

365 degree holders to enable program participants to meet the  
366 educator certification requirements of s. 1012.56. An educator  
367 preparation institute choosing to offer a competency-based  
368 certification program pursuant to the provisions of this section  
369 must implement a program previously approved by the Department  
370 of Education for this purpose or a program developed by the  
371 institute and approved by the department for this purpose.  
372 Approved programs shall be available for use by other approved  
373 educator preparation institutes.

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

382 1.a. Participant instruction and assessment in the Florida  
383 Educator Accomplished Practices.

384 b. The state-adopted student content standards.

385 c. Scientifically researched reading instruction,  
386 including explicit, systematic, and multisensory approaches to  
387 reading instruction and intervention that are proven to improve  
388 reading performance for all students.

389 d. Content literacy and mathematical practices.

390 e. Strategies appropriate for instruction of English

391 language learners.

392 f. Strategies appropriate for instruction of students with  
393 disabilities.

394 g. School safety.

395 2. An educational plan for each participant to meet  
396 certification requirements and demonstrate his or her ability to  
397 teach the subject area for which the participant is seeking  
398 certification, which is based on an assessment of his or her  
399 competency in the areas listed in subparagraph 1.

400 3. Field experiences appropriate to the certification  
401 subject area specified in the educational plan with a diverse  
402 population of students in a variety of settings under the  
403 supervision of qualified educators.

404 4. A certification ombudsman to facilitate the process and  
405 procedures required for participants who complete the program to  
406 meet any requirements related to the background screening  
407 pursuant to s. 1012.32 and educator professional or temporary  
408 certification pursuant to s. 1012.56.

409 (b) Each program participant must:

410 1. Meet certification requirements pursuant to s.  
411 1012.56(1) by obtaining a statement of status of eligibility in  
412 the certification subject area of the educational plan and meet  
413 the requirements of s. 1012.56(2) (a)-(f).

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



417 as applicable.

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

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

432 1008.25 Public school student progression; student  
433 support; reporting requirements.—

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

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

440 (b) Students who fail to meet performance levels required  
441 for promotion consistent with the district school board's plan  
442 for student progression required in subsection (2) paragraph

443 ~~(2)(b).~~

444 (4) ASSESSMENT AND SUPPORT.—

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

450 1. a federally required student plan, such as an  
 451 individual education plan,~~;~~

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

456 3. an individualized progress monitoring plan, or both, as  
 457 necessary.

458 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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

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

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

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

487 2. A description of the current services that are provided  
488 to the child.

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

493 4. That if the child's reading deficiency is not  
494 remediated by the end of grade 3, the child must be retained

495 unless he or she is exempt from mandatory retention for good  
496 cause.

497 5. Opportunities to observe effective instruction and  
498 intervention strategies in the classroom; receive literacy  
499 instruction from the school or through community adult literacy  
500 initiatives; and receive strategies, including multisensory  
501 strategies, through a read-at-home plan the parent can ~~for~~  
502 ~~parents to~~ use in helping his or her ~~their~~ child succeed in  
503 reading ~~proficiency~~.

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

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

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

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

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

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

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

547       3. Characteristics of conditions associated with learning  
548 disorders, including dyslexia, dysgraphia, dyscalculia, and  
549 developmental aphasia.

550       4. A list of resources that support informed parent  
551 involvement in decisionmaking processes for students who have  
552 difficulty with learning.

553       (6) ELIMINATION OF SOCIAL PROMOTION.—

554       (b) The district school board may only exempt students  
555 from mandatory retention, as provided in paragraph (5) (b), for  
556 good cause. A student who is promoted to grade 4 with a good  
557 cause exemption shall be provided intensive reading instruction  
558 and intervention that include specialized diagnostic information  
559 and specific reading strategies to meet the needs of each  
560 student so promoted. The school district shall assist schools  
561 and teachers with the implementation of explicit, systematic,  
562 and multisensory reading instruction and intervention strategies  
563 for students promoted with a good cause exemption which research  
564 has shown to be successful in improving reading among students  
565 who have reading difficulties. Good cause exemptions are limited  
566 to the following:

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

571       2. Students with disabilities whose individual education  
572 plan indicates that participation in the statewide assessment

573 program is not appropriate, consistent with the requirements of  
574 s. 1008.212.

575 3. Students who demonstrate an acceptable level of  
576 performance on an alternative standardized reading or English  
577 Language Arts assessment approved by the State Board of  
578 Education.

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

582 5. Students with disabilities who take the statewide,  
583 standardized English Language Arts assessment and who have an  
584 individual education plan or a Section 504 plan that reflects  
585 that the student has received intensive instruction in reading  
586 or English Language Arts for more than 2 years but still  
587 demonstrates a deficiency and was previously retained in  
588 kindergarten, grade 1, grade 2, or grade 3.

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

594 ~~7. Students who have received intensive remediation in~~  
595 ~~reading or English Language Arts for 2 or more years but still~~  
596 ~~demonstrate a deficiency and who were previously retained in~~  
597 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~  
598 ~~years. Intensive instruction for students so promoted must~~

599 ~~include an altered instructional day that includes specialized~~  
600 ~~diagnostic information and specific reading strategies for each~~  
601 ~~student. The district school board shall assist schools and~~  
602 ~~teachers to implement reading strategies that research has shown~~  
603 ~~to be successful in improving reading among low-performing~~  
604 ~~readers.~~

605 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
606 STUDENTS.—

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

613 1. Evidence-based, explicit, systematic, and multisensory  
614 reading instruction in phonemic awareness, phonics, fluency,  
615 vocabulary, and comprehension and other strategies prescribed by  
616 the school district. effective instructional strategies,

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

623 3. A minimum of 90 minutes of daily, uninterrupted reading  
624 instruction incorporating the instructional and intervention



625 strategies under subparagraph 1. This instruction may include:

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

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

- 637 a. Integration of content-rich, nonfiction texts in
- 638 science and social studies ~~content~~ within the 90-minute block.
- 639 b. Small group instruction.
- 640 c. Reduced teacher-student ratios.
- 641 d. More frequent progress monitoring.
- 642 e. Tutoring or mentoring.
- 643 f. Transition classes containing 3rd and 4th grade
- 644 students.
- 645 g. Extended school day, week, or year.

646 (b) Each school district shall:

647 1.2. Provide written notification to the parent of a  
 648 student who is retained under ~~the provisions of~~ paragraph (5) (b)  
 649 that his or her child has not met the proficiency level required  
 650 for promotion and the reasons the child is not eligible for a

651 good cause exemption as provided in paragraph (6) (b). The  
652 notification must comply with paragraph (5) (c) ~~the provisions of~~  
653 ~~s. 1002.20(15)~~ and must include a description of proposed  
654 interventions and supports that will be provided to the child to  
655 remediate the identified areas of reading deficiency.

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

672 3.4. Provide students who are retained under ~~the~~  
673 ~~provisions of~~ paragraph (5) (b) with a highly effective teacher  
674 as determined by the teacher's performance evaluation under s.  
675 1012.34, and, beginning July 1, 2018, the teacher must also be  
676 certified or endorsed in reading.

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

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

691 b. Small group instruction.

692 c. Reduced teacher-student ratios.

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

698 e. A read-at-home plan.

699 ~~a. Be provided to a student in grade 3 who scores Level 1~~  
700 ~~on the statewide, standardized English Language Arts assessment~~  
701 ~~and who was retained in grade 3 the prior year because of~~  
702 ~~scoring Level 1.~~

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

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

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

711 ~~e. Provide intensive language and vocabulary instruction~~  
712 ~~using a scientifically research-based program, including use of~~  
713 ~~a speech-language therapist.~~

714 (8) ANNUAL REPORT.—

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

728 Section 10. Subsection (5) of section 1008.345, Florida

729 Statutes, is amended to read:

730 1008.345 Implementation of state system of school  
731 improvement and education accountability.—

732 (5) The commissioner shall annually report to the State  
733 Board of Education and the Legislature and recommend changes in  
734 state policy necessary to foster school improvement and  
735 education accountability. The report shall include:

736 (a) For each school district:

737 1. The percentage of students, by school and grade level,  
738 demonstrating learning growth in English Language Arts and  
739 mathematics.

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

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

745 (b) Intervention and support strategies used by school  
746 districts ~~boards~~ whose students in both the highest and lowest  
747 quartiles exceed the statewide average learning growth for  
748 students in those quartiles.

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

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

761

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

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

767 1011.67 Funds for instructional materials.—

768 (2) (a) Annually by July 1 and before ~~prior to~~ the release  
769 of instructional materials funds, each district school  
770 superintendent shall certify to the Commissioner of Education  
771 that the district school board has approved a comprehensive  
772 staff development plan that supports fidelity of implementation  
773 of instructional materials programs, including. ~~The report shall~~  
774 ~~include~~ verification that training was provided; and that the  
775 materials are being implemented as designed; and, beginning  
776 April 1, 2019, for core reading materials and supplemental  
777 intervention reading materials used in kindergarten through  
778 grade 5, that the materials have been identified by the Just  
779 Read, Florida! Office as meeting the requirements of s.  
780 1001.215(11). This paragraph does not preclude school districts

781 from purchasing or using other materials to supplement reading  
782 instruction and provide additional skills practice.

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

791 Section 12. Section 1012.567, Florida Statutes, is created  
792 to read:

793 1012.567 Certification and endorsement of elementary  
794 reading instructors.—

795 (1) CERTIFICATION.—

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

801 1. Identifying characteristics of conditions such as  
802 dyslexia and other causes of diminished phonological processing  
803 skills.

804 2. Using explicit, systematic, and multisensory approaches  
805 to reading instruction and intervention that are proven to  
806 improve reading performance for all students.

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

809

810 The State Board of Education shall adopt by rule the minimum  
811 requirements for instruction provided by teacher preparation  
812 programs and school districts for this purpose.

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

819 (c) The State Board of Education shall identify by rule  
820 certification areas in which candidates must demonstrate  
821 competence as provided in paragraph (a) as part of the  
822 certification process.

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

828 (2) ENDORSEMENT.—Beginning January 1, 2018, the  
829 specialization requirements for an endorsement in reading  
830 instruction must include at least 3 semester hours of  
831 instruction in explicit, systematic, and multisensory approaches  
832 to reading instruction and intervention that are proven to



833 improve reading performance for all students. This instruction  
834 may be incorporated into semester hour requirements established  
835 in State Board of Education rule.

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

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

848 Section 13. Paragraph (a) of subsection (3) of section  
849 1012.585, Florida Statutes, is amended, and paragraph (f) is  
850 added to that subsection, to read:

851 1012.585 Process for renewal of professional  
852 certificates.—

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

855 (a) The applicant must earn a minimum of 6 college credits  
856 or 120 inservice points or a combination thereof. For each area  
857 of specialization to be retained on a certificate, the applicant  
858 must earn at least 3 of the required credit hours or equivalent

859 inservice points in the specialization area. Education in  
860 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
861 credits or points that provide training in the area of  
862 scientifically researched, knowledge-based reading literacy,  
863 including explicit, systematic, and multisensory approaches to  
864 reading instruction and intervention; ~~and~~ computational skills  
865 acquisition;; exceptional student education;; normal child  
866 development;; and the disorders of development may be applied  
867 toward any specialization area. Credits or points that provide  
868 training in the areas of drug abuse, child abuse and neglect,  
869 strategies in teaching students having limited proficiency in  
870 English, or dropout prevention, or training in areas identified  
871 in the educational goals and performance standards adopted  
872 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
873 any specialization area, except specialization areas identified  
874 by State Board of Education rule as involving reading  
875 instruction or intervention for any students in kindergarten  
876 through grade 6 under s. 1012.567(1)(c). Credits or points  
877 earned through approved summer institutes may be applied toward  
878 the fulfillment of these requirements. Inservice points may also  
879 be earned by participation in professional growth components  
880 approved by the State Board of Education and specified pursuant  
881 to s. 1012.98 in the district's approved master plan for  
882 inservice educational training; however, such points may not be  
883 used to satisfy the specialization requirements of this  
884 paragraph, ~~including, but not limited to, serving as a trainer~~

885 ~~in an approved teacher training activity, serving on an~~  
886 ~~instructional materials committee or a state board or commission~~  
887 ~~that deals with educational issues, or serving on an advisory~~  
888 ~~council created pursuant to s. 1001.452.~~

889 (f) Beginning January 1, 2018, an applicant for renewal of  
890 a professional certificate in any area of certification  
891 identified by State Board of Education rule pursuant to s.  
892 1012.567(1)(c) must earn a minimum of 2 college credits or the  
893 equivalent inservice points in the use of explicit, systematic,  
894 and multisensory approaches to reading instruction and  
895 intervention. Such training must be provided by teacher  
896 preparation programs under s. 1004.04 or s. 1004.85 or approved  
897 school district professional development systems under s.  
898 1012.98. The requirements in this paragraph may not add to the  
899 total hours required by the department for continuing education  
900 or inservice training.

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

903 1012.586 Additions or changes to certificates; duplicate  
904 certificates.—A school district may process via a Department of  
905 Education website certificates for the following applications of  
906 public school employees:

907 (1) Addition of a subject coverage or endorsement to a  
908 valid Florida certificate on the basis of the completion of the  
909 appropriate subject area testing requirements of s.  
910 1012.56(5)(a) or the completion of the requirements of an

911 approved school district program or the inservice components for  
912 an endorsement. To reduce duplication, the department may  
913 recommend the consolidation of endorsement areas and  
914 requirements to the State Board of Education.

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

923 Section 15. Paragraph (b) of subsection (4) of section  
924 1012.98, Florida Statutes, is amended, and paragraph (e) is  
925 added to subsection (3) of that section, to read:

926 1012.98 School Community Professional Development Act.—

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

929 (e) Provide all elementary grades instructional personnel  
930 without a reading endorsement with training sufficient to earn  
931 the endorsement before attainment or renewal of a professional  
932 certificate pursuant to s. 1012.56 or s. 1012.585.

933 (4) The Department of Education, school districts,  
934 schools, Florida College System institutions, and state  
935 universities share the responsibilities described in this  
936 section. These responsibilities include the following:

937 (b) Each school district shall develop a professional  
938 development system as specified in subsection (3). The system  
939 shall be developed in consultation with teachers, teacher-  
940 educators of Florida College System institutions and state  
941 universities, business and community representatives, and local  
942 education foundations, consortia, and professional  
943 organizations. The professional development system must:

944 1. Be approved by the department. All substantial  
945 revisions to the system shall be submitted to the department for  
946 review for continued approval.

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

957 3. Provide inservice activities coupled with followup  
958 support appropriate to accomplish district-level and school-  
959 level improvement goals and standards. The inservice activities  
960 for instructional personnel shall focus on analysis of student  
961 achievement data, ongoing formal and informal assessments of  
962 student achievement, identification and use of enhanced and

963 differentiated instructional strategies that emphasize rigor,  
964 relevance, and reading in the content areas, enhancement of  
965 subject content expertise, integrated use of classroom  
966 technology that enhances teaching and learning, classroom  
967 management, parent involvement, and school safety.

968 4. Include a master plan for inservice activities,  
969 pursuant to rules of the State Board of Education, for all  
970 district employees from all fund sources. The master plan shall  
971 be updated annually by September 1, must be based on input from  
972 teachers and district and school instructional leaders, and must  
973 use the latest available student achievement data and research  
974 to enhance rigor and relevance in the classroom. Each district  
975 inservice plan must be aligned to and support the school-based  
976 inservice plans and school improvement plans pursuant to s.  
977 1001.42(18). Each district inservice plan must provide a  
978 description of the training that middle grades instructional  
979 personnel and school administrators receive on the district's  
980 code of student conduct adopted pursuant to s. 1006.07;  
981 integrated digital instruction and competency-based instruction  
982 and CAPE Digital Tool certificates and CAPE industry  
983 certifications; classroom management; student behavior and  
984 interaction; extended learning opportunities for students; and  
985 instructional leadership. District plans must be approved by the  
986 district school board annually in order to ensure compliance  
987 with subsection (1) and to allow for dissemination of research-  
988 based best practices to other districts. District school boards

989 must submit verification of their approval to the Commissioner  
990 of Education no later than October 1, annually. Each school  
991 principal may establish and maintain an individual professional  
992 development plan for each instructional employee assigned to the  
993 school as a seamless component to the school improvement plans  
994 developed pursuant to s. 1001.42(18). An individual professional  
995 development plan must be related to specific performance data  
996 for the students to whom the teacher is assigned, define the  
997 inservice objectives and specific measurable improvements  
998 expected in student performance as a result of the inservice  
999 activity, and include an evaluation component that determines  
1000 the effectiveness of the professional development plan.

1001 5. Include inservice activities for school administrative  
1002 personnel that address updated skills necessary for  
1003 instructional leadership and effective school management  
1004 pursuant to s. 1012.986.

1005 6. Provide for systematic consultation with regional and  
1006 state personnel designated to provide technical assistance and  
1007 evaluation of local professional development programs.

1008 7. Provide for delivery of professional development by  
1009 distance learning and other technology-based delivery systems to  
1010 reach more educators at lower costs.

1011 8. Provide for the continuous evaluation of the quality  
1012 and effectiveness of professional development programs in order  
1013 to eliminate ineffective programs and strategies and to expand  
1014 effective ones. Evaluations must consider the impact of such

1015 activities on the performance of participating educators and  
1016 their students' achievement and behavior.

1017 9. For middle grades, emphasize:

1018 a. Interdisciplinary planning, collaboration, and  
1019 instruction.

1020 b. Alignment of curriculum and instructional materials to  
1021 the state academic standards adopted pursuant to s. 1003.41.

1022 c. Use of small learning communities; problem-solving,  
1023 inquiry-driven research and analytical approaches for students;  
1024 strategies and tools based on student needs; competency-based  
1025 instruction; integrated digital instruction; and project-based  
1026 instruction.

1027  
1028 Each school that includes any of grades 6, 7, or 8 must include  
1029 in its school improvement plan, required under s. 1001.42(18), a  
1030 description of the specific strategies used by the school to  
1031 implement each item listed in this subparagraph.

1032 10. Provide training to reading coaches, classroom  
1033 teachers, and school administrators in effective methods of  
1034 identifying characteristics of conditions such as dyslexia and  
1035 other causes of diminished phonological processing skills;  
1036 incorporating instructional techniques into the general  
1037 education setting that are proven to improve reading performance  
1038 for all students; and using predictive and other data to make  
1039 instructional decisions based on individual student needs. The  
1040 training must help teachers integrate phonemic awareness;



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1041 phonics, word study, and spelling; reading fluency; vocabulary,  
1042 including academic vocabulary; and text comprehension strategies  
1043 into an explicit, systematic, and multisensory approach to  
1044 reading instruction and intervention.

1045 Section 16. This act shall take effect upon becoming a  
1046 law.