

1 A bill to be entitled
2 An act relating to education; amending s. 1001.215,
3 F.S.; revising the duties of the Just Read, Florida!
4 Office; amending s. 1001.42, F.S.; requiring certain
5 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 requiring the office to identify certain guidelines by
24 rule and provide examples of certain instructional
25 strategies; amending s. 1002.69, F.S.; conforming

26 | provisions; requiring data from the statewide
27 | kindergarten screening to be used to identify certain
28 | students; amending s. 1004.04, F.S.; revising core
29 | curricula requirements for certain teacher preparation
30 | programs to include certain reading instruction and
31 | interventions; revising certain requirements related
32 | to clinical education training and preservice field
33 | experiences; amending s. 1004.85, F.S.; requiring
34 | certain educator preparation institutes to provide
35 | evidence of specified reading and technology
36 | instruction as a condition of program approval and
37 | continued approval; amending s. 1008.25, F.S.;
38 | requiring district school boards to allocate certain
39 | instruction resources to certain students deficient in
40 | reading; revising criteria and requiring the State
41 | Board of Education to identify guidelines for
42 | determining whether certain students have a
43 | substantial deficiency in reading; providing that
44 | students with a substantial reading deficiency must be
45 | covered by certain plans; revising the parental
46 | notification requirements for students with a
47 | substantial deficiency in reading; requiring a school
48 | to provide updates to parents of students who receive
49 | certain services; requiring the Department of
50 | Education to develop or contract with another entity

51 to develop a handbook containing specific information
52 for parents of students with a substantial reading
53 deficiency; defining the terms "dyslexia" and
54 "dyscalculia"; requiring schools to provide certain
55 instruction to students who received a good cause
56 exemption from retention; revising grounds for such
57 good cause exemption; revising intervention
58 requirements for certain retained students; revising
59 provisions relating to the Intensive Acceleration
60 Class for retained students in certain grades;
61 revising student progress evaluation requirements;
62 amending s. 1008.345, F.S.; revising reporting
63 requirements of the Commissioner of Education relating
64 to the state system of school improvement and
65 education accountability; amending s. 1011.67, F.S.;
66 revising the contents of a comprehensive staff
67 development plan required for each school district to
68 receive instructional materials funds; amending s.
69 1012.585, F.S.; revising requirements for renewal of
70 professional teaching certificates; amending s.
71 1012.586, F.S.; authorizing the department to
72 recommend consolidation of endorsement areas and
73 requirements for endorsements for teacher
74 certificates; requiring the department to review and
75 make recommendations regarding certain subject

76 coverage or endorsement requirements; providing
 77 construction; amending s. 1012.98, F.S.; revising
 78 duties and requirements for implementation of the
 79 School Community Professional Development Act;
 80 providing an effective date.

81
 82 Be It Enacted by the Legislature of the State of Florida:

83
 84 Section 1. Section 1001.215, Florida Statutes, is amended
 85 to read:

86 1001.215 Just Read, Florida! Office.—There is created in
 87 the Department of Education the Just Read, Florida! Office. The
 88 office is ~~shall be~~ fully accountable to the Commissioner of
 89 Education and shall:

- 90 (1) Train ~~highly effective~~ reading coaches.
- 91 (2) Create multiple designations of effective reading
 92 instruction, with accompanying credentials, to enable ~~which~~
 93 ~~encourage~~ all teachers to integrate reading instruction into
 94 their content areas.
- 95 (3) Provide training to ~~Train~~ K-12 teachers, reading
 96 coaches, and school principals on effective content-area-
 97 specific reading strategies; the integration of content-rich,
 98 nonfiction texts from other core subject areas into reading
 99 instruction; evidence-based reading strategies identified in
 100 subsection (7); and technology tools to improve student reading

101 performance. For secondary teachers, emphasis shall be on
102 technical text. These strategies must be developed for all
103 content areas in the K-12 curriculum.

104 (4) Provide parents with information and strategies for
105 assisting their children in reading, including reading in ~~the~~
106 content areas ~~area~~.

107 (5) Provide technical assistance to school districts in
108 the development and implementation of district plans for use of
109 the research-based reading instruction allocation provided in s.
110 1011.62(9) and annually review and approve such plans.

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

114 (7) Work with the Florida Center for Reading Research to
115 identify effective research-based and evidence-based reading
116 instructional and intervention programs that incorporate
117 explicit, systematic, sequential, and multisensory approaches to
118 teaching phonemic awareness, phonics, vocabulary, fluency, and
119 text comprehension and incorporate decodable or phonetic text
120 instructional ~~provide information on research-based reading~~
121 ~~programs and effective reading in the content area strategies.~~
122 Reading intervention includes evidence-based strategies
123 frequently used to remediate reading deficiencies and includes
124 individual instruction, tutoring, mentoring, or the use of
125 technology that targets specific reading skills and abilities.

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

129 (9) Periodically review teacher certification requirements
 130 and examinations, including alternative certification
 131 requirements and examinations ~~exams~~, to ascertain whether the
 132 examinations measure the skills needed for evidence-based
 133 ~~research-based~~ reading instruction and instructional strategies
 134 for teaching reading, including reading ~~in the~~ content areas.

135 (10) Work with teacher preparation programs approved
 136 pursuant to ss. s. 1004.04 and 1004.85 to integrate effective,
 137 research-based, and evidence-based reading instructional and
 138 intervention strategies; ~~and~~ reading in ~~the~~ content area
 139 instructional strategies; and explicit, systematic, and
 140 multisensory reading instructional strategies into teacher
 141 preparation programs. Reading intervention strategies may
 142 include strategies using technology to improve reading
 143 instruction and accelerate student learning gains.

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

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

149 1001.42 Powers and duties of district school board.—The
 150 district school board, acting as a board, shall exercise all

151 powers and perform all duties listed below:

152 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
153 Maintain a system of school improvement and education
154 accountability as provided by statute and State Board of
155 Education rule. This system of school improvement and education
156 accountability shall be consistent with, and implemented
157 through, the district's continuing system of planning and
158 budgeting required by this section and ss. 1008.385, 1010.01,
159 and 1011.01. This system of school improvement and education
160 accountability shall comply with the provisions of ss. 1008.33,
161 1008.34, 1008.345, and 1008.385 and include the following:

162 (a) School improvement plans.—

163 1. The district school board shall annually approve and
164 require implementation of a new, amended, or continuation school
165 improvement plan for each school in the district. If a school
166 has a significant gap in achievement on statewide, standardized
167 assessments administered pursuant to s. 1008.22 by one or more
168 student subgroups, as defined in the federal Elementary and
169 Secondary Education Act (ESEA), 20 U.S.C. s.
170 6311(b)(2)(C)(v)(II); has not significantly increased the
171 percentage of students passing statewide, standardized
172 assessments; has not significantly increased the percentage of
173 students demonstrating Learning Gains, as defined in s. 1008.34
174 and as calculated under s. 1008.34(3)(b), who passed statewide,
175 standardized assessments; or has significantly lower graduation

176 rates for a subgroup when compared to the state's graduation
177 rate, that school's improvement plan shall include strategies
178 for improving these results. The state board shall adopt rules
179 establishing thresholds and for determining compliance with this
180 subparagraph.

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

198 (b) Early warning system.—

199 1. A school that serves any students in kindergarten
200 through grade ~~includes any of grades 6, 7, or 8~~ shall implement

201 an early warning system to identify students in such grades ~~6, 7,~~
202 ~~and 8~~ who need additional support to improve academic
203 performance and stay engaged in school. The early warning system
204 must include the following early warning indicators:

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

207 b. One or more suspensions, whether in school or out of
208 school.

209 c. Course failure in English Language Arts or mathematics
210 during any grading period.

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

215

216 A school district may identify additional early warning
217 indicators for use in a school's early warning system.

218 2. A school-based team responsible for implementing the
219 requirements of this paragraph shall monitor the data from the
220 early warning system in subparagraph (a)2. The team may include
221 a school psychologist. When a student exhibits two or more early
222 warning indicators, the team shall ~~school's child study team~~
223 ~~under s. 1003.02 or a school-based team formed for the purpose~~
224 ~~of implementing the requirements of this paragraph shall convene~~
225 ~~to~~ determine, in consultation with the student's parent,

226 | appropriate intervention strategies for the student unless the
 227 | student is already being served by an intervention program at
 228 | the direction of a school-based, multidisciplinary team. Data
 229 | and information relating to a student's early warning indicators
 230 | must be used to inform any intervention strategies provided to
 231 | the student ~~The school shall provide at least 10 days' written~~
 232 | ~~notice of the meeting to the student's parent, indicating the~~
 233 | ~~meeting's purpose, time, and location, and provide the parent~~
 234 | ~~the opportunity to participate.~~

235 | Section 3. Subsection (11) of section 1002.20, Florida
 236 | Statutes, is amended to read:

237 | 1002.20 K-12 student and parent rights.—Parents of public
 238 | school students must receive accurate and timely information
 239 | regarding their child's academic progress and must be informed
 240 | of ways they can help their child to succeed in school. K-12
 241 | students and their parents are afforded numerous statutory
 242 | rights including, but not limited to, the following:

243 | (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
 244 | K-3 student who exhibits a substantial reading deficiency shall
 245 | be immediately notified of the student's deficiency pursuant to
 246 | s. 1008.25(5) and with a description and explanation, in terms
 247 | ~~understandable to the parent, of the exact nature of the~~
 248 | ~~student's difficulty in learning and lack of achievement in~~
 249 | ~~reading,~~ shall be consulted in the development of a plan, as
 250 | described in s. 1008.25(4) (b); ~~and shall be informed that the~~

251 ~~student will be given intensive reading instruction until the~~
252 ~~deficiency is corrected. This subsection operates in addition to~~
253 ~~the remediation and notification provisions contained in s.~~
254 ~~1008.25 and in no way reduces the rights of a parent or the~~
255 ~~responsibilities of a school district under that section.~~

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

258 1002.59 Emergent literacy and performance standards
259 training courses.—

260 (1) The office shall adopt minimum standards for one or
261 more training courses in emergent literacy for prekindergarten
262 instructors. Each course must comprise 5 clock hours and provide
263 instruction in explicit, systematic, and multisensory
264 instruction ~~strategies and techniques~~ to address the age-
265 appropriate progress of prekindergarten students in developing
266 emergent literacy skills, including oral communication,
267 knowledge of print and letters, phonemic and phonological
268 awareness, and vocabulary and comprehension development. Each
269 course must address early identification of and intervention for
270 students experiencing difficulties with emergent literacy skills
271 and ~~also~~ provide resources containing strategies that allow
272 students with disabilities and other special needs to derive
273 maximum benefit from the Voluntary Prekindergarten Education
274 Program. Successful completion of an emergent literacy training
275 course approved under this section satisfies requirements for

276 approved training in early literacy and language development
 277 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

278 Section 5. Paragraphs (a) and (c) of subsection (3) of
 279 section 1002.67, Florida Statutes, are amended, and paragraphs
 280 (d), (e), and (f) are added to that subsection, to read:

281 1002.67 Performance standards; curricula and
 282 accountability.—

283 (3)

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

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

292 (d) Students who exhibit a deficiency in emergent literacy
 293 skills, including oral communication, knowledge of print and
 294 letters, phonemic and phonological awareness, and vocabulary and
 295 comprehension development, must be provided intensive, explicit,
 296 and systematic instruction.

297 (e) The office shall identify by rule guidelines for
 298 determining whether a student has exhibited a deficiency in
 299 emergent literacy skills.

300 (f) The office shall provide examples of appropriate

301 instructional strategies and supports to remediate identified
302 deficiencies in emergent literacy skills.

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

305 1002.69 Statewide kindergarten screening; kindergarten
306 readiness rates; state-approved prekindergarten enrollment
307 screening; good cause exemption.—

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

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

326 Section 7. Paragraph (b) of subsection (2), paragraph (a)
 327 of subsection (4), and subsection (5) of section 1004.04,
 328 Florida Statutes, are amended to read:

329 1004.04 Public accountability and state approval for
 330 teacher preparation programs.—

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

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

- 335 1. The Florida Educator Accomplished Practices.
- 336 2. The state-adopted content standards.
- 337 3. Scientifically researched and evidence-based reading
 338 instruction strategies, including explicit, systematic, and
 339 multisensory approaches to reading instruction and intervention
 340 which are proven to improve reading performance for all
 341 students.
- 342 4. Content literacy and mathematics practices.
- 343 5. Strategies appropriate for the instruction of English
 344 language learners.
- 345 6. Strategies appropriate for the instruction of students
 346 with disabilities.
- 347 7. School safety.

348 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
 349 teacher preparation program shall be based upon evidence that
 350 the program continues to implement the requirements for initial

351 approval and upon significant, objective, and quantifiable
352 measures of the program and the performance of the program
353 completers.

354 (a) The criteria for continued approval must include each
355 of the following:

356 1. Documentation ~~from the program~~ that each program
357 candidate met the admission requirements provided in subsection
358 (3).

359 2. Documentation ~~from the program~~ that the program and
360 each program completer have met the requirements provided in
361 subsection (2).

362 3. Documentation that each program completer received
363 instruction in technology literacy through the program's
364 content-area and pedagogy coursework, including instructional
365 strategies for using media and technology to support subject-
366 matter understanding.

367 ~~4.3.~~ Evidence of performance in each of the following
368 areas:

369 a. Placement rate of program completers into instructional
370 positions in Florida public schools and private schools, if
371 available.

372 b. Rate of retention for employed program completers in
373 instructional positions in Florida public schools.

374 c. Performance of students in prekindergarten through
375 grade 12 who are assigned to in-field program completers on

376 statewide assessments using the results of the student learning
377 growth formula adopted under s. 1012.34.

378 d. Performance of students in prekindergarten through
379 grade 12 who are assigned to in-field program completers
380 aggregated by student subgroup, as defined in the federal
381 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.
382 6311(b)(2)(C)(v)(II), as a measure of how well the program
383 prepares teachers to work with a diverse population of students
384 in a variety of settings in Florida public schools.

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

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

389 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
390 instructors, school district personnel and instructional
391 personnel, and school sites preparing instructional personnel
392 through preservice field experience courses and internships
393 shall meet special requirements. District school boards may pay
394 student teachers during their internships. For purposes of this
395 subsection, specialized training in clinical supervision and
396 clinical educator training must include content-specific
397 strategies for integrating media and emerging technologies into
398 classroom and online instruction.

399 (a) All individuals in postsecondary teacher preparation
400 programs who instruct or supervise preservice field experience

401 courses or internships in which a candidate demonstrates his or
402 her impact on student learning growth shall have the following:
403 specialized training in clinical supervision; at least 3 years
404 of successful, relevant prekindergarten through grade 12
405 teaching, student services, or school administration experience;
406 and an annual demonstration of experience in a relevant
407 prekindergarten through grade 12 school setting as defined by
408 State Board of Education rule.

409 (b)1. All school district personnel and instructional
410 personnel who supervise or direct teacher preparation students
411 during field experience courses or internships taking place in
412 this state in which candidates demonstrate an impact on student
413 learning growth must have evidence of "clinical educator"
414 training, a valid professional certificate issued pursuant to s.
415 1012.56, and at least 3 years of teaching experience in
416 prekindergarten through grade 12 and must have earned an
417 effective or highly effective rating on the prior year's
418 performance evaluation under s. 1012.34 or be a peer evaluator
419 under the district's evaluation system approved under s.
420 1012.34. The State Board of Education shall approve the training
421 requirements.

422 2. All instructional personnel who supervise or direct
423 teacher preparation students during field experience courses or
424 internships in another state, in which a candidate demonstrates
425 his or her impact on student learning growth, through a Florida

426 | online or distance program must have received "clinical
427 | educator" training or its equivalent in that state, hold a valid
428 | professional certificate issued by the state in which the field
429 | experience takes place, and have at least 3 years of teaching
430 | experience in prekindergarten through grade 12.

431 | 3. All instructional personnel who supervise or direct
432 | teacher preparation students during field experience courses or
433 | internships, in which a candidate demonstrates his or her impact
434 | on student learning growth, on a United States military base in
435 | another country through a Florida online or distance program
436 | must have received "clinical educator" training or its
437 | equivalent, hold a valid professional certificate issued by the
438 | United States Department of Defense or a state or territory of
439 | the United States, and have at least 3 years teaching experience
440 | in prekindergarten through grade 12.

441 | (c) Preservice field experience must include candidate
442 | practice and demonstration of the uniform core curricula
443 | specific to the candidates' area or areas of program
444 | concentration with a diverse population of students in a variety
445 | of settings, including instructional strategies for using media
446 | and technology to support subject-matter understanding. The
447 | length of structured field experiences may be extended to ensure
448 | that candidates achieve the competencies needed to meet
449 | certification requirements.

450 | (d) Postsecondary teacher preparation programs in

451 cooperation with district school boards and approved private
452 school associations shall select the school sites for preservice
453 field experience activities based upon the qualifications of the
454 supervising personnel as described in this subsection and the
455 needs of the candidates. These sites must represent the full
456 spectrum of school communities, including, but not limited to,
457 schools located in urban settings. In order to be selected,
458 school sites must demonstrate commitment to the education of
459 public school students and to the preparation of future
460 teachers.

461 Section 8. Paragraph (a) of subsection (3) of section
462 1004.85, Florida Statutes, is amended, and paragraph (c) is
463 added to subsection (4) of that section, to read:

464 1004.85 Postsecondary educator preparation institutes.—

465 (3) Educator preparation institutes approved pursuant to
466 this section may offer competency-based certification programs
467 specifically designed for noneducation major baccalaureate
468 degree holders to enable program participants to meet the
469 educator certification requirements of s. 1012.56. An educator
470 preparation institute choosing to offer a competency-based
471 certification program pursuant to the provisions of this section
472 must implement a program previously approved by the Department
473 of Education for this purpose or a program developed by the
474 institute and approved by the department for this purpose.
475 Approved programs shall be available for use by other approved

476 educator preparation institutes.

477 (a) Within 90 days after receipt of a request for
478 approval, the Department of Education shall approve a
479 preparation program pursuant to the requirements of this
480 subsection or issue a statement of the deficiencies in the
481 request for approval. The department shall approve a
482 certification program if the institute provides evidence of the
483 institute's capacity to implement a competency-based program
484 that includes each of the following:

485 1.a. Participant instruction and assessment in the Florida
486 Educator Accomplished Practices.

487 b. The state-adopted student content standards.

488 c. Scientifically researched and evidence-based reading
489 instruction strategies, including explicit, systematic, and
490 multisensory approaches to reading instruction and intervention
491 which are proven to improve reading performance for all
492 students.

493 d. Content literacy and mathematical practices.

494 e. Strategies appropriate for instruction of English
495 language learners.

496 f. Strategies appropriate for instruction of students with
497 disabilities.

498 g. School safety.

499 2. An educational plan for each participant to meet
500 certification requirements and demonstrate his or her ability to

501 teach the subject area for which the participant is seeking
502 certification, which is based on an assessment of his or her
503 competency in the areas listed in subparagraph 1.

504 3. Field experiences appropriate to the certification
505 subject area specified in the educational plan with a diverse
506 population of students in a variety of settings under the
507 supervision of qualified educators.

508 4. A certification ombudsman to facilitate the process and
509 procedures required for participants who complete the program to
510 meet any requirements related to the background screening
511 pursuant to s. 1012.32 and educator professional or temporary
512 certification pursuant to s. 1012.56.

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

516 (c) Documentation that each program completer received
517 instruction in technology literacy through the program's
518 content-area and pedagogy coursework, including instructional
519 strategies for using media and technology to support subject-
520 matter understanding.

521 Section 9. Subsection (3), paragraphs (a) and (c) of
522 subsection (5), paragraph (b) of subsection (6), subsection (7),
523 and paragraph (a) of subsection (8) of section 1008.25, Florida
524 Statutes, are amended, paragraph (c) is added to subsection (4),
525 and paragraph (d) is added to subsection (5) of that section, to

526 read:

527 1008.25 Public school student progression; student
528 support; reporting requirements.—

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

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

535 (b) Students who fail to meet performance levels required
536 for promotion consistent with the district school board's plan
537 for student progression required in subsection (2) ~~paragraph~~
538 ~~(2) (b)~~.

539 (4) ASSESSMENT AND SUPPORT.—

540 (c) A student who has a substantial reading deficiency as
541 determined in paragraph (5) (a) must be covered by a federally
542 required student plan, such as an individual education plan or
543 an individualized progress monitoring plan, or both, as
544 necessary.

545 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

546 (a) Any student in kindergarten through grade 3 who
547 exhibits a substantial deficiency in reading, ~~based upon~~
548 screening, diagnostic, progress monitoring, or assessment data;
549 ~~locally determined or statewide assessments; conducted in~~
550 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~

551 observations, must be provided ~~given~~ intensive, explicit,
552 systematic, and multisensory reading interventions instruction
553 immediately following the identification of the reading
554 deficiency. A school may not wait for a student to receive a
555 failing grade at the end of a grading period to identify the
556 student as having a substantial reading deficiency and initiate
557 intensive reading interventions. The student's reading
558 proficiency must be monitored and the intensive interventions
559 ~~instruction~~ must continue until the student demonstrates grade
560 level proficiency in a manner determined by the district, which
561 may include achieving a Level 3 on the statewide, standardized
562 English Language Arts assessment. The State Board of Education
563 shall identify by rule guidelines for determining whether a
564 student in kindergarten through grade 3 has a substantial
565 deficiency in reading.

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

569 1. That his or her child has been identified as having a
570 substantial deficiency in reading, including a description and
571 explanation, in terms understandable to the parent, of the exact
572 nature of the student's difficulty in learning and lack of
573 achievement in reading.

574 2. A description of the current services that are provided
575 to the child.

576 3. A description of the proposed intensive interventions
577 ~~supplemental instructional services~~ and supports that will be
578 provided to the child that are designed to remediate the
579 identified area of reading deficiency.

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

584 5. Opportunities to observe effective instruction and
585 intervention strategies in the classroom; to receive literacy
586 instruction from the school or through community adult literacy
587 initiatives; and to receive strategies, including multisensory
588 strategies, through a read-at-home plan the parent can ~~for~~
589 ~~parents to~~ use in helping his or her ~~their~~ child succeed in
590 reading proficiency.

591 6. That the statewide, standardized English Language Arts
592 assessment is not the sole determiner of promotion and that
593 additional evaluations, portfolio reviews, and assessments are
594 available to the child to assist parents and the school district
595 in knowing when a child is reading at or above grade level and
596 ready for grade promotion.

597 7. The district's specific criteria and policies for a
598 portfolio as provided in subparagraph (6)(b)4. and the evidence
599 required for a student to demonstrate mastery of Florida's
600 academic standards for English Language Arts. A parent of a

601 student in grade 3 who is identified anytime during the year as
602 being at risk of retention may request that the school
603 immediately begin collecting evidence for a portfolio.

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

608
609 After initial notification, the school shall apprise the parent,
610 at least monthly, of the student's growth toward meeting goals
611 based on the student's grade level. These communications must
612 explain any additional interventions or supports that will be
613 used to accelerate the student's progress if the interventions
614 and supports already being implemented have not resulted in
615 improvement.

616 (d) The Department of Education shall develop or contract
617 with another entity to develop a handbook that schools must
618 provide to the parent of a student who is identified as having a
619 substantial reading deficiency. The handbook must be made
620 available in an electronic format that is accessible online and
621 must include the following information:

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

625 2. An overview of the procedural requirements for

626 initiating and conducting evaluations for exceptional education
627 eligibility. The overview must include an explanation that a
628 diagnosis of a medical condition alone is not sufficient to
629 establish exceptional education eligibility but may be used to
630 document how that condition relates to the student's eligibility
631 determination and may be disclosed in an eligible student's
632 individual education plan when necessary to inform school
633 personnel responsible for implementing such plan.

634 3. Characteristics of conditions associated with specific
635 learning disorders, including dyslexia, dysgraphia, dyscalculia,
636 and developmental aphasia and other information to support
637 informed parent involvement in decisionmaking processes for
638 students who have difficulty with learning. For purposes of this
639 subparagraph, the terms "dyslexia" and "dyscalculia" have the
640 same meanings as used in the Diagnostic and Statistical Manual
641 of Mental Disorders, Fifth Edition, published by the American
642 Psychiatric Association.

643 (6) ELIMINATION OF SOCIAL PROMOTION.—

644 (b) The district school board may only exempt students
645 from mandatory retention, as provided in paragraph (5) (b), for
646 good cause. A student who is promoted to grade 4 with a good
647 cause exemption shall be provided intensive reading instruction
648 and intervention that include specialized diagnostic information
649 and specific reading strategies to meet the needs of each
650 student so promoted. The school district shall assist schools

651 and teachers with the implementation of explicit, systematic,
652 and multisensory reading instruction and intervention strategies
653 for students promoted with a good cause exemption which research
654 has shown to be successful in improving reading among students
655 who have reading difficulties. Good cause exemptions are limited
656 to the following:

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

661 2. Students with disabilities whose individual education
662 plan indicates that participation in the statewide assessment
663 program is not appropriate, consistent with the requirements of
664 s. 1008.212.

665 3. Students who demonstrate an acceptable level of
666 performance on an alternative standardized reading or English
667 Language Arts assessment approved by the State Board of
668 Education.

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

672 5. Students with disabilities who take the statewide,
673 standardized English Language Arts assessment and who have an
674 individual education plan or a Section 504 plan that reflects
675 that the student has received intensive instruction in reading

676 or English Language Arts for more than 2 years but still
677 demonstrates a deficiency and was previously retained in
678 kindergarten, grade 1, grade 2, or grade 3.

679 6. Students who have received intensive reading
680 intervention for 2 or more years but still demonstrate a
681 deficiency in reading and who were previously retained in
682 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
683 years. A student may not be retained more than once in grade 3.

684 ~~7. Students who have received intensive remediation in~~
685 ~~reading or English Language Arts for 2 or more years but still~~
686 ~~demonstrate a deficiency and who were previously retained in~~
687 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~
688 ~~years. Intensive instruction for students so promoted must~~
689 ~~include an altered instructional day that includes specialized~~
690 ~~diagnostic information and specific reading strategies for each~~
691 ~~student. The district school board shall assist schools and~~
692 ~~teachers to implement reading strategies that research has shown~~
693 ~~to be successful in improving reading among low-performing~~
694 ~~readers.~~

695 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
696 STUDENTS.—

697 (a) Students retained under ~~the provisions of~~ paragraph
698 (5) (b) must be provided intensive interventions in reading to
699 ameliorate the student's specific reading deficiency and prepare
700 the student for promotion to the next grade. These

701 ~~interventions, as identified by a valid and reliable diagnostic~~
702 ~~assessment. This intensive intervention must include:~~

703 1. Evidence-based, explicit, systematic, and multisensory
704 reading instruction in phonemic awareness, phonics, fluency,
705 vocabulary, and comprehension and other strategies prescribed by
706 the school district. ~~effective instructional strategies,~~

707 2. Participation in the school district's summer reading
708 camp, which must incorporate the instructional and intervention
709 strategies under subparagraph 1, ~~and appropriate teaching~~
710 ~~methodologies necessary to assist those students in becoming~~
711 ~~successful readers, able to read at or above grade level, and~~
712 ~~ready for promotion to the next grade.~~

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

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

717 1. Provide third grade students who are retained under the
718 provisions of paragraph (5) (b) with intensive instructional
719 services and supports to remediate the identified areas of
720 reading deficiency, including participation in the school
721 district's summer reading camp as required under paragraph (a),
722 and a minimum of 90 minutes of daily, uninterrupted,
723 scientifically research-based reading instruction which includes
724 phonemic awareness, phonics, fluency, vocabulary, and
725 comprehension and other strategies prescribed by the school

726 ~~district, which may include, but are not limited to:~~

727 a. Integration of content-rich, nonfiction texts in

728 science and social studies ~~content~~ within the 90-minute block.

729 b. Small group instruction.

730 c. Reduced teacher-student ratios.

731 d. More frequent progress monitoring.

732 e. Tutoring or mentoring.

733 f. Transition classes containing 3rd and 4th grade

734 students.

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

736 (b) Each school district shall:

737 ~~1.2-~~ Provide written notification to the parent of a

738 student who is retained under ~~the provisions of~~ paragraph (5) (b)

739 that his or her child has not met the proficiency level required

740 for promotion and the reasons the child is not eligible for a

741 good cause exemption as provided in paragraph (6) (b). The

742 notification must comply with paragraph (5) (c) ~~the provisions of~~

743 ~~s. 1002.20(15)~~ and must include a description of proposed

744 interventions and supports that will be provided to the child to

745 remediate the identified areas of reading deficiency.

746 ~~2.3-~~ Implement a policy for the midyear promotion of a

747 student retained under ~~the provisions of~~ paragraph (5) (b) who

748 can demonstrate that he or she is a successful and independent

749 reader and performing at or above grade level in reading or,

750 upon implementation of English Language Arts assessments,

751 performing at or above grade level in English Language Arts.
752 Tools that school districts may use in reevaluating a student
753 retained may include subsequent assessments, alternative
754 assessments, and portfolio reviews, in accordance with rules of
755 the State Board of Education. Students promoted during the
756 school year after November 1 must demonstrate proficiency levels
757 in reading equivalent to the level necessary for the beginning
758 of grade 4. The rules adopted by the State Board of Education
759 must include standards that provide a reasonable expectation
760 that the student's progress is sufficient to master appropriate
761 grade 4 level reading skills.

762 ~~3.4.~~ Provide students who are retained under the
763 provisions of paragraph (5) (b), including students participating
764 in the school district's summer reading camp under subparagraph
765 (a)2., with a highly effective teacher as determined by the
766 teacher's performance evaluation under s. 1012.34, and,
767 beginning July 1, 2020, the teacher must also be certified or
768 endorsed in reading.

769 ~~4.5.~~ Establish at each school, when applicable, an
770 intensive reading acceleration course ~~Class~~ for any student
771 retained in grade 3 who was previously retained in kindergarten,
772 grade 1, or grade 2 ~~students who subsequently score Level 1 on~~
773 ~~the required statewide, standardized assessment identified in s.~~
774 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~
775 ~~to increase a child's reading and English Language Arts skill~~

776 ~~level at least two grade levels in 1 school year.~~ The intensive
777 reading acceleration course must provide the following Class
778 shall:

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

783 b. Small group instruction.

784 c. Reduced teacher-student ratios.

785 d. The use of explicit, systematic, and multisensory
786 reading interventions, including intensive language and
787 vocabulary instruction and use of a speech-language therapist if
788 necessary, that have proven results in accelerating student
789 reading achievement within the same school year.

790 e. A read-at-home plan.

791 ~~a. Be provided to a student in grade 3 who scores Level 1~~
792 ~~on the statewide, standardized English Language Arts assessment~~
793 ~~and who was retained in grade 3 the prior year because of~~
794 ~~scoring Level 1.~~

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

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

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

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

803 ~~e. Provide intensive language and vocabulary instruction~~
804 ~~using a scientifically research-based program, including use of~~
805 ~~a speech-language therapist.~~

806 (8) ANNUAL REPORT.—

807 (a) In addition to the requirements in paragraph (5) (b),
808 each district school board must annually report to the parent of
809 each student the progress of the student toward achieving state
810 and district expectations for proficiency in English Language
811 Arts, science, social studies, and mathematics. The district
812 school board must report to the parent the student's results on
813 each statewide, standardized assessment. The evaluation of each
814 student's progress must be based upon the student's classroom
815 work, observations, tests, district and state assessments,
816 response to intensive interventions provided under paragraph
817 (5) (a), and other relevant information. Progress reporting must
818 be provided to the parent in writing in a format adopted by the
819 district school board.

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

822 1008.345 Implementation of state system of school
823 improvement and education accountability.—

824 (5) The commissioner shall annually report to the State
825 Board of Education and the Legislature and recommend changes in

826 state policy necessary to foster school improvement and
 827 education accountability. The report shall include:

828 (a) For each school district:

829 1. The percentage of students, by school and grade level,
 830 demonstrating learning growth in English Language Arts and
 831 mathematics.

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

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

837 (b) Intervention and support strategies used by school
 838 districts ~~boards~~ whose students in both the highest and lowest
 839 quartiles exceed the statewide average learning growth for
 840 students in those quartiles.

841 (c) Intervention and support strategies used by school
 842 districts ~~boards~~ whose schools provide educational services to
 843 youth in Department of Juvenile Justice programs that
 844 demonstrate learning growth in English Language Arts and
 845 mathematics that exceeds the statewide average learning growth
 846 for students in those subjects.

847 (d) Based upon a review of each school district's reading
 848 plan submitted pursuant to s. 1011.62(9), intervention and
 849 support strategies used by school districts that were effective
 850 in improving the reading performance of students, as indicated

851 by student performance data, who are identified as having a
 852 substantial reading deficiency pursuant to s. 1008.25(5)(a).

853
 854 School reports shall be distributed pursuant to this subsection
 855 and s. 1001.42(18)(c) and according to rules adopted by the
 856 State Board of Education.

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

859 1011.67 Funds for instructional materials.—

860 (2) Annually by July 1 and before ~~prior to~~ the release of
 861 instructional materials funds, each district school
 862 superintendent shall certify to the Commissioner of Education
 863 that the district school board has approved a comprehensive
 864 staff development plan that supports fidelity of implementation
 865 of instructional materials programs, including. ~~The report shall~~
 866 ~~include~~ verification that training was provided; ~~and~~ that the
 867 materials are being implemented as designed; and, beginning July
 868 1, 2021, for core reading materials and reading intervention
 869 materials used in kindergarten through grade 5, that the
 870 materials meet the requirements of s. 1001.215(7). This
 871 paragraph does not preclude school districts from purchasing or
 872 using other materials to supplement reading instruction and
 873 provide additional skills practice.

874 Section 12. Paragraph (a) of subsection (3) of section
 875 1012.585, Florida Statutes, is amended, and paragraph (f) is

876 added to that subsection, to read:

877 1012.585 Process for renewal of professional
878 certificates.—

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

881 (a) The applicant must earn a minimum of 6 college credits
882 or 120 inservice points or a combination thereof. For each area
883 of specialization to be retained on a certificate, the applicant
884 must earn at least 3 of the required credit hours or equivalent
885 inservice points in the specialization area. Education in
886 "clinical educator" training pursuant to s. 1004.04(5)(b) and
887 credits or points that provide training in the area of
888 scientifically researched, knowledge-based reading literacy,
889 including explicit, systematic, and multisensory approaches to
890 reading instruction and intervention; ~~and~~ computational skills
891 acquisition;~~;~~ exceptional student education;~~;~~ normal child
892 development;~~;~~ and the disorders of development may be applied
893 toward any specialization area. Credits or points that provide
894 training in the areas of drug abuse, child abuse and neglect,
895 strategies in teaching students having limited proficiency in
896 English, or dropout prevention, or training in areas identified
897 in the educational goals and performance standards adopted
898 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
899 any specialization area, except specialization areas identified
900 by State Board of Education rule that include reading

901 instruction or intervention for any students in kindergarten
902 through grade 6. Credits or points earned through approved
903 summer institutes may be applied toward the fulfillment of these
904 requirements. Inservice points may also be earned by
905 participation in professional growth components approved by the
906 State Board of Education and specified pursuant to s. 1012.98 in
907 the district's approved master plan for inservice educational
908 training; however, such points may not be used to satisfy the
909 specialization requirements of this paragraph, including, but
910 not limited to, serving as a trainer in an approved teacher
911 training activity, serving on an instructional materials
912 committee or a state board or commission that deals with
913 educational issues, or serving on an advisory council created
914 pursuant to s. 1001.452.

915 (f) An applicant for renewal of a professional certificate
916 in any area of certification identified by State Board of
917 Education rule that includes reading instruction or intervention
918 for any students in kindergarten through grade 6, with a
919 beginning validity date of July 1, 2020, or thereafter, must
920 earn a minimum of 2 college credits or the equivalent inservice
921 points in the use of explicit, systematic, and multisensory
922 approaches to reading instruction and intervention. Such
923 training must be provided by teacher preparation programs under
924 s. 1004.04 or s. 1004.85 or approved school district
925 professional development systems under s. 1012.98. The

926 requirements in this paragraph may not add to the total hours
 927 required by the department for continuing education or inservice
 928 training.

929 Section 13. Subsection (1) of section 1012.586, Florida
 930 Statutes, is amended to read:

931 1012.586 Additions or changes to certificates; duplicate
 932 certificates.—A school district may process via a Department of
 933 Education website certificates for the following applications of
 934 public school employees:

935 (1) Addition of a subject coverage or endorsement to a
 936 valid Florida certificate on the basis of the completion of the
 937 appropriate subject area testing requirements of s.
 938 1012.56(5)(a) or the completion of the requirements of an
 939 approved school district program or the inservice components for
 940 an endorsement.

941 (a) To reduce duplication, the department may recommend
 942 the consolidation of endorsement areas and requirements to the
 943 State Board of Education.

944 (b) By July 1, 2018, and at least once every 5 years
 945 thereafter, the department shall conduct a review of existing
 946 subject coverage or endorsement requirements in the elementary,
 947 reading, and exceptional student educational areas. The review
 948 must include reciprocity requirements for out-of-state
 949 certificates and requirements for demonstrating competency in
 950 the reading instruction professional development topics listed

951 in s. 1012.98(4)(b)10. At the conclusion of each review, the
952 department shall recommend to the state board changes to the
953 subject coverage or endorsement requirements based upon any
954 identified instruction or intervention strategies proven to
955 improve student reading performance, including phonemic
956 awareness; phonics, word study, and spelling; reading fluency;
957 vocabulary, including academic vocabulary; and text
958 comprehension strategies and explicit, systematic, and
959 multisensory approaches to reading instruction and intervention.
960 This paragraph does not authorize the state board to establish
961 any new certification subject coverage.

962
963 The employing school district shall charge the employee a fee
964 not to exceed the amount charged by the Department of Education
965 for such services. Each district school board shall retain a
966 portion of the fee as defined in the rules of the State Board of
967 Education. The portion sent to the department shall be used for
968 maintenance of the technology system, the web application, and
969 posting and mailing of the certificate.

970 Section 14. Paragraph (b) of subsection (4) of section
971 1012.98, Florida Statutes, is amended to read:

972 1012.98 School Community Professional Development Act.—

973 (4) The Department of Education, school districts,
974 schools, Florida College System institutions, and state
975 universities share the responsibilities described in this

976 section. These responsibilities include the following:

977 (b) Each school district shall develop a professional
978 development system as specified in subsection (3). The system
979 shall be developed in consultation with teachers, teacher-
980 educators of Florida College System institutions and state
981 universities, business and community representatives, and local
982 education foundations, consortia, and professional
983 organizations. The professional development system must:

984 1. Be approved by the department. All substantial
985 revisions to the system shall be submitted to the department for
986 review for continued approval.

987 2. Be based on analyses of student achievement data and
988 instructional strategies and methods that support rigorous,
989 relevant, and challenging curricula for all students. Schools
990 and districts, in developing and refining the professional
991 development system, shall also review and monitor school
992 discipline data; school environment surveys; assessments of
993 parental satisfaction; performance appraisal data of teachers,
994 managers, and administrative personnel; and other performance
995 indicators to identify school and student needs that can be met
996 by improved professional performance.

997 3. Provide inservice activities coupled with followup
998 support appropriate to accomplish district-level and school-
999 level improvement goals and standards. The inservice activities
1000 for instructional personnel shall focus on analysis of student

1001 achievement data, ongoing formal and informal assessments of
1002 student achievement, identification and use of enhanced and
1003 differentiated instructional strategies that emphasize rigor,
1004 relevance, and reading in the content areas, enhancement of
1005 subject content expertise, integrated use of classroom
1006 technology that enhances teaching and learning, classroom
1007 management, parent involvement, and school safety.

1008 4. Include a master plan for inservice activities,
1009 pursuant to rules of the State Board of Education, for all
1010 district employees from all fund sources. The master plan shall
1011 be updated annually by September 1, must be based on input from
1012 teachers and district and school instructional leaders, and must
1013 use the latest available student achievement data and research
1014 to enhance rigor and relevance in the classroom. Each district
1015 inservice plan must be aligned to and support the school-based
1016 inservice plans and school improvement plans pursuant to s.
1017 1001.42(18). Each district inservice plan must provide a
1018 description of the training that middle grades instructional
1019 personnel and school administrators receive on the district's
1020 code of student conduct adopted pursuant to s. 1006.07;
1021 integrated digital instruction and competency-based instruction
1022 and CAPE Digital Tool certificates and CAPE industry
1023 certifications; classroom management; student behavior and
1024 interaction; extended learning opportunities for students; and
1025 instructional leadership. District plans must be approved by the

1026 district school board annually in order to ensure compliance
1027 with subsection (1) and to allow for dissemination of research-
1028 based best practices to other districts. District school boards
1029 must submit verification of their approval to the Commissioner
1030 of Education no later than October 1, annually. Each school
1031 principal may establish and maintain an individual professional
1032 development plan for each instructional employee assigned to the
1033 school as a seamless component to the school improvement plans
1034 developed pursuant to s. 1001.42(18). An individual professional
1035 development plan must be related to specific performance data
1036 for the students to whom the teacher is assigned, define the
1037 inservice objectives and specific measurable improvements
1038 expected in student performance as a result of the inservice
1039 activity, and include an evaluation component that determines
1040 the effectiveness of the professional development plan.

1041 5. Include inservice activities for school administrative
1042 personnel that address updated skills necessary for
1043 instructional leadership and effective school management
1044 pursuant to s. 1012.986.

1045 6. Provide for systematic consultation with regional and
1046 state personnel designated to provide technical assistance and
1047 evaluation of local professional development programs.

1048 7. Provide for delivery of professional development by
1049 distance learning and other technology-based delivery systems to
1050 reach more educators at lower costs.

1051 8. Provide for the continuous evaluation of the quality
1052 and effectiveness of professional development programs in order
1053 to eliminate ineffective programs and strategies and to expand
1054 effective ones. Evaluations must consider the impact of such
1055 activities on the performance of participating educators and
1056 their students' achievement and behavior.

1057 9. For middle grades, emphasize:

1058 a. Interdisciplinary planning, collaboration, and
1059 instruction.

1060 b. Alignment of curriculum and instructional materials to
1061 the state academic standards adopted pursuant to s. 1003.41.

1062 c. Use of small learning communities; problem-solving,
1063 inquiry-driven research and analytical approaches for students;
1064 strategies and tools based on student needs; competency-based
1065 instruction; integrated digital instruction; and project-based
1066 instruction.

1067
1068 Each school that includes any of grades 6, 7, or 8 must include
1069 in its school improvement plan, required under s. 1001.42(18), a
1070 description of the specific strategies used by the school to
1071 implement each item listed in this subparagraph.

1072 10. Provide training to reading coaches, classroom
1073 teachers, and school administrators in effective methods of
1074 identifying characteristics of conditions such as dyslexia and
1075 other causes of diminished phonological processing skills;

HB 79

2017

1076 incorporating instructional techniques into the general
1077 education setting which are proven to improve reading
1078 performance for all students; and using predictive and other
1079 data to make instructional decisions based on individual student
1080 needs. The training must help teachers integrate phonemic
1081 awareness; phonics, word study, and spelling; reading fluency;
1082 vocabulary, including academic vocabulary; and text
1083 comprehension strategies into an explicit, systematic, and
1084 multisensory approach to reading instruction and intervention.
1085 Each district must provide all elementary grades instructional
1086 personnel access to training sufficient to meet the requirements
1087 of s. 1012.585(3)(f).

1088 Section 15. This act shall take effect upon becoming a
1089 law.

1090