

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Pre-K - 12 Education

BILL: SB 1306

INTRODUCER: Senator Perry

SUBJECT: Reading Instruction

DATE: February 7, 2018 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Androff</u>	<u>Graf</u>	<u>ED</u>	Favorable
2.	<u>Sikes</u>	<u>Elwell</u>	<u>AED</u>	Recommend: Favorable
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 1306 modifies provisions related to reading intervention. Specifically, the bill:

- Requires teachers who provide reading interventions under a school district’s K-12 comprehensive reading plan to be certified or endorsed in reading, beginning with the 2020-2021 school year.
- Requires the Florida Department of Education (DOE), as part of its review of certain certification and endorsement requirements, to consider awarding reading endorsements to teachers who are certified by an internationally recognized organization that establishes standards for reading intervention or who complete a postsecondary program that is accredited by such an organization.
- Requires each school district to provide all elementary grades instructional personnel access to training to earn a reading endorsement.

The bill does not affect state revenues or expenditures.

The bill takes effect July 1, 2018.

II. Present Situation:

Educator Certification Coverage Areas and Endorsements

A person must hold a certificate issued by the Florida Department of Education (DOE) to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school.¹ Persons employed or occupying a position as a school supervisor, school principal, teacher, library media specialist, school counselor, athletic coach, or in another

¹ Sections 1012.55(1) and 1002.33(12)(f), F.S.

instructional capacity must be certified.² The purpose of certification is to require school-based personnel to possess the credentials, knowledge, and skills necessary for a high-quality education in the public schools.³

Each educator certificate has a subject area coverage, which indicates the field in which the educator has content knowledge (*e.g.*, Mathematics, grades 6-12). An endorsement is a rider shown on an educator certificate that signifies the educator has knowledge of instructional strategies that target particular levels, stages of development, or circumstances (*e.g.*, Reading Endorsement or Endorsement in English for Speakers of Other Languages).⁴

To add a subject area coverage or an endorsement to a professional certificate or temporary certificate, an educator must submit an application and the required fee and complete requirements as specified in state board rule.⁵

The specialization requirements for a K-12 reading certification are:⁶

- A master's or higher degree with a graduate major in reading; or
- A bachelor's or higher degree with 30 semester hours in reading to include the following areas:
 - Six semester hours in foundations of reading instruction to include the elementary and secondary levels.
 - Six semester hours in diagnosis of reading disabilities and techniques of corrective or remedial reading.
 - Three semester hours in educational measurement.
 - Three semester hours in literature for children or adolescents.
 - Three semester hours in methods of teaching language arts at the elementary or secondary level.
 - Three semester hours in administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically based reading research for the prevention and remediation of reading difficulties.
 - Three semester hours in a supervised reading practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and intervention of reading difficulties.

The specialization requirements for a reading endorsement are a bachelor's or higher degree with certification in an academic, degreed vocational, administrative, or specialty class coverage and 15 semester hours in reading coursework based upon scientifically-based reading research with a

² Sections 1002.33(12)(f) (charter school teachers) and 1012.55(1), F.S. District school boards and charter school governing boards are authorized to hire non-certificated individuals who possess expertise in a given field to serve in an instructional capacity. Rule 6A-1.0502, F.A.C.; ss. 1002.33(12)(f) and 1012.55(1)(c), F.S. Occupational therapists, physical therapists, audiologists, and speech therapists are not required to be certified educators. Rule 6A-1.0502(10) and (11), F.A.C.

³ Section 1012.54, F.S.; *see* rule 6A-4.001(1), F.A.C.

⁴ *See* Florida Department of Education, *Certificate Additions*, <http://www.fldoe.org/teaching/certification/additions/> (last visited Jan. 26, 2018).

⁵ *Id.*; *see* Rule 6A-5.066, F.A.C.

⁶ Rule 6A-4.0291, F.A.C.

focus on both the prevention and remediation of reading difficulties. This required coursework includes the following:⁷

- Six semester hours in understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.
- Three semester hours in the administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading difficulties.
- Three semester hours in understanding how to prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to address the prevention, identification, and remediation of reading difficulties in order to increase reading performance.
- Three semester hours in a supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties.

By July 1, 2018, and at least once every five years thereafter, the DOE must review specialization and coverage area requirements in the elementary, reading, and exceptional student educational areas.⁸ At the conclusion of each review, the DOE must recommend to the State Board of Education changes to the specialization and coverage area requirements based upon any instructional or intervention strategies identified by the DOE that are proven to improve student reading performance.⁹

Research-Based Reading Allocation

The Florida Education Finance Program (FEFP), which is used to provide equalized funding for all school districts across the state, includes a research-based reading allocation for districts to provide a K-12 comprehensive system of research-based reading instruction.¹⁰ The Legislature appropriated \$130 million for the allocation for the 2017-18 fiscal year.¹¹ Among other things, funds from the allocation may be used to provide intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.¹²

To be eligible to receive funds from the allocation, a school district must annually submit a K-12 comprehensive reading plan for review and approval by the Just Read, Florida! Office (JRFO) within the DOE.¹³ The plan is deemed approved unless the JRFO rejects the plan on or before June 1.¹⁴ The plan format must be developed with input from school district personnel and must

⁷ Rule 6A-4.0292, F.A.C.

⁸ Section 1012.586(1)(b), F.S., *as amended by* s. 12, ch. 2017-116, L.O.F.

⁹ *Id.*

¹⁰ *See* s. 1011.62(9)(d), F.S.; s. 6, ch. 2017-234, L.O.F. *See also* Florida Department of Education, *2017-18 Funding for Florida School Districts* (2017) at 18, available at www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf.

¹¹ *See* s. 6, ch. 2017-234, L.O.F.

¹² *See* s. 1011.62(9)(c)7., F.S. Section 1008.22, F.S. establishes requirements related to statewide, standardized assessments.

¹³ Section 1011.62(9)(d)1., F.S.

¹⁴ Section 1011.62(9)(d)1., F.S.

allow courses in core, career, and alternative programs that deliver intensive reading remediation through integrated curricula by a teacher who is deemed “highly qualified to teach reading or working toward that status.”¹⁵

The JRFO was established by the Legislature in 2006 to implement the Just Read, Florida! initiative, which aimed to help students become successful, independent readers.¹⁶ Among other things, the JRFO must:¹⁷

- Work with the Lastinger Center for Learning at the University of Florida to develop training for K-12 teachers, reading coaches, and school principals on effective content-area-specific reading strategies and the integration of content-rich curriculum from other core subject areas into reading instruction;
- Develop and provide access to sequenced, content-rich curriculum programming, instructional practices, and resources that help elementary schools use state-adopted instructional materials to increase students’ background knowledge and literacy skills; and
- Work with the Florida Center for Reading Research to identify scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies.

Professional Development

Florida law requires the DOE, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations, to work collaboratively to develop a coordinated system of professional development. The purpose of the system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.¹⁸

Each school district is required to develop a professional development system in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations.¹⁹

Currently, each school district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student

¹⁵ *Id.*

¹⁶ Section 8, ch. 2006-74, L.O.F. The initiative was established by Governor Jeb Bush in 2001. *See* Exec. Order No. 01-260 (2001).

¹⁷ *See* s. 1001.215(3), (4), and (8), F.S. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities. Section 1001.215(8), F.S.

¹⁸ Section 1012.98(1), F.S.

¹⁹ Section 1012.98(4)(b), F.S.

needs.²⁰ The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.²¹ Each district must provide all elementary grades instructional personnel access to training sufficient to meet certain certification renewal requirements.²²

III. Effect of Proposed Changes:

The bill modifies provisions related to reading intervention. Specifically, the bill:

- Requires teachers who provide reading interventions under a school district's K-12 comprehensive reading plan to be certified or endorsed in reading, beginning with the 2020-2021 school year.
- Requires the Florida Department of Education (DOE), as part of its review of certain certification and endorsement requirements, to consider awarding reading endorsements to teachers who are certified by an internationally recognized organization that establishes standards for reading intervention or who complete a postsecondary program that is accredited by such an organization.
- Requires each school district to provide to all elementary grades instructional personnel access to training to earn a reading endorsement.

Research-Based Reading Allocation (Section 1)

Section 1 amends s. 1011.62, F.S., to require that, beginning with the 2020-2021 school year, teachers who provide reading interventions under a school district's K-12 comprehensive reading plan be certified or endorsed in reading. In addition, this section requires these interventions to incorporate the evidence-based intervention strategies identified by the Just Read, Florida! Office. These changes will ensure that K-12 reading interventions are provided by individuals who have received endorsements or certificates in reading intervention, which may improve the quality of reading instruction in Florida.

Educator Certification Coverage Areas and Endorsements (Section 2)

Section 2 amends s. 1012.586, F.S., to require the Florida Department of Education (DOE), as part of its review of certain certification and endorsement requirements, to consider awarding a reading endorsement to teachers who are certified by an internationally recognized organization that establishes standards for reading intervention or who complete a postsecondary program that is accredited by such an organization.

²⁰ Section 1012.98(4)(b)11., F.S.

²¹ *Id.*

²² *Id.* Section 1012.585(3)(f), F.S., requires that an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent inservice points in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies. Such training must be provided by teacher preparation programs or approved school district professional development systems.

Any such certificate must require an individual who completes the certificate or accredited program to demonstrate competence in reading intervention strategies through clinical experience.

This section may increase opportunities for teachers to obtain endorsements for providing evidence-based interventions to struggling readers and may improve school district efforts to provide targeted reading interventions to students.

Professional Development (Section 3)

Section 3 amends s. 1012.98, F.S., to require each school district to provide to all elementary grades instructional personnel access to training to earn a reading endorsement. This requirement may increase educator access to reading endorsements.

The bill takes effect July 1, 2018.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill does not affect on state revenues or expenditures.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1011.62, 1012.586, and 1012.98.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

B. Amendments:

None.

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