

By Senator Calatayud

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1                   A bill to be entitled  
2       An act relating to reading strategies; amending s.  
3       1001.215, F.S.; requiring that certain reading  
4       instructional and intervention programs exclude  
5       specified programs; amending s. 1004.04, F.S.;  
6       requiring that certain reading instructional  
7       strategies exclude specified programs; amending s.  
8       1004.85, F.S.; requiring that certain reading  
9       instructional strategies exclude specified programs;  
10      amending s. 1006.283, F.S.; requiring that certain  
11      instructional materials exclude specified materials;  
12      amending s. 1006.31, F.S.; requiring that certain  
13      instructional materials exclude specified materials;  
14      amending s. 1011.62, F.S.; requiring that certain  
15      supplemental instructional materials exclude specified  
16      materials; revising a requirement pertaining to school  
17      districts' comprehensive reading plans; amending s.  
18      1012.56, F.S.; requiring that certain reading  
19      instructional strategies exclude specified strategies;  
20      amending s. 1012.98, F.S.; requiring that certain  
21      teacher training exclude specified training; providing  
22      an effective date.

23  
24 Be It Enacted by the Legislature of the State of Florida:

25  
26       Section 1. Subsection (8) of section 1001.215, Florida  
27       Statutes, is amended to read:

28       1001.215 Just Read, Florida! Office.—There is created in  
29       the Department of Education the Just Read, Florida! Office. The

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30 office is fully accountable to the Commissioner of Education and  
31 shall:

32 (8) Work with the Florida Center for Reading Research to  
33 identify scientifically researched and evidence-based reading  
34 instructional and intervention programs that incorporate  
35 explicit, systematic, and sequential approaches to teaching  
36 phonemic awareness, phonics, vocabulary, fluency, and text  
37 comprehension and incorporate decodable or phonetic text  
38 instructional strategies. Reading intervention includes  
39 evidence-based strategies frequently used to remediate reading  
40 deficiencies and includes, but is not limited to, individual  
41 instruction, multisensory approaches, tutoring, mentoring, or  
42 the use of technology that targets specific reading skills and  
43 abilities. The identified reading instructional and intervention  
44 programs for foundational skills may not include those that  
45 employ the three-cueing system model of reading, visual memory  
46 as the primary basis for teaching word recognition, or the  
47 three-cueing system model of reading based on meaning, structure  
48 and syntax, and visual, which is also known as "MSV."

49 Section 2. Paragraph (b) of subsection (2) of section  
50 1004.04, Florida Statutes, is amended to read:

51 1004.04 Public accountability and state approval for  
52 teacher preparation programs.—

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

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

57 1. Candidate instruction and assessment in the Florida  
58 Educator Accomplished Practices across content areas.

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- 59           2. The use of state-adopted content standards to guide  
60           curricula and instruction.
- 61           3. Scientifically researched and evidence-based reading  
62           instructional strategies that improve reading performance for  
63           all students, including explicit, systematic, and sequential  
64           approaches to teaching phonemic awareness, phonics, vocabulary,  
65           fluency, and text comprehension and multisensory intervention  
66           strategies. Instructional strategies for foundational skills may  
67           not include those that employ the three-cueing system model of  
68           reading, visual memory as the primary basis for teaching word  
69           recognition, or the three-cueing system model of reading based  
70           on meaning, structure and syntax, and visual, which is also  
71           known as "MSV."
- 72           4. Content literacy and mathematics practices.
- 73           5. Strategies appropriate for the instruction of English  
74           language learners.
- 75           6. Strategies appropriate for the instruction of students  
76           with disabilities.
- 77           7. Strategies to differentiate instruction based on student  
78           needs.
- 79           8. Strategies and practices to support evidence-based  
80           content aligned to state standards and grading practices.
- 81           9. Strategies appropriate for the early identification of a  
82           student in crisis or experiencing a mental health challenge and  
83           the referral of such student to a mental health professional for  
84           support.
- 85           10. Strategies to support the use of technology in  
86           education and distance learning.
- 87           Section 3. Paragraph (a) of subsection (3) of section

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88 1004.85, Florida Statutes, is amended to read:

89 1004.85 Postsecondary educator preparation institutes.—

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

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

110 1.a. Participant instruction and assessment in the Florida  
111 Educator Accomplished Practices across content areas.

112 b. The use of state-adopted student content standards to  
113 guide curriculum and instruction.

114 c. ~~Scientificallly researched and~~ Evidence-based reading  
115 instructional strategies that improve reading performance for  
116 all students, including explicit, systematic, and sequential

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117 approaches to teaching phonemic awareness, phonics, vocabulary,  
118 fluency, and text comprehension and multisensory intervention  
119 strategies. Reading instructional strategies for foundational  
120 skills may not include those that employ the three-cueing system  
121 model of reading, visual memory as the primary basis for  
122 teaching word recognition, or the three-cueing system model of  
123 reading based on meaning, structure and syntax, and visual,  
124 which is also known as "MSV."

125 d. Content literacy and mathematical practices.

126 e. Strategies appropriate for instruction of English  
127 language learners.

128 f. Strategies appropriate for instruction of students with  
129 disabilities.

130 g. Strategies to differentiate instruction based on student  
131 needs.

132 h. Strategies and practices to support evidence-based  
133 content aligned to state standards and grading practices.

134 i. Strategies appropriate for the early identification of a  
135 student in crisis or experiencing a mental health challenge and  
136 the referral of such student to a mental health professional for  
137 support.

138 j. Strategies to support the use of technology in education  
139 and distance learning.

140 2. An educational plan for each participant to meet  
141 certification requirements and demonstrate his or her ability to  
142 teach the subject area for which the participant is seeking  
143 certification, which is based on an assessment of his or her  
144 competency in the areas listed in subparagraph 1.

145 3. Field experiences appropriate to the certification

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146 subject area specified in the educational plan with a diverse  
147 population of students in a variety of challenging environments,  
148 including, but not limited to, high-poverty schools, urban  
149 schools, and rural schools, under the supervision of qualified  
150 educators. The state board shall determine in rule the amount of  
151 field experience necessary to serve as the teacher of record,  
152 beginning with candidates entering a program in the 2023-2024  
153 school year.

154 4. A certification ombudsman to facilitate the process and  
155 procedures required for participants who complete the program to  
156 meet any requirements related to the background screening  
157 pursuant to s. 1012.32 and educator professional or temporary  
158 certification pursuant to s. 1012.56.

159 Section 4. Subsection (4) of section 1006.283, Florida  
160 Statutes, is amended to read:

161 1006.283 District school board instructional materials  
162 review process.—

163 (4) Instructional materials that have been reviewed by the  
164 district instructional materials reviewers and approved must  
165 have been determined to align with all applicable state  
166 standards pursuant to s. 1003.41 and the requirements in s.  
167 1006.31. Instructional materials for foundational skills may not  
168 include those that employ the three-cueing system model of  
169 reading, visual memory as the primary basis for teaching word  
170 recognition, or the three-cueing system model of reading based  
171 on meaning, structure and syntax, and visual, which is also  
172 known as "MSV." The district school superintendent shall  
173 annually certify to the department that all instructional  
174 materials for core courses used by the district are aligned with

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175 all applicable state standards and have been reviewed, selected,  
176 and adopted by the district school board in accordance with the  
177 school board hearing and public meeting requirements of this  
178 section.

179 Section 5. Subsection (2) of section 1006.31, Florida  
180 Statutes, is amended to read:

181 1006.31 Duties of the Department of Education and school  
182 district instructional materials reviewer.—The duties of the  
183 instructional materials reviewer are:

184 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the  
185 selection criteria listed in s. 1006.34(2)(b) and recommend for  
186 adoption only those instructional materials aligned with the  
187 Next Generation Sunshine State Standards provided for in s.  
188 1003.41. Instructional materials for foundational reading skills  
189 may not include those that employ the three-cueing system model  
190 of reading, visual memory as the primary basis for teaching word  
191 recognition, or the three-cueing system model of reading based  
192 on meaning, structure and syntax, and visual, which is also  
193 known as "MSV." Instructional materials recommended by each  
194 reviewer shall be, to the satisfaction of each reviewer,  
195 accurate, objective, balanced, noninflammatory, current, free of  
196 pornography and material prohibited under s. 847.012, and suited  
197 to student needs and their ability to comprehend the material  
198 presented. Reviewers shall consider for recommendation materials  
199 developed for academically talented students, such as students  
200 enrolled in advanced placement courses. When recommending  
201 instructional materials, each reviewer shall:

202 (a) Include only instructional materials that accurately  
203 portray the ethnic, socioeconomic, cultural, religious,

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204 physical, and racial diversity of our society, including men and  
205 women in professional, career, and executive roles, and the role  
206 and contributions of the entrepreneur and labor in the total  
207 development of this state and the United States.

208 (b) Include only materials that accurately portray,  
209 whenever appropriate, humankind's place in ecological systems,  
210 including the necessity for the protection of our environment  
211 and conservation of our natural resources and the effects on the  
212 human system of the use of tobacco, alcohol, controlled  
213 substances, and other dangerous substances.

214 (c) Include materials that encourage thrift, fire  
215 prevention, and humane treatment of people and animals.

216 (d) Require, when appropriate to the comprehension of  
217 students, that materials for social science, history, or civics  
218 classes contain the Declaration of Independence and the  
219 Constitution of the United States. A reviewer may not recommend  
220 any instructional materials that contain any matter reflecting  
221 unfairly upon persons because of their race, color, creed,  
222 national origin, ancestry, gender, religion, disability,  
223 socioeconomic status, or occupation or otherwise contradict the  
224 principles enumerated under s. 1003.42(3).

225 Section 6. Paragraphs (d) and (e) of subsection (8) of  
226 section 1011.62, Florida Statutes, are amended to read:

227 1011.62 Funds for operation of schools.—If the annual  
228 allocation from the Florida Education Finance Program to each  
229 district for operation of schools is not determined in the  
230 annual appropriations act or the substantive bill implementing  
231 the annual appropriations act, it shall be determined as  
232 follows:



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233 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

234 (d) Funds allocated under this subsection must be used to  
235 provide a system of comprehensive reading instruction to  
236 students enrolled in the prekindergarten-12 programs and certain  
237 students who exhibit a substantial deficiency in early literacy,  
238 which may include the following:

239 1. Additional time per day of evidence-based intensive  
240 reading instruction to students, which may be delivered during  
241 or outside of the regular school day.

242 2. Kindergarten through grade 12 evidence-based intensive  
243 reading interventions.

244 3. Highly qualified reading coaches, who must be endorsed  
245 in reading, to specifically support teachers in making  
246 instructional decisions based on student data, and improve  
247 teacher delivery of effective reading instruction, intervention,  
248 and reading in the content areas based on student need.

249 4. Professional development to help instructional personnel  
250 and certified prekindergarten teachers funded in the Florida  
251 Education Finance Program earn a certification, a credential, an  
252 endorsement, or an advanced degree in scientifically researched  
253 and evidence-based reading instruction.

254 5. Summer reading camps, using only teachers or other  
255 district personnel who possess a micro-credential as specified  
256 in s. 1003.485 or are certified or endorsed in reading  
257 consistent with s. 1008.25(7)(b)3., for all students in  
258 kindergarten through grade 5 who demonstrate a reading  
259 deficiency as determined by district and state assessments.

260 6. Scientifically researched and evidence-based  
261 supplemental instructional materials as identified by the Just

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262 Read, Florida! Office pursuant to s. 1001.215(8). Such  
263 instructional materials for foundational skills may not include  
264 those that employ the three-cueing system model of reading,  
265 visual memory as the primary basis for teaching word  
266 recognition, or the three-cueing system model of reading based  
267 on meaning, structure and syntax, and visual, which is also  
268 known as "MSV."

269 7. Incentives for instructional personnel and certified  
270 prekindergarten teachers funded in the Florida Education Finance  
271 Program who possess a reading certification or endorsement or  
272 micro-credential as specified in s. 1003.485 and provide  
273 educational support to improve student literacy.

274 8. Tutoring in reading.

275 (e)1. Annually, by a date determined by the Department of  
276 Education, each school district shall submit a comprehensive  
277 reading plan approved by the applicable district school board,  
278 charter school governing board, or lab school board of trustees,  
279 for the specific use of the evidence-based reading instruction  
280 allocation, based upon a root-cause analysis. The plan must also  
281 describe how the district prioritizes the assignment of highly  
282 effective teachers, as defined by s. 1012.34(2)(e), to  
283 kindergarten through grade 2 and how reading coaches are  
284 assigned to individual schools. These two provisions must be  
285 approved by the Just Read, Florida! Office. The State Regional  
286 Literacy Director may assist in the development of the plan. The  
287 department shall provide a plan format. A district school board  
288 may use the format developed by the department or a format  
289 developed by the district school board.

290 2. Intensive reading interventions must be delivered by

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291 instructional personnel who possess the micro-credential as  
292 provided in s. 1003.485 or are certified or endorsed in reading  
293 and must incorporate evidence-based strategies identified by the  
294 Just Read, Florida! Office pursuant to s. 1001.215(8).

295 Instructional personnel who possess a micro-credential as  
296 specified in s. 1003.485 and are delivering intensive reading  
297 interventions must be supervised by an individual certified or  
298 endorsed in reading. For the purposes of this subsection, the  
299 term "supervision" means the ability to communicate by way of  
300 telecommunication with or physical presence of the certified or  
301 endorsed personnel for consultation and direction of the actions  
302 of the personnel with the micro-credential.

303 3. By July 1 of each year, the department shall release to  
304 each school district its allocation of appropriated funds. The  
305 department shall evaluate the implementation of each district  
306 plan, including conducting site visits and collecting specific  
307 data on expenditures and reading improvement results. By  
308 February 1 of each year, the department shall report its  
309 findings to the Legislature and the State Board of Education,  
310 including any recommendations for improving implementation of  
311 evidence-based reading and intervention strategies in  
312 classrooms.

313  
314 For purposes of this subsection, the term "evidence-based" means  
315 demonstrating a statistically significant effect on improving  
316 student outcomes or other relevant outcomes as provided in 20  
317 U.S.C. s. 8101(21)(A)(i).

318 Section 7. Paragraph (a) of subsection (8) of section  
319 1012.56, Florida Statutes, is amended to read:

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320 1012.56 Educator certification requirements.—

321 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION  
322 COMPETENCY PROGRAM.—

323 (a) The Department of Education shall develop and each  
324 school district, charter school, and charter management  
325 organization may provide a cohesive competency-based  
326 professional development certification and education competency  
327 program by which instructional staff may satisfy the mastery of  
328 professional preparation and education competence requirements  
329 specified in subsection (6) and rules of the State Board of  
330 Education. Participants must hold a state-issued temporary  
331 certificate. A school district, charter school, or charter  
332 management organization that implements the program shall  
333 provide a competency-based certification program developed by  
334 the Department of Education or developed by the district,  
335 charter school, or charter management organization and approved  
336 by the Department of Education. The program shall include the  
337 following:

338 1. A minimum period of initial preparation before assuming  
339 duties as the teacher of record.

340 2. An option for collaboration with other supporting  
341 agencies or educational entities for implementation.

342 3. A teacher mentorship and induction component.

343 a. Each individual selected by the district as a mentor:

344 (I) Must hold a valid professional certificate issued  
345 pursuant to this section;

346 (II) Must have earned at least 3 years of teaching  
347 experience in prekindergarten through grade 12;

348 (III) Must have completed specialized training in clinical

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349 supervision and participate in ongoing mentor training provided  
350 through the coordinated system of professional development under  
351 s. 1012.98(3)(e);

352 (IV) Must have earned an effective or highly effective  
353 rating on the prior year's performance evaluation under s.  
354 1012.34; and

355 (V) May be a peer evaluator under the district's evaluation  
356 system approved under s. 1012.34.

357 b. The teacher mentorship and induction component must, at  
358 a minimum, provide weekly opportunities for mentoring and  
359 induction activities, including common planning time, ongoing  
360 professional development targeted to a teacher's needs,  
361 opportunities for a teacher to observe other teachers, co-  
362 teaching experiences, and reflection and follow-up ~~followup~~  
363 discussions. Mentorship and induction activities must be  
364 provided for an applicant's first year in the program and may be  
365 provided until the applicant attains his or her professional  
366 certificate in accordance with this section. A principal who is  
367 rated highly effective as determined by his or her performance  
368 evaluation under s. 1012.34 must be provided flexibility in  
369 selecting professional development activities under this  
370 paragraph; however, the activities must be approved by the  
371 department as part of the district's, charter school's, or  
372 charter management organization's program.

373 4. An assessment of teaching performance aligned to the  
374 district's system for personnel evaluation under s. 1012.34  
375 which provides for:

376 a. An initial evaluation of each educator's competencies to  
377 determine an appropriate individualized professional development

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378 plan.

379 b. A summative evaluation to assure successful completion  
380 of the program.

381 5. Professional education preparation content knowledge,  
382 which must be included in the mentoring and induction activities  
383 under subparagraph 3., that includes, but is not limited to, the  
384 following:

385 a. The state standards provided under s. 1003.41, including  
386 scientifically based reading instruction, content literacy, and  
387 mathematical practices, for each subject identified on the  
388 temporary certificate. Reading instructional strategies for  
389 foundational skills may not include those that employ the three-  
390 cueing system model of reading, visual memory as the primary  
391 basis for teaching word recognition, or the three-cueing system  
392 model of reading based on meaning, structure and syntax, and  
393 visual, which is also known as "MSV."

394 b. The educator-accomplished practices approved by the  
395 state board.

396 c. A variety of data indicators for monitoring student  
397 progress.

398 d. Methodologies for teaching students with disabilities.

399 e. Methodologies for teaching students of limited English  
400 proficiency appropriate for each subject area identified on the  
401 temporary certificate.

402 f. Techniques and strategies for operationalizing the role  
403 of the teacher in assuring a safe learning environment for  
404 students.

405 6. Required achievement of passing scores on the subject  
406 area and professional education competency examination required

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407 by State Board of Education rule. Mastery of general knowledge  
408 must be demonstrated as described in subsection (3).

409 7. Beginning with candidates entering a program in the  
410 2022-2023 school year, a candidate for certification in a  
411 coverage area identified pursuant to s. 1012.585(3)(f) must  
412 successfully complete all competencies for a reading  
413 endorsement, including completion of the endorsement practicum  
414 through the candidate's demonstration of mastery of professional  
415 preparation and education competence under paragraph (b).

416 Section 8. Paragraph (b) of subsection (4) of section  
417 1012.98, Florida Statutes, is amended to read:

418 1012.98 School Community Professional Development Act.—

419 (4) The Department of Education, school districts, schools,  
420 Florida College System institutions, and state universities  
421 share the responsibilities described in this section. These  
422 responsibilities include the following:

423 (b) Each school district shall develop a professional  
424 development system as specified in subsection (3). The system  
425 shall be developed in consultation with teachers, teacher-  
426 educators of Florida College System institutions and state  
427 universities, business and community representatives, and local  
428 education foundations, consortia, and professional  
429 organizations. The professional development system must:

430 1. Be reviewed and approved by the department for  
431 compliance with s. 1003.42(3) and this section. All substantial  
432 revisions to the system shall be submitted to the department for  
433 review for continued approval.

434 2. Be based on analyses of student achievement data and  
435 instructional strategies and methods that support rigorous,

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436 relevant, and challenging curricula for all students. Schools  
437 and districts, in developing and refining the professional  
438 development system, shall also review and monitor school  
439 discipline data; school environment surveys; assessments of  
440 parental satisfaction; performance appraisal data of teachers,  
441 managers, and administrative personnel; and other performance  
442 indicators to identify school and student needs that can be met  
443 by improved professional performance.

444 3. Provide inservice activities coupled with follow-up  
445 ~~follow-up~~ support appropriate to accomplish district-level and  
446 school-level improvement goals and standards. The inservice  
447 activities for instructional personnel shall focus on analysis  
448 of student achievement data, ongoing formal and informal  
449 assessments of student achievement, identification and use of  
450 enhanced and differentiated instructional strategies that  
451 emphasize rigor, relevance, and reading in the content areas,  
452 enhancement of subject content expertise, integrated use of  
453 classroom technology that enhances teaching and learning,  
454 classroom management, parent involvement, and school safety.

455 4. Provide inservice activities and support targeted to the  
456 individual needs of new teachers participating in the  
457 professional development certification and education competency  
458 program under s. 1012.56(8)(a).

459 5. Include a master plan for inservice activities, pursuant  
460 to rules of the State Board of Education, for all district  
461 employees from all fund sources. The master plan shall be  
462 updated annually by September 1, must be based on input from  
463 teachers and district and school instructional leaders, and must  
464 use the latest available student achievement data and research



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465 to enhance rigor and relevance in the classroom. Each district  
466 inservice plan must be aligned to and support the school-based  
467 inservice plans and school improvement plans pursuant to s.  
468 1001.42(18). Each district inservice plan must provide a  
469 description of the training that middle grades instructional  
470 personnel and school administrators receive on the district's  
471 code of student conduct adopted pursuant to s. 1006.07;  
472 integrated digital instruction and competency-based instruction  
473 and CAPE Digital Tool certificates and CAPE industry  
474 certifications; classroom management; student behavior and  
475 interaction; extended learning opportunities for students; and  
476 instructional leadership. District plans must be approved by the  
477 district school board annually in order to ensure compliance  
478 with subsection (1) and to allow for dissemination of research-  
479 based best practices to other districts. District school boards  
480 must submit verification of their approval to the Commissioner  
481 of Education no later than October 1, annually. Each school  
482 principal may establish and maintain an individual professional  
483 development plan for each instructional employee assigned to the  
484 school as a seamless component to the school improvement plans  
485 developed pursuant to s. 1001.42(18). An individual professional  
486 development plan must be related to specific performance data  
487 for the students to whom the teacher is assigned, define the  
488 inservice objectives and specific measurable improvements  
489 expected in student performance as a result of the inservice  
490 activity, and include an evaluation component that determines  
491 the effectiveness of the professional development plan.

492 6. Include inservice activities for school administrative  
493 personnel that address updated skills necessary for

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494 instructional leadership and effective school management  
495 pursuant to s. 1012.986.

496 7. Provide for systematic consultation with regional and  
497 state personnel designated to provide technical assistance and  
498 evaluation of local professional development programs.

499 8. Provide for delivery of professional development by  
500 distance learning and other technology-based delivery systems to  
501 reach more educators at lower costs.

502 9. Provide for the continuous evaluation of the quality and  
503 effectiveness of professional development programs in order to  
504 eliminate ineffective programs and strategies and to expand  
505 effective ones. Evaluations must consider the impact of such  
506 activities on the performance of participating educators and  
507 their students' achievement and behavior.

508 10. For middle grades, emphasize:

509 a. Interdisciplinary planning, collaboration, and  
510 instruction.

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

513 c. Use of small learning communities; problem-solving,  
514 inquiry-driven research and analytical approaches for students;  
515 strategies and tools based on student needs; competency-based  
516 instruction; integrated digital instruction; and project-based  
517 instruction.

518

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

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523 11. Provide training to reading coaches, classroom  
524 teachers, and school administrators in effective methods of  
525 identifying characteristics of conditions such as dyslexia and  
526 other causes of diminished phonological processing skills;  
527 incorporating instructional techniques into the general  
528 education setting which are proven to improve reading  
529 performance for all students; and using predictive and other  
530 data to make instructional decisions based on individual student  
531 needs. The training must help teachers integrate phonemic  
532 awareness; phonics, word study, and spelling; reading fluency;  
533 vocabulary, including academic vocabulary; and text  
534 comprehension strategies into an explicit, systematic, and  
535 sequential approach to reading instruction, including  
536 multisensory intervention strategies. Such training for teaching  
537 foundational skills may not include those that employ the three-  
538 cueing system model of reading, visual memory as the primary  
539 basis for teaching word recognition, or the three-cueing system  
540 model of reading based on meaning, structure and syntax, and  
541 visual, which is also known as "MSV." Each district must provide  
542 all elementary grades instructional personnel access to training  
543 sufficient to meet the requirements of s. 1012.585(3)(f).

544 Section 9. This act shall take effect July 1, 2023.