

Amendment No.

CHAMBER ACTION

Senate

House

.

Representative Harrell offered the following:

Amendment (with title amendment)

Remove lines 281-431 and insert:

Section 2. 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:

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

(2) Create multiple designations of effective reading instruction, with accompanying credentials, to enable ~~which~~

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14 ~~encourage~~ all teachers to integrate reading instruction into
15 their content areas.

16 (3) Work with the Lastinger Center at the University of
17 Florida, to develop training for ~~train~~ K-12 teachers, reading
18 coaches, and school principals on effective content-area-
19 specific reading strategies; the integration of content
20 knowledge-rich texts from other core subject areas into reading
21 instruction; evidence-based reading strategies identified in
22 subsection (7); and technology tools to improve student reading
23 performance. For secondary teachers, emphasis shall be on
24 technical text. These strategies must be developed for all
25 content areas in the K-12 curriculum.

26 (4) Provide parents with information and strategies for
27 assisting their children in reading, including reading in the
28 content areas area.

29 (5) Provide technical assistance to school districts in
30 the development and implementation of district plans for use of
31 the research-based reading instruction allocation provided in s.
32 1011.62(9) and annually review and approve such plans.

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

36 (7) Work with the Florida Center for Reading Research to
37 identify scientifically researched and evidence-based reading
38 instructional and intervention programs that incorporate

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39 explicit, systematic, and sequential approaches to teaching
40 phonemic awareness, phonics, vocabulary, fluency, and text
41 comprehension and incorporate decodable or phonetic text
42 instructional ~~provide information on research-based reading~~
43 ~~programs and effective reading in the content area strategies.~~
44 Reading intervention includes evidence-based strategies
45 frequently used to remediate reading deficiencies and includes,
46 but is not limited to, individual instruction, multisensory
47 approaches, tutoring, mentoring, or the use of technology that
48 targets specific reading skills and abilities.

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

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

58 (10) Work with teacher preparation programs approved
59 pursuant to ss. s. 1004.04 and 1004.85 to integrate effective,
60 research-based and evidence-based reading instructional and
61 intervention strategies, including explicit, systematic, and
62 sequential and reading strategies, multisensory intervention

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63 strategies, and reading in the content area instructional
64 strategies into teacher preparation programs.

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 3. Paragraph (b) of subsection (2) of section
69 1004.04, Florida Statutes, is amended to read:

70 1004.04 Public accountability and state approval for
71 teacher preparation programs.—

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

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

76 1. The Florida Educator Accomplished Practices.

77 2. The state-adopted content standards.

78 3. Scientifically researched and evidence-based reading
79 instructional strategies that improve reading performance for
80 all students, including explicit, systematic, and sequential
81 approaches to teaching phonemic awareness, phonics, vocabulary,
82 fluency, and text comprehension and multisensory intervention
83 strategies ~~instruction~~.

84 4. Content literacy and mathematics practices.

85 5. Strategies appropriate for the instruction of English
86 language learners.

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87 6. Strategies appropriate for the instruction of students
88 with disabilities.

89 7. School safety.

90 Section 4. Paragraph (a) of subsection (3) of section
91 1004.85, Florida Statutes, is amended to read:

92 1004.85 Postsecondary educator preparation institutes.—

93 (3) Educator preparation institutes approved pursuant to
94 this section may offer competency-based certification programs
95 specifically designed for noneducation major baccalaureate
96 degree holders to enable program participants to meet the
97 educator certification requirements of s. 1012.56. An educator
98 preparation institute choosing to offer a competency-based
99 certification program pursuant to the provisions of this section
100 must implement a program previously approved by the Department
101 of Education for this purpose or a program developed by the
102 institute and approved by the department for this purpose.
103 Approved programs shall be available for use by other approved
104 educator preparation institutes.

105 (a) Within 90 days after receipt of a request for
106 approval, the Department of Education shall approve a
107 preparation program pursuant to the requirements of this
108 subsection or issue a statement of the deficiencies in the
109 request for approval. The department shall approve a
110 certification program if the institute provides evidence of the

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- 111 institute's capacity to implement a competency-based program
112 that includes each of the following:
- 113 1.a. Participant instruction and assessment in the Florida
114 Educator Accomplished Practices.
 - 115 b. The state-adopted student content standards.
 - 116 c. Scientifically researched and evidence-based reading
117 instructional strategies that improve reading performance for
118 all students, including explicit, systematic, and sequential
119 approaches to teaching phonemic awareness, phonics, vocabulary,
120 fluency, and text comprehension and multisensory intervention
121 strategies instruction.
 - 122 d. Content literacy and mathematical practices.
 - 123 e. Strategies appropriate for instruction of English
124 language learners.
 - 125 f. Strategies appropriate for instruction of students with
126 disabilities.
 - 127 g. School safety.
- 128 2. An educational plan for each participant to meet
129 certification requirements and demonstrate his or her ability to
130 teach the subject area for which the participant is seeking
131 certification, which is based on an assessment of his or her
132 competency in the areas listed in subparagraph 1.
- 133 3. Field experiences appropriate to the certification
134 subject area specified in the educational plan with a diverse

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135 population of students in a variety of settings under the
136 supervision of qualified educators.

137 4. A certification ombudsman to facilitate the process and
138 procedures required for participants who complete the program to
139 meet any requirements related to the background screening
140 pursuant to s. 1012.32 and educator professional or temporary
141 certification pursuant to s. 1012.56.

142 Section 5. Paragraph (a) of subsection (3) of section
143 1012.585, Florida Statutes, is amended, and paragraph (f) is
144 added to that subsection, to read:

145 1012.585 Process for renewal of professional
146 certificates.—

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

149 (a) The applicant must earn a minimum of 6 college credits
150 or 120 inservice points or a combination thereof. For each area
151 of specialization to be retained on a certificate, the applicant
152 must earn at least 3 of the required credit hours or equivalent
153 inservice points in the specialization area. Education in
154 "clinical educator" training pursuant to s. 1004.04(5)(b);
155 participation in mentorship and induction activities, including
156 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
157 that provide training in the area of scientifically researched,
158 knowledge-based reading literacy, including explicit,
159 systematic, and sequential approaches to reading instruction,

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160 developing phonemic awareness, and implementing multisensory
161 intervention strategies, and computational skills acquisition,
162 exceptional student education, normal child development, and the
163 disorders of development may be applied toward any
164 specialization area. Credits or points that provide training in
165 the areas of drug abuse, child abuse and neglect, strategies in
166 teaching students having limited proficiency in English, or
167 dropout prevention, or training in areas identified in the
168 educational goals and performance standards adopted pursuant to
169 ss. 1000.03(5) and 1008.345 may be applied toward any
170 specialization area, except specialization areas identified by
171 State Board of Education rule that include reading instruction
172 or intervention for any students in kindergarten through grade
173 6. Credits or points earned through approved summer institutes
174 may be applied toward the fulfillment of these requirements.
175 Inservice points may also be earned by participation in
176 professional growth components approved by the State Board of
177 Education and specified pursuant to s. 1012.98 in the district's
178 approved master plan for inservice educational training;
179 however, such points may not be used to satisfy the
180 specialization requirements of this paragraph, including, but
181 not limited to, serving as a trainer in an approved teacher
182 training activity, serving on an instructional materials
183 committee or a state board or commission that deals with

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184 ~~educational issues, or serving on an advisory council created~~
185 ~~pursuant to s. 1001.452.~~

186 (f) An applicant for renewal of a professional certificate
187 in any area of certification identified by State Board of
188 Education rule that includes reading instruction or intervention
189 for any students in kindergarten through grade 6, with a
190 beginning validity date of July 1, 2020, or thereafter, must
191 earn a minimum of 2 college credits or the equivalent inservice
192 points in the use of explicit, systematic, and sequential
193 approaches to reading instruction, developing phonemic
194 awareness, and implementing multisensory intervention
195 strategies. Such training must be provided by teacher
196 preparation programs under s. 1004.04 or s. 1004.85 or approved
197 school district professional development systems under s.
198 1012.98. The requirements in this paragraph may not add to the
199 total hours required by the department for continuing education
200 or inservice training.

201 Section 6. Subsection (1) of section 1012.586, Florida
202 Statutes, is amended to read:

203 1012.586 Additions or changes to certificates; duplicate
204 certificates.—A school district may process via a Department of
205 Education website certificates for the following applications of
206 public school employees:

207 (1) Addition of a subject coverage or endorsement to a
208 valid Florida certificate on the basis of the completion of the

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209 appropriate subject area testing requirements of s.
210 1012.56(5) (a) or the completion of the requirements of an
211 approved school district program or the inservice components for
212 an endorsement.

213 (a) To reduce duplication, the department may recommend
214 the consolidation of endorsement areas and requirements to the
215 State Board of Education.

216 (b) By July 1, 2018, and at least once every 5 years
217 thereafter, the department shall conduct a review of existing
218 subject coverage or endorsement requirements in the elementary,
219 reading, and exceptional student educational areas. The review
220 must include reciprocity requirements for out-of-state
221 certificates and requirements for demonstrating competency in
222 the reading instruction professional development topics listed
223 in s. 1012.98(4) (b)10. At the conclusion of each review, the
224 department shall recommend to the state board changes to the
225 subject coverage or endorsement requirements based upon any
226 identified instruction or intervention strategies proven to
227 improve student reading performance. This paragraph does not
228 authorize the state board to establish any new certification
229 subject coverage.

230

231 The employing school district shall charge the employee a fee
232 not to exceed the amount charged by the Department of Education
233 for such services. Each district school board shall retain a

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234 portion of the fee as defined in the rules of the State Board of
235 Education. The portion sent to the department shall be used for
236 maintenance of the technology system, the web application, and
237 posting and mailing of the certificate.

238 Section 7. Paragraph (e) is added to subsection (3) of
239 section 1012.98, Florida Statutes, and paragraph (b) of
240 subsection (4) and subsections (10) and (11) are amended, to
241 read:

242 1012.98 School Community Professional Development Act.—

243 (3) The activities designed to implement this section
244 must:

245 (e) Provide training to teacher mentors as part of the
246 professional development certification and education competency
247 program under s. 1012.56(8) (a). The training must include
248 components on teacher development, peer coaching, time
249 management, and other related topics as determined by the
250 Department of Education.

251 (4) The Department of Education, school districts,
252 schools, Florida College System institutions, and state
253 universities share the responsibilities described in this
254 section. These responsibilities include the following:

255 (b) Each school district shall develop a professional
256 development system as specified in subsection (3). The system
257 shall be developed in consultation with teachers, teacher-
258 educators of Florida College System institutions and state

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259 universities, business and community representatives, and local
260 education foundations, consortia, and professional
261 organizations. The professional development system must:

262 1. Be approved by the department. All substantial
263 revisions to the system shall be submitted to the department for
264 review for continued approval.

265 2. Be based on analyses of student achievement data and
266 instructional strategies and methods that support rigorous,
267 relevant, and challenging curricula for all students. Schools
268 and districts, in developing and refining the professional
269 development system, shall also review and monitor school
270 discipline data; school environment surveys; assessments of
271 parental satisfaction; performance appraisal data of teachers,
272 managers, and administrative personnel; and other performance
273 indicators to identify school and student needs that can be met
274 by improved professional performance.

275 3. Provide inservice activities coupled with followup
276 support appropriate to accomplish district-level and school-
277 level improvement goals and standards. The inservice activities
278 for instructional personnel shall focus on analysis of student
279 achievement data, ongoing formal and informal assessments of
280 student achievement, identification and use of enhanced and
281 differentiated instructional strategies that emphasize rigor,
282 relevance, and reading in the content areas, enhancement of
283 subject content expertise, integrated use of classroom

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284 technology that enhances teaching and learning, classroom
285 management, parent involvement, and school safety.

286 4. Provide inservice activities and support targeted to
287 the individual needs of new teachers participating in the
288 professional development certification and education competency
289 program under s. 1012.56(8) (a).

290 5.4. Include a master plan for inservice activities,
291 pursuant to rules of the State Board of Education, for all
292 district employees from all fund sources. The master plan shall
293 be updated annually by September 1, must be based on input from
294 teachers and district and school instructional leaders, and must
295 use the latest available student achievement data and research
296 to enhance rigor and relevance in the classroom. Each district
297 inservice plan must be aligned to and support the school-based
298 inservice plans and school improvement plans pursuant to s.
299 1001.42(18). Each district inservice plan must provide a
300 description of the training that middle grades instructional
301 personnel and school administrators receive on the district's
302 code of student conduct adopted pursuant to s. 1006.07;
303 integrated digital instruction and competency-based instruction
304 and CAPE Digital Tool certificates and CAPE industry
305 certifications; classroom management; student behavior and
306 interaction; extended learning opportunities for students; and
307 instructional leadership. District plans must be approved by the
308 district school board annually in order to ensure compliance

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309 with subsection (1) and to allow for dissemination of research-
310 based best practices to other districts. District school boards
311 must submit verification of their approval to the Commissioner
312 of Education no later than October 1, annually. Each school
313 principal may establish and maintain an individual professional
314 development plan for each instructional employee assigned to the
315 school as a seamless component to the school improvement plans
316 developed pursuant to s. 1001.42(18). An individual professional
317 development plan must be related to specific performance data
318 for the students to whom the teacher is assigned, define the
319 inservice objectives and specific measurable improvements
320 expected in student performance as a result of the inservice
321 activity, and include an evaluation component that determines
322 the effectiveness of the professional development plan.

323 ~~6.5.~~ Include inservice activities for school
324 administrative personnel that address updated skills necessary
325 for instructional leadership and effective school management
326 pursuant to s. 1012.986.

327 ~~7.6.~~ Provide for systematic consultation with regional and
328 state personnel designated to provide technical assistance and
329 evaluation of local professional development programs.

330 ~~8.7.~~ Provide for delivery of professional development by
331 distance learning and other technology-based delivery systems to
332 reach more educators at lower costs.

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333 ~~9.8.~~ Provide for the continuous evaluation of the quality
334 and effectiveness of professional development programs in order
335 to eliminate ineffective programs and strategies and to expand
336 effective ones. Evaluations must consider the impact of such
337 activities on the performance of participating educators and
338 their students' achievement and behavior.

339 ~~10.9.~~ For middle grades, emphasize:

340 a. Interdisciplinary planning, collaboration, and
341 instruction.

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

344 c. Use of small learning communities; problem-solving,
345 inquiry-driven research and analytical approaches for students;
346 strategies and tools based on student needs; competency-based
347 instruction; integrated digital instruction; and project-based
348 instruction.

349
350 Each school that includes any of grades 6, 7, or 8 must include
351 in its school improvement plan, required under s. 1001.42(18), a
352 description of the specific strategies used by the school to
353 implement each item listed in this subparagraph.

354 11. Provide training to reading coaches, classroom
355 teachers, and school administrators in effective methods of
356 identifying characteristics of conditions such as dyslexia and
357 other causes of diminished phonological processing skills;

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358 incorporating instructional techniques into the general
359 education setting which are proven to improve reading
360 performance for all students; and using predictive and other
361 data to make instructional decisions based on individual student
362 needs. The training must help teachers integrate phonemic
363 awareness; phonics, word study, and spelling; reading fluency;
364 vocabulary, including academic vocabulary; and text
365 comprehension strategies into an explicit, systematic, and
366 sequential approach to reading instruction, including
367 multisensory intervention strategies. Each district must provide
368 all elementary grades instructional personnel access to training
369 sufficient to meet the requirements of s. 1012.585(3)(f).

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371

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

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Remove lines 33-44 and insert:

374

amending s. 1001.215, F.S.; revising the duties of the

375

Just Read, Florida! Office; amending s. 1004.04, F.S.;

376

revising core curricula requirements for certain

377

teacher preparation programs to include certain

378

reading instruction and interventions; amending s.

379

1004.85, F.S.; requiring certain educator preparation

380

institutes to provide evidence of specified reading

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instruction as a condition of program approval and

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continued approval; amending s. 1012.585, F.S.;

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383 | revising requirements for renewal of professional
384 | teaching certificates; amending s. 1012.586, F.S.;
385 | authorizing the department to recommend consolidation
386 | of endorsement areas and requirements for endorsements
387 | for teacher certificates; requiring the department to
388 | review and make recommendations regarding certain
389 | subject coverage or endorsement requirements;
390 | providing construction; amending s. 1012.98, F.S.;
391 | revising duties and requirements for implementation of
392 | the School Community Professional Development Act;
393 | revising the activities designed to implement the
394 | school community professional development act to
395 | include specified training relating to a professional
396 | development certification and education competency
397 | program; revising requirements for school district
398 | professional development systems; requiring the
399 | department to disseminate professional development
400 | programs that meet specified criteria; providing an

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