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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/26/2016	.	
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Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

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

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



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- 11 (1) Train ~~highly effective~~ reading coaches.
- 12 (2) Create multiple designations of effective reading
13 instruction, with accompanying credentials, to enable ~~which~~
14 ~~encourage~~ all teachers to integrate reading instruction into
15 their content areas.
- 16 (3) Provide training to ~~Train~~ K-12 teachers, reading
17 coaches, and school principals on effective content-area-
18 specific reading strategies; the integration of technology tools
19 to improve student reading performance; the integration of
20 content-rich, nonfiction texts from other core subject areas
21 into reading instruction; and evidence-based reading strategies
22 identified in subsection (7). For secondary teachers, emphasis
23 shall be on technical text. These strategies must be developed
24 for all content areas in the K-12 curriculum.
- 25 (4) Provide parents with information and strategies for
26 assisting their children in reading, including reading in ~~the~~
27 content areas ~~area~~.
- 28 (5) Provide technical assistance to school districts in the
29 development and implementation of district plans for use of the
30 research-based reading instruction allocation provided in s.
31 1011.62(9) and annually review and approve such plans.
- 32 (6) Review, evaluate, and provide technical assistance to
33 school districts' implementation of the K-12 comprehensive
34 reading plan required in s. 1011.62(9).
- 35 (7) Work with the Florida Center for Reading Research to
36 identify effective research-based and evidence-based reading
37 instructional and intervention programs that incorporate
38 explicit, systematic, sequential, and multisensory approaches to
39 teaching phonemic awareness, phonics, vocabulary, fluency, and



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40 text comprehension and incorporate decodable or phonetic text
41 instructional ~~provide information on research-based reading~~
42 ~~programs and effective reading in the content area strategies.~~
43 Reading intervention includes evidence-based strategies
44 frequently used to remediate reading deficiencies and include
45 individual instruction, tutoring, mentoring, or the use of
46 technology that targets specific reading skills and abilities.

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

50 (9) Periodically review teacher certification requirements
51 and examinations, including alternative certification
52 requirements and examinations ~~exams~~, to ascertain whether the
53 examinations measure the skills needed for evidence-based
54 ~~research-based~~ reading instruction and instructional strategies
55 for teaching reading, including reading in ~~the~~ content areas.

56 (10) Work with teacher preparation programs approved
57 pursuant to ss. s. 1004.04 and 1004.85 to integrate effective,
58 research-based, and evidence-based reading instructional and
59 intervention strategies; ~~and~~ reading in ~~the~~ content area
60 instructional strategies; and explicit, systematic, and
61 multisensory reading instructional strategies into teacher
62 preparation programs. Reading intervention strategies may
63 include strategies using technology to improve reading
64 instruction and accelerate student learning gains.

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

68 Section 2. Subsection (11) of section 1002.20, Florida



69 Statutes, is amended to read:

70 1002.20 K-12 student and parent rights.—Parents of public
71 school students must receive accurate and timely information
72 regarding their child's academic progress and must be informed
73 of ways they can help their child to succeed in school. K-12
74 students and their parents are afforded numerous statutory
75 rights including, but not limited to, the following:

76 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
77 K-3 student who exhibits a substantial reading deficiency shall
78 be immediately notified of the student's deficiency pursuant to
79 s. 1008.25(5) and with a description and explanation, in terms
80 understandable to the parent, of the exact nature of the
81 student's difficulty in learning and lack of achievement in
82 reading; shall be consulted in the development of a plan, as
83 described in s. 1008.25(4)(b); ~~and shall be informed that the~~
84 ~~student will be given intensive reading instruction until the~~
85 ~~deficiency is corrected. This subsection operates in addition to~~
86 ~~the remediation and notification provisions contained in s.~~
87 ~~1008.25 and in no way reduces the rights of a parent or the~~
88 ~~responsibilities of a school district under that section.~~

89 Section 3. Subsection (1) of section 1002.59, Florida
90 Statutes, is amended to read:

91 1002.59 Emergent literacy and performance standards
92 training courses.—

93 (1) The office shall adopt minimum standards for one or
94 more training courses in emergent literacy for prekindergarten
95 instructors. Each course must comprise 5 clock hours and provide
96 instruction in explicit, systematic, and multisensory
97 instruction ~~strategies and techniques~~ to address the age-



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98 appropriate progress of prekindergarten students in developing
99 emergent literacy skills, including oral communication,
100 knowledge of print and letters, phonemic and phonological
101 awareness, and vocabulary and comprehension development. Each
102 course must address early identification of and intervention for
103 students experiencing difficulties with emergent literacy skills
104 and also provide resources containing strategies that allow
105 students with disabilities and other special needs to derive
106 maximum benefit from the Voluntary Prekindergarten Education
107 Program. Successful completion of an emergent literacy training
108 course approved under this section satisfies requirements for
109 approved training in early literacy and language development
110 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

111 Section 4. Paragraphs (a) and (c) of subsection (3) of
112 section 1002.67, Florida Statutes, are amended, and paragraphs
113 (d), (e), and (f) are added to that subsection, to read:

114 1002.67 Performance standards; curricula and
115 accountability.—

116 (3)

117 (a) Contingent upon legislative appropriation, each private
118 prekindergarten provider and public school in the Voluntary
119 Prekindergarten Education Program must implement any ~~an~~
120 evidence-based pre- and post-assessment that has been identified
121 and approved by the office ~~rule of the State Board of Education.~~
122 The office shall identify concordant or comparative scores, as
123 applicable, on alternative assessments that are aligned to the
124 performance standards adopted by the office pursuant to
125 subsection (1).

126 (c) The pre- and post-assessment must be administered by



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127 individuals meeting requirements established by the office rule
128 of the State Board of Education.

129 (d) Students who exhibit a deficiency in emergent literacy
130 skills, including oral communication, knowledge of print and
131 letters, phonemic and phonological awareness, and vocabulary and
132 comprehension development, must be provided intensive, explicit,
133 and systematic instruction.

134 (e) The office shall identify by rule guidelines for
135 determining whether a student has exhibited a deficiency in
136 emergent literacy skills.

137 (f) The office shall provide to private prekindergarten
138 providers and public schools examples of appropriate
139 instructional strategies and supports to remediate deficiencies
140 in emergent literacy skills.

141 Section 5. Subsections (1) and (2) of section 1002.69,
142 Florida Statutes, are amended to read:

143 1002.69 Statewide kindergarten screening; kindergarten
144 readiness rates; state-approved prekindergarten enrollment
145 screening; good cause exemption.-

146 (1) The department shall adopt a statewide kindergarten
147 screening that assesses the readiness of each student for
148 kindergarten based upon the performance standards adopted by the
149 office ~~department~~ under s. 1002.67(1) for the Voluntary
150 Prekindergarten Education Program. The department shall require
151 that each school district administer the statewide kindergarten
152 screening to each kindergarten student in the school district
153 within the first 30 school days of each school year. Nonpublic
154 schools may administer the statewide kindergarten screening to
155 each kindergarten student in a nonpublic school who was enrolled



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156 in the Voluntary Prekindergarten Education Program.

157 (2) The statewide kindergarten screening shall provide
158 objective data concerning each student's readiness for
159 kindergarten and progress in attaining the performance standards
160 adopted by the office under s. 1002.67(1). Data from the
161 statewide kindergarten screening, along with other available
162 data, must be used to identify students in need of intervention
163 and support pursuant to s. 1008.25(5).

164 Section 6. Subsection (1) of section 1002.75, Florida
165 Statutes, is amended to read:

166 1002.75 Office of Early Learning; powers and duties.—

167 (1) The Office of Early Learning shall adopt by rule a
168 standard statewide provider contract to be used with each
169 Voluntary Prekindergarten Education Program provider, with
170 standardized attachments by provider type. The office shall
171 publish a copy of the standard statewide provider contract on
172 its website. The standard statewide contract shall include, at a
173 minimum, provisions for provider probation, termination for
174 cause, and emergency termination for those actions or inactions
175 of a provider that pose an immediate and serious danger to the
176 health, safety, or welfare of children. The standard statewide
177 contract must ~~shall~~ also include appropriate due process
178 procedures. ~~A During the pendency of an appeal of a termination,~~
179 ~~the provider may not~~ continue to offer its services during the
180 pendency of an appeal of a termination that is not an emergency
181 termination or a termination for fraud. Any provision imposed
182 upon a provider that is inconsistent with, or prohibited by, law
183 is void and unenforceable.

184 Section 7. Paragraph (m) of subsection (2) of section



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185 1002.82, Florida Statutes, is amended to read:

186 1002.82 Office of Early Learning; powers and duties.—

187 (2) The office shall:

188 (m) Adopt by rule a standard statewide provider contract to
189 be used with each school readiness program provider, with
190 standardized attachments by provider type. The office shall
191 publish a copy of the standard statewide provider contract on
192 its website. The standard statewide contract shall include, at a
193 minimum, provisions for provider probation, termination for
194 cause, and emergency termination for those actions or inactions
195 of a provider that pose an immediate and serious danger to the
196 health, safety, or welfare of the children. The standard
197 statewide provider contract must ~~shall~~ also include appropriate
198 due process procedures. ~~A During the pendency of an appeal of a~~
199 ~~termination, the provider may not continue to offer its services~~
200 during the pendency of an appeal of a termination that is not an
201 emergency termination or a termination for fraud. Any provision
202 imposed upon a provider that is inconsistent with, or prohibited
203 by, law is void and unenforceable.

204 Section 8. Section 1003.432, Florida Statutes, is created
205 to read:

206 1003.432 Florida Seal of Biliteracy Program for high school
207 graduates.—

208 (1) As used in this section, the term:

209 (a) "Biliteracy" means attainment of a high level of
210 competency in listening, speaking, reading, and writing in one
211 or more foreign languages in addition to English, which is
212 signified on a high school graduate's diploma and transcript as
213 either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy.



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214 (b) "Foreign language" means a language other than English
215 and includes American Sign Language, classical languages, and
216 indigenous languages.

217 (c) "Gold" means the highest level of competency certified
218 by the Florida Seal of Biliteracy Program.

219 (d) "Silver" means the second-highest level of competency
220 certified by the Florida Seal of Biliteracy Program.

221 (2) The Florida Seal of Biliteracy Program is established
222 to recognize a high school graduate who has attained a high
223 level of competency in listening, speaking, reading, and writing
224 in one or more foreign languages in addition to English. The
225 Commissioner of Education shall award the Seal of Biliteracy
226 upon graduation to a high school student who meets the
227 qualifications in this section. The seal must differentiate
228 between two levels of competency, designated as Gold and Silver,
229 which must be at least as rigorous as is recommended in the
230 biliteracy seal guidelines established by national organizations
231 supporting foreign languages instruction.

232 (3) The purpose of the Florida Seal of Biliteracy Program
233 is to:

234 (a) Encourage students to study foreign languages.

235 (b) Certify attainment of biliteracy.

236 (c) Provide employers with a method of identifying an
237 individual with biliteracy skills who is seeking employment.

238 (d) Provide a postsecondary institution with a method of
239 recognizing an applicant with biliteracy skills who is seeking
240 admission to the postsecondary institution.

241 (e) Recognize and promote foreign language instruction in
242 public schools.



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243 (f) Affirm the value of diversity, honor multiple cultures
244 and foreign languages, and strengthen the relationships between
245 multiple cultures in a community.

246 (4) The Gold Seal of Biliteracy or the Silver Seal of
247 Biliteracy must be awarded to a high school student who has
248 earned a standard high school diploma and who:

249 (a) Has earned four foreign language course credits in the
250 same foreign language with a cumulative 3.0 grade point average
251 or higher on a 4.0 scale;

252 (b) Has achieved a qualifying score on a foreign language
253 assessment; or

254 (c) Has satisfied alternative requirements as determined by
255 the State Board of Education pursuant to subsection (8).

256 (5) The Commissioner of Education shall:

257 (a) Prepare and provide to each school district an
258 appropriate insignia to be affixed to the student's diploma
259 indicating that the student has been awarded the Gold Seal of
260 Biliteracy or the Silver Seal of Biliteracy.

261 (b) Provide information necessary for a school district to
262 successfully implement the program.

263 (6) Each school district shall:

264 (a) Maintain appropriate records to identify a student who
265 has met the requirements to receive the Gold Seal of Biliteracy
266 or the Silver Seal of Biliteracy.

267 (b) Provide the Commissioner of Education with the number
268 of students who have met the requirements to receive the Gold
269 Seal of Biliteracy or the Silver Seal of Biliteracy.

270 (c) Affix the appropriate insignia to the student's diploma
271 and indicate on the student's transcript that the student has



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272 earned the Gold Seal of Biliteracy or the Silver Seal of
273 Biliteracy.

274 (7) A school district or the Department of Education may
275 not charge a fee for the Gold Seal of Biliteracy or the Silver
276 Seal of Biliteracy.

277 (8) The State Board of Education shall adopt rules to
278 implement this section. Such rules, at a minimum, must include:

279 (a) A process to confirm a student's successful completion
280 of the requirements in subsection (4).

281 (b) The assessments and corresponding passing scores
282 required to earn the Gold Seal of Biliteracy or the Silver Seal
283 of Biliteracy, which may not be lower than the passing scores on
284 at least one of the following:

285 1. An International Baccalaureate examination in the
286 foreign language;

287 2. An Advanced Placement examination in the foreign
288 language;

289 3. An SAT Subject Test examination in the foreign language;
290 or

291 4. An Advanced International Certificate of Education
292 examination in the foreign language.

293 (c) Alternative requirements a student may satisfy to
294 demonstrate equivalent competency in a foreign language,
295 including requirements a student whose native language is not
296 English may satisfy to demonstrate competency in his or her
297 native language to earn the Gold Seal of Biliteracy or the
298 Silver Seal of Biliteracy.

299 (d) A process to award foreign language course credits to a
300 student who was not enrolled in a foreign language course or who



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301 did not complete the course but has demonstrated competency in a
302 foreign language as provided in this subsection.

303 Section 9. Subsection (1) of section 1003.44, Florida
304 Statutes, is amended to read:

305 1003.44 Patriotic programs; rules.—

306 (1) Each district school board may adopt rules to require,
307 in all of the schools of the district, programs of a patriotic
308 nature to encourage greater respect for the government of the
309 United States and its national anthem and flag, subject always
310 to other existing pertinent laws of the United States or of the
311 state. When the national anthem is played, students and all
312 civilians shall stand at attention, men removing the headdress,
313 except when such headdress is worn for religious purposes. The
314 pledge of allegiance to the flag, "I pledge allegiance to the
315 flag of the United States of America and to the republic for
316 which it stands, one nation under God, indivisible, with liberty
317 and justice for all," shall be rendered by students standing
318 with the right hand over the heart. The pledge of allegiance to
319 the flag shall be recited at the beginning of the day in each
320 public elementary, middle, and high school in the state. Each
321 student shall be informed by a written notice published in the
322 student handbook or a similar publication pursuant to s.

323 1006.07(2) ~~posting a notice in a conspicuous place~~ that the
324 student has the right not to participate in reciting the pledge.
325 Upon written request by his or her parent, the student must be
326 excused from reciting the pledge. When the pledge is given,
327 civilians must show full respect to the flag by standing at
328 attention, men removing the headdress, except when such
329 headdress is worn for religious purposes, as provided by Pub. L.



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330 ch. 77-435, s. 7, approved June 22, 1942, 56 Stat. 377, as
331 amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved December
332 22, 1942.

333 Section 10. Paragraphs (b) and (c) of subsection (2) of
334 section 1004.04, Florida Statutes, are amended to read:

335 1004.04 Public accountability and state approval for
336 teacher preparation programs.—

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

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

341 1. The Florida Educator Accomplished Practices.

342 2. The state-adopted content standards.

343 3. Scientifically researched reading instruction, including
344 explicit, systematic, and multisensory approaches to reading
345 instruction and intervention that are proven to improve reading
346 performance for all students.

347 4. Evidence-based reading instruction strategies that use
348 technology tools.

349 ~~5.4.~~ Content literacy and mathematics practices.

350 ~~6.5.~~ Strategies appropriate for the instruction of English
351 language learners.

352 ~~7.6.~~ Strategies appropriate for the instruction of students
353 with disabilities.

354 ~~8.7.~~ School safety.

355 (c) Each candidate must receive instruction and be assessed
356 on the uniform core curricula in the candidate's area or areas
357 of program concentration, including reading instruction under s.
358 1012.567, as applicable, during course work and field



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359 experiences.

360 Section 11. Paragraphs (a) and (b) of subsection (3) of
361 section 1004.85, Florida Statutes, are amended to read:

362 1004.85 Postsecondary educator preparation institutes.—

363 (3) Educator preparation institutes approved pursuant to
364 this section may offer competency-based certification programs
365 specifically designed for noneducation major baccalaureate
366 degree holders to enable program participants to meet the
367 educator certification requirements of s. 1012.56. An educator
368 preparation institute choosing to offer a competency-based
369 certification program pursuant to the provisions of this section
370 must implement a program previously approved by the Department
371 of Education for this purpose or a program developed by the
372 institute and approved by the department for this purpose.
373 Approved programs shall be available for use by other approved
374 educator preparation institutes.

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

383 1.a. Participant instruction and assessment in the Florida
384 Educator Accomplished Practices.

385 b. The state-adopted student content standards.

386 c. Scientifically researched reading instruction, including
387 explicit, systematic, and multisensory approaches to reading



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388 instruction and intervention that are proven to improve reading
389 performance for all students.

390 d. Evidence-based reading instruction strategies that use
391 technology tools.

392 e.~~d~~. Content literacy and mathematical practices.

393 f.~~e~~. Strategies appropriate for instruction of English
394 language learners.

395 g.~~f~~. Strategies appropriate for instruction of students
396 with disabilities.

397 h.~~g~~. School safety.

398 2. An educational plan for each participant to meet
399 certification requirements and demonstrate his or her ability to
400 teach the subject area for which the participant is seeking
401 certification, which is based on an assessment of his or her
402 competency in the areas listed in subparagraph 1.

403 3. Field experiences appropriate to the certification
404 subject area specified in the educational plan with a diverse
405 population of students in a variety of settings under the
406 supervision of qualified educators.

407 4. A certification ombudsman to facilitate the process and
408 procedures required for participants who complete the program to
409 meet any requirements related to the background screening
410 pursuant to s. 1012.32 and educator professional or temporary
411 certification pursuant to s. 1012.56.

412 (b) Each program participant must:

413 1. Meet certification requirements pursuant to s.
414 1012.56(1) by obtaining a statement of status of eligibility in
415 the certification subject area of the educational plan and meet
416 the requirements of s. 1012.56(2) (a)-(f).



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417 2. Participate in coursework and field experiences that are
418 appropriate to his or her educational plan prepared under
419 paragraph (a), including reading instruction under s. 1012.567,
420 as applicable.

421 3. Before completion of the program, fully demonstrate his
422 or her ability to teach the subject area for which he or she is
423 seeking certification by documenting a positive impact on
424 student learning growth in a prekindergarten through grade 12
425 setting and achieving a passing score on the professional
426 education competency examination, the basic skills examination,
427 and the subject area examination for the subject area
428 certification which is required by state board rule.

429 Section 12. Subsection (3), paragraph (b) of subsection
430 (4), paragraphs (a) and (c) of subsection (5), paragraph (b) of
431 subsection (6), subsection (7), and paragraph (a) of subsection
432 (8) of section 1008.25, Florida Statutes, are amended, and
433 paragraph (d) is added to subsection (5) of that section, to
434 read:

435 1008.25 Public school student progression; student support;
436 reporting requirements.—

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

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

443 (b) Students who fail to meet performance levels required
444 for promotion consistent with the district school board's plan
445 for student progression required in subsection (2) paragraph



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446 ~~(2)(b).~~

447 (4) ASSESSMENT AND SUPPORT.—

448 (b) A student who has a substantial reading deficiency as
449 determined in paragraph (5)(a) or is not meeting the school
450 district or state requirements for satisfactory performance in
451 English Language Arts and mathematics must be covered by one of
452 the following plans:

453 1. A federally required student plan, such as an individual
454 education plan;

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

459 3. An individualized progress monitoring plan.

460 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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



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475 level proficiency in a manner determined by the district, which
476 may include achieving a Level 3 on the statewide, standardized
477 English Language Arts assessment. The State Board of Education
478 shall identify by rule guidelines for determining whether a
479 student in kindergarten through grade 3 has a substantial
480 deficiency in reading.

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

484 1. That his or her child has been identified as having a
485 substantial deficiency in reading, including a description and
486 explanation, in terms understandable to the parent, of the exact
487 nature of the student's difficulty in learning and lack of
488 achievement in reading.

489 2. A description of the current services that are provided
490 to the child.

491 3. A description of the proposed intensive interventions
492 ~~supplemental instructional services~~ and supports that will be
493 provided to the child that are designed to remediate the
494 identified area of reading deficiency.

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

498 5. Opportunities to observe effective instruction and
499 intervention strategies in the classroom; receive literacy
500 instruction from the school or through community adult literacy
501 initiatives; and receive strategies, including multisensory
502 strategies, through a read-at-home plan the parent can for
503 ~~parents to~~ use in helping his or her ~~their~~ child succeed in



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504 reading proficiency.

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

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

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

522
523 After initial notification, the school shall apprise the parent,
524 at least monthly, of the student's progress toward meeting goals
525 based on the student's grade level.

526 (6) ELIMINATION OF SOCIAL PROMOTION.—

527 (b) The district school board may only exempt students from
528 mandatory retention, as provided in paragraph (5)(b), for good
529 cause. A student who is promoted to grade 4 with a good cause
530 exemption shall be provided intensive reading instruction and
531 intervention that include specialized diagnostic information and
532 specific reading strategies to meet the needs of each student so



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533 promoted. The school district shall assist schools and teachers
534 with the implementation of explicit, systematic, and
535 multisensory reading instruction and intervention strategies for
536 students promoted with a good cause exemption which research has
537 shown to be successful in improving reading among students who
538 have reading difficulties. Good cause exemptions are limited to
539 the following:

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

544 2. Students with disabilities whose individual education
545 plan indicates that participation in the statewide assessment
546 program is not appropriate, consistent with the requirements of
547 s. 1008.212.

548 3. Students who demonstrate an acceptable level of
549 performance on an alternative standardized reading or English
550 Language Arts assessment approved by the State Board of
551 Education.

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

555 5. Students with disabilities who take the statewide,
556 standardized English Language Arts assessment and who have an
557 individual education plan or a Section 504 plan that reflects
558 that the student has received intensive instruction in reading
559 or English Language Arts for more than 2 years but still
560 demonstrates a deficiency and was previously retained in
561 kindergarten, grade 1, grade 2, or grade 3.



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562 6. Students who have received intensive reading
563 intervention for 2 or more years but still demonstrate a
564 deficiency in reading and who were previously retained in
565 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
566 years. A student may not be retained more than once in grade 3.

567 ~~7. Students who have received intensive remediation in
568 reading or English Language Arts for 2 or more years but still
569 demonstrate a deficiency and who were previously retained in
570 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
571 years. Intensive instruction for students so promoted must
572 include an altered instructional day that includes specialized
573 diagnostic information and specific reading strategies for each
574 student. The district school board shall assist schools and
575 teachers to implement reading strategies that research has shown
576 to be successful in improving reading among low-performing
577 readers.~~

578 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
579 STUDENTS.—

580 (a) Students retained under ~~the provisions of~~ paragraph
581 (5) (b) must be provided intensive interventions in reading to
582 ameliorate the student's specific reading deficiency and prepare
583 the student for promotion to the next grade. These
584 interventions, as identified by a valid and reliable diagnostic
585 assessment. This intensive intervention must include:

586 1. Evidence-based, explicit, systematic, and multisensory
587 reading instruction in phonemic awareness, phonics, fluency,
588 vocabulary, and comprehension and other strategies prescribed by
589 the school district. effective instructional strategies,

590 2. Participation in the school district's summer reading



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591 camp, which must incorporate the instructional and intervention
592 strategies under subparagraph 1, and appropriate teaching
593 methodologies necessary to assist those students in becoming
594 successful readers, able to read at or above grade level, and
595 ready for promotion to the next grade.

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

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

600 ~~1. Provide third grade students who are retained under the~~
601 ~~provisions of paragraph (5) (b) with intensive instructional~~
602 ~~services and supports to remediate the identified areas of~~
603 ~~reading deficiency, including participation in the school~~
604 ~~district's summer reading camp as required under paragraph (a),~~
605 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
606 ~~scientifically research-based reading instruction which includes~~
607 ~~phonemic awareness, phonics, fluency, vocabulary, and~~
608 ~~comprehension and other strategies prescribed by the school~~
609 ~~district, which may include, but are not limited to:~~

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

612 b. Small group instruction.

613 c. Reduced teacher-student ratios.

614 d. More frequent progress monitoring.

615 e. Tutoring or mentoring.

616 f. The use of evidence-based technology tools that improve
617 or accelerate student reading achievement.

618 ~~g.f. Transition classes containing 3rd and 4th grade~~
619 ~~students.~~



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620 ~~h.g.~~ Extended school day, week, or year.

621 (b) Each school district shall:

622 ~~1.2.~~ Provide written notification to the parent of a
623 student who is retained under ~~the provisions of~~ paragraph (5) (b)
624 that his or her child has not met the proficiency level required
625 for promotion and the reasons the child is not eligible for a
626 good cause exemption as provided in paragraph (6) (b). The
627 notification must comply with paragraph (5) (c) ~~the provisions of~~
628 ~~s. 1002.20(15)~~ and must include a description of proposed
629 interventions and supports that will be provided to the child to
630 remediate the identified areas of reading deficiency.

631 ~~2.3.~~ Implement a policy for the midyear promotion of a
632 student retained under ~~the provisions of~~ paragraph (5) (b) who
633 can demonstrate that he or she is a successful and independent
634 reader and performing at or above grade level in reading or,
635 upon implementation of English Language Arts assessments,
636 performing at or above grade level in English Language Arts.
637 Tools that school districts may use in reevaluating a student
638 retained may include subsequent assessments, alternative
639 assessments, and portfolio reviews, in accordance with rules of
640 the State Board of Education. Students promoted during the
641 school year after November 1 must demonstrate proficiency levels
642 in reading equivalent to the level necessary for the beginning
643 of grade 4. The rules adopted by the State Board of Education
644 must include standards that provide a reasonable expectation
645 that the student's progress is sufficient to master appropriate
646 grade 4 level reading skills.

647 ~~3.4.~~ Provide students who are retained under the provisions
648 of paragraph (5) (b), including students participating in the



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649 school district's summer reading camp under subparagraph (a)2.,
650 with a highly effective teacher as determined by the teacher's
651 performance evaluation under s. 1012.34, and, beginning July 1,
652 2019, the teacher must also be certified or endorsed in reading.

653 4.5. Establish at each school, when applicable, an
654 intensive reading acceleration course Class for any student
655 retained in grade 3 who was previously retained in kindergarten,
656 grade 1, or grade 2 students who subsequently score Level 1 on
657 the required statewide, standardized assessment identified in s.
658 1008.22. The focus of the Intensive Acceleration Class shall be
659 to increase a child's reading and English Language Arts skill
660 level at least two grade levels in 1 school year. The intensive
661 reading acceleration course must provide the following Class
662 shall:

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

667 b. Small group instruction.

668 c. Reduced teacher-student ratios.

669 d. The use of explicit, systematic, and multisensory
670 reading interventions, including intensive language and
671 vocabulary instruction and use of a speech-language therapist if
672 necessary, that have proven results in accelerating student
673 reading achievement within the same school year.

674 e. A read-at-home plan.

675 a. Be provided to a student in grade 3 who scores Level 1
676 on the statewide, standardized English Language Arts assessment
677 and who was retained in grade 3 the prior year because of



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678 ~~scoring Level 1.~~

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

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

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

687 ~~e. Provide intensive language and vocabulary instruction~~
688 ~~using a scientifically research-based program, including use of~~
689 ~~a speech-language therapist.~~

690 (8) ANNUAL REPORT.—

691 (a) In addition to the requirements in paragraph (5) (b),
692 each district school board must annually report to the parent of
693 each student the progress of the student toward achieving state
694 and district expectations for proficiency in English Language
695 Arts, science, social studies, and mathematics. The district
696 school board must report to the parent the student's results on
697 each statewide, standardized assessment. The evaluation of each
698 student's progress must be based upon the student's classroom
699 work, observations, tests, district and state assessments,
700 response to intensive interventions provided under paragraph
701 (5) (a), and other relevant information. Progress reporting must
702 be provided to the parent in writing in a format adopted by the
703 district school board.

704 Section 13. Subsection (5) of section 1008.345, Florida
705 Statutes, is amended to read:

706 1008.345 Implementation of state system of school



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707 improvement and education accountability.-

708 (5) The commissioner shall annually report to the State
709 Board of Education and the Legislature and recommend changes in
710 state policy necessary to foster school improvement and
711 education accountability. The report shall include:

712 (a) For each school district:

713 1. The percentage of students, by school and grade level,
714 demonstrating learning growth in English Language Arts and
715 mathematics.

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

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

721 (b) Intervention and support strategies used by school
722 districts ~~boards~~ whose students in both the highest and lowest
723 quartiles exceed the statewide average learning growth for
724 students in those quartiles.

725 (c) Intervention and support strategies used by school
726 districts ~~boards~~ whose schools provide educational services to
727 youth in Department of Juvenile Justice programs that
728 demonstrate learning growth in English Language Arts and
729 mathematics that exceeds the statewide average learning growth
730 for students in those subjects.

731 (d) Based upon a review of each school district's reading
732 plan submitted pursuant to s. 1011.62(9), intervention and
733 support strategies used by school districts that were effective
734 in improving the reading performance of students, as indicated
735 by student performance data, who are identified as having a



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736 substantial reading deficiency pursuant to s. 1008.25(5) (a).

737

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

741 Section 14. Section 1012.567, Florida Statutes, is created
742 to read:

743 1012.567 Certification and endorsement of elementary
744 reading instructors.—

745 (1) CERTIFICATION.—

746 (a) Beginning January 1, 2019, an applicant for an educator
747 certificate in an area involving reading instruction or
748 intervention for any students in kindergarten through grade 6
749 must, as part of the certification process, demonstrate
750 competence in the following:

751 1. Identifying characteristics of conditions such as
752 dyslexia and other causes of diminished phonological processing
753 skills.

754 2. Using explicit, systematic, and multisensory approaches
755 to reading instruction and intervention that are proven to
756 improve reading performance for all students.

757 3. Using predictive and other data to make instructional
758 decisions based on individual student needs.

759

760 The State Board of Education shall adopt by rule the minimum
761 requirements for instruction provided by teacher preparation
762 programs and school districts for this purpose and methods for
763 demonstrating competence in accordance with this section.

764 (b) Documentation of a valid professional standard teaching



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765 certificate issued by another state is not sufficient to meet
766 the requirements of paragraph (a). The State Board of Education
767 shall establish a procedure by which a candidate who holds a
768 certificate issued by another state may demonstrate competence
769 as required in paragraph (a).

770 (c) The State Board of Education shall identify by rule
771 certification areas in which candidates must demonstrate
772 competence as provided in paragraph (a) as part of the
773 certification process.

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

779 (2) ENDORSEMENT.—Beginning with applications for a reading
780 endorsement received on January 1, 2019, and thereafter, the
781 specialization requirements for an endorsement in reading
782 instruction must include at least 3 semester hours of
783 instruction in explicit, systematic, and multisensory approaches
784 to reading instruction and intervention that are proven to
785 improve reading performance for all students. This instruction
786 may be incorporated into semester hour requirements established
787 in State Board of Education rule. Reading endorsement
788 competencies must be aligned with instructional and intervention
789 strategies in accordance with s. 1001.215(7).

790 (3) REVIEW.—By July 1, 2017, and at least once every 5
791 years thereafter, the department shall conduct a review of
792 specialization and coverage area requirements in the elementary,
793 reading, and exceptional student educational areas. At the



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794 conclusion of each review, the department shall recommend to the
795 State Board of Education changes to the specialization and
796 coverage area requirements based upon any identified
797 instructional or intervention strategies proven to improve
798 student reading performance.

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

802 Section 15. Paragraph (a) of subsection (3) of section
803 1012.585, Florida Statutes, is amended, and paragraph (f) is
804 added to that subsection, to read:

805 1012.585 Process for renewal of professional certificates.—

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

808 (a) The applicant must earn a minimum of 6 college credits
809 or 120 inservice points or a combination thereof. For each area
810 of specialization to be retained on a certificate, the applicant
811 must earn at least 3 of the required credit hours or equivalent
812 inservice points in the specialization area. Education in
813 "clinical educator" training pursuant to s. 1004.04(5)(b) and
814 credits or points that provide training in the area of
815 scientifically researched, knowledge-based reading literacy,
816 including explicit, systematic, and multisensory approaches to
817 reading instruction and intervention; ~~and~~ computational skills
818 acquisition; ~~and~~ exceptional student education; ~~and~~ normal child
819 development; ~~and~~ the disorders of development may be applied
820 toward any specialization area. Credits or points that provide
821 training in the areas of drug abuse, child abuse and neglect,
822 strategies in teaching students having limited proficiency in



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823 English, or dropout prevention, or training in areas identified
824 in the educational goals and performance standards adopted
825 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
826 any specialization area, except specialization areas identified
827 by State Board of Education rule as involving reading
828 instruction or intervention for any students in kindergarten
829 through grade 6 under s. 1012.567(1)(c). Credits or points
830 earned through approved summer institutes may be applied toward
831 the fulfillment of these requirements. Inservice points may also
832 be earned by participation in professional growth components
833 approved by the State Board of Education and specified pursuant
834 to s. 1012.98 in the district's approved master plan for
835 inservice educational training; however, such points may not be
836 used to satisfy the specialization requirements of this
837 paragraph, including, but not limited to, serving as a trainer
838 in an approved teacher training activity, serving on an
839 instructional materials committee or a state board or commission
840 that deals with educational issues, or serving on an advisory
841 council created pursuant to s. 1001.452.

842 (f) An applicant for renewal of a professional certificate
843 in any area of certification identified by State Board of
844 Education rule pursuant to s. 1012.567(1)(c) with a beginning
845 validity date of July 1, 2019, or thereafter must earn a minimum
846 of 2 college credits or the equivalent inservice points in the
847 use of explicit, systematic, and multisensory approaches to
848 reading instruction and intervention. Such training must be
849 provided by teacher preparation programs under s. 1004.04 or s.
850 1004.85 or approved school district professional development
851 systems under s. 1012.98. The requirements in this paragraph may



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852 not add to the total hours required by the department for
853 continuing education or inservice training.

854 Section 16. Subsection (1) of section 1012.586, Florida
855 Statutes, is amended to read:

856 1012.586 Additions or changes to certificates; duplicate
857 certificates.—A school district may process via a Department of
858 Education website certificates for the following applications of
859 public school employees:

860 (1) Addition of a subject coverage or endorsement to a
861 valid Florida certificate on the basis of the completion of the
862 appropriate subject area testing requirements of s.
863 1012.56(5) (a) or the completion of the requirements of an
864 approved school district program or the inservice components for
865 an endorsement. To reduce duplication, the department may
866 recommend the consolidation of endorsement areas and
867 requirements to the State Board of Education.

868
869 The employing school district shall charge the employee a fee
870 not to exceed the amount charged by the Department of Education
871 for such services. Each district school board shall retain a
872 portion of the fee as defined in the rules of the State Board of
873 Education. The portion sent to the department shall be used for
874 maintenance of the technology system, the web application, and
875 posting and mailing of the certificate.

876 Section 17. Paragraph (b) of subsection (4) of section
877 1012.98, Florida Statutes, is amended to read:

878 1012.98 School Community Professional Development Act.—

879 (4) The Department of Education, school districts, schools,
880 Florida College System institutions, and state universities



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881 share the responsibilities described in this section. These
882 responsibilities include the following:

883 (b) Each school district shall develop a professional
884 development system as specified in subsection (3). The system
885 shall be developed in consultation with teachers, teacher-
886 educators of Florida College System institutions and state
887 universities, business and community representatives, and local
888 education foundations, consortia, and professional
889 organizations. The professional development system must:

890 1. Be approved by the department. All substantial revisions
891 to the system shall be submitted to the department for review
892 for continued approval.

893 2. Be based on analyses of student achievement data and
894 instructional strategies and methods that support rigorous,
895 relevant, and challenging curricula for all students. Schools
896 and districts, in developing and refining the professional
897 development system, shall also review and monitor school
898 discipline data; school environment surveys; assessments of
899 parental satisfaction; performance appraisal data of teachers,
900 managers, and administrative personnel; and other performance
901 indicators to identify school and student needs that can be met
902 by improved professional performance.

903 3. Provide inservice activities coupled with followup
904 support appropriate to accomplish district-level and school-
905 level improvement goals and standards. The inservice activities
906 for instructional personnel shall focus on analysis of student
907 achievement data, ongoing formal and informal assessments of
908 student achievement, identification and use of enhanced and
909 differentiated instructional strategies that emphasize rigor,



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910 relevance, and reading in the content areas, enhancement of
911 subject content expertise, integrated use of classroom
912 technology that enhances teaching and learning, classroom
913 management, parent involvement, and school safety.

914 4. Include a master plan for inservice activities, pursuant
915 to rules of the State Board of Education, for all district
916 employees from all fund sources. The master plan shall be
917 updated annually by September 1, must be based on input from
918 teachers and district and school instructional leaders, and must
919 use the latest available student achievement data and research
920 to enhance rigor and relevance in the classroom. Each district
921 inservice plan must be aligned to and support the school-based
922 inservice plans and school improvement plans pursuant to s.
923 1001.42(18). Each district inservice plan must provide a
924 description of the training that middle grades instructional
925 personnel and school administrators receive on the district's
926 code of student conduct adopted pursuant to s. 1006.07;
927 integrated digital instruction and competency-based instruction
928 and CAPE Digital Tool certificates and CAPE industry
929 certifications; classroom management; student behavior and
930 interaction; extended learning opportunities for students; and
931 instructional leadership. District plans must be approved by the
932 district school board annually in order to ensure compliance
933 with subsection (1) and to allow for dissemination of research-
934 based best practices to other districts. District school boards
935 must submit verification of their approval to the Commissioner
936 of Education no later than October 1, annually. Each school
937 principal may establish and maintain an individual professional
938 development plan for each instructional employee assigned to the



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939 school as a seamless component to the school improvement plans
940 developed pursuant to s. 1001.42(18). An individual professional
941 development plan must be related to specific performance data
942 for the students to whom the teacher is assigned, define the
943 inservice objectives and specific measurable improvements
944 expected in student performance as a result of the inservice
945 activity, and include an evaluation component that determines
946 the effectiveness of the professional development plan.

947 5. Include inservice activities for school administrative
948 personnel that address updated skills necessary for
949 instructional leadership and effective school management
950 pursuant to s. 1012.986.

951 6. Provide for systematic consultation with regional and
952 state personnel designated to provide technical assistance and
953 evaluation of local professional development programs.

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

957 8. Provide for the continuous evaluation of the quality and
958 effectiveness of professional development programs in order to
959 eliminate ineffective programs and strategies and to expand
960 effective ones. Evaluations must consider the impact of such
961 activities on the performance of participating educators and
962 their students' achievement and behavior.

963 9. For middle grades, emphasize:

964 a. Interdisciplinary planning, collaboration, and
965 instruction.

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



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968 c. Use of small learning communities; problem-solving,
969 inquiry-driven research and analytical approaches for students;
970 strategies and tools based on student needs; competency-based
971 instruction; integrated digital instruction; and project-based
972 instruction.

973
974 Each school that includes any of grades 6, 7, or 8 must include
975 in its school improvement plan, required under s. 1001.42(18), a
976 description of the specific strategies used by the school to
977 implement each item listed in this subparagraph.

978 10. Provide training to reading coaches, classroom
979 teachers, and school administrators in effective methods of
980 identifying characteristics of conditions such as dyslexia and
981 other causes of diminished phonological processing skills;
982 incorporating instructional techniques into the general
983 education setting that are proven to improve reading performance
984 for all students; and using predictive and other data to make
985 instructional decisions based on individual student needs. The
986 training must help teachers integrate phonemic awareness;
987 phonics, word study, and spelling; reading fluency; vocabulary,
988 including academic vocabulary; and text comprehension strategies
989 into an explicit, systematic, and multisensory approach to
990 reading instruction and intervention. Each district must provide
991 all elementary grades instructional personnel access to training
992 sufficient to meet the requirements of ss. 1012.567(2) and
993 1012.585(3) (f).

994 Section 18. This act shall take effect upon becoming a law.
995
996



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997 ===== T I T L E A M E N D M E N T =====

998 And the title is amended as follows:

999 Delete everything before the enacting clause

1000 and insert:

1001 A bill to be entitled

1002 An act relating to education; amending s. 1001.215,
1003 F.S.; revising the duties of the Just Read, Florida!
1004 Office; amending s. 1002.20, F.S.; revising
1005 requirements for notifying a parent of a student with
1006 a substantial reading deficiency; amending s. 1002.59,
1007 F.S.; revising the emergent literacy and performance
1008 standards training course requirements to include
1009 specific reading instruction; amending s. 1002.67,
1010 F.S.; requiring Voluntary Prekindergarten Education
1011 Program providers to implement any pre- and post-
1012 assessments identified and adopted by the Office of
1013 Early Learning; requiring the office to identify
1014 concordant or comparative scores on alternative
1015 assessments aligned to the performance standards
1016 adopted by the office; requiring the office to approve
1017 specific Voluntary Prekindergarten Education Program
1018 assessments and establish requirements for individuals
1019 administering the assessments; requiring certain
1020 prekindergarten students to receive specific reading
1021 instruction; requiring the office to identify certain
1022 guidelines by rule and provide examples of certain
1023 instructional strategies; amending s. 1002.69, F.S.;
1024 conforming provisions; requiring data from the
1025 statewide kindergarten screening to be used to



1026 identify certain students; amending ss. 1002.75 and
1027 1002.82, F.S.; authorizing a Voluntary Prekindergarten
1028 Education Program provider and a school readiness
1029 program provider to continue to offer services during
1030 certain appeals; creating s. 1003.432, F.S.; defining
1031 terms; establishing the program to recognize a high
1032 school graduate who has attained a high level of
1033 competency in one or more foreign languages; providing
1034 the purpose of the program; specifying criteria to
1035 earn a Gold Seal of Biliteracy or a Silver Seal of
1036 Biliteracy; requiring the Commissioner of Education
1037 and school districts to perform specified duties to
1038 administer the program; prohibiting a school district
1039 or the Department of Education from charging a fee for
1040 the seals; requiring the State Board of Education to
1041 adopt rules; amending s. 1003.44, F.S.; requiring a
1042 written notice of a student's right not to participate
1043 in the pledge of allegiance to be included in a
1044 specific publication; amending s. 1004.04, F.S.;
1045 revising core curricula requirements for certain
1046 teacher preparation programs to include certain
1047 reading instruction and interventions; amending s.
1048 1004.85, F.S.; requiring certain educator preparation
1049 institutes to provide evidence of specified reading
1050 instruction as a condition of program approval;
1051 amending s. 1008.25, F.S.; requiring district school
1052 boards to allocate certain instruction resources to
1053 certain students deficient in reading; revising
1054 criteria and requiring the State Board of Education to



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1055 identify guidelines for determining whether certain
1056 students have a substantial deficiency in reading;
1057 revising the parental notification requirements for
1058 students with a substantial deficiency in reading;
1059 requiring schools to provide certain instruction to
1060 students who received a good cause exemption from
1061 retention; revising intervention requirements for
1062 certain retained students; revising provisions
1063 relating to the Intensive Acceleration Class for
1064 retained students in certain grades; revising student
1065 progress evaluation requirements; amending s.
1066 1008.345, F.S.; revising reporting requirements of the
1067 Commissioner of Education relating to the state system
1068 of school improvement and education accountability;
1069 creating s. 1012.567, F.S.; requiring applicants for
1070 an educator certificate in certain areas to
1071 demonstrate competence in specified areas; providing
1072 that a teacher certification from another state does
1073 not meet competency requirements; requiring the state
1074 board to identify teacher certification areas in which
1075 candidates must demonstrate competence; requiring
1076 certain teacher preparation courses to provide
1077 specific instruction in order to receive approval;
1078 providing requirements for an endorsement in reading
1079 instruction; requiring reading endorsement
1080 competencies to align with specified strategies;
1081 providing for review of specialization and coverage
1082 area requirements for certain education area
1083 certifications; providing for rulemaking; amending s.



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1084 1012.585, F.S.; revising requirements for renewal of
1085 professional teaching certificates; amending s.
1086 1012.586, F.S.; authorizing the department to
1087 recommend consolidation of endorsement areas and
1088 requirements for endorsements for teacher certificate;
1089 amending s. 1012.98, F.S.; revising duties and
1090 requirements for implementation of the School
1091 Community Professional Development Act; providing an
1092 effective date.