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MEMORANDUM

TO: School District Superintendents

FROM: Jacob Oliva

DATE: October 4, 2019

SUBJECT: 2020 Requirements for Teachers to be Certified or Endorsed in Reading

Contact Information:

Richard Myhre

850-245-0503

Richard.Myhre@fldoe.org

DPS: 2019-153

The purpose of this memorandum is to provide further technical assistance requested by districts regarding the statutory requirements for certain students to be provided a teacher who is certified or endorsed in reading beginning July 1, 2020.

As a reminder:

- House Bill 7069 (2017) amended section (s.) 1008.25(7), Florida Statutes (F.S.), to require that beginning July 1, 2020, students who are retained in grade three, and attend the district summer reading camp, are provided a teacher who is certified or endorsed in reading. This bill became effective July 1, 2017, giving districts three years to plan for the implementation of this section.
- House Bill 7055 (2018) amended section 1011.62(9), F.S., to require that, beginning with the 2020-2021 school year, intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading. This bill became effective July 1, 2018, giving districts two years to plan for the implementation of this section.

In order to assist districts in implementing these changes the attached document includes frequently asked questions and answers.

JO/rm

Attachment

cc: School District Reading Contacts

JACOB OLIVA
CHANCELLOR OF PUBLIC SCHOOLS

2020 Requirements for Teachers to be Certified or Endorsed in Reading
Frequently Asked Questions
October 4, 2019

General Questions

Are all students retained in third grade, under the provisions of Section 1008.25(5)(b) Florida Statutes (F.S.), required to receive intensive reading interventions?

Yes. Section 1008.25(7)(a), F.S., requires students retained in third grade to be provided intensive interventions in reading to ameliorate the student's specific reading deficiency.

Does every teacher (math, social studies, P.E., music, etc.) of a retained third grade student need to be certified or endorsed in reading?

No. Section 1011.62(9), F.S., requires that, beginning with the 2020-2021 school year, intensive reading interventions must be delivered by a teacher who is certified or endorsed in reading. Thus, only the teacher who is delivering the intensive reading interventions will need to be certified or endorsed in reading.

What guidance does the department provide on identifying students, other than those retained in third grade, to receive intensive reading interventions?

Section 1011.62(9)(d), F.S., states that districts are "allowed reasonable flexibility" when designing their K-12 Comprehensive Research-Based Reading Plan. The *Just Read, Florida!* office (JRF!) issued guidance that districts should ensure their plan identifies a reasonable proportion of students as needing intensive reading interventions compared to local results from both the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Standards Assessment - English Language Arts (FSA-ELA).

For example, if a district historically has 20 percent of their students in Achievement Level 1 on the Grade 3 FSA-ELA, then the locally selected screening, diagnostic or progress monitoring data should be used to identify approximately 20 percent of third grade students to receive intensive reading interventions in order to provide the support necessary to correct these substantial deficiencies in reading.

Note: The department has not required the use of a specific screening, diagnostic or progress monitoring tool other than FLKRS and FSA-ELA.

How does my district identify students to receive intensive reading interventions?

Each district has created Identification/Intervention Decision Tree charts within the K-12 Comprehensive Research-Based Reading Plan. According to s. 1011.62(9), F.S., these plans "shall be developed with input from school district personnel, including teachers and principals," and delineate how each district makes a local determination of which students will receive reading interventions.

All 2019-2020 district plans have been approved and are posted on the JRF! website:
<http://www.fldoe.org/academics/standards/just-read-fl/1920-readingplan.stml>.

Are all teachers required to deliver intensive reading interventions?

No. Districts decide which teachers are selected to deliver the intensive reading interventions including the course and when during the instructional day.

Note: The department has not required districts to mandate every teacher become certified or endorsed in reading, nor has the department required the intensive reading interventions be provided in a specific course.

May teachers who are not certified or endorsed in reading provide the intensive reading interventions and be considered “out-of-field” while working toward earning the reading endorsement?

Yes. In accordance with Rule 6A-1.0503, Florida Administrative Code (F.A.C.), Definition of Qualified Instructional Personnel, teachers who are not certified or endorsed in reading may be considered out-of-field and continue to provide intensive reading interventions as they work toward earning the certification or endorsement in reading.

How many Reading Endorsement Competencies must an “out-of-field” teacher complete each year in order to continue to provide intensive reading interventions?

A teacher who completes at least two of the five reading endorsement competencies per year may continue to provide intensive reading interventions.

Rule 6A-1.0503, F.A.C., states that teachers who are out-of-field must earn six semester hours of college credit, or the equivalent in-service credit, toward the appropriate certification within one calendar year from the date of initial appointment to the out-of-field assignment, and each calendar year thereafter until all requirements are completed.

Note: The department does not require teachers to complete all five competencies of the 300 hour Reading Endorsement in one year.

How can districts assist teachers in earning the reading endorsement?

The Research-Based Reading Allocation may be used to help school district teachers earn certification or endorsement in reading. This includes, but is not limited to:

- Providing the professional development at no cost to the teacher;
- Compensating teachers for participation in the professional development; and
- Compensating teachers for the cost of adding the coverage area to their teaching certificate

How will the department monitor the implementation of these requirements?

Each school must properly report the course in which each qualifying student is receiving either targeted or intensive reading interventions required by the K-12 Comprehensive Research-Based Reading Plan using the Automated Student Information System Data Element #168521, Reading Intervention

Component. JRF! will monitor the reporting of students who are receiving reading interventions to ensure a reasonable percentage of students are reported at each school and that the teacher of record for the course is certified or endorsed in reading.

Further technical assistance will be provided to districts who appear to be either under reporting or over reporting a reasonable percentage of students. This may include site visits to review data collected during the implementation of the K-12 Comprehensive Research-Based Reading Plan.

Note: In accordance with s. 1011.62(9)(d), F.S., the department may withhold funds upon a determination that reading instruction allocation funds are not being used to implement the approved plan.

May paraprofessionals, long-term substitutes, or volunteers provide the required intensive reading interventions?

No. Section 1011.62(9), F.S., states the intensive reading interventions are to be delivered by a teacher who is certified or endorsed in reading.

How does this affect schools on the list of 300 Lowest-Performing Elementary Schools?

Section 1011.62(9), F.S., requires each school district that has a school designated as one of the 300 lowest-performing elementary schools to specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading intervention strategies that will be used for the required additional hour of reading instruction. This time may be used by schools to provide the required intensive reading interventions.

Do students receiving intensive reading interventions qualify for Reading Scholarship Accounts?

Students attending public schools in grades 3-5 who received a level 1 or 2 on the prior year FSA-ELA qualify for the \$500 Reading Scholarship Account. More information on the Reading Scholarship can be found at the following site: <http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/reading/>.