

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. 1002.20, F.S.; revising
5 requirements for notifying a parent of a student with
6 a substantial reading deficiency; amending s. 1002.69,
7 F.S.; requiring data from the statewide kindergarten
8 screening to be used to identify certain students;
9 amending s. 1004.04, F.S.; revising core curricula
10 requirements for certain teacher preparation programs
11 to include certain reading instruction and
12 interventions; amending s. 1004.85, F.S.; requiring
13 certain educator preparation institutes to provide
14 evidence of specified reading and technology
15 instruction as a condition of program approval and
16 continued approval; amending s. 1008.25, F.S.;
17 requiring district school boards to allocate certain
18 instruction resources to certain students deficient in
19 reading; revising criteria and requiring the State
20 Board of Education to identify guidelines for
21 determining whether certain students have a
22 substantial deficiency in reading; providing that
23 students with a substantial reading deficiency must be
24 covered by certain plans; revising the parental
25 notification requirements for students with a

26 | substantial deficiency in reading; requiring the
27 | Department of Education to develop or contract with
28 | another entity to develop a handbook containing
29 | specific information for parents of students with a
30 | substantial reading deficiency; defining the terms
31 | "dyslexia" and "dyscalculia"; requiring schools to
32 | provide certain instruction to students who received a
33 | good cause exemption from retention; revising grounds
34 | for such good cause exemption; revising intervention
35 | requirements for certain retained students; revising
36 | provisions relating to the Intensive Acceleration
37 | Class for retained students in certain grades;
38 | revising student progress evaluation requirements;
39 | amending s. 1008.345, F.S.; revising reporting
40 | requirements of the Commissioner of Education relating
41 | to the state system of school improvement and
42 | education accountability; amending s. 1011.67, F.S.;
43 | revising the contents of a comprehensive staff
44 | development plan required for each school district to
45 | receive instructional materials funds; amending s.
46 | 1012.585, F.S.; revising requirements for renewal of
47 | professional teaching certificates; amending s.
48 | 1012.586, F.S.; authorizing the department to
49 | recommend consolidation of endorsement areas and
50 | requirements for endorsements for teacher

51 certificates; requiring the department to review and
 52 make recommendations regarding certain subject
 53 coverage or endorsement requirements; providing
 54 construction; amending s. 1012.98, F.S.; revising
 55 duties and requirements for implementation of the
 56 School Community Professional Development Act;
 57 providing an effective date.

58

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

60

61 Section 1. Section 1001.215, Florida Statutes, is amended
 62 to read:

63 1001.215 Just Read, Florida! Office.—There is created in
 64 the Department of Education the Just Read, Florida! Office. The
 65 office is ~~shall be~~ fully accountable to the Commissioner of
 66 Education and shall:

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

68 (2) Create multiple designations of effective reading
 69 instruction, with accompanying credentials, to enable ~~which~~
 70 ~~encourage~~ all teachers to integrate reading instruction into
 71 their content areas.

72 (3) Provide training to ~~Train~~ K-12 teachers, reading
 73 coaches, and school principals on effective content-area-
 74 specific reading strategies, the integration of content-rich
 75 texts from other core subject areas into reading instruction,

76 evidence-based reading strategies identified in subsection (7),
77 and technology tools to improve student reading performance. For
78 secondary teachers, emphasis shall be on technical text. These
79 strategies must be developed for all content areas in the K-12
80 curriculum.

81 (4) Provide parents with information and strategies for
82 assisting their children in reading, including reading in the
83 content areas ~~area~~.

84 (5) Provide technical assistance to school districts in
85 the development and implementation of district plans for use of
86 the research-based reading instruction allocation provided in s.
87 1011.62(9) and annually review and approve such plans.

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

91 (7) Work with the Florida Center for Reading Research to
92 identify evidence-based reading instructional and intervention
93 programs that incorporate explicit, systematic, sequential, and
94 multisensory approaches to teaching phonemic awareness, phonics,
95 vocabulary, fluency, and text comprehension and incorporate
96 decodable or phonetic text instructional ~~provide information on~~
97 ~~research-based reading programs and effective reading in the~~
98 ~~content area~~ strategies. Reading intervention includes evidence-
99 based strategies frequently used to remediate reading
100 deficiencies and includes individual instruction, tutoring,

101 mentoring, or the use of technology that targets specific
102 reading skills and abilities.

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

106 (9) Periodically review teacher certification requirements
107 and examinations, including alternative certification
108 requirements and examinations ~~exams~~, to ascertain whether the
109 examinations measure the skills needed for evidence-based
110 ~~research-based~~ reading instruction and instructional strategies
111 for teaching reading, including reading in the content areas.

112 (10) Work with teacher preparation programs approved
113 pursuant to ss. ~~s.~~ 1004.04 and 1004.85 to integrate effective,
114 research-based, and evidence-based reading instructional and
115 intervention strategies; ~~and~~ reading in ~~the~~ content area
116 instructional strategies; and explicit, systematic, and
117 multisensory reading instructional strategies into teacher
118 preparation programs.

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

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

124 1002.20 K-12 student and parent rights.—Parents of public
125 school students must receive accurate and timely information

126 regarding their child's academic progress and must be informed
127 of ways they can help their child to succeed in school. K-12
128 students and their parents are afforded numerous statutory
129 rights including, but not limited to, the following:

130 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
131 K-3 student who exhibits a substantial reading deficiency shall
132 be immediately notified of the student's deficiency pursuant to
133 s. 1008.25(5) and with a description and explanation, in terms
134 understandable to the parent, of the exact nature of the
135 student's difficulty in learning and lack of achievement in
136 reading; shall be consulted in the development of a plan, as
137 described in s. 1008.25(4)(b); ~~and shall be informed that the~~
138 ~~student will be given intensive reading instruction until the~~
139 ~~deficiency is corrected. This subsection operates in addition to~~
140 ~~the remediation and notification provisions contained in s.~~
141 ~~1008.25 and in no way reduces the rights of a parent or the~~
142 ~~responsibilities of a school district under that section.~~

143 Section 3. Subsection (2) of section 1002.69, Florida
144 Statutes, is amended to read:

145 1002.69 Statewide kindergarten screening; kindergarten
146 readiness rates; state-approved prekindergarten enrollment
147 screening; good cause exemption.—

148 (2) The statewide kindergarten screening shall provide
149 objective data concerning each student's readiness for
150 kindergarten and progress in attaining the performance standards

151 adopted by the office under s. 1002.67(1). Data from the
152 screening, along with other available data, must be used to
153 identify students in need of intervention and support pursuant
154 to s. 1008.25(5).

155 Section 4. Paragraph (b) of subsection (2) and paragraph
156 (a) of subsection (4) of section 1004.04, Florida Statutes, are
157 amended to read:

158 1004.04 Public accountability and state approval for
159 teacher preparation programs.—

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

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

164 1. The Florida Educator Accomplished Practices.

165 2. The state-adopted content standards.

166 3. Scientifically researched and evidence-based reading
167 instruction strategies, including explicit, systematic, and
168 multisensory approaches to reading instruction and intervention
169 which are proven to improve reading performance for all
170 students.

171 4. Content literacy and mathematics practices.

172 5. Strategies appropriate for the instruction of English
173 language learners.

174 6. Strategies appropriate for the instruction of students
175 with disabilities.

176 7. School safety.

177 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
178 teacher preparation program shall be based upon evidence that
179 the program continues to implement the requirements for initial
180 approval and upon significant, objective, and quantifiable
181 measures of the program and the performance of the program
182 completers.

183 (a) The criteria for continued approval must include each
184 of the following:

185 1. Documentation ~~from the program~~ that each program
186 candidate met the admission requirements provided in subsection
187 (3).

188 2. Documentation ~~from the program~~ that the program and
189 each program completer have met the requirements provided in
190 subsection (2).

191 3. Documentation that each program completer received
192 instruction in technology literacy through the program's
193 content-area and pedagogy coursework.

194 ~~4.3.~~ Evidence of performance in each of the following
195 areas:

196 a. Placement rate of program completers into instructional
197 positions in Florida public schools and private schools, if
198 available.

199 b. Rate of retention for employed program completers in
200 instructional positions in Florida public schools.

201 c. Performance of students in prekindergarten through
202 grade 12 who are assigned to in-field program completers on
203 statewide assessments using the results of the student learning
204 growth formula adopted under s. 1012.34.

205 d. Performance of students in prekindergarten through
206 grade 12 who are assigned to in-field program completers
207 aggregated by student subgroup, as defined in the federal
208 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.
209 6311(b)(2)(C)(v)(II), as a measure of how well the program
210 prepares teachers to work with a diverse population of students
211 in a variety of settings in Florida public schools.

212 e. Results of program completers' annual evaluations in
213 accordance with the timeline as set forth in s. 1012.34.

214 f. Production of program completers in statewide critical
215 teacher shortage areas as identified in s. 1012.07.

216 Section 5. Paragraph (a) of subsection (3) of section
217 1004.85, Florida Statutes, is amended, and paragraph (c) is
218 added to subsection (4) of that section, to read:

219 1004.85 Postsecondary educator preparation institutes.—

220 (3) Educator preparation institutes approved pursuant to
221 this section may offer competency-based certification programs
222 specifically designed for noneducation major baccalaureate
223 degree holders to enable program participants to meet the
224 educator certification requirements of s. 1012.56. An educator
225 preparation institute choosing to offer a competency-based

226 certification program pursuant to the provisions of this section
227 must implement a program previously approved by the Department
228 of Education for this purpose or a program developed by the
229 institute and approved by the department for this purpose.
230 Approved programs shall be available for use by other approved
231 educator preparation institutes.

232 (a) Within 90 days after receipt of a request for
233 approval, the Department of Education shall approve a
234 preparation program pursuant to the requirements of this
235 subsection or issue a statement of the deficiencies in the
236 request for approval. The department shall approve a
237 certification program if the institute provides evidence of the
238 institute's capacity to implement a competency-based program
239 that includes each of the following:

240 1.a. Participant instruction and assessment in the Florida
241 Educator Accomplished Practices.

242 b. The state-adopted student content standards.

243 c. Scientifically researched and evidence-based reading
244 instruction strategies, including explicit, systematic, and
245 multisensory approaches to reading instruction and intervention
246 which are proven to improve reading performance for all
247 students.

248 d. Content literacy and mathematical practices.

249 e. Strategies appropriate for instruction of English
250 language learners.

251 f. Strategies appropriate for instruction of students with
252 disabilities.

253 g. School safety.

254 2. An educational plan for each participant to meet
255 certification requirements and demonstrate his or her ability to
256 teach the subject area for which the participant is seeking
257 certification, which is based on an assessment of his or her
258 competency in the areas listed in subparagraph 1.

259 3. Field experiences appropriate to the certification
260 subject area specified in the educational plan with a diverse
261 population of students in a variety of settings under the
262 supervision of qualified educators.

263 4. A certification ombudsman to facilitate the process and
264 procedures required for participants who complete the program to
265 meet any requirements related to the background screening
266 pursuant to s. 1012.32 and educator professional or temporary
267 certification pursuant to s. 1012.56.

268 (4) Continued approval of each program approved pursuant
269 to this section shall be determined by the Commissioner of
270 Education based upon a periodic review of the following areas:

271 (c) Documentation that each program completer received
272 instruction in technology literacy through the program's
273 content-area and pedagogy coursework.

274 Section 6. Subsection (3), paragraphs (a) and (c) of
275 subsection (5), paragraph (b) of subsection (6), subsection (7),

276 and paragraph (a) of subsection (8) of section 1008.25, Florida
277 Statutes, are amended, paragraph (c) is added to subsection (4),
278 and paragraph (d) is added to subsection (5) of that section, to
279 read:

280 1008.25 Public school student progression; student
281 support; reporting requirements.—

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

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

288 (b) Students who fail to meet performance levels required
289 for promotion consistent with the district school board's plan
290 for student progression required in subsection (2) ~~paragraph~~
291 ~~(2) (b)~~.

292 (4) ASSESSMENT AND SUPPORT.—

293 (c) A student who has a substantial reading deficiency as
294 determined in paragraph (5) (a) must be covered by a federally
295 required student plan, such as an individual education plan or
296 an individualized progress monitoring plan, or both, as
297 necessary.

298 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

299 (a) Any student in kindergarten through grade 3 who
300 exhibits a substantial deficiency in reading, based upon

301 screening, diagnostic, progress monitoring, or assessment data;
302 ~~locally determined or statewide assessments; conducted in~~
303 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~
304 ~~observations,~~ must be provided ~~given~~ intensive, explicit,
305 systematic, and multisensory reading interventions instruction
306 immediately following the identification of the reading
307 deficiency. A school may not wait for a student to receive a
308 failing grade at the end of a grading period to identify the
309 student as having a substantial reading deficiency and initiate
310 intensive reading interventions. The student's reading
311 proficiency must be monitored and the intensive interventions
312 ~~instruction~~ must continue until the student demonstrates grade
313 level proficiency in a manner determined by the district, which
314 may include achieving a Level 3 on the statewide, standardized
315 English Language Arts assessment. The State Board of Education
316 shall identify by rule guidelines for determining whether a
317 student in kindergarten through grade 3 has a substantial
318 deficiency in reading.

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

322 1. That his or her child has been identified as having a
323 substantial deficiency in reading, including a description and
324 explanation, in terms understandable to the parent, of the exact
325 nature of the student's difficulty in learning and lack of

326 | achievement in reading.

327 | 2. A description of the current services that are provided
328 | to the child.

329 | 3. A description of the proposed intensive interventions
330 | ~~supplemental instructional services~~ and supports that will be
331 | provided to the child that are designed to remediate the
332 | identified area of reading deficiency.

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

337 | 5. Strategies, including multisensory strategies, through
338 | a read-at-home plan the parent can ~~for parents to~~ use in helping
339 | his or her ~~their~~ child succeed in reading ~~proficiency~~.

340 | 6. That the statewide, standardized English Language Arts
341 | assessment is not the sole determiner of promotion and that
342 | additional evaluations, portfolio reviews, and assessments are
343 | available to the child to assist parents and the school district
344 | in knowing when a child is reading at or above grade level and
345 | ready for grade promotion.

346 | 7. The district's specific criteria and policies for a
347 | portfolio as provided in subparagraph (6)(b)4. and the evidence
348 | required for a student to demonstrate mastery of Florida's
349 | academic standards for English Language Arts. A parent of a
350 | student in grade 3 who is identified anytime during the year as

351 being at risk of retention may request that the school
352 immediately begin collecting evidence for a portfolio.

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

357 (d) The Department of Education shall develop or contract
358 with another entity to develop a handbook that schools must
359 provide to the parent of a student who is identified as having a
360 substantial reading deficiency. The handbook must be made
361 available in an electronic format that is accessible online and
362 must include the following information:

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

366 2. An overview of the procedural requirements for
367 initiating and conducting evaluations for exceptional education
368 eligibility. The overview must include an explanation that a
369 diagnosis of a medical condition alone is not sufficient to
370 establish exceptional education eligibility but may be used to
371 document how that condition relates to the student's eligibility
372 determination and may be disclosed in an eligible student's
373 individual education plan when necessary to inform school
374 personnel responsible for implementing such plan.

375 3. Characteristics of conditions associated with specific

376 learning disorders, including dyslexia, dysgraphia, dyscalculia,
377 and developmental aphasia and other information to support
378 informed parent involvement in decisionmaking processes for
379 students who have difficulty with learning. For purposes of this
380 subparagraph, the terms "dyslexia" and "dyscalculia" have the
381 same meanings as used in the Diagnostic and Statistical Manual
382 of Mental Disorders, Fifth Edition, published by the American
383 Psychiatric Association.

384 (6) ELIMINATION OF SOCIAL PROMOTION.—

385 (b) The district school board may only exempt students
386 from mandatory retention, as provided in paragraph (5) (b), for
387 good cause. A student who is promoted to grade 4 with a good
388 cause exemption shall be provided intensive reading instruction
389 and intervention that include specialized diagnostic information
390 and specific reading strategies to meet the needs of each
391 student so promoted. The school district shall assist schools
392 and teachers with the implementation of explicit, systematic,
393 and multisensory reading instruction and intervention strategies
394 for students promoted with a good cause exemption which research
395 has shown to be successful in improving reading among students
396 who have reading difficulties. Good cause exemptions are limited
397 to the following:

398 1. Limited English proficient students who have had less
399 than 2 years of instruction in an English for Speakers of Other
400 Languages program based on the initial date of entry into a

401 school in the United States.

402 2. Students with disabilities whose individual education
403 plan indicates that participation in the statewide assessment
404 program is not appropriate, consistent with the requirements of
405 s. 1008.212.

406 3. Students who demonstrate an acceptable level of
407 performance on an alternative standardized reading or English
408 Language Arts assessment approved by the State Board of
409 Education.

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

413 5. Students with disabilities who take the statewide,
414 standardized English Language Arts assessment and who have an
415 individual education plan or a Section 504 plan that reflects
416 that the student has received intensive instruction in reading
417 or English Language Arts for more than 2 years but still
418 demonstrates a deficiency and was previously retained in
419 kindergarten, grade 1, grade 2, or grade 3.

420 6. Students who have received intensive reading
421 intervention for 2 or more years but still demonstrate a
422 deficiency in reading and who were previously retained in
423 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
424 years. A student may not be retained more than once in grade 3.

425 ~~7. Students who have received intensive remediation in~~

426 ~~reading or English Language Arts for 2 or more years but still~~
427 ~~demonstrate a deficiency and who were previously retained in~~
428 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~
429 ~~years. Intensive instruction for students so promoted must~~
430 ~~include an altered instructional day that includes specialized~~
431 ~~diagnostic information and specific reading strategies for each~~
432 ~~student. The district school board shall assist schools and~~
433 ~~teachers to implement reading strategies that research has shown~~
434 ~~to be successful in improving reading among low-performing~~
435 ~~readers.~~

436 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
437 STUDENTS.—

438 (a) Students retained under ~~the provisions of~~ paragraph
439 (5) (b) must be provided intensive interventions in reading to
440 ameliorate the student's specific reading deficiency and prepare
441 the student for promotion to the next grade. These
442 interventions, as identified by a valid and reliable diagnostic
443 assessment. This intensive intervention must include:

444 1. Evidence-based, explicit, systematic, and multisensory
445 reading instruction in phonemic awareness, phonics, fluency,
446 vocabulary, and comprehension and other strategies prescribed by
447 the school district. effective instructional strategies,

448 2. Participation in the school district's summer reading
449 camp, which must incorporate the instructional and intervention
450 strategies under subparagraph 1, and appropriate teaching

451 ~~methodologies necessary to assist those students in becoming~~
452 ~~successful readers, able to read at or above grade level, and~~
453 ~~ready for promotion to the next grade.~~

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

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

458 ~~1. Provide third grade students who are retained under the~~
459 ~~provisions of paragraph (5) (b) with intensive instructional~~
460 ~~services and supports to remediate the identified areas of~~
461 ~~reading deficiency, including participation in the school~~
462 ~~district's summer reading camp as required under paragraph (a),~~
463 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
464 ~~scientifically research-based reading instruction which includes~~
465 ~~phonemic awareness, phonics, fluency, vocabulary, and~~
466 ~~comprehension and other strategies prescribed by the school~~
467 ~~district, which may include, but are not limited to:~~

468 a. Integration of content-rich texts in science and social
469 studies ~~content~~ within the 90-minute block.

470 b. Small group instruction.

471 c. Reduced teacher-student ratios.

472 d. More frequent progress monitoring.

473 e. Tutoring or mentoring.

474 f. Transition classes containing 3rd and 4th grade
475 students.

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

477 (b) Each school district shall:

478 1.2. Provide written notification to the parent of a
479 student who is retained under ~~the provisions of~~ paragraph (5) (b)
480 that his or her child has not met the proficiency level required
481 for promotion and the reasons the child is not eligible for a
482 good cause exemption as provided in paragraph (6) (b). The
483 notification must comply with paragraph (5) (c) ~~the provisions of~~
484 ~~s. 1002.20(15)~~ and must include a description of proposed
485 interventions and supports that will be provided to the child to
486 remediate the identified areas of reading deficiency.

487 2.3. Implement a policy for the midyear promotion of a
488 student retained under ~~the provisions of~~ paragraph (5) (b) who
489 can demonstrate that he or she is a successful and independent
490 reader and performing at or above grade level in reading or,
491 upon implementation of English Language Arts assessments,
492 performing at or above grade level in English Language Arts.
493 Tools that school districts may use in reevaluating a student
494 retained may include subsequent assessments, alternative
495 assessments, and portfolio reviews, in accordance with rules of
496 the State Board of Education. Students promoted during the
497 school year after November 1 must demonstrate proficiency levels
498 in reading equivalent to the level necessary for the beginning
499 of grade 4. The rules adopted by the State Board of Education
500 must include standards that provide a reasonable expectation

501 that the student's progress is sufficient to master appropriate
502 grade 4 level reading skills.

503 3.4. Provide students who are retained under ~~the~~
504 ~~provisions of~~ paragraph (5) (b), including students participating
505 in the school district's summer reading camp under subparagraph
506 (a)2., with a highly effective teacher as determined by the
507 teacher's performance evaluation under s. 1012.34, and,
508 beginning July 1, 2020, the teacher must also be certified or
509 endorsed in reading.

510 4.5. Establish at each school, when applicable, an
511 intensive reading acceleration course ~~Class~~ for any student
512 retained in grade 3 who was previously retained in kindergarten,
513 grade 1, or grade 2 students who subsequently score Level 1 on
514 the required statewide, standardized assessment identified in s.
515 1008.22. The focus of the Intensive Acceleration Class shall be
516 to increase a child's reading and English Language Arts skill
517 level at least two grade levels in 1 school year. The intensive
518 reading acceleration course must provide the following ~~Class~~
519 ~~shall:~~

520 a. Uninterrupted reading instruction for the majority of
521 student contact time each day and opportunities to master the
522 grade 4 Next Generation Sunshine State Standards in other core
523 subject areas through content-rich texts.

524 b. Small group instruction.

525 c. Reduced teacher-student ratios.

526 d. The use of explicit, systematic, and multisensory
527 reading interventions, including intensive language, phonics,
528 and vocabulary instruction, and use of a speech-language
529 therapist if necessary, that have proven results in accelerating
530 student reading achievement within the same school year.

531 e. A read-at-home plan.

532 ~~a. Be provided to a student in grade 3 who scores Level 1~~
533 ~~on the statewide, standardized English Language Arts assessment~~
534 ~~and who was retained in grade 3 the prior year because of~~
535 ~~scoring Level 1.~~

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

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

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

544 ~~e. Provide intensive language and vocabulary instruction~~
545 ~~using a scientifically research-based program, including use of~~
546 ~~a speech-language therapist.~~

547 (8) ANNUAL REPORT.—

548 (a) In addition to the requirements in paragraph (5)(b),
549 each district school board must annually report to the parent of
550 each student the progress of the student toward achieving state

551 and district expectations for proficiency in English Language
552 Arts, science, social studies, and mathematics. The district
553 school board must report to the parent the student's results on
554 each statewide, standardized assessment. The evaluation of each
555 student's progress must be based upon the student's classroom
556 work, observations, tests, district and state assessments,
557 response to intensive interventions provided under paragraph
558 (5) (a), and other relevant information. Progress reporting must
559 be provided to the parent in writing in a format adopted by the
560 district school board.

561 Section 7. Subsection (5) of section 1008.345, Florida
562 Statutes, is amended to read:

563 1008.345 Implementation of state system of school
564 improvement and education accountability.-

565 (5) The commissioner shall annually report to the State
566 Board of Education and the Legislature and recommend changes in
567 state policy necessary to foster school improvement and
568 education accountability. The report shall include:

569 (a) For each school district:

570 1. The percentage of students, by school and grade level,
571 demonstrating learning growth in English Language Arts and
572 mathematics.

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

576 3. The information contained in the school district's
577 annual report required pursuant to s. 1008.25(8).

578 (b) Intervention and support strategies used by school
579 districts ~~boards~~ whose students in both the highest and lowest
580 quartiles exceed the statewide average learning growth for
581 students in those quartiles.

582 (c) Intervention and support strategies used by school
583 districts ~~boards~~ whose schools provide educational services to
584 youth in Department of Juvenile Justice programs that
585 demonstrate learning growth in English Language Arts and
586 mathematics that exceeds the statewide average learning growth
587 for students in those subjects.

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

594
595 School reports shall be distributed pursuant to this subsection
596 and s. 1001.42(18)(c) and according to rules adopted by the
597 State Board of Education.

598 Section 8. Subsection (2) of section 1011.67, Florida
599 Statutes, is amended to read:

600 1011.67 Funds for instructional materials.—

601 (2) Annually by July 1 and before ~~prior to~~ the release of
602 instructional materials funds, each district school
603 superintendent shall certify to the Commissioner of Education
604 that the district school board has approved a comprehensive
605 staff development plan that supports fidelity of implementation
606 of instructional materials programs, including. ~~The report shall~~
607 ~~include~~ verification that training was provided; and that the
608 materials are being implemented as designed; and, beginning July
609 1, 2021, for core reading materials and reading intervention
610 materials used in kindergarten through grade 5, that the
611 materials meet the requirements of s. 1001.215(7). This
612 paragraph does not preclude school districts from purchasing or
613 using other materials to supplement reading instruction and
614 provide additional skills practice.

615 Section 9. Paragraph (a) of subsection (3) of section
616 1012.585, Florida Statutes, is amended, and paragraph (f) is
617 added to that subsection, to read:

618 1012.585 Process for renewal of professional
619 certificates.—

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

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

626 inservice points in the specialization area. Education in
627 "clinical educator" training pursuant to s. 1004.04(5)(b) and
628 credits or points that provide training in the area of
629 scientifically researched, knowledge-based reading literacy,
630 including explicit, systematic, and multisensory approaches to
631 reading instruction, intervention, and developing phonemic
632 awareness; ~~and~~ computational skills acquisition;; exceptional
633 student education;; normal child development;; and the disorders
634 of development may be applied toward any specialization area.
635 Credits or points that provide training in the areas of drug
636 abuse, child abuse and neglect, strategies in teaching students
637 having limited proficiency in English, or dropout prevention, or
638 training in areas identified in the educational goals and
639 performance standards adopted pursuant to ss. 1000.03(5) and
640 1008.345 may be applied toward any specialization area, except
641 specialization areas identified by State Board of Education rule
642 that include reading instruction or intervention for any
643 students in kindergarten through grade 6. Credits or points
644 earned through approved summer institutes may be applied toward
645 the fulfillment of these requirements. Inservice points may also
646 be earned by participation in professional growth components
647 approved by the State Board of Education and specified pursuant
648 to s. 1012.98 in the district's approved master plan for
649 inservice educational training; however, such points may not be
650 used to satisfy the specialization requirements of this

651 ~~paragraph, including, but not limited to, serving as a trainer~~
652 ~~in an approved teacher training activity, serving on an~~
653 ~~instructional materials committee or a state board or commission~~
654 ~~that deals with educational issues, or serving on an advisory~~
655 ~~council created pursuant to s. 1001.452.~~

656 (f) An applicant for renewal of a professional certificate
657 in any area of certification identified by State Board of
658 Education rule that includes reading instruction or intervention
659 for any students in kindergarten through grade 6, with a
660 beginning validity date of July 1, 2020, or thereafter, must
661 earn a minimum of 2 college credits or the equivalent inservice
662 points in the use of explicit, systematic, and multisensory
663 approaches to reading instruction, intervention, and developing
664 phonemic awareness. Such training must be provided by teacher
665 preparation programs under s. 1004.04 or s. 1004.85 or approved
666 school district professional development systems under s.
667 1012.98. The requirements in this paragraph may not add to the
668 total hours required by the department for continuing education
669 or inservice training.

670 Section 10. Subsection (1) of section 1012.586, Florida
671 Statutes, is amended to read:

672 1012.586 Additions or changes to certificates; duplicate
673 certificates.—A school district may process via a Department of
674 Education website certificates for the following applications of
675 public school employees:

676 (1) Addition of a subject coverage or endorsement to a
677 valid Florida certificate on the basis of the completion of the
678 appropriate subject area testing requirements of s.
679 1012.56(5)(a) or the completion of the requirements of an
680 approved school district program or the inservice components for
681 an endorsement.

682 (a) To reduce duplication, the department may recommend
683 the consolidation of endorsement areas and requirements to the
684 State Board of Education.

685 (b) By July 1, 2018, and at least once every 5 years
686 thereafter, the department shall conduct a review of existing
687 subject coverage or endorsement requirements in the elementary,
688 reading, and exceptional student educational areas. The review
689 must include reciprocity requirements for out-of-state
690 certificates and requirements for demonstrating competency in
691 the reading instruction professional development topics listed
692 in s. 1012.98(4)(b)10. At the conclusion of each review, the
693 department shall recommend to the state board changes to the
694 subject coverage or endorsement requirements based upon any
695 identified instruction or intervention strategies proven to
696 improve student reading performance, including phonemic
697 awareness; phonics, word study, and spelling; reading fluency;
698 vocabulary, including academic vocabulary; and text
699 comprehension strategies and explicit, systematic, and
700 multisensory approaches to reading instruction and intervention.

701 This paragraph does not authorize the state board to establish
702 any new certification subject coverage.

703

704 The employing school district shall charge the employee a fee
705 not to exceed the amount charged by the Department of Education
706 for such services. Each district school board shall retain a
707 portion of the fee as defined in the rules of the State Board of
708 Education. The portion sent to the department shall be used for
709 maintenance of the technology system, the web application, and
710 posting and mailing of the certificate.

711 Section 11. Paragraph (b) of subsection (4) of section
712 1012.98, Florida Statutes, is amended to read:

713 1012.98 School Community Professional Development Act.—

714 (4) The Department of Education, school districts,
715 schools, Florida College System institutions, and state
716 universities share the responsibilities described in this
717 section. These responsibilities include the following:

718 (b) Each school district shall develop a professional
719 development system as specified in subsection (3). The system
720 shall be developed in consultation with teachers, teacher-
721 educators of Florida College System institutions and state
722 universities, business and community representatives, and local
723 education foundations, consortia, and professional
724 organizations. The professional development system must:

725 1. Be approved by the department. All substantial

726 revisions to the system shall be submitted to the department for
727 review for continued approval.

728 2. Be based on analyses of student achievement data and
729 instructional strategies and methods that support rigorous,
730 relevant, and challenging curricula for all students. Schools
731 and districts, in developing and refining the professional
732 development system, shall also review and monitor school
733 discipline data; school environment surveys; assessments of
734 parental satisfaction; performance appraisal data of teachers,
735 managers, and administrative personnel; and other performance
736 indicators to identify school and student needs that can be met
737 by improved professional performance.

738 3. Provide inservice activities coupled with followup
739 support appropriate to accomplish district-level and school-
740 level improvement goals and standards. The inservice activities
741 for instructional personnel shall focus on analysis of student
742 achievement data, ongoing formal and informal assessments of
743 student achievement, identification and use of enhanced and
744 differentiated instructional strategies that emphasize rigor,
745 relevance, and reading in the content areas, enhancement of
746 subject content expertise, integrated use of classroom
747 technology that enhances teaching and learning, classroom
748 management, parent involvement, and school safety.

749 4. Include a master plan for inservice activities,
750 pursuant to rules of the State Board of Education, for all

751 district employees from all fund sources. The master plan shall
752 be updated annually by September 1, must be based on input from
753 teachers and district and school instructional leaders, and must
754 use the latest available student achievement data and research
755 to enhance rigor and relevance in the classroom. Each district
756 inservice plan must be aligned to and support the school-based
757 inservice plans and school improvement plans pursuant to s.
758 1001.42(18). Each district inservice plan must provide a
759 description of the training that middle grades instructional
760 personnel and school administrators receive on the district's
761 code of student conduct adopted pursuant to s. 1006.07;
762 integrated digital instruction and competency-based instruction
763 and CAPE Digital Tool certificates and CAPE industry
764 certifications; classroom management; student behavior and
765 interaction; extended learning opportunities for students; and
766 instructional leadership. District plans must be approved by the
767 district school board annually in order to ensure compliance
768 with subsection (1) and to allow for dissemination of research-
769 based best practices to other districts. District school boards
770 must submit verification of their approval to the Commissioner
771 of Education no later than October 1, annually. Each school
772 principal may establish and maintain an individual professional
773 development plan for each instructional employee assigned to the
774 school as a seamless component to the school improvement plans
775 developed pursuant to s. 1001.42(18). An individual professional

776 development plan must be related to specific performance data
777 for the students to whom the teacher is assigned, define the
778 inservice objectives and specific measurable improvements
779 expected in student performance as a result of the inservice
780 activity, and include an evaluation component that determines
781 the effectiveness of the professional development plan.

782 5. Include inservice activities for school administrative
783 personnel that address updated skills necessary for
784 instructional leadership and effective school management
785 pursuant to s. 1012.986.

786 6. Provide for systematic consultation with regional and
787 state personnel designated to provide technical assistance and
788 evaluation of local professional development programs.

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

792 8. Provide for the continuous evaluation of the quality
793 and effectiveness of professional development programs in order
794 to eliminate ineffective programs and strategies and to expand
795 effective ones. Evaluations must consider the impact of such
796 activities on the performance of participating educators and
797 their students' achievement and behavior.

798 9. For middle grades, emphasize:

799 a. Interdisciplinary planning, collaboration, and
800 instruction.

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

803 c. Use of small learning communities; problem-solving,
804 inquiry-driven research and analytical approaches for students;
805 strategies and tools based on student needs; competency-based
806 instruction; integrated digital instruction; and project-based
807 instruction.

808

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

813 10. Provide training to reading coaches, classroom
814 teachers, and school administrators in effective methods of
815 identifying characteristics of conditions such as dyslexia and
816 other causes of diminished phonological processing skills;
817 incorporating instructional techniques into the general
818 education setting which are proven to improve reading
819 performance for all students; and using predictive and other
820 data to make instructional decisions based on individual student
821 needs. The training must help teachers integrate phonemic
822 awareness; phonics, word study, and spelling; reading fluency;
823 vocabulary, including academic vocabulary; and text
824 comprehension strategies into an explicit, systematic, and
825 multisensory approach to reading instruction and intervention.

CS/HB 79

2017

826 | Each district must provide all elementary grades instructional
827 | personnel access to training sufficient to meet the requirements
828 | of s. 1012.585(3)(f).

829 | Section 12. This act shall take effect upon becoming a
830 | law.