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**K - 12**

**Subcommittee**

**Wednesday, November 18, 2015**

**3:30 P.M. – 5:30 P.M.**

**Morris Hall (17 HOB)**

**Meeting Packet**

**Steve Crisafulli**  
Speaker

**Janet Adkins**  
Chair



## AGENDA

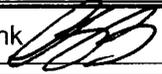
K-12 Subcommittee  
Wednesday, November 18, 2015  
3:30 P.M. – 5:30 P.M.  
Morris Hall (17 HOB)

- I. Call to Order/Roll Call
- II. Welcome/Opening Remarks
- III. Consideration of the following bill:
  - PCB KTS 16-01 -- Reading Instruction
- IV. Closing Remarks and Adjournment

**PCB KTS 16-01**  
**Reading Instruction**

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** PCB KTS 16-01 Reading Instruction  
**SPONSOR(S):** K-12 Subcommittee  
**TIED BILLS:** **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: K-12 Subcommittee		Brink 	Fudge 

### SUMMARY ANALYSIS

After a period of steady improvement on the FCAT reading assessment and National Assessment of Education Progress during the 2000s, reading scores over the past several years have seen a decreased rate of growth, including for students in 3<sup>rd</sup> grade. The rate of 3<sup>rd</sup> grade students performing below grade level in reading has consistently exceeded 40 percent over the past several years. Although the law requires districts to implement interventions and supports for struggling readers, teachers may not receive adequate training in effective strategies to improve the reading performance of all students, including those with conditions such as dyslexia. To help schools identify struggling readers more quickly and implement effective instruction and interventions, the bill:

- Requires the Just Read, Florida! Office to provide training in explicit, systematic, and multisensory strategies and identify core instructional and intervention materials that incorporate those strategies.
- Requires school districts to use core and supplemental intervention materials identified by the Office in order to receive instructional materials funds.
- Requires teacher preparation programs to provide candidates for specified certification areas training in explicit, systematic, and multisensory reading strategies. Candidates for renewal of a certificate in the specified areas or for a reading endorsement must also receive training in those strategies.
- Prohibits districts from waiting until a student receives a failing grade in reading to initiate interventions.
- Enhances communication to parents by requiring updates on struggling readers every two weeks and requiring the Department of Education to develop a handbook that districts must provide to parents of students with a substantial reading deficiency.
- Extends early warning system coverage to students in kindergarten through grade 5 and specifies that a substantial reading deficiency is an indicator for students in kindergarten through grade 3.
- Requires teachers who teach retained 3<sup>rd</sup> graders to hold a reading certificate or endorsement.
- Promotes transparency by requiring the Commissioner of Education to annually report to the State Board of Education district reading performance information and identify effective intervention and support strategies used by school districts to improve the performance of struggling readers.
- Requires the department to periodically review certification and coverage areas that involve reading instruction and recommend changes to improve training and instruction.
- Requires prekindergarten instructors to receive training in explicit, systematic, and multisensory reading instruction and requires VPK programs to provide specialized reading instruction to struggling readers.

For an analysis of the bill's fiscal impact, see FISCAL COMMENTS.

The bill is effective upon becoming a law.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### Background

Florida's history of reading instruction reform dates back to the early 1970s.<sup>1</sup> Since then, the state has implemented a number of initiatives to improve the reading performance of Florida's students. By 2001, Florida established statewide, standardized assessments to measure how well students in grades 3 through 10 had learned the state's reading standards.<sup>2</sup> Also in 2001, Florida Governor Jeb Bush established the Just Read, Florida! initiative, which aimed at helping students become successful, independent readers.<sup>3</sup> The Legislature formally created the Just Read, Florida! Office within the Department of Education in 2006.<sup>4</sup>

The Office must:

- Train highly effective reading coaches.
- Create multiple designations of effective reading instruction, with accompanying credentials, which encourage all teachers to integrate reading instruction into their content areas.
- Train K-12 teachers and school principals on effective content-area-specific reading strategies. For secondary teachers, emphasis shall be on technical text. These strategies must be developed for all content areas in the K-12 curriculum.
- Provide parents with information and strategies for assisting their children in reading in the content area.
- Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation and annually review and approve such plans.<sup>5</sup>
- Review, evaluate, and provide technical assistance to school districts' implementation of the K-12 comprehensive reading plan.
- Work with the Florida Center for Reading Research to provide information on research-based reading programs and effective reading in the content area strategies.
- Periodically review the Sunshine State Standards for reading at all grade levels.
- Periodically review teacher certification examinations, including alternative certification exams, to ascertain whether the examinations measure the skills needed for research-based reading instruction and instructional strategies for teaching reading in the content areas.
- Work with initial teacher preparation programs to integrate research-based reading instructional strategies and reading in the content area instructional strategies into teacher preparation programs.
- Administer grants and perform other functions as necessary to meet the goal that all students read at grade level.<sup>6</sup>

After a period of steady improvement on the FCAT reading assessment and National Assessment of Education Progress reading assessment during the 2000s, the growth rate of reading scores has

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<sup>1</sup> Florida Department of Education, *History of Reading Policy in Florida: hearing before the House K-12 Education Subcommittee* (Sept. 17, 2015).

<sup>2</sup> Florida Department of Education, *A Chronology of Events: 2001*, <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/history-of-fls-statewide-assessment/assessment-chronology/hsap01.stml> (last visited on Nov. 7, 2015).

<sup>3</sup> Exec. Order No. 01-260 (2001).

<sup>4</sup> Section 8, ch. 2006-74, L.O.F.

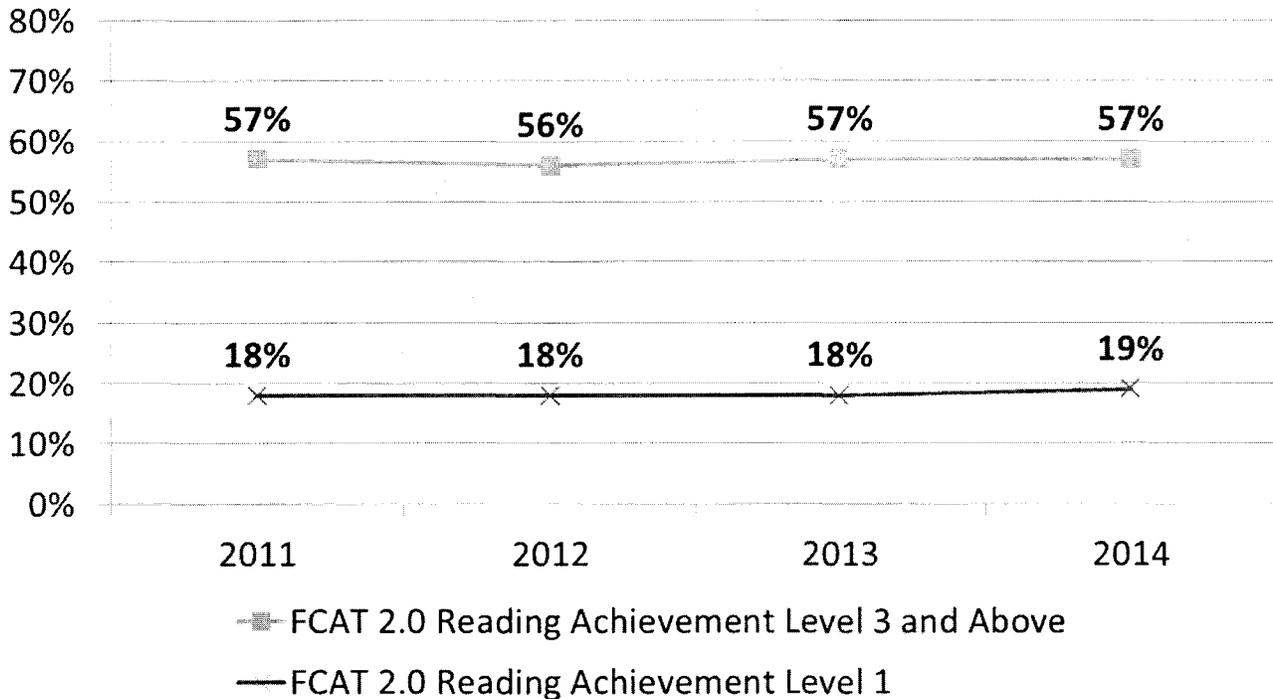
<sup>5</sup> Requirements relating to district reading plans are found in s. 1011.62(9), F.S.

<sup>6</sup> Section 1001.215, F.S.

decreased, including for students in 3<sup>rd</sup> grade. The rate of 3<sup>rd</sup> grade students performing below grade level in reading has consistently eclipsed 40 percent over the past several years.<sup>7</sup>

## Student Performance on Statewide Assessments in Reading

### Grade 3 Reading Results



Although the law requires districts to implement interventions and supports for struggling readers, many teachers may not receive adequate training to implement effective strategies to improve the reading performance of many students, including those with conditions such as dyslexia.<sup>8</sup>

A 2015 study by the Office of Program Policy Analysis and Government Accountability (OPPAGA) identified a number of barriers to providing instruction and intervention to struggling readers, including findings that:

- Teacher preparation programs do not sufficiently focus on identifying and assisting struggling readers;
- Professional development may not provide the information teachers need to address student reading deficiencies;
- The reading endorsement process does not require that teachers demonstrate knowledge of basic aspects of reading such as phonological awareness; and
- Students do not always receive appropriate intervention programs to meet their individual needs.<sup>9</sup>

<sup>7</sup> See Florida Department of Education, *History of Reading Policy in Florida: hearing before the House K-12 Education Subcommittee* (Sept. 17, 2015.); The Nation’s Report Card, *2015 Reading State Snapshot Report: Florida Grade 4* (2015), available at <https://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008FL4.pdf> (indicating growth in 4th grade reading scores by only 1 average scale score point since 2009); The Nation’s Report Card, *2015 Reading State Snapshot Report: Florida Grade 8* (2015), available at <https://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008FL8.pdf> (indicating a decrease in 8<sup>th</sup> grade reading scores by 1 average scale score point since 2009).

<sup>8</sup> University of Florida, *Teacher Preparation & Struggling Readers: hearing before the House K-12 Education Subcommittee* (Sept. 17, 2015).

A significant portion of students who need specialized reading instruction and intervention include students who have poor phonological processing skills, including students with conditions such as dyslexia.<sup>10</sup> However, research shows that children who are likely to have difficulties learning to read, whether because of conditions like dyslexia or other reasons, can be identified as early as prekindergarten.<sup>11</sup> By 1<sup>st</sup> grade, differences between dyslexic and typical readers in reading scores and verbal IQ become evident, making early identification and intervention critical. Implementing effective reading programs as early as kindergarten or preschool can close the achievement gap.<sup>12</sup>

Research has uncovered reading instruction and intervention strategies that are proven to improve the reading performance of all students, including struggling readers. Such instruction is explicit and systematic (increasing difficulty over time at an appropriate pace), and incorporates multisensory techniques which simultaneously engage multiple senses at once, such as touch, hearing, and sight.<sup>13</sup>

## Reading Instruction and Intervention

### Present Situation

The law requires school districts to identify students with deficiencies in reading. For kindergarten through grade 3, students who exhibit a “substantial reading deficiency” based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following the identification of the deficiency.<sup>14</sup> Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts (ELA) assessment (administered in grades 3 through 10) must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance.<sup>15</sup>

Within the first 30 days of the school year, each school must administer a statewide kindergarten screening to each kindergarten student in the school district.<sup>16</sup> The screening must provide objective data concerning each student’s readiness for kindergarten and progress in attaining the Voluntary

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<sup>9</sup> See Office of Program Policy and Government Accountability, *OPPAGA Research on Programs and Strategies for K-12 Struggling Readers: hearing before the House K-12 Education Subcommittee* (Oct. 20, 2015). Other studies have shown that teacher knowledge of reading science is crucial to effective reading instruction. See e.g., National Council on Teacher Quality, *What Education Schools Aren’t Teaching about Reading and What Elementary Teachers Aren’t Learning* (June 2006), available at [http://www.nctq.org/nctq/images/nctq\\_reading\\_study\\_exec\\_summ.pdf](http://www.nctq.org/nctq/images/nctq_reading_study_exec_summ.pdf); Cunningham & Ryan O’Donnell, *Teacher Knowledge in Early Literacy* (April 2015), at 450, available at [http://www.researchgate.net/publication/275581846\\_Teachers\\_Knowledge\\_about\\_Beginning\\_Reading\\_Development\\_and\\_Instruction](http://www.researchgate.net/publication/275581846_Teachers_Knowledge_about_Beginning_Reading_Development_and_Instruction)

<sup>10</sup> Dyslexia is a term used to refer to a specific type of learning disability that is neurological in origin and is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. It is caused by a deficit in the phonological component of language that is unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. See Florida Center for Reading Research, Technical Report No. 8, *Dyslexia: A Brief for Educators, Parents, and Legislators in Florida* (2007), available at [http://www.fcrr.org/TechnicalReports/Dyslexia\\_Technical\\_Assistance\\_Paper-Final.pdf](http://www.fcrr.org/TechnicalReports/Dyslexia_Technical_Assistance_Paper-Final.pdf).

<sup>11</sup> See Florida Center for Reading Research, Technical Report No. 8, *Dyslexia: A Brief for Educators, Parents, and Legislators in Florida* (2007), at 3 available at [http://www.fcrr.org/TechnicalReports/Dyslexia\\_Technical\\_Assistance\\_Paper-Final.pdf](http://www.fcrr.org/TechnicalReports/Dyslexia_Technical_Assistance_Paper-Final.pdf). See also Nemours BrightStart!, *Happy Readers, Healthy Kids: Nemours BrightStart! Research and Tools for a Path to Reading Success*.

<sup>12</sup> See Sally Shaywitz et al., *Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence*, 167 J. Pediatrics 1121, 1124-25 (2015).

<sup>13</sup> University of Florida Literacy Initiative, *Teacher Preparation and Struggling Readers; hearing before the House K-12 Education Subcommittee* (Sept. 17, 2015).

<sup>14</sup> Section 1008.25(5)(a), F.S. Students in kindergarten through 2<sup>nd</sup> grade do not participate in statewide, standardized assessments.

<sup>15</sup> Section 1008.25(4)(a).

<sup>16</sup> Section 1002.69, F.S.

Prekindergarten Education (VPK) Program performance standards.<sup>17</sup> The screener selected by the department is the Florida Kindergarten Readiness Screener-Work Sampling System.<sup>18</sup>

Students who do not meet school district or state requirements for satisfactory performance in ELA and mathematics must be covered by a federally required plan such as an individual education plan (IEP), a schoolwide system of progress monitoring, or an individualized progress monitoring plan.<sup>19</sup>

District school boards must prioritize allocation of remedial and supplemental instruction resources first to students who are deficient in reading by the end of grade 3 and then to students who fail to meet performance levels required for promotion consistent with the district's student progression plan.<sup>20</sup>

School districts have a variety of intervention options available to help students improve their academic performance, from instructional materials to intervention systems that allow teachers and schools monitor the progress of students and determine appropriate supports. The law requires districts to develop and implement a multi-tiered system of supports (MTSS), which utilizes a problem-solving process to identify and support student needs based upon available data, including attendance, behavior and discipline, statewide assessment, and progress monitoring data.<sup>21</sup> The process must include parent involvement, student observation, review of data, vision and hearing screening to rule out sensory deficits, and evidence-based interventions implemented in the general education environment.<sup>22</sup>

MTSS consists of three tiers, with each tier providing increasingly intensive instruction and support depending on a student's needs and response to the interventions provided. MTSS involves monitoring screening and early warning data to identify students at risk before they fail.<sup>23</sup> At tier 1, students receive instruction in the general classroom setting, using core curriculum materials.<sup>24</sup> If students do not make adequate progress based on the instruction, they are provided instruction in smaller groups using supplemental intervention materials targeted to their identified areas of deficiency. Students who do not respond sufficiently to tier 2 instruction are provided intensive interventions in small group and one-to-one instructional settings in tier 3. Tier 3 students who continue to struggle may be identified for an evaluation to determine eligibility for exceptional student education.<sup>25</sup>

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<sup>17</sup> *Id.*; s. 1002.67(1), F.S.

<sup>18</sup> Florida Department of Education, *PMRN for Public Schools*, <http://www.fldoe.org/academics/standards/just-read-fl/fair/public-school.shtml> (last visited Nov. 9, 2015).

<sup>19</sup> Section 1008.25(4)(b), F.S.

<sup>20</sup> Section 1008.25(3), F.S.

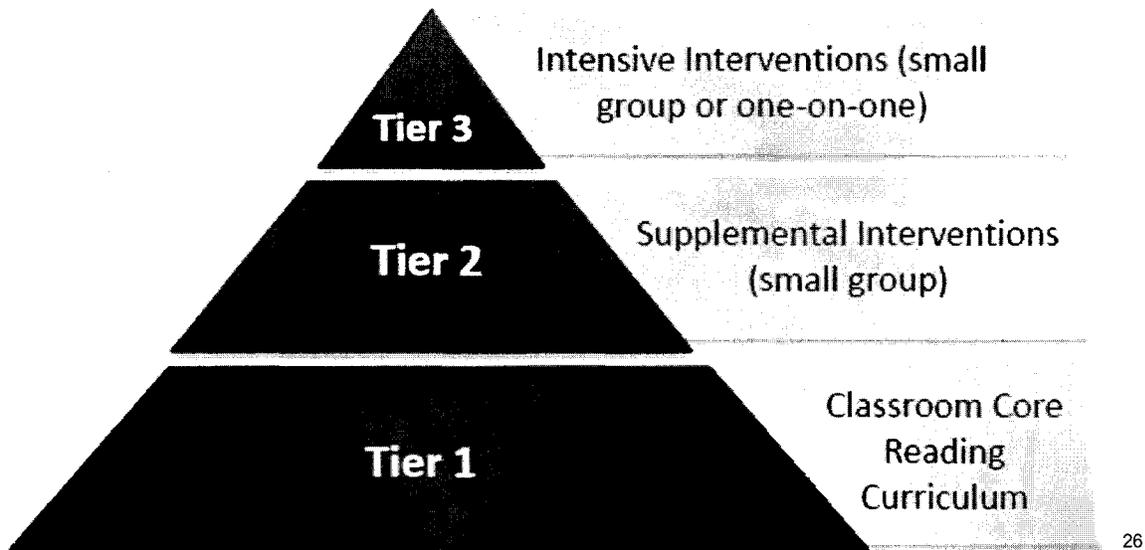
<sup>21</sup> See Rules 6A-6.0331(1) and 6A-1.099811(2)(r), F.A.C.

<sup>22</sup> Rule 6A-6.0331(a), F.S.

<sup>23</sup> See University of South Florida Institute for School Reform, *Multi-tiered Systems of Support (MTSS): Evidence-Based Model to Improve the Performance of ALL Students, Including Those with Disabilities: hearing before the House K-12 Education Subcommittee* (Oct. 7, 2015).

<sup>24</sup> See Office of Program Policy and Government Accountability, *OPPAGA Research on Programs and Strategies for K-12 Struggling Readers: hearing before the House K-12 Education Subcommittee* (Oct. 20, 2015). Tier 1 instruction is intended for 100% of students in the general classroom setting. Tier 2 is intended for approximately 20% of students, and tier 3 provides the most intensive interventions to approximately 5% of students.

<sup>25</sup> See *id.* The department has aligned the criteria for exceptional education eligibility with the MTSS to increase access to instruction and supports in a timely and efficient way. See rules 6A-6.0331 and 6A-6.03018, F.A.C. See also University of South Florida Institute for School Reform, *Multi-tiered Systems of Support (MTSS): Evidence-Based Model to Improve the Performance of ALL Students, Including Those with Disabilities: hearing before the House K-12 Education Subcommittee* (Oct. 7, 2015).



Teachers typically administer interventions; however, at some schools, districts provide other staff, such as interventionists, to assist teachers in delivering the interventions. The timeline for administering interventions may vary by school level. OPPAGA's 2015 study indicates that elementary schools often provide interventions during a dedicated time in the school day, whereas middle and high schools often provide interventions during intensive reading classes.<sup>27</sup>

A school district has discretion to retain a student at any grade level if, after implementing a progress monitoring plan for a student identified as having an academic deficiency, subsequent evaluations of the student indicate that the deficiency has not been remediated. Retention is mandatory for 3rd graders who score at Level 1 on the statewide, standardized ELA assessment, unless the student meets a good cause exemption.<sup>28</sup> Good cause exemptions exist for a student who:

- Is limited English proficient and has had less than two years of instruction in an English for Speakers of Other Languages program.
- Has a disability for which the IEP indicates that participation in the statewide assessment program is not appropriate.
- Demonstrates an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the state board.
- Demonstrates, through a student portfolio, that he or she is performing at least at Level 2 on the statewide, standardized ELA assessment.
- Has a disability, takes the statewide, standardized ELA assessment, and has an IEP or a Section 504 plan indicating that he or she has received intensive remediation in reading and ELA for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade.
- Has received intensive remediation in reading and ELA for two or more years but still demonstrates a deficiency and who was previously retained in kindergarten, 1st grade, 2nd grade, or 3rd grade for a total of two years. Intensive reading instruction provided to a student so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for the student.<sup>29</sup>

<sup>26</sup> Office of Program Policy and Government Accountability, *OPPAGA Research on Programs and Strategies for K-12 Struggling Readers: hearing before the House K-12 Education Subcommittee* (Oct. 20, 2015).

<sup>27</sup> *See id.*

<sup>28</sup> Section 1008.25(5)(a)-(b), F.S.

<sup>29</sup> Section 1008.25(6)(b), F.S.

A student who is retained in 3rd grade must be provided a teacher rated “highly effective” and intensive interventions in reading to remedy the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.<sup>30</sup> Further, the school district must provide the student a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

- Integration of science and social studies content within the 90-minute block.
- Small group instruction.
- Reduced teacher-student ratios.
- More frequent progress monitoring.
- Tutoring or mentoring.
- Transition classes containing 3rd and 4th grade students.
- Extended school day, week, or year.<sup>31</sup>

Districts must establish at each school, when applicable, an intensive acceleration class for retained 3rd grade students who subsequently score Level 1 on the statewide, standardized ELA assessment. The class must focus on increasing a child’s reading and English Language Arts skill level at least two grade levels in one school year.<sup>32</sup>

The class must:

- Be provided to a student in grade 3 who scores Level 1 on the statewide, standardized English Language Arts assessment and who was retained in grade 3 the prior due to scoring Level 1;
- Have a reduced teacher-student ratio;
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 academic standards in other core subject areas;
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year; and
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist.

Each district school board must annually report to the parent of each student, in a format determined by the board, the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. The student’s results on each statewide assessment test must be provided to the parent.<sup>33</sup>

The law requires school districts to hire reading coaches (also referred to as literacy coaches) for schools determined to have the greatest need. Reading coaches who are funded using the district’s Research-Based Reading Instruction Allocation must be hired as a full-time coach.<sup>34</sup>

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<sup>30</sup> Section 1008.25(7)(b), F.S.

<sup>31</sup> *Id.*

<sup>32</sup> Section 1008.25(7)(b)5., F.S. This provision is obsolete, as the law now prohibits retaining a student more than once in third grade.

*See s.* 1008.25(6)(b)6., F.S.

<sup>33</sup> Section 1008.25(8)(a), F.S.

<sup>34</sup> Rule 6A-6.053(6)(e), F.A.C.

All schools utilizing reading coaches must implement the Just Read, Florida! reading/literacy coach model. The model requires that coaches support and provide initial and ongoing professional development to teachers in:

- Each of the major reading components,<sup>35</sup> as needed, based on an analysis of student performance data.
- Administration and analysis of instructional assessments.
- Providing differentiated instruction and intensive intervention.

In addition, reading coaches must, among other things:

- Model effective instructional strategies for teachers.
- Train teachers in data analysis and using data to differentiate instruction.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that research-based reading programs (comprehensive core reading programs, supplemental reading programs and comprehensive intervention reading programs) are implemented with fidelity.
- Help lead and support reading leadership teams at their school(s).
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Work with all teachers in the school they serve, prioritizing their time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms.
- Spend limited time administering or coordinating assessments.<sup>36</sup>

Currently, an individual may be hired as a reading coach if he or she has a minimum of a bachelor's degree and advanced coursework or professional development in reading. The reading coach must be endorsed or K-12 certified in the area of reading; however, the law still allows individuals to be hired as a reading coach if they are working toward their reading certification or endorsement by completing a minimum of two reading endorsement competencies of 60 inservice hours each or six semester hours of college coursework in reading per year.

The Office of Early Learning is required to develop and adopt performance standards for students in the VPK Program.<sup>37</sup> The standards must address, among other things, the age-appropriate progress of students in the development of emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development. The Office must periodically review and revise the performance standards for the statewide kindergarten screening and align the standards to those established by the State Board of Education for student performance on statewide, standardized assessments.<sup>38</sup>

## Effect of Proposed Changes

### *Intervention and Instruction*

The bill requires district school boards, when allocating remedial and supplemental instruction resources, to give the highest priority to students in kindergarten through grade 3 who have a substantial reading deficiency, instead of just those students in grade 3.

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<sup>35</sup> The major components include phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension Rule 6A-6.0331(6)(d)1., F.A.C.

<sup>36</sup> Rule 6A-6.053(6)(e), F.A.C.

<sup>37</sup> Section 1002.67(1)(a), F.S.

<sup>38</sup> Section 1002.67(1)(b), F.S.

The bill requires that students in kindergarten through grade 3 who are identified as having a substantial reading deficiency be provided an individual progress monitoring plan, a federal plan (such as an individual education plan), or both if necessary, and eliminates the requirement that a student be covered by a schoolwide progress monitoring plan. Such students must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following identification of the substantial deficiency. The State Board of Education must identify in rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial reading deficiency.

The bill prohibits schools from waiting until a student receives a failing grade at the end of the grading period to identify the deficiency and initiate interventions. Consequently, schools should increase the use of predictive data to guide instructional strategies, encourage consistent evaluation of student progress in response to instruction in the general classroom setting, and provide more frequent communication with parents on the progress of their child.

The bill requires that the interventions school districts provide to students who are retained in 3<sup>rd</sup> grade include evidence-based, explicit, systematic, and multisensory instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Beginning July 1, 2018, retained 3<sup>rd</sup> grade students must be taught by a teacher who holds a reading certification or endorsement. This is in addition to the current requirement that the teacher be rated "highly effective."

The bill expands the intensive acceleration course currently provided to retained 3<sup>rd</sup> graders to also include students who were previously retained in kindergarten, 1<sup>st</sup> grade, or 2<sup>nd</sup> grade. The intensive acceleration reading course must include:

- The integration of science and social studies content in a minimum of a 90-minute reading block.
- Small group instruction.
- Reduced teacher-student ratios.
- The use of explicit, systematic, and multisensory reading interventions, including intensive language and vocabulary instruction and use of a speech-language therapist if necessary, that has proven results in accelerating student reading achievement within the same school year.
- A read at home plan.

The bill requires school districts to assist schools and teachers with implementing explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted to 4<sup>th</sup> grade with a good cause exemption.

The bill also requires VPK providers to implement intensive, explicit, and systematic instruction for participants who exhibit a deficiency in emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development. The bill clarifies that the Office of Early Learning, rather than the State Board of Education, has rulemaking authority related to VPK pre- and post-assessments and adoption of VPK standards.

#### *Parental Notification*

The bill revises requirements for providing information to parents of a K-3 student with a substantial reading deficiency. Under the bill, if a K-3 student is identified with a substantial reading deficiency, the district must inform the parent of opportunities to observe effective instruction and intervention in the classroom and to receive literacy instruction from the school or through community adult literacy initiatives. The school may also provide the parent a read at home plan to help the parent provide additional reading instruction at home.

Once a parent is notified that his or her child has a substantial reading deficiency, the school must update the parent of the student's progress at least once every two weeks. The updates must be in writing and must explain any additional interventions or supports that will be used to accelerate the student's progress if current strategies are not working.

The bill requires the department to develop a handbook that schools must provide to parents if their child is identified with a substantial reading deficiency. The handbook must be made available online and must include the following information:

- An overview of the requirements for interventions and supports that districts must provide to students who do not make adequate academic progress.
- An overview of the procedural requirements for initiating and conducting evaluations to determine eligibility for exceptional education. This must include an explanation that diagnosis of a medical condition, alone, is not sufficient to establish eligibility for exceptional education. However, a diagnosis may be used to document how the condition relates to the student's eligibility determination and may be disclosed in an eligible student's individualized education plan when necessary to inform school personnel responsible for implementing the plan.
- Characteristics of conditions associated with learning disorders, including dyslexia, dysgraphia, dyscalculia, and developmental aphasia.
- A list of resources that support informed parent involvement in decision-making processes for students who have difficulty with learning.

## **Teacher Preparation and Professional Development, Certification, and Endorsement**

### Present Situation

#### *Certification and Endorsement*

In order 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 department.<sup>39</sup> Persons seeking employment at a public school as a school supervisor, school principal, teacher, library media specialist, school counselor, athletic coach, or in another instructional capacity must be certified.<sup>40</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>41</sup>

The department issues three types of educator certificates: professional (Florida's highest type of full-time educator certification),<sup>42</sup> temporary,<sup>43</sup> and athletic coaching.<sup>44</sup> The professional certificate is valid for five years and is renewable.<sup>45</sup> The temporary certificate is valid for three years and is nonrenewable.

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<sup>39</sup> Sections 1012.55(1) and 1002.33(12)(f), F.S.

<sup>40</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>41</sup> Section 1012.54, F.S.; *see* rule 6A-4.001(1), F.A.C.

<sup>42</sup> Rule 6A-4.004(2), F.A.C.

<sup>43</sup> Rule 6A-4.004(1)(a)2., F.A.C.; rule 6A-4.004(1)(a), F.A.C. The department also issues a nonrenewable temporary certificate, which is valid for 2 years, in the area of speech-language impairment. Sections 1012.56(7)(c) and 1012.54, F.S.; rule 6A-4.001(1), F.A.C.

<sup>44</sup> Section 1012.55(2), F.S.

<sup>45</sup> Section 1012.56(7)(a), F.S.; *see* rule 6A-4.0051(3)(c), F.A.C. (validity period is expressed as 5 years from July 1 of the school fiscal year). The department also issues a nonrenewable 2-year temporary certificate and a nonrenewable 5-year professional certificate that allows an applicant with a bachelor's degree in the area of speech-language impairment to complete a master's degree in speech-language impairment. Section 1012.56(7)(c), F.S.; rule 6A-4.004(3), F.A.C.

An applicant seeking a professional certificate must:

- Meet the basic eligibility requirements for certification;<sup>46</sup>
- Demonstrate mastery of general knowledge;<sup>47</sup>
- Demonstrate mastery of subject area knowledge;<sup>48</sup> and
- Demonstrate mastery of professional preparation and education competence.<sup>49</sup>

Certification reciprocity is granted to educators who hold a valid professional standard teaching certificate for a subject area issued by another state or the NBPTS.<sup>50</sup> These individuals are deemed to have met the requirements for Florida professional certification, including mastery of general knowledge, subject area knowledge, and professional preparation and education competence.<sup>51</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).

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.

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

- 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.<sup>52</sup>

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<sup>46</sup> Section 1012.56(2)(a)-(f), F.S.

<sup>47</sup> Section 1012.56(2)(g) and (3), F.S.; Florida Department of Education, *General Knowledge*, [http://www.fldoe.org/edcert/mast\\_gen.asp](http://www.fldoe.org/edcert/mast_gen.asp) (last visited Nov. 8, 2015).

<sup>48</sup> Section 1012.56(2)(h) and (5), F.S.

<sup>49</sup> Section 1012.56(2)(i) and (6), F.S.; Florida Department of Education, *Professional Preparation and Education Competence*, [http://www.fldoe.org/edcert/mast\\_prof.asp](http://www.fldoe.org/edcert/mast_prof.asp) (last visited June 26, 2014) [hereinafter *Professional Preparation and Education Competence*].

<sup>50</sup> Section 1012.56(5)(e)-(f), F.S.; see rules 6A-4.002(1)(i)-(j) and 6A-4.003(2), F.A.C. (flush-left provisions following paragraph (2)(e)); Florida Department of Education, *Reciprocity for Out-of-State Teachers and Administrators*, <http://www.fldoe.org/edcert/level1.asp> (last visited Nov. 6, 2015).

<sup>51</sup> Section 1012.56(3)(c)-(d), (5)(e)-(f), and (6)(c)-(d), F.S.; rule 6A-4.002(1)(i)1. and (j), F.A.C.

<sup>52</sup> Rule 6A-4.0291, F.A.C.

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 focus on both the prevention and remediation of reading difficulties, to include the following:

- 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; and,
- 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.<sup>53</sup>

To renew their professional certificate, an educator must submit an application, pay a fee, and earn at least six college credits or 120 inservice points.<sup>54</sup> At least three college credits or 60 inservice points must be earned in each subject area for which renewal is sought.<sup>55</sup> In addition to credits or inservice points required in the subject area, credits or inservice points may be earned in courses in clinical educator training, literacy and computational skills acquisition, exceptional student education, child development, drug abuse, child abuse, limited English proficiency, dropout prevention, and other topics.<sup>56</sup>

Any professional certificate holder must complete at least one college credit, or 20 inservice points, or a combination thereof, in the instruction of students with disabilities prior to renewing their certificate.<sup>57</sup> The law allows a professional certificate holder to use college credits or inservice points earned through training in teaching students of limited English proficiency or students with disabilities and training in teaching reading in excess of six semester hours during one certificate-validity period toward renewal of the professional certificate during the subsequent validity periods.<sup>58</sup>

Certification in subject areas may also be renewed by earning a passing score on the corresponding Florida-developed subject area test or standardized examination specified in state board rule.<sup>59</sup>

### *Teacher Preparation Programs*

Teacher preparation programs are state-approved programs offered by postsecondary institutions and public school districts through which candidates for an educator certificate can, attain an educator certificate.<sup>60</sup>

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<sup>53</sup> Rule 6A-4.0292, F.A.C.

<sup>54</sup> Section 1012.585(3)(a), F.S. College credits must be earned at an accredited or state board-approved institution. Inservice points must be earned through participation in state board-approved school district inservice activities. Rule 6A-4.0051(1)(a), F.A.C.; see rule 6A-4.003(1) and (2), F.A.C. (list of approved accrediting agencies and guidelines for nonaccredited approved institutions).

<sup>55</sup> Section 1012.585(3)(a), F.S.

<sup>56</sup> Section 1012.585(3)(a), F.S.

<sup>57</sup> Section 1012.585(3)(d), F.S.; rule 6A-4.0051, F.A.C.

<sup>58</sup> Section 1012.585(3)(d)1., F.S.

<sup>59</sup> Section 1012.585(3)(b), F.S., as amended by s. 5, ch. 2014-32, L.O.F. For the purposes of renewing a professional certificate, passage of a subject area examination is equivalent to three semester hours of college credit. Rule 6A-4.0051(1)(b), F.A.C.

<sup>60</sup> See Florida Department of Education, *Educator Preparation*, <http://www.fldoe.org/profdev/approval.asp> (last visited Nov. 9, 2015). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

Two types of teacher preparation programs are initial teacher preparation programs and educator preparation institutes. Initial teacher preparation programs are “traditional” teacher preparation programs that require candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Such programs result in qualification for a professional educator certificate. Educator preparation institutes are “alternative” certification programs offered by postsecondary institutions for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a professional educator certificate.

The state board is charged with maintaining a system for development and approval of initial teacher preparation programs.<sup>61</sup> The department is responsible for approving programs based on evidence of a program’s capacity to meet the requirements for continued program approval established in law and state board rule.<sup>62</sup> The requirements for continued program approval are:

- Documentation that each candidate has met the admission requirements;<sup>63</sup>
- Documentation that the program and each program completer have met the curriculum requirements;<sup>64</sup> and
- Evidence of performance in other specified areas.<sup>65</sup>

The department must approve an educator preparation institute certification program if the institute provides evidence of the institute’s capacity to implement a competency-based program that includes each of the following:

- The areas addressed by the uniform core curricula for initial teacher preparation programs;<sup>66</sup>
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas addressed by the uniform core curricula;
- Field experiences appropriate to the certification subject area specified in the educational plan with a diverse population of students in a variety of settings under the supervision of qualified educators; and
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening requirements.<sup>67</sup>

Continued approval of educator preparation institutes is determined by the Commissioner of Education based on a periodic review of these areas:

- Documentation from the program that each program completer has met the requirements established in law;
- Evidence of performance in each other specified areas.<sup>68</sup>

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<sup>61</sup> Section 1004.04(1), F.S.

<sup>62</sup> See s. 1004.04(3)(a), F.S.; 6A-5.066, F.A.C.

<sup>63</sup> Section 1004.04(4)(a)1., F.S.

<sup>64</sup> Section 1004.04(4)(a)2., F.S.

<sup>65</sup> Section 1004.04(4)(a)3., F.S.

<sup>66</sup> See ss. 1004.85(3)(a)1. and 1004.04(2)(b), F.S.

<sup>67</sup> Section 1004.85(3)(a)4., F.S.

<sup>68</sup> Section 1004.85(4)(b), F.S.

The uniform core curricula for teacher preparation programs must include content in scientifically based reading instruction contained in the reading endorsement competencies adopted by the State Board of Education.<sup>69</sup> The reading endorsement competencies include five major components:

- Competency 1: Foundations of Reading Instruction
- Competency 2: Application of Research-Based Instructional Practices
- Competency 3: Foundations of Assessment
- Competency 4: Foundations and Applications of Differentiated Instruction
- Competency 5: Demonstration of Accomplishment (Culminating Practicum)

Students at an initial teacher preparation program who are a candidate in prekindergarten-primary (age 3-Grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs must be prepared in reading endorsement competencies 1 through 4.<sup>70</sup> Candidates in educator preparation institutes and district professional development certification programs must be prepared in only competencies 1 and 2.<sup>71</sup>

### *Professional Development*

Florida law requires a number of entities, including the department, 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>72</sup>

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>73</sup>

### Effect of Proposed Changes

#### *Certification and Endorsement*

Beginning January 1, 2018, candidates for a reading endorsement or certification in an area involving elementary reading must first demonstrate competence in:

- Explicit, systematic, and multisensory approaches to reading instruction;
- Identifying characteristics of conditions such as dyslexia and other causes of poor phonological processing; and
- Using predictive data to make instructional decisions.

The State Board of Education must identify in rule the certificates for which competence in these areas must be demonstrated during the certification process and establish a procedure by which out-of-state candidates can meet this requirement.

By July 1, 2017, and at least once every five years thereafter, the department must review specialization and coverage areas requirements in the elementary, reading, and exceptional student educational areas. At the conclusion of each review, the department must recommend to the State

<sup>69</sup> See ss. 1004.04(2)(b)3. and 1004.85(3)(a)c., F.S. See also rules 6A-4.0163 and 6A-5.066(1)(hh)4., F.A.C.

<sup>70</sup> Rule 6A-5.066(1)(hh)4.a., F.A.C.

<sup>71</sup> Rule 6A-5.066(1)(hh)4.b., F.A.C.

<sup>72</sup> Section 1012.98(1), F.S.

<sup>73</sup> Section 1012.98(4)(b), F.S.

Board of Education changes to the specialization and coverage area requirements based upon any instructional or intervention strategies identified by the department that are proven to improve student reading performance.

Beginning January 1, 2018, candidates seeking to renew a certificate identified by the state board must complete a minimum of 2 college credit hours (equivalent to 40 inservice points or 40 hours) in the use of explicit, systematic, and multisensory approaches to reading instruction and intervention. The training must be provided by approved Florida teacher preparation programs or school district professional development programs.

The bill limits the training that may satisfy certification renewal requirements for teachers who hold a certificate in an area that involves reading instruction or intervention for K-6 students. However, the bill specifies that scientifically researched, knowledge-based reading literacy which includes explicit, systematic, and multisensory approaches to reading instruction and intervention may be applied to any specialization area.

The bill provides that inservice points earned through participation in professional growth components in a school district's plan for inservice educational training may not be used to satisfy specialization requirements for renewal, but may be used to satisfy nonspecialization requirements. The bill eliminates the authority to use credit or points earned for service as a trainer or as a part of a committee or council towards the fulfillment of the credit requirements.

The bill specifies that the Office must review teacher certification and alternative certification requirements, as well as examinations, to determine whether skills needed for evidence-based reading instruction are measured.

#### *Teacher Preparation and Professional Development*

The bill requires school district professional development systems to provide all elementary instructional personnel without a reading endorsement training sufficient to earn the endorsement before renewal or attainment of their professional certificate. To reduce duplication, the bill expressly authorizes the department to recommend consolidation of endorsement areas and requirements to the State Board of Education.

In addition, each school district must provide professional development to classroom teachers, reading coaches, 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 that are proven to improve reading performance for all students; and using predictive data to make instructional decisions based on individual student needs. The training must help teachers to integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and multisensory approach to reading instruction and intervention.

The bill requires the uniform core curricula used by teacher preparation programs and educator preparation institutes to include explicit, systematic, and multisensory approaches to reading instruction and intervention that are proven to improve reading performance for all students. To qualify for continued approval, programs must provide training in explicit, systematic, and multisensory instructional approaches; identifying characteristics of conditions such as dyslexia; and using predictive data to make instructional decisions based on a student's needs. The training must occur both in coursework and in field experiences.

The bill requires the Just Read, Florida! Office to identify proven reading instruction and intervention strategies<sup>74</sup> and provide training to teachers, reading coaches, and principals on explicit, systematic, and multisensory reading instruction. The Office must also help initial teacher preparation programs and educator preparation institutes to integrate explicit, systematic, and multisensory reading instruction and intervention strategies into their curricula.

The bill requires emergent literacy training courses for prekindergarten teachers, used in part to satisfy training requirements for licensed and family child care providers, to address early identification of and intervention for struggling readers.

## **Instructional Materials**

### Present Situation

By July 1 each year and before instructional materials funds may be released to the school district, the district's superintendent must certify to the commissioner that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs. The report must verify that training was provided and that the materials are being implemented as designed.<sup>75</sup>

### Effect of Proposed Changes

The bill requires the Just Read, Florida! Office to post on its website a list of K-5 core and supplemental reading instructional materials that meet, at a minimum, all of the following criteria:

- Use of an explicit, systematic, sequential, and multisensory approach to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension.
- Incorporation of cooperative learning strategies.
- Incorporation of one-to-one or small group instructional strategies.
- Incorporation of decodable or phonetic text instructional strategies.
- Provision of teacher training on well-specified teaching methods and instructional processes designed to implement the materials.

The purpose of the list is to provide districts access to quality instructional materials that incorporate the instructional strategies in which teachers and teacher candidates must receive training as required by the bill.

Under the bill, each district school superintendent must certify to the commissioner, prior to the release of instructional material funds, that the district's K-5 core and supplemental intervention reading materials are listed on the Just Read, Florida! Office website. The certification requirement applies to core reading materials starting with the next English language arts instructional materials adoption cycle, which will occur in 2019.<sup>76</sup>

As part of the certification, the district school superintendent must report the number and percentage of K-5 instructional personnel who have received training on the use of the core and supplemental intervention reading materials. The superintendent must also explain how and when the remaining K-5 instructional personnel will receive the training, including those newly hired by the district.

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<sup>74</sup> The bill defines "reading interventions" as evidence-based strategies frequently used to remediate reading deficiencies and include individual instruction, tutoring, or mentoring that target specific reading skills and abilities.

<sup>75</sup> Section 1011.67(2), F.S.

<sup>76</sup> Florida Department of Education, *Florida Instructional Materials Adoption Schedule for Adoption Years 2015-2016 through 2019-2020* (Feb. 3, 2015), available at <http://www.fldoe.org/core/fileparse.php/5574/urlt/AdoptionCycle.pdf>.

## Early Warning Systems

### Present Situation

Florida law requires each school that includes any of grades 6, 7, or 8 to implement an early warning system to identify students who are at risk of not graduating from high school. Early warning systems are used to monitor middle grades students using attendance, behavior, and academic performance indicators shown by research to be reliable indicators of students at risk of dropping out.<sup>77</sup> Once a student is identified as being off track, research-based intervention techniques are initiated to help the student get back on track to graduate on time.<sup>78</sup>

In Florida, the following indicators must be used to monitor middle grades students:

- Attendance below 90 percent.
- Course failure in English language arts or mathematic.
- One or more in-school or out-of-school suspensions.
- Scoring a Level 1 score on the statewide, standardized reading or mathematics assessments.<sup>79</sup>

When a student exhibits two or more early warning indicators, the school must convene the school's child study team,<sup>80</sup> or a similar team established to implement the school's early warning system, to determine appropriate intervention strategies for the student.<sup>81</sup> The team may be the student's IEP team, if applicable, or any other team the school establishes for the purpose of academic intervention. The school must provide the student's parent with at least 10 days' written notice of the meeting. The notice must indicate the meeting's purpose, time, and location, and the opportunity for the parent to participate in the meeting.

Each school that includes any of grades 6, 7, or 8 must include annually in its school improvement plan the following information and data on the school's early warning system:

- A list of the early warning indicators used in the system.
- The number of students identified by the system as exhibiting two or more early warning indicators.
- The number of students by grade level that exhibit each indicator.
- A description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students identified by a school's early warning system are eligible to receive services funded through the dropout prevention and academic intervention programs, subject to appropriation in the General Appropriations Act.<sup>82</sup>

### Effect of Proposed Changes

The bill revises requirements related to early warning systems by extending coverage to include students in kindergarten through grade 5 and by clarifying that a school-based team must monitor early

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<sup>77</sup> Section 1001.42(18)(b), F.S.

<sup>78</sup> Robert Balfanz, *Putting Middle Grades Students on the Graduation Path: A Policy and Practice Brief*, National Middle School Association, June 2009, at 10-11; *Diplomas Now, Diplomas Now Benefits Students, their Schools, and Communities: hearing before the House Education K-12 Subcommittee* (Nov. 5, 2013).

<sup>79</sup> Districts may prescribe additional early warning indicators for schools to use. Section 1001.42(18)(b)1., F.S.

<sup>80</sup> School child study teams are convened by school principals to help enforce school attendance requirements pursuant to s. 1003.26, F.S.

<sup>81</sup> Section 1001.42(18)(b)2., F.S.

<sup>82</sup> Section 1003.53(1)(c)4., F.S.

warning system data. The bill includes a substantial reading deficiency as an early warning indicator for students in kindergarten through grade 3 and clarifies that course failure constitutes an indicator if it occurs during any grading period.

To allow for more efficient use of time and resources, the bill requires the team to convene and determine appropriate intervention strategies for a student exhibiting two or more indicators only if the student is not already being served by an intervention program. The bill eliminates the 10-day parental notice requirement but requires that parents be consulted in the development of any intervention strategies.

The bill requires that data and information relating to the exhibited indicators must be used to inform any intervention strategies provided to a student identified by the early warning system.

## **Reading Performance Reporting**

### Present Situation

#### *School Districts*

Each district school board must annually report to the parent of each student, in a format determined by the board, the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The student's results on each statewide assessment test must be provided to the parent.<sup>83</sup>

Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year:

- The provisions relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.<sup>84</sup>
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the district school board's policy on student retention and promotion from the prior year.<sup>85</sup>

#### *Commissioner of Education*

The commissioner is responsible for implementing and maintaining a system of intensive school improvement and stringent education accountability.<sup>86</sup> Part of the commissioner's responsibilities is to report to the Legislature and recommend changes in state policy necessary to foster school improvement and education accountability. Currently, the report must include:

- For each school district:

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<sup>83</sup> Section 1008.25(8)(a), F.S.

<sup>84</sup> As of the 2014-2015 school year, the reading portion of the FCAT has been replaced by the statewide, standardized ELA assessment (Florida Standards Assessment).

<sup>85</sup> Section 1008.25(9)(b), F.S.

<sup>86</sup> Section 1008.345(1), F.S.

- The percentage of students, by school and grade level, demonstrating learning growth in English language arts and mathematics.
- The percentage of students, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in English language arts and mathematics.
- Intervention and support strategies used by school boards whose students in both the highest and lowest quartiles exceed the statewide average learning growth for students in those quartiles.
- Intervention and support strategies used by school boards whose schools provide educational services to youth in Department of Juvenile Justice programs that demonstrate learning growth in English Language Arts and mathematics that exceeds the statewide average learning growth for students in those subjects.

### Effect of Proposed Changes

The bill specifies that the commissioner's report and recommendations must be provided to the state board as well as the Legislature on an annual basis. The bill requires the report to include, in addition to information currently required, the reading performance information each district must annually publish on its website and in the local newspaper. The bill also requires the commissioner's annual report to include, based upon a review of each district's reading plan, intervention and support strategies that were effective in improving the reading performance of students who are identified as having a substantial reading deficiency.

#### B. SECTION DIRECTORY:

Section 1. Amends s. 1001.215, F.S., revising the duties of the Just Read, Florida! Office.

Section 2. Amends s. 1001.42, F.S., requiring certain schools to include specific information in the school's improvement plan; requiring certain schools to implement an early warning system for students who meet specific criteria; requiring certain school personnel to monitor data from the early warning system and perform certain duties when a student exhibits specified indicators.

Section 3. Amends s. 1002.20, F.S., revising requirements for notifying a parent of a student with a substantial reading deficiency.

Section 4. Amends s. 1002.59, F.S., revising the emergent literacy and performance standards training course requirements to include specific reading instruction.

Section 5. Amends s. 1002.67, F.S., requiring the Office of Early Learning to approve specific Voluntary Prekindergarten Education Program assessments and establish requirements for individuals administering the assessments; requiring certain prekindergarten students to receive specific reading instruction.

Section 6. Amends s. 1002.69, F.S., conforming provisions; requiring data from the statewide kindergarten screening to be used to identify certain students.

Section 7. Amends s. 1004.04, F.S., revising core curricula requirements for certain teacher preparation programs to include certain reading instruction and interventions.

Section 8. Amends s. 1004.85, F.S., requiring certain educator preparation institutes to provide evidence of specified reading instruction as a condition of program approval.

Section 9. Amends s. 1008.25, F.S., requiring district school boards to allocate certain instruction resources to certain students deficient in reading; revising criteria and requiring the State Board of Education to identify guidelines for determining whether certain students have a substantial deficiency in reading; revising the required plans for certain students deficient in reading; revising the parental

notification requirements for students with a substantial deficiency in reading; requiring a school to provide updates to parents of students who receive certain services; requiring the Department of Education to develop a handbook containing specific information for parents of students with a substantial reading deficiency; requiring schools to provide certain instruction to students who received a good cause exemption from retention; revising grounds for such good cause exemption; revising intervention requirements for certain retained students; revising provisions relating to the Intensive Acceleration Class for retained students in certain grades; revising student progress evaluation requirements.

Section 10. Amends s. 1008.345, F.S., revising reporting requirements of the Commissioner of Education relating to the state system of school improvement and education accountability.

Section 11. Amends s. 1011.67, F.S., revising the contents of a comprehensive staff development plan required for each school district; requiring certain information to be included in a certification provided to the commissioner from each district school superintendent.

Section 12. Creates s. 1012.567, F.S., requiring candidates for an educator certificate in certain areas to demonstrate competence in specified areas; providing that a teacher certification from another state does not meet competency requirements; requiring the state board to identify teacher certification areas in which candidates must demonstrate competence; requiring certain teacher preparation courses to provide specific instruction in order to receive approval; providing requirements for an endorsement in reading instruction; providing for review of specialization and coverage area requirements for certain education area certifications; providing for rulemaking.

Section 13. Amends s. 1012.585, F.S., revising requirements for renewal of professional teaching certificates.

Section 14. Amends s. 1012.586, F.S., authorizing the department to recommend consolidation of endorsement areas and requirements for endorsements for teacher certificate.

Section 15. Amends s. 1012.98, F.S., revising duties and requirements for implementation of the School Community Professional Development Act.

Section 16. Provides that the bill is effective upon becoming a law.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

1. Revenues:

None.

2. Expenditures:

See FISCAL COMMENTS.

### **B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The Department of Education estimated a need for 2 FTE positions for the Just Read! Florida office to complete the additional workload required by the bill. The total cost for those 2 positions is estimated at \$294,848 in recurring general revenue. There is also estimated a need for OPS research assistants to assist with the development and implementation of additional professional development requirements in the bill. The OPS funding would be nonrecurring for the 2016-17 fiscal year and is estimated to be \$50,000.

**III. COMMENTS**

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill clarifies that the Office of Early Learning, rather than the State Board of Education, has rulemaking authority related to VPK pre- and post-assessments and adoption of VPK standards. The bill also requires the state board to adopt rules concerning educator certification and reading endorsement training requirements.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

Not applicable.

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 and explicit, systematic, and  
 103 multisensory approaches to reading instruction that are proven  
 104 to improve the reading performance of all students. For

105 secondary teachers, emphasis shall be on technical text. These  
 106 strategies must be developed for all content areas in the K-12  
 107 curriculum.

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

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

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

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

126 (8) Periodically review the Next Generation Sunshine State  
 127 Standards for English Language Arts ~~reading at all grade levels.~~

128 (9) Periodically review teacher certification requirements  
 129 and examinations, including alternative certification  
 130 requirements and examinations ~~exams~~, to ascertain whether the

131 examinations measure the skills needed for evidence-based  
 132 ~~research-based~~ reading instruction and instructional strategies  
 133 for teaching reading, including reading in the content areas.

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

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

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

147 (b) Incorporation of cooperative learning strategies.

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

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

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

155 (12) ~~(11)~~ Administer grants and perform other functions as  
 156 necessary to help meet the goal that all students read at their

157 highest potential ~~grade level~~.

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

160 1001.42 Powers and duties of district school board.—The  
161 district school board, acting as a board, shall exercise all  
162 powers and perform all duties listed below:

163 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—

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

173 (a) School improvement plans.—

174 1. The district school board shall annually approve and  
175 require implementation of a new, amended, or continuation school  
176 improvement plan for each school in the district. If a school  
177 has a significant gap in achievement on statewide, standardized  
178 assessments administered pursuant to s. 1008.22 by one or more  
179 student subgroups, as defined in the federal Elementary and  
180 Secondary Education Act (ESEA), 20 U.S.C. s.  
181 6311(b)(2)(C)(v)(II); has not significantly increased the  
182 percentage of students passing statewide, standardized

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

192 2. A school that serves any students in kindergarten  
 193 through grade ~~includes any of grades 6, 7, or 8~~ shall include  
 194 annually in its school improvement plan information and data on  
 195 the school's early warning system required under paragraph (b),  
 196 including a list of the early warning indicators used in the  
 197 system, the number of students identified by the system as  
 198 exhibiting two or more early warning indicators, the number of  
 199 students by grade level that exhibit each early warning  
 200 indicator, and a description of all intervention strategies  
 201 employed by the school to improve the academic performance of  
 202 students identified by the early warning system. The plan must  
 203 also ~~In addition, a school that includes any of grades 6, 7, or~~  
 204 ~~8 shall describe in its school improvement plan the strategies~~  
 205 used by the school to implement and evaluate the instructional  
 206 practices ~~for middle grades~~ emphasized by the district's  
 207 professional development system pursuant to s. 1012.98(4)(b)9.  
 208 and 10.

209 (b) Early warning system.—

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

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

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

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

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

226  
 227 A school district may identify additional early warning  
 228 indicators for use in a school's early warning system.

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

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

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

247 1002.20 K-12 student and parent rights.—Parents of public  
 248 school students must receive accurate and timely information  
 249 regarding their child's academic progress and must be informed  
 250 of ways they can help their child to succeed in school. K-12  
 251 students and their parents are afforded numerous statutory  
 252 rights including, but not limited to, the following:

253 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
 254 K-3 student who exhibits a substantial reading deficiency shall  
 255 be immediately notified of the student's deficiency pursuant to  
 256 s. 1008.25(5) and ~~with a description and explanation, in terms~~  
 257 ~~understandable to the parent, of the exact nature of the~~  
 258 ~~student's difficulty in learning and lack of achievement in~~  
 259 ~~reading,~~ shall be consulted in the development of a plan, as  
 260 described in s. 1008.25(4) (b), ~~and shall be informed that the~~

261 ~~student will be given intensive reading instruction until the~~  
 262 ~~deficiency is corrected. This subsection operates in addition to~~  
 263 ~~the remediation and notification provisions contained in s.~~  
 264 ~~1008.25 and in no way reduces the rights of a parent or the~~  
 265 ~~responsibilities of a school district under that section.~~

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

268 1002.59 Emergent literacy and performance standards  
 269 training courses.—

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

287 and 402.3131(5).

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

291 1002.67 Performance standards; curricula and  
 292 accountability.—

293 (3)

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

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

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

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

309 1002.69 Statewide kindergarten screening; kindergarten  
 310 readiness rates; state-approved prekindergarten enrollment  
 311 screening; good cause exemption.—

312 (1) The department shall adopt a statewide kindergarten

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

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

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

332 1004.04 Public accountability and state approval for  
 333 teacher preparation programs.—

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

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

338 1. The Florida Educator Accomplished Practices.

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

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

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

357           1004.85 Postsecondary educator preparation institutes.—

358           (3) Educator preparation institutes approved pursuant to  
 359 this section may offer competency-based certification programs  
 360 specifically designed for noneducation major baccalaureate  
 361 degree holders to enable program participants to meet the  
 362 educator certification requirements of s. 1012.56. An educator  
 363 preparation institute choosing to offer a competency-based  
 364 certification program pursuant to the provisions of this section

365 must implement a program previously approved by the Department  
 366 of Education for this purpose or a program developed by the  
 367 institute and approved by the department for this purpose.  
 368 Approved programs shall be available for use by other approved  
 369 educator preparation institutes.

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

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

380 b. The state-adopted student content standards.

381 c. Scientifically researched reading instruction,  
 382 including explicit, systematic, and multisensory approaches to  
 383 reading instruction and intervention that are proven to improve  
 384 reading performance for all students.

385 d. Content literacy and mathematical practices.

386 e. Strategies appropriate for instruction of English  
 387 language learners.

388 f. Strategies appropriate for instruction of students with  
 389 disabilities.

390 g. School safety.

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

396           3. Field experiences appropriate to the certification  
 397 subject area specified in the educational plan with a diverse  
 398 population of students in a variety of settings under the  
 399 supervision of qualified educators.

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

405           (b) Each program participant must:

406           1. Meet certification requirements pursuant to s.  
 407 1012.56(1) by obtaining a statement of status of eligibility in  
 408 the certification subject area of the educational plan and meet  
 409 the requirements of s. 1012.56(2)(a)-(f).

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

414           3. Before completion of the program, fully demonstrate his  
 415 or her ability to teach the subject area for which he or she is  
 416 seeking certification by documenting a positive impact on

417 student learning growth in a prekindergarten through grade 12  
 418 setting and achieving a passing score on the professional  
 419 education competency examination, the basic skills examination,  
 420 and the subject area examination for the subject area  
 421 certification which is required by state board rule.

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

428 1008.25 Public school student progression; student  
 429 support; reporting requirements.—

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

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

436 (b) Students who fail to meet performance levels required  
 437 for promotion consistent with the district school board's plan  
 438 for student progression required in subsection (2) paragraph  
 439 ~~(2) (b).~~

440 (4) ASSESSMENT AND SUPPORT.—

441 (b) A student who has a substantial reading deficiency as  
 442 determined in paragraph (5) (a) or is not meeting the school

443 ~~district or~~ state requirements for satisfactory performance in  
 444 English Language Arts and mathematics must be covered by ~~one of~~  
 445 ~~the following plans:~~

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

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

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

454 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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

469 level proficiency in a manner determined by the district, which  
 470 may include achieving a Level 3 on the statewide, standardized  
 471 English Language Arts assessment. The State Board of Education  
 472 shall identify by rule guidelines for determining whether a  
 473 student in kindergarten through grade 3 has a substantial  
 474 deficiency in reading.

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

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

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

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

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

493 5. Opportunities to observe effective instruction and  
 494 intervention strategies in the classroom, receive literacy

495 instruction from the school or through community adult literacy  
 496 initiatives, and receive strategies the parent can for parents  
 497 ~~to~~ use in helping his or her ~~their~~ child succeed in reading  
 498 proficiency, which may include a read-at-home plan provided by  
 499 the school.

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

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

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

517  
 518 After initial notification, the school shall apprise the parent  
 519 of the student's progress in response to the intensive  
 520 interventions and supports at least once every 2 weeks. These

521 communications must be in writing and must explain any  
522 additional interventions or supports that will be used to  
523 accelerate the student's progress if the interventions and  
524 supports already being implemented have not resulted in  
525 improvement.

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

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

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

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

546 4. A list of resources that support informed parent

547 involvement in decisionmaking processes for students who have  
 548 difficulty with learning.

549 (6) ELIMINATION OF SOCIAL PROMOTION.—

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

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

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

571 3. Students who demonstrate an acceptable level of  
 572 performance on an alternative standardized reading or English

573 Language Arts assessment approved by the State Board of  
 574 Education.

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

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

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

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

599 ~~to be successful in improving reading among low performing~~  
 600 ~~readers.~~

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

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

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

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

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

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

623 ~~1. Provide third grade students who are retained under the~~  
 624 ~~provisions of paragraph (5) (b) with intensive instructional~~

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

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

642       (b) Each school district shall:

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

651 remediate the identified areas of reading deficiency.

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

668 3.4- Provide students who are retained under ~~the~~  
 669 ~~provisions of~~ paragraph (5)(b) with a highly effective teacher  
 670 as determined by the teacher's performance evaluation under s.  
 671 1012.34, and, beginning July 1, 2018, the teacher must also be  
 672 certified or endorsed in reading.

673 4.5- Establish at each school, when applicable, an  
 674 intensive reading acceleration course ~~Class~~ for any student  
 675 retained in grade 3 who was previously retained in kindergarten,  
 676 grade 1, or grade 2 students who subsequently score Level 1 on

677 ~~the required statewide, standardized assessment identified in s.~~  
 678 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~  
 679 ~~to increase a child's reading and English Language Arts skill~~  
 680 ~~level at least two grade levels in 1 school year. The intensive~~  
 681 reading acceleration course must provide the following Class  
 682 shall:

683 a. The integration of science and social studies content  
 684 in a reading block of no less than 90 minutes.

685 b. Small group instruction.

686 c. Reduced teacher-student ratios.

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

692 e. A read-at-home plan.

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

697 ~~b. Have a reduced teacher student ratio.~~

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

702 ~~d. Use a reading program that is scientifically research-~~

703 ~~based and has proven results in accelerating student reading~~  
 704 ~~achievement within the same school year.~~

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

708 (8) ANNUAL REPORT.-

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

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

724 1008.345 Implementation of state system of school  
 725 improvement and education accountability.-

726 (5) The commissioner shall annually report to the State  
 727 Board of Education and the Legislature and recommend changes in  
 728 state policy necessary to foster school improvement and

729 education accountability. The report shall include:

730 (a) For each school district:

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

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

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

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

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

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

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

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

1011.67 Funds for instructional materials.—

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

(b) Each district school superintendent shall, as part of the certification under paragraph (a), report the number and percentage of the district's K-5 instructional personnel who have received training to implement the core and supplemental

781 intervention reading materials. The district school  
 782 superintendent shall also report the process and timeline by  
 783 which the remaining K-5 personnel will be provided the training,  
 784 including those newly hired by the district.

785 Section 12. Section 1012.567, Florida Statutes, is created  
 786 to read:

787 1012.567 Certification and endorsement of elementary  
 788 reading instructors.-

789 (1) CERTIFICATION.-

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

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

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

801 3. Using predictive data to make instructional decisions  
 802 based on individual student needs.

803  
 804 The State Board of Education shall adopt by rule the minimum  
 805 requirements for instruction provided by teacher preparation  
 806 programs and school districts for this purpose.

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

813        (c) The State Board of Education shall identify by rule  
 814 certification areas in which candidates must demonstrate  
 815 competence as provided in paragraph (a) as part of the  
 816 certification process.

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

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

830        (3) REVIEW.—By July 1, 2017, and at least once every 5  
 831 years thereafter, the department shall conduct a review of  
 832 specialization and coverage area requirements in the elementary,

833 reading, and exceptional student educational areas. At the  
 834 conclusion of each review, the department shall recommend to the  
 835 State Board of Education changes to the specialization and  
 836 coverage area requirements based upon any identified  
 837 instructional or intervention strategies proven to improve  
 838 student reading performance.

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

842 Section 13. Paragraph (a) of subsection (3) of section  
 843 1012.585, Florida Statutes, is amended, and paragraph (f) is  
 844 added to that subsection, to read:

845 1012.585 Process for renewal of professional  
 846 certificates.—

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

849 (a) The applicant must earn a minimum of 6 college credits  
 850 or 120 inservice points or a combination thereof. For each area  
 851 of specialization to be retained on a certificate, the applicant  
 852 must earn at least 3 of the required credit hours or equivalent  
 853 inservice points in the specialization area. Education in  
 854 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
 855 credits or points that provide training in the area of  
 856 scientifically researched, knowledge-based reading literacy,  
 857 including explicit, systematic, and multisensory approaches to  
 858 reading instruction and intervention; ~~and~~ computational skills

859 acquisition;; exceptional student education;; normal child  
 860 development;; and the disorders of development may be applied  
 861 toward any specialization area. Credits or points that provide  
 862 training in the areas of drug abuse, child abuse and neglect,  
 863 strategies in teaching students having limited proficiency in  
 864 English, or dropout prevention, or training in areas identified  
 865 in the educational goals and performance standards adopted  
 866 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
 867 any specialization area, except specialization areas identified  
 868 by State Board of Education rule as involving reading  
 869 instruction or intervention for any students in kindergarten  
 870 through grade 6 under s. 1012.567(1)(c). Credits or points  
 871 earned through approved summer institutes may be applied toward  
 872 the fulfillment of these requirements. Inservice points may also  
 873 be earned by participation in professional growth components  
 874 approved by the State Board of Education and specified pursuant  
 875 to s. 1012.98 in the district's approved master plan for  
 876 inservice educational training; however, such points may not be  
 877 used to satisfy the specialization requirements of this  
 878 paragraph, including, but not limited to, serving as a trainer  
 879 in an approved teacher training activity, serving on an  
 880 instructional materials committee or a state board or commission  
 881 that deals with educational issues, or serving on an advisory  
 882 council created pursuant to s. 1001.452.

883 (f) Beginning January 1, 2018, an applicant for renewal of  
 884 a professional certificate in any area of certification

885 identified by State Board of Education rule pursuant to s.  
 886 1012.567(1)(c) must earn a minimum of 2 college credits or the  
 887 equivalent inservice points in the use of explicit, systematic,  
 888 and multisensory approaches to reading instruction and  
 889 intervention. Such training must be provided by teacher  
 890 preparation programs under s. 1004.04 or s. 1004.85 or approved  
 891 school district professional development systems under s.  
 892 1012.98. The requirements in this paragraph may not add to the  
 893 total hours required by the department for continuing education  
 894 or inservice training.

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

897 1012.586 Additions or changes to certificates; duplicate  
 898 certificates.—A school district may process via a Department of  
 899 Education website certificates for the following applications of  
 900 public school employees:

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

909  
 910 The employing school district shall charge the employee a fee

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

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

920 1012.98 School Community Professional Development Act.—

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

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

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

931 (b) Each school district shall develop a professional  
 932 development system as specified in subsection (3). The system  
 933 shall be developed in consultation with teachers, teacher-  
 934 educators of Florida College System institutions and state  
 935 universities, business and community representatives, and local  
 936 education foundations, consortia, and professional

937 organizations. The professional development system must:

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

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

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

962 4. Include a master plan for inservice activities,

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

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

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

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

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

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

1011 9. For middle grades, emphasize:

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

1014 b. Alignment of curriculum and instructional materials to

1015 the state academic standards adopted pursuant to s. 1003.41.

1016 c. Use of small learning communities; problem-solving,  
 1017 inquiry-driven research and analytical approaches for students;  
 1018 strategies and tools based on student needs; competency-based  
 1019 instruction; integrated digital instruction; and project-based  
 1020 instruction.

1021

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

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

1039 Section 16. This act shall take effect upon becoming a  
 1040 law.



Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

**Amendment**

5 Remove lines 100-142 and insert:

6 (3) Provide training to ~~Train~~ K-12 teachers, reading  
 7 coaches, and school principals on effective content-area-  
 8 specific reading strategies; integration of content-rich  
 9 nonfiction texts in other core subject areas into reading  
 10 instruction; and explicit, systematic, and multisensory  
 11 approaches to reading instruction that are proven to improve the  
 12 reading performance of all students. For secondary teachers,  
 13 emphasis shall be on technical text. These strategies must be  
 14 developed for all content areas in the K-12 curriculum.

15 (4) Provide parents with information and strategies for  
 16 assisting their children in reading, including reading in the  
 17 content areas area.

PCB KTS 16-01 a1

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Amendment No. 1

18 (5) Provide technical assistance to school districts in  
19 the development and implementation of district plans for use of  
20 the research-based reading instruction allocation provided in s.  
21 1011.62(9) and annually review and approve such plans.

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

25 (7) Work with the Florida Center for Reading Research to  
26 identify effective research-based and evidence-based reading  
27 instructional and intervention ~~provide information on research-~~  
28 ~~based reading programs and effective reading in the content area~~  
29 strategies. Reading intervention strategies are evidence-based  
30 strategies frequently used to remediate reading deficiencies and  
31 include individual instruction, tutoring, or mentoring that  
32 targets specific reading skills and abilities.

33 (8) Periodically review the Next Generation Sunshine State  
34 Standards for English Language Arts to determine appropriateness  
35 at each grade level ~~reading at all grade levels.~~

36 (9) Periodically review teacher certification requirements  
37 and examinations, including alternative certification  
38 requirements and examinations ~~exams~~, to ascertain whether the  
39 examinations measure the skills needed for evidence-based  
40 ~~research-based~~ reading instruction and instructional strategies  
41 for teaching reading, including reading in the content areas.

42 (10) Work with teacher preparation programs approved  
43 pursuant to ss. s- 1004.04 and 1004.85 to integrate effective,



Amendment No. 1

44 research-based and evidence-based reading instructional and  
45 intervention strategies; ~~and~~ reading in ~~the~~ content area  
46 instructional strategies; and explicit, systematic, and  
47 multisensory reading instructional strategies into teacher  
48 preparation programs.

49 (11) Post on its website a list of core reading materials  
50 and supplemental intervention reading materials for kindergarten  
51 through grade 5





Amendment No. 2

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

3

4 **Amendment**

5 Remove line 231 and insert:

6 early warning system in subparagraph (a)2. The team may include  
 7 a school psychologist. When a student





Amendment No. 3

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

---

1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

3

4 **Amendment**

5 Remove line 280 and insert:

6 students experiencing difficulties with emergent literacy skills  
 7 and also provide resources containing





Amendment No. 4

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

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1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

**Amendment**

5 Remove lines 493-499 and insert:

6 5. Opportunities to observe effective instruction and  
 7 intervention strategies in the classroom; receive literacy  
 8 instruction from the school or through community adult literacy  
 9 initiatives; and receive strategies, including multisensory  
 10 strategies, through a read-at-home plan the parent can for  
 11 ~~parents to use in helping his or her their~~ child succeed in  
 12 reading proficiency.  
 13





Amendment No. 5

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

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1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

**Amendment**

5 Remove lines 633-684 and insert:

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

8 b. Small group instruction.

9 c. Reduced teacher-student ratios.

10 d. More frequent progress monitoring.

11 e. Tutoring or mentoring.

12 f. Transition classes containing 3rd and 4th grade  
 13 students.

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

15 (b) Each school district shall:

16 1.2- Provide written notification to the parent of a  
 17 student who is retained under ~~the provisions of~~ paragraph (5) (b)



Amendment No. 5

18 that his or her child has not met the proficiency level required  
19 for promotion and the reasons the child is not eligible for a  
20 good cause exemption as provided in paragraph (6)(b). The  
21 notification must comply with paragraph (5)(c) ~~the provisions of~~  
22 ~~s. 1002.20(15)~~ and must include a description of proposed  
23 interventions and supports that will be provided to the child to  
24 remediate the identified areas of reading deficiency.

25 2.3- Implement a policy for the midyear promotion of a  
26 student retained under ~~the provisions of~~ paragraph (5)(b) who  
27 can demonstrate that he or she is a successful and independent  
28 reader and performing at or above grade level in reading or,  
29 upon implementation of English Language Arts assessments,  
30 performing at or above grade level in English Language Arts.  
31 Tools that school districts may use in reevaluating a student  
32 retained may include subsequent assessments, alternative  
33 assessments, and portfolio reviews, in accordance with rules of  
34 the State Board of Education. Students promoted during the  
35 school year after November 1 must demonstrate proficiency levels  
36 in reading equivalent to the level necessary for the beginning  
37 of grade 4. The rules adopted by the State Board of Education  
38 must include standards that provide a reasonable expectation  
39 that the student's progress is sufficient to master appropriate  
40 grade 4 level reading skills.

41 3.4- Provide students who are retained under ~~the~~  
42 ~~provisions of~~ paragraph (5)(b) with a highly effective teacher  
43 as determined by the teacher's performance evaluation under s.



Amendment No. 5

44 1012.34, and, beginning July 1, 2018, the teacher must also be  
45 certified or endorsed in reading.

46 ~~4.5. Establish at each school, when applicable, an~~  
47 ~~intensive reading acceleration course ~~Class~~ for any student~~  
48 ~~retained in grade 3 who was previously retained in kindergarten,~~  
49 ~~grade 1, or grade 2 students who subsequently score Level 1 on~~  
50 ~~the required statewide, standardized assessment identified in s.~~  
51 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~  
52 ~~to increase a child's reading and English Language Arts skill~~  
53 ~~level at least two grade levels in 1 school year. The intensive~~  
54 ~~reading acceleration course must provide the following Class~~  
55 ~~shall:~~

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

60





Amendment No. 6

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
 2 Representative Adkins offered the following:

3

4 **Amendment**

5 Remove line 801 and insert:

6 3. Using predictive and other data to make instructional  
 7 decisions





Amendment No. 7

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

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1 Committee/Subcommittee hearing bill: K-12 Subcommittee

2 Representative Adkins offered the following:

3  
4 **Amendment**

5 Remove line 1032 and insert:

6 for all students; and using predictive and other data to make

