

By Senator Bean

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1                   A bill to be entitled  
2           An act relating to education; amending s. 1001.215,  
3           F.S.; revising the duties of the Just Read, Florida!  
4           Office; amending s. 1001.42, F.S.; requiring certain  
5           schools to include specific information in the  
6           school's improvement plan; requiring certain schools  
7           to implement an early warning system for students who  
8           meet specific criteria; requiring certain school  
9           personnel to monitor data from the early warning  
10          system and perform certain duties when a student  
11          exhibits specified indicators; amending s. 1002.20,  
12          F.S.; revising requirements for notifying a parent of  
13          a student with a substantial reading deficiency;  
14          amending s. 1002.59, F.S.; revising the emergent  
15          literacy and performance standards training course  
16          requirements to include specific reading instruction;  
17          amending s. 1002.67, F.S.; requiring the Office of  
18          Early Learning to approve specific Voluntary  
19          Prekindergarten Education Program assessments and  
20          establish requirements for individuals administering  
21          the assessments; requiring certain prekindergarten  
22          students to receive specific reading instruction;  
23          requiring the office to identify certain guidelines by  
24          rule and provide examples of certain instructional  
25          strategies; amending s. 1002.69, F.S.; conforming  
26          provisions; requiring data from the statewide  
27          kindergarten screening to be used to identify certain  
28          students; amending s. 1004.04, F.S.; revising core  
29          curricula requirements for certain teacher preparation  
30          programs to include certain reading instruction and  
31          interventions; revising certain requirements related  
32          to clinical education training and preservice field

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33 experiences; amending s. 1004.85, F.S.; requiring  
34 certain educator preparation institutes to provide  
35 evidence of specified reading and technology  
36 instruction as a condition of program approval and  
37 continued approval; amending s. 1008.25, F.S.;

38 requiring district school boards to allocate certain  
39 instruction resources to certain students deficient in  
40 reading; revising criteria and requiring the State  
41 Board of Education to identify guidelines for  
42 determining whether certain students have a  
43 substantial deficiency in reading; providing that  
44 students with a substantial reading deficiency must be  
45 covered by certain plans; revising the parental  
46 notification requirements for students with a  
47 substantial deficiency in reading; requiring a school  
48 to provide updates to parents of students who receive  
49 certain services; requiring the Department of  
50 Education to develop or contract with another entity  
51 to develop a handbook containing specific information  
52 for parents of students with a substantial reading  
53 deficiency; defining the terms "dyslexia" and  
54 "dyscalculia"; requiring schools to provide certain  
55 instruction to students who received a good cause  
56 exemption from retention; revising grounds for such  
57 good cause exemption; revising intervention  
58 requirements for certain retained students; revising  
59 provisions relating to the Intensive Acceleration  
60 Class for retained students in certain grades;  
61 revising student progress evaluation requirements;

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62 amending s. 1008.345, F.S.; revising reporting  
63 requirements of the Commissioner of Education relating  
64 to the state system of school improvement and  
65 education accountability; amending s. 1011.67, F.S.;  
66 revising the contents of a comprehensive staff  
67 development plan required for each school district to  
68 receive instructional materials funds; amending s.  
69 1012.585, F.S.; revising requirements for renewal of  
70 professional teaching certificates; amending s.  
71 1012.586, F.S.; authorizing the department to  
72 recommend consolidation of endorsement areas and  
73 requirements for endorsements for teacher  
74 certificates; requiring the department to review and  
75 make recommendations regarding certain subject  
76 coverage or endorsement requirements; providing  
77 construction; amending s. 1012.98, F.S.; revising  
78 duties and requirements for implementation of the  
79 School Community Professional Development Act;  
80 providing an effective date.

81

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

83

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

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

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

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91 (2) Create multiple designations of effective reading  
92 instruction, with accompanying credentials, to enable ~~which~~  
93 ~~encourage~~ all teachers to integrate reading instruction into  
94 their content areas.

95 (3) Provide training to ~~Train~~ K-12 teachers, reading  
96 coaches, and school principals on effective content-area-  
97 specific reading strategies; the integration of content-rich,  
98 nonfiction texts from other core subject areas into reading  
99 instruction; evidence-based reading strategies identified in  
100 subsection (7); and technology tools to improve student reading  
101 performance. For secondary teachers, emphasis shall be on  
102 technical text. These strategies must be developed for all  
103 content areas in the K-12 curriculum.

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

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

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

114 (7) Work with the Florida Center for Reading Research to  
115 identify effective research-based and evidence-based reading  
116 instructional and intervention programs that incorporate  
117 explicit, systematic, sequential, and multisensory approaches to  
118 teaching phonemic awareness, phonics, vocabulary, fluency, and  
119 text comprehension and incorporate decodable or phonetic text

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120 ~~instructional~~ ~~provide information on research-based reading~~  
121 ~~programs and effective reading in the content area strategies.~~  
122 Reading intervention includes evidence-based strategies  
123 frequently used to remediate reading deficiencies and includes  
124 individual instruction, tutoring, mentoring, or the use of  
125 technology that targets specific reading skills and abilities.

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

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

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

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

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

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149 1001.42 Powers and duties of district school board.—The  
150 district school board, acting as a board, shall exercise all  
151 powers and perform all duties listed below:

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

162 (a) *School improvement plans*.—

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

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178 for improving these results. The state board shall adopt rules  
179 establishing thresholds and for determining compliance with this  
180 subparagraph.

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

198 (b) *Early warning system.*—

199 1. A school that serves any students in kindergarten  
200 through grade ~~includes any of grades 6, 7, or 8~~ shall implement  
201 an early warning system to identify students in such grades ~~6,~~  
202 ~~7, and 8~~ who need additional support to improve academic  
203 performance and stay engaged in school. The early warning system  
204 must include the following early warning indicators:

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

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

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

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

215  
216 A school district may identify additional early warning  
217 indicators for use in a school's early warning system.

218 2. A school-based team responsible for implementing the  
219 requirements of this paragraph shall monitor the data from the  
220 early warning system in subparagraph (a)2. The team may include  
221 a school psychologist. When a student exhibits two or more early  
222 warning indicators, the team shall ~~school's child study team~~  
223 ~~under s. 1003.02 or a school-based team formed for the purpose~~  
224 ~~of implementing the requirements of this paragraph shall convene~~  
225 ~~to determine,~~ in consultation with the student's parent,  
226 appropriate intervention strategies for the student unless the  
227 student is already being served by an intervention program at  
228 the direction of a school-based, multidisciplinary team. Data  
229 and information relating to a student's early warning indicators  
230 must be used to inform any intervention strategies provided to  
231 the student ~~The school shall provide at least 10 days' written~~  
232 ~~notice of the meeting to the student's parent, indicating the~~  
233 ~~meeting's purpose, time, and location, and provide the parent~~  
234 ~~the opportunity to participate.~~

235 Section 3. Subsection (11) of section 1002.20, Florida



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236 Statutes, is amended to read:

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

243 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any  
244 K-3 student who exhibits a substantial reading deficiency shall  
245 be immediately notified of the student's deficiency pursuant to  
246 s. 1008.25(5) and ~~with a description and explanation, in terms~~  
247 ~~understandable to the parent, of the exact nature of the~~  
248 ~~student's difficulty in learning and lack of achievement in~~  
249 ~~reading;~~ shall be consulted in the development of a plan, as  
250 described in s. 1008.25(4)(b); ~~and shall be informed that the~~  
251 ~~student will be given intensive reading instruction until the~~  
252 ~~deficiency is corrected. This subsection operates in addition to~~  
253 ~~the remediation and notification provisions contained in s.~~  
254 ~~1008.25 and in no way reduces the rights of a parent or the~~  
255 ~~responsibilities of a school district under that section.~~

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

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

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

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265 appropriate progress of prekindergarten students in developing  
266 emergent literacy skills, including oral communication,  
267 knowledge of print and letters, phonemic and phonological  
268 awareness, and vocabulary and comprehension development. Each  
269 course must address early identification of and intervention for  
270 students experiencing difficulties with emergent literacy skills  
271 and ~~also~~ provide resources containing strategies that allow  
272 students with disabilities and other special needs to derive  
273 maximum benefit from the Voluntary Prekindergarten Education  
274 Program. Successful completion of an emergent literacy training  
275 course approved under this section satisfies requirements for  
276 approved training in early literacy and language development  
277 under ss. 402.305(2)(d)5., 402.313(6), and 402.3131(5).

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

281 1002.67 Performance standards; curricula and  
282 accountability.—

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

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

291 (d) Students who exhibit a deficiency in emergent literacy  
292 skills, including oral communication, knowledge of print and  
293 letters, phonemic and phonological awareness, and vocabulary and

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294 comprehension development, must be provided intensive, explicit,  
295 and systematic instruction.

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

299 (f) The office shall provide examples of appropriate  
300 instructional strategies and supports to remediate identified  
301 deficiencies in emergent literacy skills.

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

304 1002.69 Statewide kindergarten screening; kindergarten  
305 readiness rates; state-approved prekindergarten enrollment  
306 screening; good cause exemption.—

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

318 (2) The statewide kindergarten screening shall provide  
319 objective data concerning each student's readiness for  
320 kindergarten and progress in attaining the performance standards  
321 adopted by the office under s. 1002.67(1). Data from the  
322 screening, along with other available data, must be used to

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323 identify students in need of intervention and support pursuant  
324 to s. 1008.25(5).

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

328 1004.04 Public accountability and state approval for  
329 teacher preparation programs.—

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

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

334 1. The Florida Educator Accomplished Practices.

335 2. The state-adopted content standards.

336 3. Scientifically researched and evidence-based reading  
337 instruction strategies, including explicit, systematic, and  
338 multisensory approaches to reading instruction and intervention  
339 which are proven to improve reading performance for all  
340 students.

341 4. Content literacy and mathematics practices.

342 5. Strategies appropriate for the instruction of English  
343 language learners.

344 6. Strategies appropriate for the instruction of students  
345 with disabilities.

346 7. School safety.

347 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a  
348 teacher preparation program shall be based upon evidence that  
349 the program continues to implement the requirements for initial  
350 approval and upon significant, objective, and quantifiable  
351 measures of the program and the performance of the program

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352 completers.

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

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

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

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

366 ~~4.3.~~ Evidence of performance in each of the following  
367 areas:

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

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

373 c. Performance of students in prekindergarten through grade  
374 12 who are assigned to in-field program completers on statewide  
375 assessments using the results of the student learning growth  
376 formula adopted under s. 1012.34.

377 d. Performance of students in prekindergarten through grade  
378 12 who are assigned to in-field program completers aggregated by  
379 student subgroup, as defined in the federal Elementary and  
380 Secondary Education Act (ESEA), 20 U.S.C. s.

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381 6311(b)(2)(C)(v)(II), as a measure of how well the program  
382 prepares teachers to work with a diverse population of students  
383 in a variety of settings in Florida public schools.

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

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

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

398 (a) All individuals in postsecondary teacher preparation  
399 programs who instruct or supervise preservice field experience  
400 courses or internships in which a candidate demonstrates his or  
401 her impact on student learning growth shall have the following:  
402 specialized training in clinical supervision; at least 3 years  
403 of successful, relevant prekindergarten through grade 12  
404 teaching, student services, or school administration experience;  
405 and an annual demonstration of experience in a relevant  
406 prekindergarten through grade 12 school setting as defined by  
407 State Board of Education rule.

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

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

421 2. All instructional personnel who supervise or direct  
422 teacher preparation students during field experience courses or  
423 internships in another state, in which a candidate demonstrates  
424 his or her impact on student learning growth, through a Florida  
425 online or distance program must have received "clinical  
426 educator" training or its equivalent in that state, hold a valid  
427 professional certificate issued by the state in which the field  
428 experience takes place, and have at least 3 years of teaching  
429 experience in prekindergarten through grade 12.

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

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439 in prekindergarten through grade 12.

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

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

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

463 1004.85 Postsecondary educator preparation institutes.—

464 (3) Educator preparation institutes approved pursuant to  
465 this section may offer competency-based certification programs  
466 specifically designed for noneducation major baccalaureate  
467 degree holders to enable program participants to meet the



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468 educator certification requirements of s. 1012.56. An educator  
469 preparation institute choosing to offer a competency-based  
470 certification program pursuant to the provisions of this section  
471 must implement a program previously approved by the Department  
472 of Education for this purpose or a program developed by the  
473 institute and approved by the department for this purpose.  
474 Approved programs shall be available for use by other approved  
475 educator preparation institutes.

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

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

486 b. The state-adopted student content standards.

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

492 d. Content literacy and mathematical practices.

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

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

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497 g. School safety.

498 2. An educational plan for each participant to meet  
499 certification requirements and demonstrate his or her ability to  
500 teach the subject area for which the participant is seeking  
501 certification, which is based on an assessment of his or her  
502 competency in the areas listed in subparagraph 1.

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

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

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

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

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

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526 1008.25 Public school student progression; student support;  
527 reporting requirements.—

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

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

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

538 (4) ASSESSMENT AND SUPPORT.—

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

544 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

545 (a) Any student in kindergarten through grade 3 who  
546 exhibits a substantial deficiency in reading, based upon  
547 screening, diagnostic, progress monitoring, or assessment data;  
548 ~~locally determined or statewide assessments; conducted in~~  
549 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~  
550 ~~observations,~~ must be provided given intensive, explicit,  
551 systematic, and multisensory reading interventions instruction  
552 immediately following the identification of the reading  
553 deficiency. A school may not wait for a student to receive a  
554 failing grade at the end of a grading period to identify the

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555 student as having a substantial reading deficiency and initiate  
556 intensive reading interventions. The student's reading  
557 proficiency must be monitored and the intensive interventions  
558 ~~instruction~~ must continue until the student demonstrates grade  
559 level proficiency in a manner determined by the district, which  
560 may include achieving a Level 3 on the statewide, standardized  
561 English Language Arts assessment. The State Board of Education  
562 shall identify by rule guidelines for determining whether a  
563 student in kindergarten through grade 3 has a substantial  
564 deficiency in reading.

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

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

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

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

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

582 5. Opportunities to observe effective instruction and  
583 intervention strategies in the classroom; to receive literacy

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

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

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

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

606  
607 After initial notification, the school shall apprise the parent,  
608 at least monthly, of the student's growth toward meeting goals  
609 based on the student's grade level. These communications must  
610 explain any additional interventions or supports that will be  
611 used to accelerate the student's progress if the interventions  
612 and supports already being implemented have not resulted in

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613 improvement.

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

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

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

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

641 (6) ELIMINATION OF SOCIAL PROMOTION.—

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642 (b) The district school board may only exempt students from  
643 mandatory retention, as provided in paragraph (5) (b), for good  
644 cause. A student who is promoted to grade 4 with a good cause  
645 exemption shall be provided intensive reading instruction and  
646 intervention that include specialized diagnostic information and  
647 specific reading strategies to meet the needs of each student so  
648 promoted. The school district shall assist schools and teachers  
649 with the implementation of explicit, systematic, and  
650 multisensory reading instruction and intervention strategies for  
651 students promoted with a good cause exemption which research has  
652 shown to be successful in improving reading among students who  
653 have reading difficulties. Good cause exemptions are limited to  
654 the following:

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

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

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

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

670 5. Students with disabilities who take the statewide,

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671 standardized English Language Arts assessment and who have an  
672 individual education plan or a Section 504 plan that reflects  
673 that the student has received intensive instruction in reading  
674 or English Language Arts for more than 2 years but still  
675 demonstrates a deficiency and was previously retained in  
676 kindergarten, grade 1, grade 2, or grade 3.

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

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

693 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
694 STUDENTS.—

695 (a) Students retained under ~~the provisions of~~ paragraph  
696 (5) (b) must be provided intensive interventions in reading to  
697 ameliorate the student's specific reading deficiency and prepare  
698 the student for promotion to the next grade. These  
699 interventions, as identified by a valid and reliable diagnostic



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700 ~~assessment. This intensive intervention~~ must include:

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

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

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

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

715 ~~1. Provide third grade students who are retained under the~~  
716 ~~provisions of paragraph (5) (b) with intensive instructional~~  
717 ~~services and supports to remediate the identified areas of~~  
718 ~~reading deficiency, including participation in the school~~  
719 ~~district's summer reading camp as required under paragraph (a),~~  
720 ~~and a minimum of 90 minutes of daily, uninterrupted,~~  
721 ~~scientifically research-based reading instruction which includes~~  
722 ~~phonemic awareness, phonics, fluency, vocabulary, and~~  
723 ~~comprehension and other strategies prescribed by the school~~  
724 ~~district, which may include, but are not limited to:~~

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

727 b. Small group instruction.

728 c. Reduced teacher-student ratios.

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729 d. More frequent progress monitoring.  
730 e. Tutoring or mentoring.  
731 f. Transition classes containing 3rd and 4th grade  
732 students.  
733 g. Extended school day, week, or year.

734 (b) Each school district shall:

735 1.2. Provide written notification to the parent of a  
736 student who is retained under ~~the provisions of~~ paragraph (5) (b)  
737 that his or her child has not met the proficiency level required  
738 for promotion and the reasons the child is not eligible for a  
739 good cause exemption as provided in paragraph (6) (b). The  
740 notification must comply with paragraph (5) (c) ~~the provisions of~~  
741 ~~s. 1002.20(15)~~ and must include a description of proposed  
742 interventions and supports that will be provided to the child to  
743 remediate the identified areas of reading deficiency.

744 2.3. Implement a policy for the midyear promotion of a  
745 student retained under ~~the provisions of~~ paragraph (5) (b) who  
746 can demonstrate that he or she is a successful and independent  
747 reader and performing at or above grade level in reading or,  
748 upon implementation of English Language Arts assessments,  
749 performing at or above grade level in English Language Arts.  
750 Tools that school districts may use in reevaluating a student  
751 retained may include subsequent assessments, alternative  
752 assessments, and portfolio reviews, in accordance with rules of  
753 the State Board of Education. Students promoted during the  
754 school year after November 1 must demonstrate proficiency levels  
755 in reading equivalent to the level necessary for the beginning  
756 of grade 4. The rules adopted by the State Board of Education  
757 must include standards that provide a reasonable expectation

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758 that the student's progress is sufficient to master appropriate  
759 grade 4 level reading skills.

760 3.4. Provide students who are retained under the provisions  
761 of paragraph (5)(b), including students participating in the  
762 school district's summer reading camp under subparagraph (a)2.,  
763 with a highly effective teacher as determined by the teacher's  
764 performance evaluation under s. 1012.34, and, beginning July 1,  
765 2020, the teacher must also be certified or endorsed in reading.

766 4.5. Establish at each school, when applicable, an  
767 intensive reading acceleration course ~~Class~~ for any student  
768 retained in grade 3 who was previously retained in kindergarten,  
769 grade 1, or grade 2 students who subsequently score Level 1 on  
770 the required statewide, standardized assessment identified in s.  
771 1008.22. The focus of the Intensive Acceleration Class shall be  
772 to increase a child's reading and English Language Arts skill  
773 level at least two grade levels in 1 school year. The intensive  
774 reading acceleration course must provide the following ~~Class~~  
775 ~~shall:~~

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

780 b. Small group instruction.

781 c. Reduced teacher-student ratios.

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

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787        e. A read-at-home plan.

788        ~~a. Be provided to a student in grade 3 who scores Level 1~~

789 ~~on the statewide, standardized English Language Arts assessment~~

790 ~~and who was retained in grade 3 the prior year because of~~

791 ~~scoring Level 1.~~

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

793        ~~e. Provide uninterrupted reading instruction for the~~

794 ~~majority of student contact time each day and incorporate~~

795 ~~opportunities to master the grade 4 Next Generation Sunshine~~

796 ~~State Standards in other core subject areas.~~

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

798 ~~based and has proven results in accelerating student reading~~

799 ~~achievement within the same school year.~~

800        ~~e. Provide intensive language and vocabulary instruction~~

801 ~~using a scientifically research-based program, including use of~~

802 ~~a speech-language therapist.~~

803        (8) ANNUAL REPORT.—

804        (a) In addition to the requirements in paragraph (5) (b),

805 each district school board must annually report to the parent of

806 each student the progress of the student toward achieving state

807 and district expectations for proficiency in English Language

808 Arts, science, social studies, and mathematics. The district

809 school board must report to the parent the student's results on

810 each statewide, standardized assessment. The evaluation of each

811 student's progress must be based upon the student's classroom

812 work, observations, tests, district and state assessments,

813 response to intensive interventions provided under paragraph

814 (5) (a), and other relevant information. Progress reporting must

815 be provided to the parent in writing in a format adopted by the

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816 district school board.

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

819 1008.345 Implementation of state system of school  
820 improvement and education accountability.—

821 (5) The commissioner shall annually report to the State  
822 Board of Education and the Legislature and recommend changes in  
823 state policy necessary to foster school improvement and  
824 education accountability. The report shall include:

825 (a) For each school district:

826 1. The percentage of students, by school and grade level,  
827 demonstrating learning growth in English Language Arts and  
828 mathematics.

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

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

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

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

844 (d) Based upon a review of each school district's reading

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845 plan submitted pursuant to s. 1011.62(9), intervention and  
846 support strategies used by school districts that were effective  
847 in improving the reading performance of students, as indicated  
848 by student performance data, who are identified as having a  
849 substantial reading deficiency pursuant to s. 1008.25(5)(a).

850

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

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

856 1011.67 Funds for instructional materials.—

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

871 Section 12. Paragraph (a) of subsection (3) of section  
872 1012.585, Florida Statutes, is amended, and paragraph (f) is  
873 added to that subsection, to read:

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874 1012.585 Process for renewal of professional certificates.-

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

877 (a) The applicant must earn a minimum of 6 college credits  
878 or 120 inservice points or a combination thereof. For each area  
879 of specialization to be retained on a certificate, the applicant  
880 must earn at least 3 of the required credit hours or equivalent  
881 inservice points in the specialization area. Education in  
882 "clinical educator" training pursuant to s. 1004.04(5)(b) and  
883 credits or points that provide training in the area of  
884 scientifically researched, knowledge-based reading literacy,  
885 including explicit, systematic, and multisensory approaches to  
886 reading instruction and intervention; ~~and~~ computational skills  
887 acquisition;; exceptional student education;; normal child  
888 development;; and the disorders of development may be applied  
889 toward any specialization area. Credits or points that provide  
890 training in the areas of drug abuse, child abuse and neglect,  
891 strategies in teaching students having limited proficiency in  
892 English, or dropout prevention, or training in areas identified  
893 in the educational goals and performance standards adopted  
894 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward  
895 any specialization area, except specialization areas identified  
896 by State Board of Education rule that include reading  
897 instruction or intervention for any students in kindergarten  
898 through grade 6. Credits or points earned through approved  
899 summer institutes may be applied toward the fulfillment of these  
900 requirements. Inservice points may also be earned by  
901 participation in professional growth components approved by the  
902 State Board of Education and specified pursuant to s. 1012.98 in

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903 the district's approved master plan for inservice educational  
904 training; however, such points may not be used to satisfy the  
905 specialization requirements of this paragraph, including, but  
906 not limited to, serving as a trainer in an approved teacher  
907 training activity, serving on an instructional materials  
908 committee or a state board or commission that deals with  
909 educational issues, or serving on an advisory council created  
910 pursuant to s. 1001.452.

911 (f) An applicant for renewal of a professional certificate  
912 in any area of certification identified by State Board of  
913 Education rule that includes reading instruction or intervention  
914 for any students in kindergarten through grade 6, with a  
915 beginning validity date of July 1, 2020, or thereafter, must  
916 earn a minimum of 2 college credits or the equivalent inservice  
917 points in the use of explicit, systematic, and multisensory  
918 approaches to reading instruction and intervention. Such  
919 training must be provided by teacher preparation programs under  
920 s. 1004.04 or s. 1004.85 or approved school district  
921 professional development systems under s. 1012.98. The  
922 requirements in this paragraph may not add to the total hours  
923 required by the department for continuing education or inservice  
924 training.

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

927 1012.586 Additions or changes to certificates; duplicate  
928 certificates.—A school district may process via a Department of  
929 Education website certificates for the following applications of  
930 public school employees:

931 (1) Addition of a subject coverage or endorsement to a



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932 valid Florida certificate on the basis of the completion of the  
933 appropriate subject area testing requirements of s.  
934 1012.56(5) (a) or the completion of the requirements of an  
935 approved school district program or the inservice components for  
936 an endorsement.

937 (a) To reduce duplication, the department may recommend the  
938 consolidation of endorsement areas and requirements to the State  
939 Board of Education.

940 (b) By July 1, 2018, and at least once every 5 years  
941 thereafter, the department shall conduct a review of existing  
942 subject coverage or endorsement requirements in the elementary,  
943 reading, and exceptional student educational areas. The review  
944 must include reciprocity requirements for out-of-state  
945 certificates and requirements for demonstrating competency in  
946 the reading instruction professional development topics listed  
947 in s. 1012.98(4) (b)10. At the conclusion of each review, the  
948 department shall recommend to the state board changes to the  
949 subject coverage or endorsement requirements based upon any  
950 identified instruction or intervention strategies proven to  
951 improve student reading performance, including phonemic  
952 awareness; phonics, word study, and spelling; reading fluency;  
953 vocabulary, including academic vocabulary; and text  
954 comprehension strategies and explicit, systematic, and  
955 multisensory approaches to reading instruction and intervention.  
956 This paragraph does not authorize the state board to establish  
957 any new certification subject coverage.

958  
959 The employing school district shall charge the employee a fee  
960 not to exceed the amount charged by the Department of Education

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961 for such services. Each district school board shall retain a  
962 portion of the fee as defined in the rules of the State Board of  
963 Education. The portion sent to the department shall be used for  
964 maintenance of the technology system, the web application, and  
965 posting and mailing of the certificate.

966 Section 14. Paragraph (b) of subsection (4) of section  
967 1012.98, Florida Statutes, is amended to read:

968 1012.98 School Community Professional Development Act.—

969 (4) The Department of Education, school districts, schools,  
970 Florida College System institutions, and state universities  
971 share the responsibilities described in this section. These  
972 responsibilities include the following:

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

980 1. Be approved by the department. All substantial revisions  
981 to the system shall be submitted to the department for review  
982 for continued approval.

983 2. Be based on analyses of student achievement data and  
984 instructional strategies and methods that support rigorous,  
985 relevant, and challenging curricula for all students. Schools  
986 and districts, in developing and refining the professional  
987 development system, shall also review and monitor school  
988 discipline data; school environment surveys; assessments of  
989 parental satisfaction; performance appraisal data of teachers,

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990 managers, and administrative personnel; and other performance  
991 indicators to identify school and student needs that can be met  
992 by improved professional performance.

993 3. Provide inservice activities coupled with followup  
994 support appropriate to accomplish district-level and school-  
995 level improvement goals and standards. The inservice activities  
996 for instructional personnel shall focus on analysis of student  
997 achievement data, ongoing formal and informal assessments of  
998 student achievement, identification and use of enhanced and  
999 differentiated instructional strategies that emphasize rigor,  
1000 relevance, and reading in the content areas, enhancement of  
1001 subject content expertise, integrated use of classroom  
1002 technology that enhances teaching and learning, classroom  
1003 management, parent involvement, and school safety.

1004 4. Include a master plan for inservice activities, pursuant  
1005 to rules of the State Board of Education, for all district  
1006 employees from all fund sources. The master plan shall be  
1007 updated annually by September 1, must be based on input from  
1008 teachers and district and school instructional leaders, and must  
1009 use the latest available student achievement data and research  
1010 to enhance rigor and relevance in the classroom. Each district  
1011 inservice plan must be aligned to and support the school-based  
1012 inservice plans and school improvement plans pursuant to s.  
1013 1001.42(18). Each district inservice plan must provide a  
1014 description of the training that middle grades instructional  
1015 personnel and school administrators receive on the district's  
1016 code of student conduct adopted pursuant to s. 1006.07;  
1017 integrated digital instruction and competency-based instruction  
1018 and CAPE Digital Tool certificates and CAPE industry

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1019 certifications; classroom management; student behavior and  
1020 interaction; extended learning opportunities for students; and  
1021 instructional leadership. District plans must be approved by the  
1022 district school board annually in order to ensure compliance  
1023 with subsection (1) and to allow for dissemination of research-  
1024 based best practices to other districts. District school boards  
1025 must submit verification of their approval to the Commissioner  
1026 of Education no later than October 1, annually. Each school  
1027 principal may establish and maintain an individual professional  
1028 development plan for each instructional employee assigned to the  
1029 school as a seamless component to the school improvement plans  
1030 developed pursuant to s. 1001.42(18). An individual professional  
1031 development plan must be related to specific performance data  
1032 for the students to whom the teacher is assigned, define the  
1033 inservice objectives and specific measurable improvements  
1034 expected in student performance as a result of the inservice  
1035 activity, and include an evaluation component that determines  
1036 the effectiveness of the professional development plan.

1037 5. Include inservice activities for school administrative  
1038 personnel that address updated skills necessary for  
1039 instructional leadership and effective school management  
1040 pursuant to s. 1012.986.

1041 6. Provide for systematic consultation with regional and  
1042 state personnel designated to provide technical assistance and  
1043 evaluation of local professional development programs.

1044 7. Provide for delivery of professional development by  
1045 distance learning and other technology-based delivery systems to  
1046 reach more educators at lower costs.

1047 8. Provide for the continuous evaluation of the quality and

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1048 effectiveness of professional development programs in order to  
1049 eliminate ineffective programs and strategies and to expand  
1050 effective ones. Evaluations must consider the impact of such  
1051 activities on the performance of participating educators and  
1052 their students' achievement and behavior.

1053 9. For middle grades, emphasize:

1054 a. Interdisciplinary planning, collaboration, and  
1055 instruction.

1056 b. Alignment of curriculum and instructional materials to  
1057 the state academic standards adopted pursuant to s. 1003.41.

1058 c. Use of small learning communities; problem-solving,  
1059 inquiry-driven research and analytical approaches for students;  
1060 strategies and tools based on student needs; competency-based  
1061 instruction; integrated digital instruction; and project-based  
1062 instruction.

1063  
1064 Each school that includes any of grades 6, 7, or 8 must include  
1065 in its school improvement plan, required under s. 1001.42(18), a  
1066 description of the specific strategies used by the school to  
1067 implement each item listed in this subparagraph.

1068 10. Provide training to reading coaches, classroom  
1069 teachers, and school administrators in effective methods of  
1070 identifying characteristics of conditions such as dyslexia and  
1071 other causes of diminished phonological processing skills;  
1072 incorporating instructional techniques into the general  
1073 education setting which are proven to improve reading  
1074 performance for all students; and using predictive and other  
1075 data to make instructional decisions based on individual student  
1076 needs. The training must help teachers integrate phonemic

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1077 awareness; phonics, word study, and spelling; reading fluency;  
1078 vocabulary, including academic vocabulary; and text  
1079 comprehension strategies into an explicit, systematic, and  
1080 multisensory approach to reading instruction and intervention.  
1081 Each district must provide all elementary grades instructional  
1082 personnel access to training sufficient to meet the requirements  
1083 of s. 1012.585(3)(f).

1084 Section 15. This act shall take effect upon becoming a law.