



105382

LEGISLATIVE ACTION

Senate

.

House

.

.

Floor: 1c/RE/2R

.

05/04/2017 07:58 PM

.

.

Senators Flores and Stargel moved the following:

1 **Senate Amendment to Amendment (244350) (with title**
2 **amendment)**

3
4 Delete lines 1553 - 1711
5 and insert:

6 Section 23. Section 1001.215, Florida Statutes, is amended
7 to read:

8 1001.215 Just Read, Florida! Office.—There is created in
9 the Department of Education the Just Read, Florida! Office. The
10 office is ~~shall be~~ fully accountable to the Commissioner of
11 Education and shall:



105382

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



105382

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

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

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

59 (10) Work with teacher preparation programs approved
60 pursuant to ss. 1004.04 and 1004.85 ~~s. 1004.04~~ to integrate
61 effective, research-based and evidence-based reading
62 instructional and intervention strategies, including explicit,
63 systematic, and sequential ~~and~~ reading strategies, multisensory
64 intervention strategies, and reading in the content area
65 instructional strategies into teacher preparation programs.

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

69 Section 24. Paragraph (b) of subsection (2) of section



105382

70 1004.04, Florida Statutes, is amended to read:

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

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

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

77 1. The Florida Educator Accomplished Practices.

78 2. The state-adopted content standards.

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

85 4. Content literacy and mathematics practices.

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

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

90 7. School safety.

91 Section 25. Paragraph (a) of subsection (3) of section
92 1004.85, Florida Statutes, is amended to read:

93 1004.85 Postsecondary educator preparation institutes.—

94 (3) Educator preparation institutes approved pursuant to
95 this section may offer competency-based certification programs
96 specifically designed for noneducation major baccalaureate
97 degree holders to enable program participants to meet the
98 educator certification requirements of s. 1012.56. An educator



105382

99 preparation institute choosing to offer a competency-based
100 certification program pursuant to the provisions of this section
101 must implement a program previously approved by the Department
102 of Education for this purpose or a program developed by the
103 institute and approved by the department for this purpose.
104 Approved programs shall be available for use by other approved
105 educator preparation institutes.

106 (a) Within 90 days after receipt of a request for approval,
107 the Department of Education shall approve a preparation program
108 pursuant to the requirements of this subsection or issue a
109 statement of the deficiencies in the request for approval. The
110 department shall approve a certification program if the
111 institute provides evidence of the institute's capacity to
112 implement a competency-based program that includes each of the
113 following:

114 1.a. Participant instruction and assessment in the Florida
115 Educator Accomplished Practices.

116 b. The state-adopted student content standards.

117 c. Scientifically researched and evidence-based reading
118 instructional strategies that improve reading performance for
119 all students, including explicit, systematic, and sequential
120 approaches to teaching phonemic awareness, phonics, vocabulary,
121 fluency, and text comprehension and multisensory intervention
122 strategies instruction.

123 d. Content literacy and mathematical practices.

124 e. Strategies appropriate for instruction of English
125 language learners.

126 f. Strategies appropriate for instruction of students with
127 disabilities.



105382

128 g. School safety.

129 2. An educational plan for each participant to meet
130 certification requirements and demonstrate his or her ability to
131 teach the subject area for which the participant is seeking
132 certification, which is based on an assessment of his or her
133 competency in the areas listed in subparagraph 1.

134 3. Field experiences appropriate to the certification
135 subject area specified in the educational plan with a diverse
136 population of students in a variety of settings under the
137 supervision of qualified educators.

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

143 Section 26. Paragraph (a) of subsection (3) of section
144 1012.585, Florida Statutes, is amended, and paragraph (f) is
145 added to that subsection, to read:

146 1012.585 Process for renewal of professional 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



105382

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



105382

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 27. 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
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 the
214 consolidation of endorsement areas and requirements to the State



105382

215 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
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 28. 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 must:



105382

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

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

254 (b) Each school district shall develop a professional
255 development system as specified in subsection (3). The system
256 shall be developed in consultation with teachers, teacher-
257 educators of Florida College System institutions and state
258 universities, business and community representatives, and local
259 education foundations, consortia, and professional
260 organizations. The professional development system must:

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

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



105382

273 by improved professional performance.

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

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

289 5.4. Include a master plan for inservice activities,
290 pursuant to rules of the State Board of Education, for all
291 district employees from all fund sources. The master plan shall
292 be updated annually by September 1, must be based on input from
293 teachers and district and school instructional leaders, and must
294 use the latest available student achievement data and research
295 to enhance rigor and relevance in the classroom. Each district
296 inservice plan must be aligned to and support the school-based
297 inservice plans and school improvement plans pursuant to s.
298 1001.42(18). Each district inservice plan must provide a
299 description of the training that middle grades instructional
300 personnel and school administrators receive on the district's
301 code of student conduct adopted pursuant to s. 1006.07;



105382

302 integrated digital instruction and competency-based instruction
303 and CAPE Digital Tool certificates and CAPE industry
304 certifications; classroom management; student behavior and
305 interaction; extended learning opportunities for students; and
306 instructional leadership. District plans must be approved by the
307 district school board annually in order to ensure compliance
308 with subsection (1) and to allow for dissemination of research-
309 based best practices to other districts. District school boards
310 must submit verification of their approval to the Commissioner
311 of Education no later than October 1, annually. Each school
312 principal may establish and maintain an individual professional
313 development plan for each instructional employee assigned to the
314 school as a seamless component to the school improvement plans
315 developed pursuant to s. 1001.42(18). An individual professional
316 development plan must be related to specific performance data
317 for the students to whom the teacher is assigned, define the
318 inservice objectives and specific measurable improvements
319 expected in student performance as a result of the inservice
320 activity, and include an evaluation component that determines
321 the effectiveness of the professional development plan.

322 ~~6.5.~~ Include inservice activities for school administrative
323 personnel that address updated skills necessary for
324 instructional leadership and effective school management
325 pursuant to s. 1012.986.

326 ~~7.6.~~ Provide for systematic consultation with regional and
327 state personnel designated to provide technical assistance and
328 evaluation of local professional development programs.

329 ~~8.7.~~ Provide for delivery of professional development by
330 distance learning and other technology-based delivery systems to



105382

331 reach more educators at lower costs.

332 ~~9.8.~~ Provide for the continuous evaluation of the quality
333 and effectiveness of professional development programs in order
334 to eliminate ineffective programs and strategies and to expand
335 effective ones. Evaluations must consider the impact of such
336 activities on the performance of participating educators and
337 their students' achievement and behavior.

338 ~~10.9.~~ For middle grades, emphasize:

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

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

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

348
349 Each school that includes any of grades 6, 7, or 8 must include
350 in its school improvement plan, required under s. 1001.42(18), a
351 description of the specific strategies used by the school to
352 implement each item listed in this subparagraph.

353 11. Provide training to reading coaches, classroom
354 teachers, and school administrators in effective methods of
355 identifying characteristics of conditions such as dyslexia and
356 other causes of diminished phonological processing skills;
357 incorporating instructional techniques into the general
358 education setting which are proven to improve reading
359 performance for all students; and using predictive and other



360 data to make instructional decisions based on individual student
361 needs. The training must help teachers integrate phonemic
362 awareness; phonics, word study, and spelling; reading fluency;
363 vocabulary, including academic vocabulary; and text
364 comprehension strategies into an explicit, systematic, and
365 sequential approach to reading instruction, including
366 multisensory intervention strategies. Each district must provide
367 all elementary grades instructional personnel access to training
368 sufficient to meet the requirements of s. 1012.585(3)(f).

369 (10) For instructional personnel and administrative
370 personnel who have been evaluated as less than effective, a
371 district school board shall require participation in specific
372 professional development programs as provided in subparagraph
373 (4)(b)5. ~~(4)(b)4.~~ as part of the improvement prescription.

374 (11) The department shall disseminate to the school
375 community proven model professional development programs that
376 have demonstrated success in increasing rigorous and relevant
377 content, increasing student achievement and engagement, ~~and~~
378 meeting identified student needs, and providing effective
379 mentorship activities to new teachers and training to teacher
380 mentors. The methods of dissemination must include a web-based
381 statewide performance-support system including a database of
382 exemplary professional development activities, a listing of
383 available professional development resources, training programs,
384 and available technical assistance.

385
386 ===== T I T L E A M E N D M E N T =====

387 And the title is amended as follows:

388 Delete lines 2014 - 2025



105382

389 and insert:
390 amending s. 1001.215, F.S.; revising the duties of the
391 Just Read, Florida! Office; amending s. 1004.04, F.S.;
392 revising core curricula requirements for certain
393 teacher preparation programs to include certain
394 reading instruction and interventions; amending s.
395 1004.85, F.S.; requiring certain educator preparation
396 institutes to provide evidence of specified reading
397 instruction as a condition of program approval and
398 continued approval; amending s. 1012.585, F.S.;
399 revising requirements for renewal of professional
400 teaching certificates; amending s. 1012.586, F.S.;
401 authorizing the department to recommend consolidation
402 of endorsement areas and requirements for endorsements
403 for teacher certificates; requiring the department to
404 review and make recommendations regarding certain
405 subject coverage or endorsement requirements;
406 providing construction; amending s. 1012.98, F.S.;
407 revising duties and requirements for implementation of
408 the School Community Professional Development Act;
409 revising the activities designed to implement the
410 school community professional development act to
411 include specified training relating to a professional
412 development certification and education competency
413 program; revising requirements for school district
414 professional development systems; requiring the
415 department to disseminate professional development
416 programs that meet specified criteria; creating s.