

1 A bill to be entitled
 2 An act relating to reading instruction; amending s.
 3 1001.215, F.S.; revising the duties of the Just Read,
 4 Florida! Office; amending s. 1001.42, F.S.; requiring
 5 certain 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 amending s. 1002.69, F.S.; conforming provisions;
 24 requiring data from the statewide kindergarten
 25 screening to be used to identify certain students;
 26 amending s. 1004.04, F.S.; revising core curricula

27 requirements for certain teacher preparation programs
28 to include certain reading instruction and
29 interventions; amending s. 1004.85, F.S.; requiring
30 certain educator preparation institutes to provide
31 evidence of specified reading instruction as a
32 condition of program approval; amending s. 1008.25,
33 F.S.; requiring district school boards to allocate
34 certain instruction resources to certain students
35 deficient in reading; revising criteria and requiring
36 the State Board of Education to identify guidelines
37 for determining whether certain students have a
38 substantial deficiency in reading; revising the
39 required plans for certain students deficient in
40 reading; revising the parental notification
41 requirements for students with a substantial
42 deficiency in reading; requiring a school to provide
43 updates to parents of students who receive certain
44 services; requiring the Department of Education to
45 develop a handbook containing specific information for
46 parents of students with a substantial reading
47 deficiency; requiring schools to provide certain
48 instruction to students who received a good cause
49 exemption from retention; revising grounds for such
50 good cause exemption; revising intervention
51 requirements for certain retained students; revising
52 provisions relating to the Intensive Acceleration

53 Class for retained students in certain grades;
54 revising student progress evaluation requirements;
55 amending s. 1008.345, F.S.; revising reporting
56 requirements of the Commissioner of Education relating
57 to the state system of school improvement and
58 education accountability; amending s. 1011.67, F.S.;
59 revising the contents of a comprehensive staff
60 development plan required for each school district;
61 requiring certain information to be included in a
62 certification provided to the commissioner from each
63 district school superintendent; creating s. 1012.567,
64 F.S.; requiring candidates for an educator certificate
65 in certain areas to demonstrate competence in
66 specified areas; providing that a teacher
67 certification from another state does not meet
68 competency requirements; requiring the state board to
69 identify teacher certification areas in which
70 candidates must demonstrate competence; requiring
71 certain teacher preparation courses to provide
72 specific instruction in order to receive approval;
73 providing requirements for an endorsement in reading
74 instruction; providing for review of specialization
75 and coverage area requirements for certain education
76 area certifications; providing for rulemaking;
77 amending s. 1012.585, F.S.; revising requirements for
78 renewal of professional teaching certificates;

79 | amending s. 1012.586, F.S.; authorizing the department
 80 | to recommend consolidation of endorsement areas and
 81 | requirements for endorsements for teacher certificate;
 82 | amending s. 1012.98, F.S.; revising duties and
 83 | requirements for implementation of the School
 84 | Community Professional Development Act; providing an
 85 | effective date.

86 |
 87 | Be It Enacted by the Legislature of the State of Florida:
 88 |

89 | Section 1. Section 1001.215, Florida Statutes, is amended
 90 | to read:

91 | 1001.215 Just Read, Florida! Office.—There is created in
 92 | the Department of Education the Just Read, Florida! Office. The
 93 | office is ~~shall be~~ fully accountable to the Commissioner of
 94 | Education and shall:

- 95 | (1) Train ~~highly effective~~ reading coaches.
- 96 | (2) Create multiple designations of effective reading
 97 | instruction, with accompanying credentials, to enable ~~which~~
 98 | ~~encourage~~ all teachers to integrate reading instruction into
 99 | their content areas.
- 100 | (3) Provide training to ~~Train~~ K-12 teachers, reading
 101 | coaches, and school principals on effective content-area-
 102 | specific reading strategies and explicit, systematic, and
 103 | multisensory approaches to reading instruction that are proven
 104 | to improve the reading performance of all students. For

105 secondary teachers, emphasis shall be on technical text. These
 106 strategies must be developed for all content areas in the K-12
 107 curriculum.

108 (4) Provide parents with information and strategies for
 109 assisting their children in reading, including reading in ~~the~~
 110 content areas ~~area~~.

111 (5) Provide technical assistance to school districts in
 112 the development and implementation of district plans for use of
 113 the research-based reading instruction allocation provided in s.
 114 1011.62(9) and annually review and approve such plans.

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

118 (7) Work with the Florida Center for Reading Research to
 119 identify effective research-based and evidence-based reading
 120 instructional and intervention ~~provide information on research-~~
 121 ~~based reading programs and effective reading in the content area~~
 122 strategies. Reading intervention strategies are evidence-based
 123 strategies frequently used to remediate reading deficiencies and
 124 include individual instruction, tutoring, or mentoring that
 125 targets specific reading skills and abilities.

126 (8) Periodically review the Next Generation Sunshine State
 127 Standards for English Language Arts ~~reading at all grade levels.~~

128 (9) Periodically review teacher certification requirements
 129 and examinations, including alternative certification
 130 requirements and examinations ~~exams~~, to ascertain whether the

131 examinations measure the skills needed for evidence-based
132 ~~research-based~~ reading instruction and instructional strategies
133 for teaching reading, including reading in the content areas.

134 (10) Work with teacher preparation programs approved
135 pursuant to ss. ~~s.~~ 1004.04 and 1004.85 to integrate effective,
136 research-based and evidence-based reading instructional and
137 intervention strategies; ~~and~~ reading in ~~the~~ content area
138 instructional strategies; and explicit, systematic, and
139 multisensory reading instructional strategies into teacher
140 preparation programs.

141 (11) Post on its website a list of core and supplemental
142 reading instructional materials for kindergarten through grade 5
143 that meet, at a minimum, all of the following criteria:

144 (a) Use of an explicit, systematic, sequential, and
145 multisensory approach to teaching phonemic awareness, phonics,
146 vocabulary, fluency, and text comprehension.

147 (b) Incorporation of cooperative learning strategies.

148 (c) Incorporation of one-to-one or small group
149 instructional strategies.

150 (d) Incorporation of decodable or phonetic text
151 instructional strategies.

152 (e) Provision of teacher training on well-specified
153 teaching methods and instructional processes designed to
154 implement the materials.

155 (12) ~~(11)~~ Administer grants and perform other functions as
156 necessary to help meet the goal that all students read at their

157 | highest potential ~~grade level~~.

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

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

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

173 | (a) School improvement plans.—

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

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

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

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

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

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

247 1002.20 K-12 student and parent rights.—Parents of public
 248 school students must receive accurate and timely information
 249 regarding their child's academic progress and must be informed
 250 of ways they can help their child to succeed in school. K-12
 251 students and their parents are afforded numerous statutory
 252 rights including, but not limited to, the following:

253 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
 254 K-3 student who exhibits a substantial reading deficiency shall
 255 be immediately notified of the student's deficiency pursuant to
 256 s. 1008.25(5) and ~~with a description and explanation, in terms~~
 257 ~~understandable to the parent, of the exact nature of the~~
 258 ~~student's difficulty in learning and lack of achievement in~~
 259 ~~reading,~~ shall be consulted in the development of a plan, as
 260 described in s. 1008.25(4) (b); ~~and shall be informed that the~~

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

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

268 1002.59 Emergent literacy and performance standards
 269 training courses.—

270 (1) The office shall adopt minimum standards for one or
 271 more training courses in emergent literacy for prekindergarten
 272 instructors. Each course must comprise 5 clock hours and provide
 273 instruction in explicit, systematic, and multisensory
 274 instruction ~~strategies and techniques~~ to address the age-
 275 appropriate progress of prekindergarten students in developing
 276 emergent literacy skills, including oral communication,
 277 knowledge of print and letters, phonemic and phonological
 278 awareness, and vocabulary and comprehension development. Each
 279 course must address early identification of and intervention for
 280 struggling readers and ~~also~~ provide resources containing
 281 strategies that allow students with disabilities and other
 282 special needs to derive maximum benefit from the Voluntary
 283 Prekindergarten Education Program. Successful completion of an
 284 emergent literacy training course approved under this section
 285 satisfies requirements for approved training in early literacy
 286 and language development under ss. 402.305(2)(d)5., 402.313(6),

287 and 402.3131(5).

288 Section 5. Paragraphs (a) and (c) of subsection (3) of
 289 section 1002.67, Florida Statutes, are amended, and paragraph
 290 (d) is added to that subsection, to read:

291 1002.67 Performance standards; curricula and
 292 accountability.—

293 (3)

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

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

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

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

309 1002.69 Statewide kindergarten screening; kindergarten
 310 readiness rates; state-approved prekindergarten enrollment
 311 screening; good cause exemption.—

312 (1) The department shall adopt a statewide kindergarten

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

323 (2) The statewide kindergarten screening shall provide
 324 objective data concerning each student's readiness for
 325 kindergarten and progress in attaining the performance standards
 326 adopted by the office under s. 1002.67(1). Data from the
 327 screening, along with other available data, must be used to
 328 identify students in need of intervention and support pursuant
 329 to s. 1008.25(5).

330 Section 7. Paragraphs (b) and (c) of subsection (2) of
 331 section 1004.04, Florida Statutes, are amended to read:

332 1004.04 Public accountability and state approval for
 333 teacher preparation programs.—

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

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

338 1. The Florida Educator Accomplished Practices.

339 2. The state-adopted content standards.

340 3. Scientifically researched reading instruction,
 341 including explicit, systematic, and multisensory approaches to
 342 reading instruction and intervention that are proven to improve
 343 reading performance for all students.

344 4. Content literacy and mathematics practices.

345 5. Strategies appropriate for the instruction of English
 346 language learners.

347 6. Strategies appropriate for the instruction of students
 348 with disabilities.

349 7. School safety.

350 (c) Each candidate must receive instruction and be
 351 assessed on the uniform core curricula in the candidate's area
 352 or areas of program concentration, including reading instruction
 353 under s. 1012.567, as applicable, during course work and field
 354 experiences.

355 Section 8. Paragraphs (a) and (b) of subsection (3) of
 356 section 1004.85, Florida Statutes, are amended to read:

357 1004.85 Postsecondary educator preparation institutes.—

358 (3) Educator preparation institutes approved pursuant to
 359 this section may offer competency-based certification programs
 360 specifically designed for noneducation major baccalaureate
 361 degree holders to enable program participants to meet the
 362 educator certification requirements of s. 1012.56. An educator
 363 preparation institute choosing to offer a competency-based
 364 certification program pursuant to the provisions of this section

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365 must implement a program previously approved by the Department
366 of Education for this purpose or a program developed by the
367 institute and approved by the department for this purpose.
368 Approved programs shall be available for use by other approved
369 educator preparation institutes.

370 (a) Within 90 days after receipt of a request for
371 approval, the Department of Education shall approve a
372 preparation program pursuant to the requirements of this
373 subsection or issue a statement of the deficiencies in the
374 request for approval. The department shall approve a
375 certification program if the institute provides evidence of the
376 institute's capacity to implement a competency-based program
377 that includes each of the following:

378 1.a. Participant instruction and assessment in the Florida
379 Educator Accomplished Practices.

380 b. The state-adopted student content standards.

381 c. Scientifically researched reading instruction,
382 including explicit, systematic, and multisensory approaches to
383 reading instruction and intervention that are proven to improve
384 reading performance for all students.

385 d. Content literacy and mathematical practices.

386 e. Strategies appropriate for instruction of English
387 language learners.

388 f. Strategies appropriate for instruction of students with
389 disabilities.

390 g. School safety.

391 2. An educational plan for each participant to meet
 392 certification requirements and demonstrate his or her ability to
 393 teach the subject area for which the participant is seeking
 394 certification, which is based on an assessment of his or her
 395 competency in the areas listed in subparagraph 1.

396 3. Field experiences appropriate to the certification
 397 subject area specified in the educational plan with a diverse
 398 population of students in a variety of settings under the
 399 supervision of qualified educators.

400 4. A certification ombudsman to facilitate the process and
 401 procedures required for participants who complete the program to
 402 meet any requirements related to the background screening
 403 pursuant to s. 1012.32 and educator professional or temporary
 404 certification pursuant to s. 1012.56.

405 (b) Each program participant must:

406 1. Meet certification requirements pursuant to s.
 407 1012.56(1) by obtaining a statement of status of eligibility in
 408 the certification subject area of the educational plan and meet
 409 the requirements of s. 1012.56(2) (a)-(f).

410 2. Participate in coursework and field experiences that
 411 are appropriate to his or her educational plan prepared under
 412 paragraph (a), including reading instruction under s. 1012.567,
 413 as applicable.

414 3. Before completion of the program, fully demonstrate his
 415 or her ability to teach the subject area for which he or she is
 416 seeking certification by documenting a positive impact on

417 student learning growth in a prekindergarten through grade 12
 418 setting and achieving a passing score on the professional
 419 education competency examination, the basic skills examination,
 420 and the subject area examination for the subject area
 421 certification which is required by state board rule.

422 Section 9. Subsection (3), paragraph (b) of subsection
 423 (4), paragraphs (a) and (c) of subsection (5), paragraph (b) of
 424 subsection (6), subsection (7), and paragraph (a) of subsection
 425 (8) of section 1008.25, Florida Statutes, are amended, and
 426 paragraph (d) is added to subsection (5) of that section, to
 427 read:

428 1008.25 Public school student progression; student
 429 support; reporting requirements.—

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

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

436 (b) Students who fail to meet performance levels required
 437 for promotion consistent with the district school board's plan
 438 for student progression required in subsection (2) paragraph
 439 ~~(2) (b).~~

440 (4) ASSESSMENT AND SUPPORT.—

441 (b) A student who has a substantial reading deficiency as
 442 determined in paragraph (5) (a) or is not meeting the school

443 ~~district or~~ state requirements for satisfactory performance in
 444 English Language Arts and mathematics must be covered by ~~one of~~
 445 ~~the following plans:~~

446 ~~1. a federally required student plan,~~ such as an
 447 individual education plan,~~;~~

448 ~~2. A schoolwide system of progress monitoring for all~~
 449 ~~students, except a student who scores Level 4 or above on the~~
 450 ~~English Language Arts and mathematics assessments may be~~
 451 ~~exempted from participation by the principal;~~ or

452 ~~3. an individualized progress monitoring plan,~~ or both, as
 453 necessary.

454 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

455 (a) Any student in kindergarten through grade 3 who
 456 exhibits a substantial deficiency in reading,~~;~~ based upon
 457 screening, diagnostic, progress monitoring, or assessment data;
 458 ~~locally determined or statewide assessments; conducted in~~
 459 ~~kindergarten or grade 1, grade 2, or grade 3,~~ or through teacher
 460 observations,~~;~~ must be provided given intensive, explicit,
 461 systematic, and multisensory reading interventions instruction
 462 immediately following the identification of the reading
 463 deficiency. A school may not wait for a student to receive a
 464 failing grade at the end of a grading period to identify the
 465 student as having a substantial reading deficiency and initiate
 466 intensive reading interventions. The student's reading
 467 proficiency must be monitored and the intensive interventions
 468 ~~instruction~~ must continue until the student demonstrates grade

469 level proficiency in a manner determined by the district, which
470 may include achieving a Level 3 on the statewide, standardized
471 English Language Arts assessment. The State Board of Education
472 shall identify by rule guidelines for determining whether a
473 student in kindergarten through grade 3 has a substantial
474 deficiency in reading.

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

478 1. That his or her child has been identified as having a
479 substantial deficiency in reading, including a description and
480 explanation, in terms understandable to the parent, of the exact
481 nature of the student's difficulty in learning and lack of
482 achievement in reading.

483 2. A description of the current services that are provided
484 to the child.

485 3. A description of the proposed intensive interventions
486 ~~supplemental instructional services~~ and supports that will be
487 provided to the child that are designed to remediate the
488 identified area of reading deficiency.

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

493 5. Opportunities to observe effective instruction and
494 intervention strategies in the classroom, receive literacy

495 instruction from the school or through community adult literacy
496 initiatives, and receive strategies the parent can ~~for parents~~
497 ~~to~~ use in helping his or her ~~their~~ child succeed in reading
498 proficiency, which may include a read-at-home plan provided by
499 the school.

500 6. That the statewide, standardized English Language Arts
501 assessment is not the sole determiner of promotion and that
502 additional evaluations, portfolio reviews, and assessments are
503 available to the child to assist parents and the school district
504 in knowing when a child is reading at or above grade level and
505 ready for grade promotion.

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

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

517
518 After initial notification, the school shall apprise the parent
519 of the student's progress in response to the intensive
520 interventions and supports at least once every 2 weeks. These

521 communications must be in writing and must explain any
522 additional interventions or supports that will be used to
523 accelerate the student's progress if the interventions and
524 supports already being implemented have not resulted in
525 improvement.

526 (d) The Department of Education shall develop a handbook
527 that schools must provide to the parent of a student who is
528 identified as having a substantial reading deficiency. The
529 handbook must be made available in an electronic format that is
530 accessible online and must include the following information:

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

534 2. An overview of the procedural requirements for
535 initiating and conducting evaluations for exceptional education
536 eligibility. The overview must include an explanation that a
537 diagnosis of a medical condition alone is not sufficient to
538 establish exceptional education eligibility but may be used to
539 document how that condition relates to the student's eligibility
540 determination and may be disclosed in an eligible student's
541 individual education plan (IEP) when necessary to inform school
542 personnel responsible for implementing the IEP.

543 3. Characteristics of conditions associated with learning
544 disorders, including dyslexia, dysgraphia, dyscalculia, and
545 developmental aphasia.

546 4. A list of resources that support informed parent

547 involvement in decisionmaking processes for students who have
 548 difficulty with learning.

549 (6) ELIMINATION OF SOCIAL PROMOTION.—

550 (b) The district school board may only exempt students
 551 from mandatory retention, as provided in paragraph (5)(b), for
 552 good cause. A student who is promoted to grade 4 with a good
 553 cause exemption shall be provided intensive reading instruction
 554 and intervention that include specialized diagnostic information
 555 and specific reading strategies to meet the needs of each
 556 student so promoted. The school district shall assist schools
 557 and teachers with the implementation of explicit, systematic,
 558 and multisensory reading instruction and intervention strategies
 559 for students promoted with a good cause exemption which research
 560 has shown to be successful in improving reading among students
 561 who have reading difficulties. Good cause exemptions are limited
 562 to the following:

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

567 2. Students with disabilities whose individual education
 568 plan indicates that participation in the statewide assessment
 569 program is not appropriate, consistent with the requirements of
 570 s. 1008.212.

571 3. Students who demonstrate an acceptable level of
 572 performance on an alternative standardized reading or English

573 Language Arts assessment approved by the State Board of
574 Education.

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

578 5. Students with disabilities who take the statewide,
579 standardized English Language Arts assessment and who have an
580 individual education plan or a Section 504 plan that reflects
581 that the student has received intensive instruction in reading
582 or English Language Arts for more than 2 years but still
583 demonstrates a deficiency and was previously retained in
584 kindergarten, grade 1, grade 2, or grade 3.

585 6. Students who have received intensive reading
586 intervention for 2 or more years but still demonstrate a
587 deficiency in reading and who were previously retained in
588 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
589 years. A student may not be retained more than once in grade 3.

590 ~~7. Students who have received intensive remediation in~~
591 ~~reading or English Language Arts for 2 or more years but still~~
592 ~~demonstrate a deficiency and who were previously retained in~~
593 ~~kindergarten, grade 1, grade 2, or grade 3 for a total of 2~~
594 ~~years. Intensive instruction for students so promoted must~~
595 ~~include an altered instructional day that includes specialized~~
596 ~~diagnostic information and specific reading strategies for each~~
597 ~~student. The district school board shall assist schools and~~
598 ~~teachers to implement reading strategies that research has shown~~

599 ~~to be successful in improving reading among low-performing~~
 600 ~~readers.~~

601 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 602 STUDENTS.—

603 (a) Students retained under ~~the provisions of~~ paragraph
 604 (5) (b) must be provided intensive interventions in reading to
 605 ameliorate the student's specific reading deficiency and prepare
 606 the student for promotion to the next grade. These
 607 interventions, ~~as identified by a valid and reliable diagnostic~~
 608 ~~assessment. This intensive intervention must include:~~

609 1. Evidence-based, explicit, systematic, and multisensory
 610 reading instruction in phonemic awareness, phonics, fluency,
 611 vocabulary, and comprehension and other strategies prescribed by
 612 the school district. ~~effective instructional strategies,~~

613 2. Participation in the school district's summer reading
 614 camp, which must incorporate the instructional and intervention
 615 strategies under subparagraph 1, ~~and appropriate teaching~~
 616 ~~methodologies necessary to assist these students in becoming~~
 617 ~~successful readers, able to read at or above grade level, and~~
 618 ~~ready for promotion to the next grade.~~

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

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

623 ~~1. Provide third grade students who are retained under the~~
 624 ~~provisions of paragraph (5) (b) with intensive instructional~~

625 ~~services and supports to remediate the identified areas of~~
 626 ~~reading deficiency, including participation in the school~~
 627 ~~district's summer reading camp as required under paragraph (a),~~
 628 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
 629 ~~scientifically research-based reading instruction which includes~~
 630 ~~phonemic awareness, phonics, fluency, vocabulary, and~~
 631 ~~comprehension and other strategies prescribed by the school~~
 632 ~~district, which may include, but are not limited to:~~

- 633 a. Integration of science and social studies content
- 634 within the 90-minute block.
- 635 b. Small group instruction.
- 636 c. Reduced teacher-student ratios.
- 637 d. More frequent progress monitoring.
- 638 e. Tutoring or mentoring.
- 639 f. Transition classes containing 3rd and 4th grade
- 640 students.
- 641 g. Extended school day, week, or year.

642 (b) Each school district shall:

643 1.2. ~~Provide written notification to the parent of a~~
 644 ~~student who is retained under the provisions of paragraph (5) (b)~~
 645 ~~that his or her child has not met the proficiency level required~~
 646 ~~for promotion and the reasons the child is not eligible for a~~
 647 ~~good cause exemption as provided in paragraph (6) (b). The~~
 648 ~~notification must comply with paragraph (5) (c) ~~the provisions of~~~~
 649 ~~s. 1002.20(15) and must include a description of proposed~~
 650 ~~interventions and supports that will be provided to the child to~~

651 remediate the identified areas of reading deficiency.

652 ~~2.3.~~ Implement a policy for the midyear promotion of a
 653 student retained under ~~the provisions of~~ paragraph (5) (b) who
 654 can demonstrate that he or she is a successful and independent
 655 reader and performing at or above grade level in reading or,
 656 upon implementation of English Language Arts assessments,
 657 performing at or above grade level in English Language Arts.
 658 Tools that school districts may use in reevaluating a student
 659 retained may include subsequent assessments, alternative
 660 assessments, and portfolio reviews, in accordance with rules of
 661 the State Board of Education. Students promoted during the
 662 school year after November 1 must demonstrate proficiency levels
 663 in reading equivalent to the level necessary for the beginning
 664 of grade 4. The rules adopted by the State Board of Education
 665 must include standards that provide a reasonable expectation
 666 that the student's progress is sufficient to master appropriate
 667 grade 4 level reading skills.

668 ~~3.4.~~ Provide students who are retained under ~~the~~
 669 ~~provisions of~~ paragraph (5) (b) with a highly effective teacher
 670 as determined by the teacher's performance evaluation under s.
 671 1012.34, and, beginning July 1, 2018, the teacher must also be
 672 certified or endorsed in reading.

673 ~~4.5.~~ Establish at each school, when applicable, an
 674 intensive reading acceleration course ~~Class~~ for any student
 675 retained in grade 3 who was previously retained in kindergarten,
 676 grade 1, or grade 2 students who subsequently score Level 1 on

677 ~~the required statewide, standardized assessment identified in s.~~
678 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~
679 ~~to increase a child's reading and English Language Arts skill~~
680 ~~level at least two grade levels in 1 school year. The intensive~~
681 reading acceleration course must provide the following Class
682 shall:

683 a. The integration of science and social studies content
684 in a reading block of no less than 90 minutes.

685 b. Small group instruction.

686 c. Reduced teacher-student ratios.

687 d. The use of explicit, systematic, and multisensory
688 reading interventions, including intensive language and
689 vocabulary instruction and use of a speech-language therapist if
690 necessary, that have proven results in accelerating student
691 reading achievement within the same school year.

692 e. A read-at-home plan.

693 ~~a. Be provided to a student in grade 3 who scores Level 1~~
694 ~~on the statewide, standardized English Language Arts assessment~~
695 ~~and who was retained in grade 3 the prior year because of~~
696 ~~scoring Level 1.~~

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

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

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

703 ~~based and has proven results in accelerating student reading~~
 704 ~~achievement within the same school year.~~

705 ~~e. Provide intensive language and vocabulary instruction~~
 706 ~~using a scientifically research-based program, including use of~~
 707 ~~a speech-language therapist.~~

708 (8) ANNUAL REPORT.—

709 (a) In addition to the requirements in paragraph (5)(b),
 710 each district school board must annually report to the parent of
 711 each student the progress of the student toward achieving state
 712 and district expectations for proficiency in English Language
 713 Arts, science, social studies, and mathematics. The district
 714 school board must report to the parent the student's results on
 715 each statewide, standardized assessment. The evaluation of each
 716 student's progress must be based upon the student's classroom
 717 work, observations, tests, district and state assessments,
 718 response to intensive interventions provided under paragraph
 719 (5)(a), and other relevant information. Progress reporting must
 720 be provided to the parent in writing in a format adopted by the
 721 district school board.

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

724 1008.345 Implementation of state system of school
 725 improvement and education accountability.—

726 (5) The commissioner shall annually report to the State
 727 Board of Education and the Legislature and recommend changes in
 728 state policy necessary to foster school improvement and

729 education accountability. The report shall include:

730 (a) For each school district:

731 1. The percentage of students, by school and grade level,
732 demonstrating learning growth in English Language Arts and
733 mathematics.

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

737 3. The information contained in the school district's
738 annual report required under s. 1008.25(8).

739 (b) Intervention and support strategies used by school
740 districts ~~boards~~ whose students in both the highest and lowest
741 quartiles exceed the statewide average learning growth for
742 students in those quartiles.

743 (c) Intervention and support strategies used by school
744 districts ~~boards~~ whose schools provide educational services to
745 youth in Department of Juvenile Justice programs that
746 demonstrate learning growth in English Language Arts and
747 mathematics that exceeds the statewide average learning growth
748 for students in those subjects.

749 (d) Based upon a review of each school district's reading
750 plan submitted pursuant to s. 1011.62(9), intervention and
751 support strategies used by school districts that were effective
752 in improving the reading performance of students, as indicated
753 by student performance data, who are identified as having a
754 substantial reading deficiency pursuant to s. 1008.25(5)(a).

755
 756 School reports shall be distributed pursuant to this subsection
 757 and s. 1001.42(18)(c) and according to rules adopted by the
 758 State Board of Education.

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

761 1011.67 Funds for instructional materials.—

762 (2) (a) Annually by July 1 and before ~~prior to~~ the release
 763 of instructional materials funds, each district school
 764 superintendent shall certify to the Commissioner of Education
 765 that the district school board has approved a comprehensive
 766 staff development plan that supports fidelity of implementation
 767 of instructional materials programs, including. ~~The report shall~~
 768 ~~include~~ verification that training was provided; and that the
 769 materials are being implemented as designed; and, beginning
 770 April 1, 2019, for core reading materials and supplemental
 771 intervention reading materials used in kindergarten through
 772 grade 5, that the materials have been identified by the Just
 773 Read, Florida! Office as meeting the requirements of s.
 774 1001.215(11). This paragraph does not preclude school districts
 775 from purchasing or using other materials to supplement reading
 776 instruction and provide additional skills practice.

777 (b) Each district school superintendent shall, as part of
 778 the certification under paragraph (a), report the number and
 779 percentage of the district's K-5 instructional personnel who
 780 have received training to implement the core and supplemental

781 intervention reading materials. The district school
 782 superintendent shall also report the process and timeline by
 783 which the remaining K-5 personnel will be provided the training,
 784 including those newly hired by the district.

785 Section 12. Section 1012.567, Florida Statutes, is created
 786 to read:

787 1012.567 Certification and endorsement of elementary
 788 reading instructors.—

789 (1) CERTIFICATION.—

790 (a) Beginning January 1, 2018, a candidate for an educator
 791 certificate in an area involving reading instruction or
 792 intervention for any students in kindergarten through grade 6
 793 must, as part of the certification process, demonstrate
 794 competence in the following:

795 1. Identifying characteristics of conditions such as
 796 dyslexia and other causes of diminished phonological processing
 797 skills.

798 2. Using explicit, systematic, and multisensory approaches
 799 to reading instruction and intervention that are proven to
 800 improve reading performance for all students.

801 3. Using predictive data to make instructional decisions
 802 based on individual student needs.

803

804 The State Board of Education shall adopt by rule the minimum
 805 requirements for instruction provided by teacher preparation
 806 programs and school districts for this purpose.

807 (b) Documentation of a valid professional standard
808 teaching certificate issued by another state is not sufficient
809 to meet the requirements of paragraph (a). The State Board of
810 Education shall establish a procedure by which a candidate who
811 holds a certificate issued by another state may demonstrate
812 competence as required in paragraph (a).

813 (c) The State Board of Education shall identify by rule
814 certification areas in which candidates must demonstrate
815 competence as provided in paragraph (a) as part of the
816 certification process.

817 (d) To receive initial or continued approval, a teacher
818 preparation program under s. 1004.04 or s. 1004.85 must provide
819 instruction in the skills and strategies listed in paragraph (a)
820 to candidates for certificates in the areas identified by the
821 state board pursuant to paragraph (c).

822 (2) ENDORSEMENT.—Beginning January 1, 2018, the
823 specialization requirements for an endorsement in reading
824 instruction must include at least 3 semester hours of
825 instruction in explicit, systematic, and multisensory approaches
826 to reading instruction and intervention that are proven to
827 improve reading performance for all students. This instruction
828 may be incorporated into semester hour requirements established
829 in State Board of Education rule.

830 (3) REVIEW.—By July 1, 2017, and at least once every 5
831 years thereafter, the department shall conduct a review of
832 specialization and coverage area requirements in the elementary,

833 reading, and exceptional student educational areas. At the
 834 conclusion of each review, the department shall recommend to the
 835 State Board of Education changes to the specialization and
 836 coverage area requirements based upon any identified
 837 instructional or intervention strategies proven to improve
 838 student reading performance.

839 (4) STATE BOARD RULES.—The State Board of Education shall
 840 adopt rules pursuant to ss. 120.536 and 120.54 as necessary to
 841 implement this section.

842 Section 13. Paragraph (a) of subsection (3) of section
 843 1012.585, Florida Statutes, is amended, and paragraph (f) is
 844 added to that subsection, to read:

845 1012.585 Process for renewal of professional
 846 certificates.—

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

849 (a) The applicant must earn a minimum of 6 college credits
 850 or 120 inservice points or a combination thereof. For each area
 851 of specialization to be retained on a certificate, the applicant
 852 must earn at least 3 of the required credit hours or equivalent
 853 inservice points in the specialization area. Education in
 854 "clinical educator" training pursuant to s. 1004.04(5)(b) and
 855 credits or points that provide training in the area of
 856 scientifically researched, knowledge-based reading literacy,
 857 including explicit, systematic, and multisensory approaches to
 858 reading instruction and intervention; ~~and~~ computational skills

859 acquisition;7 exceptional student education;7 normal child
 860 development;7 and the disorders of development may be applied
 861 toward any specialization area. Credits or points that provide
 862 training in the areas of drug abuse, child abuse and neglect,
 863 strategies in teaching students having limited proficiency in
 864 English, or dropout prevention, or training in areas identified
 865 in the educational goals and performance standards adopted
 866 pursuant to ss. 1000.03(5) and 1008.345 may be applied toward
 867 any specialization area, except specialization areas identified
 868 by State Board of Education rule as involving reading
 869 instruction or intervention for any students in kindergarten
 870 through grade 6 under s. 1012.567(1)(c). Credits or points
 871 earned through approved summer institutes may be applied toward
 872 the fulfillment of these requirements. Inservice points may also
 873 be earned by participation in professional growth components
 874 approved by the State Board of Education and specified pursuant
 875 to s. 1012.98 in the district's approved master plan for
 876 inservice educational training; however, such points may not be
 877 used to satisfy the specialization requirements of this
 878 paragraph, including, but not limited to, serving as a trainer
 879 in an approved teacher training activity, serving on an
 880 instructional materials committee or a state board or commission
 881 that deals with educational issues, or serving on an advisory
 882 council created pursuant to s. 1001.452.

883 (f) Beginning January 1, 2018, an applicant for renewal of
 884 a professional certificate in any area of certification

885 identified by State Board of Education rule pursuant to s.
 886 1012.567(1)(c) must earn a minimum of 2 college credits or the
 887 equivalent inservice points in the use of explicit, systematic,
 888 and multisensory approaches to reading instruction and
 889 intervention. Such training must be provided by teacher
 890 preparation programs under s. 1004.04 or s. 1004.85 or approved
 891 school district professional development systems under s.
 892 1012.98. The requirements in this paragraph may not add to the
 893 total hours required by the department for continuing education
 894 or inservice training.

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

897 1012.586 Additions or changes to certificates; duplicate
 898 certificates.—A school district may process via a Department of
 899 Education website certificates for the following applications of
 900 public school employees:

901 (1) Addition of a subject coverage or endorsement to a
 902 valid Florida certificate on the basis of the completion of the
 903 appropriate subject area testing requirements of s.
 904 1012.56(5)(a) or the completion of the requirements of an
 905 approved school district program or the inservice components for
 906 an endorsement. To reduce duplication, the department may
 907 recommend the consolidation of endorsement areas and
 908 requirements to the State Board of Education.

909
 910 The employing school district shall charge the employee a fee

911 not to exceed the amount charged by the Department of Education
 912 for such services. Each district school board shall retain a
 913 portion of the fee as defined in the rules of the State Board of
 914 Education. The portion sent to the department shall be used for
 915 maintenance of the technology system, the web application, and
 916 posting and mailing of the certificate.

917 Section 15. Paragraph (b) of subsection (4) of section
 918 1012.98, Florida Statutes, is amended, and paragraph (e) is
 919 added to subsection (3) of that section, to read:

920 1012.98 School Community Professional Development Act.—

921 (3) The activities designed to implement this section
 922 must:

923 (e) Provide all elementary grades instructional personnel
 924 without a reading endorsement with training sufficient to earn
 925 the endorsement before attainment or renewal of a professional
 926 certificate pursuant to s. 1012.56 or s. 1012.585.

927 (4) The Department of Education, school districts,
 928 schools, Florida College System institutions, and state
 929 universities share the responsibilities described in this
 930 section. These responsibilities include the following:

931 (b) Each school district shall develop a professional
 932 development system as specified in subsection (3). The system
 933 shall be developed in consultation with teachers, teacher-
 934 educators of Florida College System institutions and state
 935 universities, business and community representatives, and local
 936 education foundations, consortia, and professional

937 organizations. The professional development system must:

938 1. Be approved by the department. All substantial

939 revisions to the system shall be submitted to the department for

940 review for continued approval.

941 2. Be based on analyses of student achievement data and

942 instructional strategies and methods that support rigorous,

943 relevant, and challenging curricula for all students. Schools

944 and districts, in developing and refining the professional

945 development system, shall also review and monitor school

946 discipline data; school environment surveys; assessments of

947 parental satisfaction; performance appraisal data of teachers,

948 managers, and administrative personnel; and other performance

949 indicators to identify school and student needs that can be met

950 by improved professional performance.

951 3. Provide inservice activities coupled with followup

952 support appropriate to accomplish district-level and school-

953 level improvement goals and standards. The inservice activities

954 for instructional personnel shall focus on analysis of student

955 achievement data, ongoing formal and informal assessments of

956 student achievement, identification and use of enhanced and

957 differentiated instructional strategies that emphasize rigor,

958 relevance, and reading in the content areas, enhancement of

959 subject content expertise, integrated use of classroom

960 technology that enhances teaching and learning, classroom

961 management, parent involvement, and school safety.

962 4. Include a master plan for inservice activities,

963 pursuant to rules of the State Board of Education, for all
 964 district employees from all fund sources. The master plan shall
 965 be updated annually by September 1, must be based on input from
 966 teachers and district and school instructional leaders, and must
 967 use the latest available student achievement data and research
 968 to enhance rigor and relevance in the classroom. Each district
 969 inservice plan must be aligned to and support the school-based
 970 inservice plans and school improvement plans pursuant to s.
 971 1001.42(18). Each district inservice plan must provide a
 972 description of the training that middle grades instructional
 973 personnel and school administrators receive on the district's
 974 code of student conduct adopted pursuant to s. 1006.07;
 975 integrated digital instruction and competency-based instruction
 976 and CAPE Digital Tool certificates and CAPE industry
 977 certifications; classroom management; student behavior and
 978 interaction; extended learning opportunities for students; and
 979 instructional leadership. District plans must be approved by the
 980 district school board annually in order to ensure compliance
 981 with subsection (1) and to allow for dissemination of research-
 982 based best practices to other districts. District school boards
 983 must submit verification of their approval to the Commissioner
 984 of Education no later than October 1, annually. Each school
 985 principal may establish and maintain an individual professional
 986 development plan for each instructional employee assigned to the
 987 school as a seamless component to the school improvement plans
 988 developed pursuant to s. 1001.42(18). An individual professional

989 development plan must be related to specific performance data
 990 for the students to whom the teacher is assigned, define the
 991 inservice objectives and specific measurable improvements
 992 expected in student performance as a result of the inservice
 993 activity, and include an evaluation component that determines
 994 the effectiveness of the professional development plan.

995 5. Include inservice activities for school administrative
 996 personnel that address updated skills necessary for
 997 instructional leadership and effective school management
 998 pursuant to s. 1012.986.

999 6. Provide for systematic consultation with regional and
 1000 state personnel designated to provide technical assistance and
 1001 evaluation of local professional development programs.

1002 7. Provide for delivery of professional development by
 1003 distance learning and other technology-based delivery systems to
 1004 reach more educators at lower costs.

1005 8. Provide for the continuous evaluation of the quality
 1006 and effectiveness of professional development programs in order
 1007 to eliminate ineffective programs and strategies and to expand
 1008 effective ones. Evaluations must consider the impact of such
 1009 activities on the performance of participating educators and
 1010 their students' achievement and behavior.

1011 9. For middle grades, emphasize:

1012 a. Interdisciplinary planning, collaboration, and
 1013 instruction.

1014 b. Alignment of curriculum and instructional materials to

1015 the state academic standards adopted pursuant to s. 1003.41.

1016 c. Use of small learning communities; problem-solving,
 1017 inquiry-driven research and analytical approaches for students;
 1018 strategies and tools based on student needs; competency-based
 1019 instruction; integrated digital instruction; and project-based
 1020 instruction.

1021
 1022 Each school that includes any of grades 6, 7, or 8 must include
 1023 in its school improvement plan, required under s. 1001.42(18), a
 1024 description of the specific strategies used by the school to
 1025 implement each item listed in this subparagraph.

1026 10. Provide training to reading coaches, classroom
 1027 teachers, and school administrators in effective methods of
 1028 identifying characteristics of conditions such as dyslexia and
 1029 other causes of diminished phonological processing skills;
 1030 incorporating instructional techniques into the general
 1031 education setting that are proven to improve reading performance
 1032 for all students; and using predictive data to make
 1033 instructional decisions based on individual student needs. The
 1034 training must help teachers integrate phonemic awareness;
 1035 phonics, word study, and spelling; reading fluency; vocabulary,
 1036 including academic vocabulary; and text comprehension strategies
 1037 into an explicit, systematic, and multisensory approach to
 1038 reading instruction and intervention.

1039 Section 16. This act shall take effect upon becoming a
 1040 law.