



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; creating s. 1003.432, F.S.; defining terms;
29 establishing the program to recognize a high school
30 graduate who has attained a high level of competency
31 in one or more foreign languages; providing the
32 purpose of the program; specifying criteria to earn a
33 Gold Seal of Biliteracy or a Silver Seal of
34 Biliteracy; requiring the Commissioner of Education
35 and school districts to perform specified duties to
36 administer the program; prohibiting a school district
37 or the Department of Education from charging a fee for
38 the seals; requiring the State Board of Education to
39 adopt rules; amending s. 1004.04, F.S.; revising core
40 curricula requirements for certain teacher preparation
41 programs to include certain reading instruction and
42 interventions; revising certain requirements related
43 to clinical education training and preservice field
44 experiences; amending s. 1004.85, F.S.; requiring
45 certain educator preparation institutes to provide
46 evidence of specified reading and technology
47 instruction as a condition of program approval and
48 continued approval; amending s. 1008.25, F.S.;
49 requiring district school boards to allocate certain
50 instruction resources to certain students deficient in
51 reading; revising criteria and requiring the State
52 Board of Education to identify guidelines for



53 | determining whether certain students have a
54 | substantial deficiency in reading; providing that
55 | students with a substantial reading deficiency must be
56 | covered by certain plans; revising the parental
57 | notification requirements for students with a
58 | substantial deficiency in reading; requiring a school
59 | to provide updates to parents of students who receive
60 | certain services; requiring the Department of
61 | Education to develop or contract with another entity
62 | to develop a handbook containing specific information
63 | for parents of students with a substantial reading
64 | deficiency; defining the terms "dyslexia" and
65 | "dyscalculia"; requiring schools to provide certain
66 | instruction to students who received a good cause
67 | exemption from retention; revising grounds for such
68 | good cause exemption; revising intervention
69 | requirements for certain retained students; revising
70 | provisions relating to the Intensive Acceleration
71 | Class for retained students in certain grades;
72 | revising student progress evaluation requirements;
73 | amending s. 1008.345, F.S.; revising reporting
74 | requirements of the Commissioner of Education relating
75 | to the state system of school improvement and
76 | education accountability; amending s. 1011.67, F.S.;
77 | revising the contents of a comprehensive staff
78 | development plan required for each school district;



79 amending s. 1012.585, F.S.; revising requirements for
 80 renewal of professional teaching certificates;
 81 amending s. 1012.586, F.S.; authorizing the department
 82 to recommend consolidation of endorsement areas and
 83 requirements for endorsements for teacher
 84 certificates; requiring the department to review and
 85 make recommendations regarding certain subject
 86 coverage or endorsement requirements; providing
 87 construction; amending s. 1012.98, F.S.; revising
 88 duties and requirements for implementation of the
 89 School Community Professional Development Act;
 90 providing an appropriation and authorizing positions;
 91 providing an effective date.

92

93 Be It Enacted by the Legislature of the State of Florida:

94

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

97 1001.215 Just Read, Florida! Office.—There is created in
 98 the Department of Education the Just Read, Florida! Office. The
 99 office is ~~shall be~~ fully accountable to the Commissioner of
 100 Education and shall:

101 (1) Train ~~highly effective~~ reading coaches.

102 (2) Create multiple designations of effective reading
 103 instruction, with accompanying credentials, to enable ~~which~~
 104 ~~encourage~~ all teachers to integrate reading instruction into



105 their content areas.

106 (3) Provide training to ~~Train~~ K-12 teachers, reading
107 coaches, and school principals on effective content-area-
108 specific reading strategies; the integration of content-rich,
109 nonfiction texts from other core subject areas into reading
110 instruction; evidence-based reading strategies identified in
111 subsection (7); and technology tools to improve student reading
112 performance. For secondary teachers, emphasis shall be on
113 technical text. These strategies must be developed for all
114 content areas in the K-12 curriculum.

115 (4) Provide parents with information and strategies for
116 assisting their children in reading, including reading in ~~the~~
117 content areas ~~area~~.

118 (5) Provide technical assistance to school districts in
119 the development and implementation of district plans for use of
120 the research-based reading instruction allocation provided in s.
121 1011.62(9) and annually review and approve such plans.

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

125 (7) Work with the Florida Center for Reading Research to
126 identify effective research-based and evidence-based reading
127 instructional and intervention programs that incorporate
128 explicit, systematic, sequential, and multisensory approaches to
129 teaching phonemic awareness, phonics, vocabulary, fluency, and
130 text comprehension and incorporate decodable or phonetic text



131 instructional ~~provide information on research-based reading~~
132 ~~programs and effective reading in the content area strategies.~~
133 Reading intervention includes evidence-based strategies
134 frequently used to remediate reading deficiencies and includes
135 individual instruction, tutoring, mentoring, or the use of
136 technology that targets specific reading skills and abilities.

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

140 (9) Periodically review teacher certification requirements
141 and examinations, including alternative certification
142 requirements and examinations ~~exams~~, to ascertain whether the
143 examinations measure the skills needed for evidence-based
144 ~~research-based~~ reading instruction and instructional strategies
145 for teaching reading, including reading in the content areas.

146 (10) Work with teacher preparation programs approved
147 pursuant to ss. s. 1004.04 and 1004.85 to integrate effective,
148 research-based, and evidence-based reading instructional and
149 intervention strategies; ~~and~~ reading in ~~the~~ content area
150 instructional strategies; and explicit, systematic, and
151 multisensory reading instructional strategies into teacher
152 preparation programs. Reading intervention strategies may
153 include strategies using technology to improve reading
154 instruction and accelerate student learning gains.

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



157 | highest potential ~~grade level~~.

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

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

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

173 | (a) School improvement plans.—

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



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

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



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209 (b) Early warning system.—
210 1. A school that serves any students in kindergarten
211 through grade ~~includes any of grades 6, 7, or 8~~ shall implement
212 an early warning system to identify students in these grades ~~6,~~
213 ~~7, and 8~~ who need additional support to improve academic
214 performance and stay engaged in school. The early warning system
215 must include the following early warning indicators:
216 a. Attendance below 90 percent, regardless of whether
217 absence is excused or a result of out-of-school suspension.
218 b. One or more suspensions, whether in school or out of
219 school.
220 c. Course failure in English Language Arts or mathematics
221 during any grading period.
222 d. A Level 1 score on the statewide, standardized
223 assessments in English Language Arts or mathematics or, for
224 students in kindergarten through grade 3, a substantial reading
225 deficiency as provided in s. 1008.25(5)(a).
226
227 A school district may identify additional early warning
228 indicators for use in a school's early warning system.
229 2. A school-based team responsible for implementing the
230 requirements of this paragraph shall monitor the data from the
231 early warning system in subparagraph (a)2. The team may include
232 a school psychologist. When a student exhibits two or more early
233 warning indicators, the team shall ~~school's child study team~~
234 ~~under s. 1003.02 or a school-based team formed for the purpose~~



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

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

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

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



261 | ~~described in s. 1008.25(4) (b); and shall be informed that the~~
262 | ~~student will be given intensive reading instruction until the~~
263 | ~~deficiency is corrected. This subsection operates in addition to~~
264 | ~~the remediation and notification provisions contained in s.~~
265 | ~~1008.25 and in no way reduces the rights of a parent or the~~
266 | ~~responsibilities of a school district under that section.~~

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

269 | 1002.59 Emergent literacy and performance standards
270 | training courses.—

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



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

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

292 1002.67 Performance standards; curricula and
293 accountability.—

294 (3)

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

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

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

308 (e) The office shall identify by rule guidelines for
309 determining whether a student has exhibited a deficiency in
310 emergent literacy skills.

311 (f) The office shall provide examples of appropriate
312 instructional strategies and supports to remediate identified



313 deficiencies in emergent literacy skills.

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

316 1002.69 Statewide kindergarten screening; kindergarten
317 readiness rates; state-approved prekindergarten enrollment
318 screening; good cause exemption.—

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

330 (2) The statewide kindergarten screening shall provide
331 objective data concerning each student's readiness for
332 kindergarten and progress in attaining the performance standards
333 adopted by the office under s. 1002.67(1). Data from the
334 screening, along with other available data, must be used to
335 identify students in need of intervention and support pursuant
336 to s. 1008.25(5).

337 Section 7. Section 1003.432, Florida Statutes, is created
338 to read:



339 1003.432 Florida Seal of Biliteracy Program for high
340 school graduates.-

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

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

347 (b) "Foreign language" means a language other than English
348 and includes American Sign Language, classical languages, and
349 indigenous languages.

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

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

354 (2) The Florida Seal of Biliteracy Program is established
355 to recognize a high school graduate who has attained a high
356 level of competency in listening, speaking, reading, and writing
357 in one or more foreign languages in addition to English. The
358 Commissioner of Education shall award the Seal of Biliteracy
359 upon graduation to a high school student who meets the
360 qualifications in this section. The seal must differentiate
361 between two levels of competency, designated as Gold and Silver,
362 which must be at least as rigorous as is recommended in the
363 biliteracy seal guidelines established by national organizations
364 supporting foreign languages instruction.



365 (3) The purpose of the Florida Seal of Biliteracy Program
366 is to:

367 (a) Encourage students to study foreign languages.

368 (b) Certify attainment of biliteracy.

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

371 (d) Provide a postsecondary institution with a method of
372 recognizing an applicant with biliteracy skills who is seeking
373 admission to the postsecondary institution.

374 (e) Recognize and promote foreign language instruction in
375 public schools.

376 (f) Affirm the value of diversity, honor multiple cultures
377 and foreign languages, and strengthen the relationships between
378 multiple cultures in a community.

379 (4) Beginning with the 2016-2017 school year, the Gold
380 Seal of Biliteracy or the Silver Seal of Biliteracy must be
381 awarded to a high school student who has earned a standard high
382 school diploma and who:

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

386 (b) Has achieved a qualifying score on a foreign language
387 assessment; or

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

390 (5) The Commissioner of Education shall:



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

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

397 (6) Each school district shall:

398 (a) Maintain appropriate records to identify a student who
399 has met the requirements to receive the Gold Seal of Biliteracy
400 or the Silver Seal of Biliteracy.

401 (b) Provide the Commissioner of Education with the number
402 of students who have met the requirements to receive the Gold
403 Seal of Biliteracy or the Silver Seal of Biliteracy.

404 (c) Affix the appropriate insignia to the student's
405 diploma and indicate on the student's transcript that the
406 student has earned the Gold Seal of Biliteracy or the Silver
407 Seal of Biliteracy.

408 (7) A school district or the Department of Education may
409 not charge a fee for the Gold Seal of Biliteracy or the Silver
410 Seal of Biliteracy.

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

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

415 (b) The assessments and corresponding passing scores
416 required to earn the Gold Seal of Biliteracy or the Silver Seal



417 of Biliteracy, which may not be lower than the passing scores on
418 at least one of the following:

419 1. An International Baccalaureate examination in the
420 foreign language;

421 2. An Advanced Placement examination in the foreign
422 language;

423 3. An SAT Subject Test examination in the foreign
424 language; or

425 4. An Advanced International Certificate of Education
426 examination in the foreign language.

427 (c) Alternative requirements a student may satisfy to
428 demonstrate equivalent competency in a foreign language,
429 including requirements a student whose native language is not
430 English may satisfy to demonstrate competency in his or her
431 native language to earn the Gold Seal of Biliteracy or the
432 Silver Seal of Biliteracy.

433 (d) A process to award foreign language course credits to
434 a student who was not enrolled in a foreign language course or
435 who did not complete the course but has demonstrated competency
436 in a foreign language as provided in this subsection.

437 Section 8. Paragraph (b) of subsection (2), paragraph (a)
438 of subsection (4), and subsection (5) of section 1004.04,
439 Florida Statutes, are amended to read:

440 1004.04 Public accountability and state approval for
441 teacher preparation programs.—

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



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

- 446 1. The Florida Educator Accomplished Practices.
- 447 2. The state-adopted content standards.
- 448 3. Scientifically researched and evidence-based reading
449 instruction strategies, including explicit, systematic, and
450 multisensory approaches to reading instruction and intervention
451 that are proven to improve reading performance for all students.
- 452 4. Content literacy and mathematics practices.
- 453 5. Strategies appropriate for the instruction of English
454 language learners.
- 455 6. Strategies appropriate for the instruction of students
456 with disabilities.
- 457 7. School safety.

458 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
459 teacher preparation program shall be based upon evidence that
460 the program continues to implement the requirements for initial
461 approval and upon significant, objective, and quantifiable
462 measures of the program and the performance of the program
463 completers.

464 (a) The criteria for continued approval must include each
465 of the following:

- 466 1. Documentation ~~from the program~~ that each program
467 candidate met the admission requirements provided in subsection
468 (3).



469 2. Documentation ~~from the program~~ that the program and
470 each program completer have met the requirements provided in
471 subsection (2).

472 3. Documentation that each program completer received
473 instruction in technology literacy through the program's
474 content-area and pedagogy coursework, including instructional
475 strategies for using media and technology to support subject-
476 matter understanding.

477 ~~4.3.~~ Evidence of performance in each of the following
478 areas:

479 a. Placement rate of program completers into instructional
480 positions in Florida public schools and private schools, if
481 available.

482 b. Rate of retention for employed program completers in
483 instructional positions in Florida public schools.

484 c. Performance of students in prekindergarten through
485 grade 12 who are assigned to in-field program completers on
486 statewide assessments using the results of the student learning
487 growth formula adopted under s. 1012.34.

488 d. Performance of students in prekindergarten through
489 grade 12 who are assigned to in-field program completers
490 aggregated by student subgroup, as defined in the federal
491 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.
492 6311(b)(2)(C)(v)(II), as a measure of how well the program
493 prepares teachers to work with a diverse population of students
494 in a variety of settings in Florida public schools.



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

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

499 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
500 instructors, school district personnel and instructional
501 personnel, and school sites preparing instructional personnel
502 through preservice field experience courses and internships
503 shall meet special requirements. District school boards may pay
504 student teachers during their internships. For purposes of this
505 subsection, "specialized training in clinical supervision" and
506 "clinical educator training" must include content-specific
507 strategies for integrating media and emerging technologies into
508 classroom and online instruction.

509 (a) All individuals in postsecondary teacher preparation
510 programs who instruct or supervise preservice field experience
511 courses or internships in which a candidate demonstrates his or
512 her impact on student learning growth shall have the following:
513 specialized training in clinical supervision; at least 3 years
514 of successful, relevant prekindergarten through grade 12
515 teaching, student services, or school administration experience;
516 and an annual demonstration of experience in a relevant
517 prekindergarten through grade 12 school setting as defined by
518 State Board of Education rule.

519 (b)1. All school district personnel and instructional
520 personnel who supervise or direct teacher preparation students



521 during field experience courses or internships taking place in
522 this state in which candidates demonstrate an impact on student
523 learning growth must have evidence of "clinical educator"
524 training, a valid professional certificate issued pursuant to s.
525 1012.56, and at least 3 years of teaching experience in
526 prekindergarten through grade 12 and must have earned an
527 effective or highly effective rating on the prior year's
528 performance evaluation under s. 1012.34 or be a peer evaluator
529 under the district's evaluation system approved under s.
530 1012.34. The State Board of Education shall approve the training
531 requirements.

532 2. All instructional personnel who supervise or direct
533 teacher preparation students during field experience courses or
534 internships in another state, in which a candidate demonstrates
535 his or her impact on student learning growth, through a Florida
536 online or distance program must have received "clinical
537 educator" training or its equivalent in that state, hold a valid
538 professional certificate issued by the state in which the field
539 experience takes place, and have at least 3 years of teaching
540 experience in prekindergarten through grade 12.

541 3. All instructional personnel who supervise or direct
542 teacher preparation students during field experience courses or
543 internships, in which a candidate demonstrates his or her impact
544 on student learning growth, on a United States military base in
545 another country through a Florida online or distance program
546 must have received "clinical educator" training or its



547 equivalent, hold a valid professional certificate issued by the
548 United States Department of Defense or a state or territory of
549 the United States, and have at least 3 years teaching experience
550 in prekindergarten through grade 12.

551 (c) Preservice field experience must include candidate
552 practice and demonstration of the uniform core curricula
553 specific to the candidates' area or areas of program
554 concentration with a diverse population of students in a variety
555 of settings, including instructional strategies for using media
556 and technology to support subject-matter understanding. The
557 length of structured field experiences may be extended to ensure
558 that candidates achieve the competencies needed to meet
559 certification requirements.

560 (d) Postsecondary teacher preparation programs in
561 cooperation with district school boards and approved private
562 school associations shall select the school sites for preservice
563 field experience activities based upon the qualifications of the
564 supervising personnel as described in this subsection and the
565 needs of the candidates. These sites must represent the full
566 spectrum of school communities, including, but not limited to,
567 schools located in urban settings. In order to be selected,
568 school sites must demonstrate commitment to the education of
569 public school students and to the preparation of future
570 teachers.

571 Section 9. Paragraph (a) of subsection (3) of section
572 1004.85, Florida Statutes, is amended, and paragraph (c) is



573 added to subsection (4) of that section, to read:

574 1004.85 Postsecondary educator preparation institutes.—

575 (3) Educator preparation institutes approved pursuant to
576 this section may offer competency-based certification programs
577 specifically designed for noneducation major baccalaureate
578 degree holders to enable program participants to meet the
579 educator certification requirements of s. 1012.56. An educator
580 preparation institute choosing to offer a competency-based
581 certification program pursuant to the provisions of this section
582 must implement a program previously approved by the Department
583 of Education for this purpose or a program developed by the
584 institute and approved by the department for this purpose.
585 Approved programs shall be available for use by other approved
586 educator preparation institutes.

587 (a) Within 90 days after receipt of a request for
588 approval, the Department of Education shall approve a
589 preparation program pursuant to the requirements of this
590 subsection or issue a statement of the deficiencies in the
591 request for approval. The department shall approve a
592 certification program if the institute provides evidence of the
593 institute's capacity to implement a competency-based program
594 that includes each of the following:

595 1.a. Participant instruction and assessment in the Florida
596 Educator Accomplished Practices.

597 b. The state-adopted student content standards.

598 c. Scientifically researched and evidence-based reading



599 instruction strategies, including explicit, systematic, and
600 multisensory approaches to reading instruction and intervention
601 that are proven to improve reading performance for all students.

602 d. Content literacy and mathematical practices.

603 e. Strategies appropriate for instruction of English
604 language learners.

605 f. Strategies appropriate for instruction of students with
606 disabilities.

607 g. School safety.

608 2. An educational plan for each participant to meet
609 certification requirements and demonstrate his or her ability to
610 teach the subject area for which the participant is seeking
611 certification, which is based on an assessment of his or her
612 competency in the areas listed in subparagraph 1.

613 3. Field experiences appropriate to the certification
614 subject area specified in the educational plan with a diverse
615 population of students in a variety of settings under the
616 supervision of qualified educators.

617 4. A certification ombudsman to facilitate the process and
618 procedures required for participants who complete the program to
619 meet any requirements related to the background screening
620 pursuant to s. 1012.32 and educator professional or temporary
621 certification pursuant to s. 1012.56.

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



625 (c) Documentation that each program completer received
626 instruction in technology literacy through the program's
627 content-area and pedagogy coursework, including instructional
628 strategies for using media and technology to support subject-
629 matter understanding.

630 Section 10. Subsection (3), paragraphs (a) and (c) of
631 subsection (5), paragraph (b) of subsection (6), subsection (7),
632 and paragraph (a) of subsection (8) of section 1008.25, Florida
633 Statutes, are amended, paragraph (c) is added to subsection (4),
634 and paragraph (d) is added to subsection (5) of that section, to
635 read:

636 1008.25 Public school student progression; student
637 support; reporting requirements.—

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

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

644 (b) Students who fail to meet performance levels required
645 for promotion consistent with the district school board's plan
646 for student progression required in subsection (2) ~~paragraph~~
647 ~~(2) (b).~~

648 (4) ASSESSMENT AND SUPPORT.—

649 (c) A student who has a substantial reading deficiency as
650 determined in paragraph (5) (a) must be covered by a federally



651 required student plan such as an individual education plan or an
652 individualized progress monitoring plan, or both, as necessary.

653 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

654 (a) Any student in kindergarten through grade 3 who
655 exhibits a substantial deficiency in reading, based upon
656 screening, diagnostic, progress monitoring, or assessment data;
657 ~~locally determined or statewide assessments; conducted in~~
658 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~
659 ~~observations,~~ must be provided given intensive, explicit,
660 systematic, and multisensory reading interventions instruction
661 immediately following the identification of the reading
662 deficiency. A school may not wait for a student to receive a
663 failing grade at the end of a grading period to identify the
664 student as having a substantial reading deficiency and initiate
665 intensive reading interventions. The student's reading
666 proficiency must be monitored and the intensive interventions
667 ~~instruction~~ must continue until the student demonstrates grade
668 level proficiency in a manner determined by the district, which
669 may include achieving a Level 3 on the statewide, standardized
670 English Language Arts assessment. The State Board of Education
671 shall identify by rule guidelines for determining whether a
672 student in kindergarten through grade 3 has a substantial
673 deficiency in reading.

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



677 1. That his or her child has been identified as having a
678 substantial deficiency in reading, including a description and
679 explanation, in terms understandable to the parent, of the exact
680 nature of the student's difficulty in learning and lack of
681 achievement in reading.

682 2. A description of the current services that are provided
683 to the child.

684 3. A description of the proposed intensive interventions
685 ~~supplemental instructional services~~ and supports that will be
686 provided to the child that are designed to remediate the
687 identified area of reading deficiency.

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

692 5. Opportunities to observe effective instruction and
693 intervention strategies in the classroom; receive literacy
694 instruction from the school or through community adult literacy
695 initiatives; and receive strategies, including multisensory
696 strategies, through a read-at-home plan the parent can ~~for~~
697 ~~parents to use in helping~~ his or her ~~their~~ child succeed in
698 reading proficiency.

699 6. That the statewide, standardized English Language Arts
700 assessment is not the sole determiner of promotion and that
701 additional evaluations, portfolio reviews, and assessments are
702 available to the child to assist parents and the school district



703 in knowing when a child is reading at or above grade level and
704 ready for grade promotion.

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

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

716
717 After initial notification, the school shall apprise the parent,
718 at least monthly, of the student's growth toward meeting goals
719 based on the student's grade level. These communications must
720 explain any additional interventions or supports that will be
721 used to accelerate the student's progress if the interventions
722 and supports already being implemented have not resulted in
723 improvement.

724 (d) The Department of Education shall develop or contract
725 with another entity to develop a handbook that schools must
726 provide to the parent of a student who is identified as having a
727 substantial reading deficiency. The handbook must be made
728 available in an electronic format that is accessible online and



729 must include the following information:

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

733 2. An overview of the procedural requirements for
734 initiating and conducting evaluations for exceptional education
735 eligibility. The overview must include an explanation that a
736 diagnosis of a medical condition alone is not sufficient to
737 establish exceptional education eligibility but may be used to
738 document how that condition relates to the student's eligibility
739 determination and may be disclosed in an eligible student's
740 individual education plan (IEP) when necessary to inform school
741 personnel responsible for implementing the IEP.

742 3. Characteristics of conditions associated with learning
743 disorders, including dyslexia, dysgraphia, dyscalculia, and
744 developmental aphasia and other information to support informed
745 parent involvement in decisionmaking processes for students who
746 have difficulty with learning. For purposes of this
747 subparagraph, the terms "dyslexia" and "dyscalculia" have the
748 same meanings as used in the Diagnostic and Statistical Manual
749 of Mental Disorders, Fifth Edition, published by the American
750 Psychiatric Association.

751 (6) ELIMINATION OF SOCIAL PROMOTION.—

752 (b) The district school board may only exempt students
753 from mandatory retention, as provided in paragraph (5) (b), for
754 good cause. A student who is promoted to grade 4 with a good



755 cause exemption shall be provided intensive reading instruction
756 and intervention that include specialized diagnostic information
757 and specific reading strategies to meet the needs of each
758 student so promoted. The school district shall assist schools
759 and teachers with the implementation of explicit, systematic,
760 and multisensory reading instruction and intervention strategies
761 for students promoted with a good cause exemption which research
762 has shown to be successful in improving reading among students
763 who have reading difficulties. Good cause exemptions are limited
764 to the following:

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

769 2. Students with disabilities whose individual education
770 plan indicates that participation in the statewide assessment
771 program is not appropriate, consistent with the requirements of
772 s. 1008.212.

773 3. Students who demonstrate an acceptable level of
774 performance on an alternative standardized reading or English
775 Language Arts assessment approved by the State Board of
776 Education.

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

780 5. Students with disabilities who take the statewide,



781 standardized English Language Arts assessment and who have an
782 individual education plan or a Section 504 plan that reflects
783 that the student has received intensive instruction in reading
784 or English Language Arts for more than 2 years but still
785 demonstrates a deficiency and was previously retained in
786 kindergarten, grade 1, grade 2, or grade 3.

787 6. Students who have received intensive reading
788 intervention for 2 or more years but still demonstrate a
789 deficiency in reading and who were previously retained in
790 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
791 years. A student may not be retained more than once in grade 3.

792 ~~7. Students who have received intensive remediation in~~
793 ~~reading or English Language Arts for 2 or more years but still~~
794 ~~demonstrate a deficiency and who were previously retained in~~
795 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~
796 ~~years. Intensive instruction for students so promoted must~~
797 ~~include an altered instructional day that includes specialized~~
798 ~~diagnostic information and specific reading strategies for each~~
799 ~~student. The district school board shall assist schools and~~
800 ~~teachers to implement reading strategies that research has shown~~
801 ~~to be successful in improving reading among low-performing~~
802 ~~readers.~~

803 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
804 STUDENTS.—

805 (a) Students retained under ~~the provisions of~~ paragraph
806 (5) (b) must be provided intensive interventions in reading to



807 ameliorate the student's specific reading deficiency and prepare
808 the student for promotion to the next grade. These
809 interventions, ~~as identified by a valid and reliable diagnostic~~
810 ~~assessment. This intensive intervention must include:~~

811 1. Evidence-based, explicit, systematic, and multisensory
812 reading instruction in phonemic awareness, phonics, fluency,
813 vocabulary, and comprehension and other strategies prescribed by
814 the school district. effective instructional strategies,

815 2. Participation in the school district's summer reading
816 camp, which must incorporate the instructional and intervention
817 strategies under subparagraph 1, ~~and appropriate teaching~~
818 ~~methodologies necessary to assist those students in becoming~~
819 ~~successful readers, able to read at or above grade level, and~~
820 ~~ready for promotion to the next grade.~~

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

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

825 ~~1. Provide third grade students who are retained under the~~
826 ~~provisions of paragraph (5) (b) with intensive instructional~~
827 ~~services and supports to remediate the identified areas of~~
828 ~~reading deficiency, including participation in the school~~
829 ~~district's summer reading camp as required under paragraph (a),~~
830 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
831 ~~scientifically research-based reading instruction which includes~~
832 ~~phonemic awareness, phonics, fluency, vocabulary, and~~



833 ~~comprehension and other strategies prescribed by the school~~
834 ~~district, which may include, but are not limited to:~~

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

837 b. Small group instruction.

838 c. Reduced teacher-student ratios.

839 d. More frequent progress monitoring.

840 e. Tutoring or mentoring.

841 f. Transition classes containing 3rd and 4th grade
842 students.

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

844 (b) Each school district shall:

845 1.2. Provide written notification to the parent of a
846 student who is retained under ~~the provisions of~~ paragraph (5) (b)
847 that his or her child has not met the proficiency level required
848 for promotion and the reasons the child is not eligible for a
849 good cause exemption as provided in paragraph (6) (b). The
850 notification must comply with paragraph (5) (c) ~~the provisions of~~
851 ~~s. 1002.20(15)~~ and must include a description of proposed
852 interventions and supports that will be provided to the child to
853 remediate the identified areas of reading deficiency.

854 2.3. Implement a policy for the midyear promotion of a
855 student retained under ~~the provisions of~~ paragraph (5) (b) who
856 can demonstrate that he or she is a successful and independent
857 reader and performing at or above grade level in reading or,
858 upon implementation of English Language Arts assessments,



859 performing at or above grade level in English Language Arts.
860 Tools that school districts may use in reevaluating a student
861 retained may include subsequent assessments, alternative
862 assessments, and portfolio reviews, in accordance with rules of
863 the State Board of Education. Students promoted during the
864 school year after November 1 must demonstrate proficiency levels
865 in reading equivalent to the level necessary for the beginning
866 of grade 4. The rules adopted by the State Board of Education
867 must include standards that provide a reasonable expectation
868 that the student's progress is sufficient to master appropriate
869 grade 4 level reading skills.

870 ~~3.4.~~ Provide students who are retained under the
871 provisions of paragraph (5) (b), including students participating
872 in the school district's summer reading camp under subparagraph
873 (a)2., with a highly effective teacher as determined by the
874 teacher's performance evaluation under s. 1012.34, and,
875 beginning July 1, 2019, the teacher must also be certified or
876 endorsed in reading.

877 ~~4.5.~~ Establish at each school, when applicable, an
878 intensive reading acceleration course ~~Class~~ for any student
879 retained in grade 3 who was previously retained in kindergarten,
880 grade 1, or grade 2 students who subsequently score Level 1 on
881 ~~the required statewide, standardized assessment identified in s.~~
882 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~
883 ~~to increase a child's reading and English Language Arts skill~~
884 ~~level at least two grade levels in 1 school year. The intensive~~



885 reading acceleration course must provide the following Class
886 shall:

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

891 b. Small group instruction.

892 c. Reduced teacher-student ratios.

893 d. The use of explicit, systematic, and multisensory
894 reading interventions, including intensive language and
895 vocabulary instruction and use of a speech-language therapist if
896 necessary, that have proven results in accelerating student
897 reading achievement within the same school year.

898 e. A read-at-home plan.

899 ~~a. Be provided to a student in grade 3 who scores Level 1~~
900 ~~on the statewide, standardized English Language Arts assessment~~
901 ~~and who was retained in grade 3 the prior year because of~~
902 ~~scoring Level 1.~~

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

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

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



911 ~~e. Provide intensive language and vocabulary instruction~~
912 ~~using a scientifically research-based program, including use of~~
913 ~~a speech language therapist.~~

914 (8) ANNUAL REPORT.—

915 (a) In addition to the requirements in paragraph (5)(b),
916 each district school board must annually report to the parent of
917 each student the progress of the student toward achieving state
918 and district expectations for proficiency in English Language
919 Arts, science, social studies, and mathematics. The district
920 school board must report to the parent the student's results on
921 each statewide, standardized assessment. The evaluation of each
922 student's progress must be based upon the student's classroom
923 work, observations, tests, district and state assessments,
924 response to intensive interventions provided under paragraph
925 (5)(a), and other relevant information. Progress reporting must
926 be provided to the parent in writing in a format adopted by the
927 district school board.

928 Section 11. Subsection (5) of section 1008.345, Florida
929 Statutes, is amended to read:

930 1008.345 Implementation of state system of school
931 improvement and education accountability.—

932 (5) The commissioner shall annually report to the State
933 Board of Education and the Legislature and recommend changes in
934 state policy necessary to foster school improvement and
935 education accountability. The report shall include:

936 (a) For each school district:



937 | 1. The percentage of students, by school and grade level,
938 | demonstrating learning growth in English Language Arts and
939 | mathematics.

940 | 2. The percentage of students, by school and grade level,
941 | in both the highest and lowest quartiles demonstrating learning
942 | growth in English Language Arts and mathematics.

943 | 3. The information contained in the school district's
944 | annual report required under s. 1008.25(8).

945 | (b) Intervention and support strategies used by school
946 | districts ~~boards~~ whose students in both the highest and lowest
947 | quartiles exceed the statewide average learning growth for
948 | students in those quartiles.

949 | (c) Intervention and support strategies used by school
950 | districts ~~boards~~ whose schools provide educational services to
951 | youth in Department of Juvenile Justice programs that
952 | demonstrate learning growth in English Language Arts and
953 | mathematics that exceeds the statewide average learning growth
954 | for students in those subjects.

955 | (d) Based upon a review of each school district's reading
956 | plan submitted pursuant to s. 1011.62(9), intervention and
957 | support strategies used by school districts that were effective
958 | in improving the reading performance of students, as indicated
959 | by student performance data, who are identified as having a
960 | substantial reading deficiency pursuant to s. 1008.25(5)(a).

961 |
962 | School reports shall be distributed pursuant to this subsection



963 and s. 1001.42(18)(c) and according to rules adopted by the
964 State Board of Education.

965 Section 12. Subsection (2) of section 1011.67, Florida
966 Statutes, is amended to read:

967 1011.67 Funds for instructional materials.—

968 (2) Annually by July 1 and before ~~prior to~~ the release of
969 instructional materials funds, each district school
970 superintendent shall certify to the Commissioner of Education
971 that the district school board has approved a comprehensive
972 staff development plan that supports fidelity of implementation
973 of instructional materials programs, including. ~~The report shall~~
974 ~~include~~ verification that training was provided; and that the
975 materials are being implemented as designed; and, beginning July
976 1, 2020, for core reading materials and reading intervention
977 materials used in kindergarten through grade 5, that the
978 materials meet the requirements of s. 1001.215(7). This
979 paragraph does not preclude school districts from purchasing or
980 using other materials to supplement reading instruction and
981 provide additional skills practice.

982 Section 13. Paragraph (a) of subsection (3) of section
983 1012.585, Florida Statutes, is amended, and paragraph (f) is
984 added to that subsection, to read:

985 1012.585 Process for renewal of professional
986 certificates.—

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



989 (a) The applicant must earn a minimum of 6 college credits
990 or 120 inservice points or a combination thereof. For each area
991 of specialization to be retained on a certificate, the applicant
992 must earn at least 3 of the required credit hours or equivalent
993 inservice points in the specialization area. Education in
994 "clinical educator" training pursuant to s. 1004.04(5)(b) and
995 credits or points that provide training in the area of
996 scientifically researched, knowledge-based reading literacy,
997 including explicit, systematic, and multisensory approaches to
998 reading instruction and intervention; ~~and~~ computational skills
999 acquisition;; ~~exceptional student education;~~ ~~normal child~~
1000 ~~development;~~ ~~and the disorders of development~~ may be applied
1001 toward any specialization area. Credits or points that provide
1002 training in the areas of drug abuse, child abuse and neglect,
1003 strategies in teaching students having limited proficiency in
1004 English, or dropout prevention, or training in areas identified
1005 in the educational goals and performance standards adopted
1006 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
1007 any specialization area, except specialization areas identified
1008 by State Board of Education rule that include reading
1009 instruction or intervention for any students in kindergarten
1010 through grade 6. Credits or points earned through approved
1011 summer institutes may be applied toward the fulfillment of these
1012 requirements. Inservice points may also be earned by
1013 participation in professional growth components approved by the
1014 State Board of Education and specified pursuant to s. 1012.98 in



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1015 the district's approved master plan for inservice educational
1016 training; however, such points may not be used to satisfy the
1017 specialization requirements of this paragraph, including, but
1018 not limited to, serving as a trainer in an approved teacher
1019 training activity, serving on an instructional materials
1020 committee or a state board or commission that deals with
1021 educational issues, or serving on an advisory council created
1022 pursuant to s. 1001.452.

1023 (f) An applicant for renewal of a professional certificate
1024 in any area of certification identified by State Board of
1025 Education rule that includes reading instruction or intervention
1026 for any students in kindergarten through grade 6, with a
1027 beginning validity date of July 1, 2019, or thereafter, must
1028 earn a minimum of 2 college credits or the equivalent inservice
1029 points in the use of explicit, systematic, and multisensory
1030 approaches to reading instruction and intervention. Such
1031 training must be provided by teacher preparation programs under
1032 s. 1004.04 or s. 1004.85 or approved school district
1033 professional development systems under s. 1012.98. The
1034 requirements in this paragraph may not add to the total hours
1035 required by the department for continuing education or inservice
1036 training.

1037 Section 14. Subsection (1) of section 1012.586, Florida
1038 Statutes, is amended to read:

1039 1012.586 Additions or changes to certificates; duplicate
1040 certificates.—A school district may process via a Department of



1041 Education website certificates for the following applications of
1042 public school employees:

1043 (1) Addition of a subject coverage or endorsement to a
1044 valid Florida certificate on the basis of the completion of the
1045 appropriate subject area testing requirements of s.
1046 1012.56(5)(a) or the completion of the requirements of an
1047 approved school district program or the inservice components for
1048 an endorsement.

1049 (a) To reduce duplication, the department may recommend
1050 the consolidation of endorsement areas and requirements to the
1051 State Board of Education.

1052 (b) By July 1, 2017, and at least once every 5 years
1053 thereafter, the department shall conduct a review of existing
1054 subject coverage or endorsement requirements in the elementary,
1055 reading, and exceptional student educational areas. The review
1056 must include reciprocity requirements for out-of-state
1057 certificates and requirements for demonstrating competency in
1058 the reading instruction professional development topics listed
1059 in s. 1012.98(4)(b)10. At the conclusion of each review, the
1060 department shall recommend to the state board changes to the
1061 subject coverage or endorsement requirements based upon any
1062 identified instruction or intervention strategies proven to
1063 improve student reading performance, including phonemic
1064 awareness; phonics, word study, and spelling; reading fluency;
1065 vocabulary, including academic vocabulary; and text
1066 comprehension strategies and explicit, systematic, and



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1067 multisensory approaches to reading instruction and intervention.
1068 This paragraph does not authorize the state board to establish
1069 any new certification subject coverage.

1070
1071 The employing school district shall charge the employee a fee
1072 not to exceed the amount charged by the Department of Education
1073 for such services. Each district school board shall retain a
1074 portion of the fee as defined in the rules of the State Board of
1075 Education. The portion sent to the department shall be used for
1076 maintenance of the technology system, the web application, and
1077 posting and mailing of the certificate.

1078 Section 15. Paragraph (b) of subsection (4) of section
1079 1012.98, Florida Statutes, is amended to read:

1080 1012.98 School Community Professional Development Act.—

1081 (4) The Department of Education, school districts,
1082 schools, Florida College System institutions, and state
1083 universities share the responsibilities described in this
1084 section. These responsibilities include the following:

1085 (b) Each school district shall develop a professional
1086 development system as specified in subsection (3). The system
1087 shall be developed in consultation with teachers, teacher-
1088 educators of Florida College System institutions and state
1089 universities, business and community representatives, and local
1090 education foundations, consortia, and professional
1091 organizations. The professional development system must:

1092 1. Be approved by the department. All substantial



1093 revisions to the system shall be submitted to the department for
1094 review for continued approval.

1095 2. Be based on analyses of student achievement data and
1096 instructional strategies and methods that support rigorous,
1097 relevant, and challenging curricula for all students. Schools
1098 and districts, in developing and refining the professional
1099 development system, shall also review and monitor school
1100 discipline data; school environment surveys; assessments of
1101 parental satisfaction; performance appraisal data of teachers,
1102 managers, and administrative personnel; and other performance
1103 indicators to identify school and student needs that can be met
1104 by improved professional performance.

1105 3. Provide inservice activities coupled with followup
1106 support appropriate to accomplish district-level and school-
1107 level improvement goals and standards. The inservice activities
1108 for instructional personnel shall focus on analysis of student
1109 achievement data, ongoing formal and informal assessments of
1110 student achievement, identification and use of enhanced and
1111 differentiated instructional strategies that emphasize rigor,
1112 relevance, and reading in the content areas, enhancement of
1113 subject content expertise, integrated use of classroom
1114 technology that enhances teaching and learning, classroom
1115 management, parent involvement, and school safety.

1116 4. Include a master plan for inservice activities,
1117 pursuant to rules of the State Board of Education, for all
1118 district employees from all fund sources. The master plan shall



1119 | be updated annually by September 1, must be based on input from
1120 | teachers and district and school instructional leaders, and must
1121 | use the latest available student achievement data and research
1122 | to enhance rigor and relevance in the classroom. Each district
1123 | inservice plan must be aligned to and support the school-based
1124 | inservice plans and school improvement plans pursuant to s.
1125 | 1001.42(18). Each district inservice plan must provide a
1126 | description of the training that middle grades instructional
1127 | personnel and school administrators receive on the district's
1128 | code of student conduct adopted pursuant to s. 1006.07;
1129 | integrated digital instruction and competency-based instruction
1130 | and CAPE Digital Tool certificates and CAPE industry
1131 | certifications; classroom management; student behavior and
1132 | interaction; extended learning opportunities for students; and
1133 | instructional leadership. District plans must be approved by the
1134 | district school board annually in order to ensure compliance
1135 | with subsection (1) and to allow for dissemination of research-
1136 | based best practices to other districts. District school boards
1137 | must submit verification of their approval to the Commissioner
1138 | of Education no later than October 1, annually. Each school
1139 | principal may establish and maintain an individual professional
1140 | development plan for each instructional employee assigned to the
1141 | school as a seamless component to the school improvement plans
1142 | developed pursuant to s. 1001.42(18). An individual professional
1143 | development plan must be related to specific performance data
1144 | for the students to whom the teacher is assigned, define the



1145 inservice objectives and specific measurable improvements
1146 expected in student performance as a result of the inservice
1147 activity, and include an evaluation component that determines
1148 the effectiveness of the professional development plan.

1149 5. Include inservice activities for school administrative
1150 personnel that address updated skills necessary for
1151 instructional leadership and effective school management
1152 pursuant to s. 1012.986.

1153 6. Provide for systematic consultation with regional and
1154 state personnel designated to provide technical assistance and
1155 evaluation of local professional development programs.

1156 7. Provide for delivery of professional development by
1157 distance learning and other technology-based delivery systems to
1158 reach more educators at lower costs.

1159 8. Provide for the continuous evaluation of the quality
1160 and effectiveness of professional development programs in order
1161 to eliminate ineffective programs and strategies and to expand
1162 effective ones. Evaluations must consider the impact of such
1163 activities on the performance of participating educators and
1164 their students' achievement and behavior.

1165 9. For middle grades, emphasize:

1166 a. Interdisciplinary planning, collaboration, and
1167 instruction.

1168 b. Alignment of curriculum and instructional materials to
1169 the state academic standards adopted pursuant to s. 1003.41.

1170 c. Use of small learning communities; problem-solving,



1171 inquiry-driven research and analytical approaches for students;
1172 strategies and tools based on student needs; competency-based
1173 instruction; integrated digital instruction; and project-based
1174 instruction.

1175
1176 Each school that includes any of grades 6, 7, or 8 must include
1177 in its school improvement plan, required under s. 1001.42(18), a
1178 description of the specific strategies used by the school to
1179 implement each item listed in this subparagraph.

1180 10. Provide training to reading coaches, classroom
1181 teachers, and school administrators in effective methods of
1182 identifying characteristics of conditions such as dyslexia and
1183 other causes of diminished phonological processing skills;
1184 incorporating instructional techniques into the general
1185 education setting that are proven to improve reading performance
1186 for all students; and using predictive and other data to make
1187 instructional decisions based on individual student needs. The
1188 training must help teachers integrate phonemic awareness;
1189 phonics, word study, and spelling; reading fluency; vocabulary,
1190 including academic vocabulary; and text comprehension strategies
1191 into an explicit, systematic, and multisensory approach to
1192 reading instruction and intervention. Each district must provide
1193 all elementary grades instructional personnel access to training
1194 sufficient to meet the requirements of s. 1012.585(3)(f).

1195 Section 16. For the 2016-2017 fiscal year, the sums of
1196 \$286,850 in recurring funds and \$57,998 in nonrecurring funds



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1197 from the General Revenue Fund are appropriated to the Department
1198 of Education, and two full-time equivalent positions with
1199 associated salary rate of 190,000 are authorized, for the
1200 purpose of implementing this act.

1201 Section 17. This act shall take effect upon becoming a
1202 law.

1203