

**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.)

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Prepared By: The Professional Staff of the Committee on Education

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BILL: SB 1306

INTRODUCER: Senator Perry

SUBJECT: Reading Instruction

DATE: January 29, 2018

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Androff	Graf	ED	<b>Favorable</b>
2.			AED	
3.			AP	

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**I. Summary:**

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

- Beginning with the 2020-2021 school year, requires teachers who provide reading interventions under a school district’s K-12 comprehensive reading plan to be certified or endorsed in reading.
- Requires 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
  - Complete a postsecondary program that is accredited by such organization.
- Requires each school district to provide to all elementary grades instructional personnel access to training to earn a reading endorsement.

The bill takes effect July 1, 2018.

**II. Present Situation:**

**Educator Certification Coverage Areas and Endorsements**

For a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the Florida Department of Education (DOE).<sup>1</sup> Persons seeking employment at a public school as a school supervisor, school principal, teacher, library media specialist, school counselor, athletic coach, or

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<sup>1</sup> Sections 1012.55(1) and 1002.33(12)(f), F.S.

in another instructional capacity must be certified.<sup>2</sup> The purpose of certification is to require school-based personnel to “possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools.”<sup>3</sup>

Each educator certificate has subject area “coverage”—a designation on the certificate that 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).<sup>4</sup>

To add 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.<sup>5</sup>

The specialization requirements for a K-12 reading certification are:<sup>6</sup>

- 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

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<sup>2</sup> 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.

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

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

<sup>5</sup> *Id.*; *see* Rule 6A-5.066, F.A.C.

<sup>6</sup> Rule 6A-4.0291, F.A.C.

with a focus on both the prevention and remediation of reading difficulties, to include the following:<sup>7</sup>

- 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.<sup>8</sup> 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.<sup>9</sup>

### **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.<sup>10</sup> The Legislature appropriates the allocation each year.<sup>11</sup> In 2017, the Legislature appropriated \$130 million for the allocation for the 2017-18 school year.<sup>12</sup> 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.<sup>13</sup>

In order 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.<sup>14</sup> The plan is deemed approved unless the JRFO rejects the plan on or

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<sup>7</sup> Rule 6A-4.0292, F.A.C.

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

<sup>9</sup> *Id.*

<sup>10</sup> *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](http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf).

<sup>11</sup> Section 1011.62(9)(b), F.S.

<sup>12</sup> *See* s. 6, ch. 2017-234, L.O.F.

<sup>13</sup> *See* s. 1011.62(9)(c)7., F.S. Section 1008.22, F.S. establishes requirements related to statewide, standardized assessments.

<sup>14</sup> Section 1011.62(9)(d)1., F.S.

before June 1.<sup>15</sup> The plan format must be developed with input from school district personnel and must 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.”<sup>16</sup>

The DOE must release a school district’s allocation of appropriated funds no later than July 1 if the district’s plan is deemed approved.<sup>17</sup> The DOE may withhold funds if it determines that the reading allocation funds are not being used to implement the school district’s approved plan. The DOE must monitor implementation of each district’s plan, including through site visits and collecting data on expenditures and reading improvement results.<sup>18</sup>

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.<sup>19</sup> Among other things, the office must:<sup>20</sup>

- 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 a number of entities, including 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.<sup>21</sup>

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<sup>15</sup> Section 1011.62(9)(d)1., F.S.

<sup>16</sup> *Id.*

<sup>17</sup> *Id.*

<sup>18</sup> *Id.*

<sup>19</sup> 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).

<sup>20</sup> *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.

<sup>21</sup> Section 1012.98(1), F.S.

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.<sup>22</sup>

Currently, each school district's system must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of 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 needs.<sup>23</sup> 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.<sup>24</sup> Each district must provide all elementary grades instructional personnel access to training sufficient to meet certain certification renewal requirements.<sup>25</sup>

### III. Effect of Proposed Changes:

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

- Beginning with the 2020-2021 school year, requires teachers who provide reading interventions under a school district's K-12 comprehensive reading plan to be certified or endorsed in reading.
- Requires 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
  - Complete a postsecondary program that is accredited by such organization.
- Requires each school district to provide to all elementary grades instructional personnel access to training to earn a reading endorsement.

#### **Educator Certification Coverage Areas and Endorsements**

The bill requires 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

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<sup>22</sup> Section 1012.98(4)(b), F.S.

<sup>23</sup> Section 1012.98(4)(b)11., F.S.

<sup>24</sup> *Id.*

<sup>25</sup> *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.

- Complete a postsecondary program that is accredited by such organization.

The bill specifies that any such certificate must require an individual who completes the certificate or accredited program to demonstrate competence in reading intervention strategies through clinical experience.

The bill may increase opportunities for teachers to obtain an endorsement for providing evidence-based interventions to struggling readers. Accordingly, the bill may boost the efforts of school districts in providing targeted reading intervention to students.

### **Research-Based Reading Allocation**

The bill requires that, beginning with the 2020-2021 school year, teachers who provide reading interventions under a school district's K-12 comprehensive reading plan to be certified or endorsed in reading.

Additionally, the bill specifies that such intensive interventions must incorporate the evidence-based intervention strategies identified by the Just Read, Florida! Office (JRFO). This will result in K-12 reading interventions provided by individuals who have received an endorsement or certificate in reading intervention, which may improve the quality of reading instruction in Florida.

### **Professional Development**

The bill requires each school district to provide to all elementary grades instructional personnel access to training to earn a reading endorsement. This requirement is consistent with the bill provision that requires the DOE to consider, as part of its review of certification and endorsement requirements, awarding a reading endorsement to teachers who meet specified conditions. This 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:

None.

**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.