

# MODEL LEGISLATION LANGUAGE

## Transforming Colleges of Education

### Teacher Preparation, Professional Development, and Advancement Programs

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**§**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF [insert state name] that all institutes of higher education's (IHE) teacher preparation programs must follow procedures to attract, prepare, support, remediate, and advance high-quality teaching candidates; all IHEs must ensure the professors instructing teaching candidates are knowledgeable in scientifically-based reading, writing, literacy, language, speaking and listening acquisition knowledge; and, all school systems must develop, retain, and advance high-quality teachers. Teachers must be trained in the following areas of effective methods for achieving student reading literacy proficiency:

1. Teaching complex data-validated reading development and reading and writing literacy strategies to a diverse student population;
2. Screening, assessment, and data instruments to direct and advance student literacy skills;
3. Foundational reading instruction in the classroom that is data-validated;
4. SEEDS community reading instruction in general education;
5. Multitier systems of supports and classroom implementation strategies; and,
6. Student accommodations to assess knowledge attainment.

As a part of effective methods for achieving student reading literacy, these educational goals should be achieved by designing and implementing ongoing, quality instruction for teaching candidates, and quality professional development and advancement, or remedial support for all in-service teachers: K – 3 grade Teachers of Reading, Reading Specialists, and Content Area Teachers.

#### **§2.1. New Qualifications, Licenses, and Certifications For All Education Professionals**

The state must issue licenses and certain certification(s) under its jurisdiction to persons qualified and competent for their respective positions in education.

- A. The board requires a teaching candidate to successfully complete a Basic Reading Instruction Competence Teaching Assessment before being granted an initial teaching license to teach content areas in grades 4-12 to any and all pupils.
- B. The board must require a teaching candidate to successfully complete an Advanced Reading Instruction Competence Teaching Assessment to receive a Teacher of Reading Certification before being granted approval to provide instruction to any students in K-3 grades, for all Reading Specialists in elementary and secondary schools, and teachers in ELL, Title I, and Special Education programs.
- C. The board must require colleges and universities offering a board-approved teacher preparation program to provide remedial assistance, including a formal diagnostic component, to teaching candidates who wish to become K-3 classroom teachers and reading specialist grades K-12, to persons enrolled in their institution who did not achieve a qualifying score on the Advanced Reading Instruction Competence Teaching Assessment to earn a Teacher of Reading Certificate, and including those for whom English is a second language.
- D. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score.
- E. School districts, schools, and charter schools must provide similar, appropriate, and timely remedial assistance that includes a formal diagnostic component and mentoring to those persons employed by the district/school who completed their teacher education program both in and outside the state, received a one-year license to teach in the state, and did not achieve a qualifying score on the Advanced Reading Instruction Competence Teaching Assessment to earn a certification,

including those persons for whom English is a second language.

- F. The school districts, schools, and charter schools shall report annually to the state on: the total number of teacher candidates during the most recent school year taking the Basic Reading Instruction Competence Teaching Assessment, and the teacher of reading/teaching specialists taking the Advanced Reading Instruction Competence Teaching Assessment; the number who achieve a qualifying score on the examination(s); the number who do not achieve a qualifying score on the examination(s); the distribution of all candidates' scores; the number of candidates who have taken the examination(s) at least once before; and, the number of candidates who have taken the examination(s) at least once before and achieved a qualifying score.
- G. A person who has completed an approved teacher preparation program and obtained a one-year license to teach, but has not successfully completed the skills Basic Reading Instruction Competence Teaching Assessment or the teacher of reading/teaching specialists Advanced Reading Instruction Competence Teaching Assessment may renew the license for additional one-year periods, contingent upon the licensee
1. Providing evidence of participating in an approved remedial assistance program provided by a school district or postsecondary institution that includes a formal diagnostic component in the specific areas in which the licensee did not obtain qualifying scores; and
  2. Attempting to successfully complete the skills Reading Instruction Competence Teaching Assessment (s) during the period of the one-year extended license.
- H. The state will grant continuing licenses only to those persons who have met board criteria for granting a continuing license, which includes successfully completing the Basic Reading Instruction Competence Teaching Assessment in reading, writing, and mathematics and, for teachers of reading, the teachers of reading certification as witnessed successfully passing the Advanced Reading Instruction Competence Teaching Assessment.
- I. All colleges and universities approved by the state to prepare persons for teacher licensure must include in their teacher preparation programs a common core of teaching knowledge and skills to be acquired by all persons recommended for teacher licensure. These common core standards shall meet the standards developed by the National Governors Association model standards for beginning teacher licensing and development. (Massachusetts, Minnesota, and Connecticut) Amendments to Standards Adopted
- J. School districts, schools, and charter schools shall report annually to the state on the performance of teacher candidates: For teachers of reading report on student reading achievement; for content teachers, report on common core assessments of knowledge and skills under this paragraph during the most recent school year.

## **§2.2 Requirements for All College and University Teacher Preparation Programs**

Reading and writing literacy strategies at all colleges and universities to prepare persons for content area classroom teacher licensure must be approved by the state and include research-based best practices in reading and writing, consistent with Statutes, Section 4.0 of this law, that enable the licensure candidate to know how to teach reading and writing literacy in the candidate's content areas and prepare the licensure candidate for the Basic Reading Instruction Teaching Assessment.

**Teachers of Reading** preparation for grade K–3 teachers and Title I, Special Education, ELL, and reading specialist grades K–12 will implement instruction in research-based, best practices in reading and writing development, consistent with Statutes, Section 4.0 of this law, that enable the candidate to know how to teach reading, writing, speaking, listening, and language to each student using foundational knowledge, practices, and strategies so that all students will achieve continuous progress. To become a certified Teacher of Reading teachers and specialists will pass the Advanced Reading Instruction Teaching Assessment through the implementation of

- A. Board-approved teacher preparation programs for certifying Teachers of Reading in K–3 grade education. The program will require instruction in the application of comprehensive, foundational reading and instruction programs from Statutes, Section 4.0 of this law to include a program or collection of instructional practices that is based on valid, replicated evidence showing that when these programs or practices are used, diverse student populations can be expected to achieve, at a minimum, literacy and satisfactory reading progress.

The program or collection of practices for Teachers of Reading must include, at a minimum, instruction in ten areas of foundational reading instruction (Statutes, Section 4.0.A of this law), to include foundation concepts about oral and written language learning; knowledge of the structure of language; knowledge of SEEDS community and learning disorders; interpretation and administration of assessments for planning instruction; and structured language teaching of

phonology, phonics, and word study, fluent automatic reading of text, vocabulary, text comprehension, and handwriting, spelling, and written expression. All certified Teachers of Reading must be effectively prepared and proficient in the following areas:

1. Foundational concepts about oral and written language learning that include:

- a. understanding and explaining the language processing requirements of proficient reading and writing, including phonological (speech sound) processing, orthographic (print) processing, semantic (meaning) processing, syntactic (sentence level) processing, and discourse (connected text level) processing,
- b. understanding and explaining other aspects of cognition and behavior that affect reading and writing, including attention, executive function, memory, processing speed, and graphomotor control,
- c. defining and identifying environmental, cultural, and social factors that contribute to literacy development, including language spoken at home, language and literacy experiences, and cultural values,
- d. knowing and identifying phases in the typical developmental progression of oral language (semantic, syntactic, and pragmatic), phonological skill, printed word recognition, spelling, reading fluency, reading comprehension, and written expression,
- e. understanding and explaining the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing,
- f. knowing and explaining how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness, phonics and word recognition, spelling, reading and writing fluency, vocabulary, reading comprehension skills and strategies, and written expression),
- g. knowing reasonable goals and expectations for learners at various stages of reading and writing development, and
- h. understanding first and second language acquisition stages, the impact of culture on student performance, knowledge regarding bilingual education and English as a second language programming and teaching methods, knowledge of how to interpret results of students' oral language proficiency in relation to the results of tests measuring academic achievement and cognitive processes, and understanding how to interpret results of similar or parallel tests given in more than one language.

2. Knowledge of the structure of language includes

- a. phonology (the sound system), including how to identify, pronounce, classify, and compare the consonant and vowel phonemes of English,
- b. orthography (the spelling system), including understanding the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek; defining "grapheme" as a functional correspondence unit or representation of a phoneme; recognizing and explaining common orthographic rules and patterns in English; knowing the difference between high frequency and irregular words; and, identifying, explaining, and categorizing six basic syllable types in English spelling,
- c. morphology, including identifying and categorizing common morphemes in English, for example, Anglo-Saxon compounds, inflectional and derivational suffixes, Latin-based prefixes, roots, and derivational suffixes, and Greek-based combining forms,
- d. semantics, including understanding and identifying examples of meaningful word relationships or semantic organization,

- e. syntax, including defining and distinguishing among phrases, dependent clauses, and independent clauses in sentence structures; and, identifying the parts of speech and the grammatical role of a word in a sentence, and
- f. discourse organization, including explaining the major differences between narrative and expository discourse; identifying and constructing expository paragraphs of varying logical structures (e.g., classification, reason, sequence); and, identifying cohesive devices in text and inferential gaps in the surface language of text.

3. Knowledge of SEEDS community and learning disorders includes

- a. understanding the most common intrinsic differences between good and poor readers (i.e., cognitive, neurobiological, and linguistic),
- b. recognizing the tenets of the NICHD definition of dyslexia and the U.S. IDEA 2004 definition of specific learning disabilities,
- c. recognizing that SEEDS and other reading difficulties exist on a continuum of severity,
- d. identifying the distinguishing characteristics of SEEDS and related reading disorders (including developmental language comprehension disorder, attention deficit hyperactivity disorder, disorders of written expression or dysgraphia, mathematics learning disorder, nonverbal learning disorder, etc.)
- e. identifying how symptoms of reading difficulty may change over time in response to development and instruction, and
- f. understanding federal and state laws that pertain to learning disabilities, dyslexia, and ELL.

4. Interpretation and administration of assessments for planning instruction includes

- a. understanding the differences among screening, diagnostic, outcome, and progress-monitoring assessments,
- b. understanding basic principles of test construction, including reliability, validity, and norm-referencing, and knowing the most well-validated screening tests designed to identify students at risk for reading difficulties,
- c. understanding the principles of progress-monitoring and the use of graphs to indicate progress,
- d. knowing the range of skills typically assessed by diagnostic surveys of phonological skills, decoding skills, oral reading skills, spelling, and writing,
- e. recognizing the content and purposes of the most common diagnostic tests used by psychologists and educational evaluators, and
- f. interpreting measures of reading comprehension and written expression in relation to an individual child's component profile.

5. Structured language teaching of phonology includes

- a. identifying the general and specific goals of phonological skill instruction,
- b. knowing the progression of phonological skill development (i.e., rhyme, syllable, onset-rime, phoneme differentiation),
- c. identifying the differences among various phonological manipulations, including identifying, matching, blending, segmenting, substituting, and deleting sounds,
- d. understanding the principles of phonological skill instruction: brief, multi-component, conceptual, and auditory-verbal,

- e. understanding the reciprocal relationships among phonological processing, reading, spelling, and vocabulary, and
- f. understanding the phonological features of a second language, such as Spanish, and how they interfere with English pronunciations and phonics.

6. Structured language teaching of phonics and word recognition includes

- a. knowing or recognizing how to order phonics concepts from easier to more difficult,
- b. understanding principles of explicit and direct teaching: model, lead, give guided practice, and review,
- c. stating the rationale for multi-component and multimodal techniques,
- d. knowing the routines of a complete lesson format, from the introduction of a word recognition concept to fluent application in meaningful reading and writing, and
- e. understanding research-based adaptations of instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

7. Structured language teaching of fluent, automatic reading of text includes

- a. understanding the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read,
- b. understanding reading fluency as a stage of normal reading development, as the primary symptom of some reading disorders, and as a consequence of practice and instruction,
- c. defining and identifying examples of text at a student's frustration, instructional, and independent reading level,
- d. knowing sources of activities for building fluency in component reading skills,
- e. knowing which instructional activities and approaches are most likely to improve fluency outcomes,
- f. understanding techniques to enhance student motivation to read, and
- g. understanding appropriate uses of assistive technology for students with serious limitations in reading fluency.

8. Structured language teaching of vocabulary includes

- a. understanding the role of vocabulary development and vocabulary knowledge in comprehension,
- b. understanding the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction,
- c. knowing varied techniques for vocabulary instruction before, during, and after reading,
- d. understanding that word knowledge is multi-faceted, and
- e. understanding the sources of wide differences in students' vocabularies.

9. Structured language teaching of text comprehension includes

- a. being familiar with teaching strategies that are appropriate before, during, and after reading and that promote reflective reading,
- b. contrasting the characteristics of major text genres, including narration, exposition, and argumentation,

- c. understanding the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension,
- d. identifying in any text the phrases, clauses, sentences, paragraphs, and academic language that could be a source of miscomprehension,
- e. understanding levels of comprehension including the surface code, text base, and mental model (situation model), and
- f. understanding factors that contribute to deep comprehension, including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

10. Structured language teacher of handwriting, spelling, and written composition includes

- a. knowing research-based principles for teaching letter naming and letter formation, both manuscript and cursive,
- b. knowing techniques for teaching handwriting fluency,
- c. recognizing and explaining the relationship between transcription skills and written expression,
- d. identifying levels of students spelling development and orthographic knowledge,
- e. recognizing and explaining the influences of phonological, orthographic, and morphemic knowledge on spelling,
- f. understanding the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation),
- g. knowing grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes, and
- h. understanding appropriate uses of assistive technology in written expression.

B. The program or collection of teacher of reading practices must also include and integrate instructional strategies for continuously interpreting and administering student assessments and evaluations (Statutes, Section 3.0 of this law), and communicating the student's reading progress and needs to design and implement ongoing interventions (Statutes, Section 4.0 of this law) so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills.

C. Practicum for all teachers of reading certification shall include lesson planning and supervised practice both in teaching foundational reading instruction to whole classrooms and in delivering intervention to individuals or small groups of SEEDS. In addition, practicum for reading specialists—Special Education teachers, Title I instructors, and ELL instructors shall include documenting student progress with formal and informal assessments and completing an educational assessment of a stu

D. Scientifically discredited notions of reading acquisition and instructional practices that are incompatible with science or inhibit student progress, such as using picture and context cues for decoding rather than self-monitoring and comprehension shall not be promoted in teacher preparation programs.

E. The guidelines shall be re-written to mandate rigor in the study of reading development to (include phonics) comply with this legislation. This shall be accomplished in consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge.

F. The [insert name state department of education], in consultation with an oversight panel consisting of persons with demonstrated mastery of knowledge in literacy approve a minor in reading, and ensure that the courses required in the reading minor of any teacher preparation program cover in depth the knowledge set forth in this legislation so as to ensure attaining a certificate to become a teacher of reading.

G. Syllabi changes are to be approved by the [insert name state department of education] in consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge of reading development and reading literacy, and experts in

evaluation of the content and quality of teacher preparation programs who have conducted such reviews in other states.

H. The [insert name state department of education] shall designate funding for a higher education collaborative to provide professional development for reading administrators and instructors in institutions of higher education. The collaborative shall meet a minimum of three times per year and feature national reading experts as presenters on topics related to the knowledge of literacy and to preparing teacher candidates to become certified teachers of reading equipped with knowledge in all foundational reading skills.

## **§2.3 Reading Instruction Competence Teaching Assessment**

The [insert state name] reading instruction competence teaching assessment examination must measure the knowledge, skill, and ability of kindergarten, elementary, secondary, ELL, Title I, and Special Education teachers of reading in comprehensive, foundational reading and instructions, and multitier support systems as defined in Statutes, Section 4.0 of this law. The teaching-assessment examination must have been data-validated and previously administered in another state for over five years (Massachusetts and Connecticut) and be composed of multiple choice and constructed response questions designed to measure reading instruction knowledge and skills. Test content areas must assess foundations of reading development, development of reading comprehension, reading assessment and instruction, and integration of knowledge and understanding for reading literacy.

### **1. Basic Reading Instruction Competence Teaching Assessment**

Beginning (insert start date), all candidates for initial educator or professional educator licensure in Early Childhood Level Education (approximate ages birth through 8), Early Childhood through Middle Childhood Level Education (approximate ages birth through 11), Middle Childhood through Early Adolescent Level Education (approximate ages 6 through 12 or 13), and Special Education, and all persons entering or pursuing an approved certification as a teacher of reading as defined earlier shall pass a new exam covering basic knowledge of the foundations of reading development, development of reading comprehension, reading instruction and assessment, and integration of knowledge and understanding.

- A. The Basic Reading Instruction Competence Teaching Assessment (Basic Exam) must have at least 100 multiple choice questions, worth 80% of the total possible points, and at least two open response questions, worth 20% of the total possible points, and must have been previously administered in another state for over five years.
- B. If this Basic Exam is embedded in a comprehensive, multi-subject licensure exam, there must be at least 100 multiple choice and two open response reading questions, and there shall be a separate passing score for the reading portion of the exam.
- C. The foundations of reading portion of the Basic Exam shall be worth 35% of the total possible points, and consist of multiple choice questions covering the understanding of phonological and phonemic awareness, the understanding of concepts of print and the alphabetic principle, the role of phonics in promoting reading development, and the understanding of word analysis skills and strategies.
- D. The development of reading comprehension portion of the Basic Exam shall be worth 27% of the total possible points, and consist of multiple choice questions covering the understanding of vocabulary development, the understanding of how to apply reading comprehension skills and strategies to imaginative/literary texts, and the understanding of how to apply reading comprehension skills and strategies to informational/expository texts.
- E. The reading assessment and instruction portion of the Basic Exam shall be worth 18% of the total possible points, and consist of multiple choice questions covering the understanding of formal and informal methods for assessing reading development, and the understanding of multiple approaches to reading instruction.
- F. The integration of knowledge and understanding portion of the Basic Exam shall be worth 20% of the total possible points, and consist of at least two open response questions requiring organized, developed analyses on topics related to foundations of reading development, development of reading comprehension, and/or reading assessment and instruction.
- G. The Department of Public Instruction, in consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth, shall select the Basic Exam and make a practice exam available by [insert date].
- H. The passing score for the Basic Exam shall not be lower than 75% of the total possible points or 85% of the total possible points for prospective Special Education teachers, reading teachers, and reading specialists. Persons entering or pursuing an approved program leading to certification as a reading teacher or reading specialist, who have previously passed the Basic Exam with a score of at least 85%, will not be required to retake the exam.

I. The Department of Public Instruction may grant a provisional license for up to a one-year term after failure and before retaking the Basic Exam if the individual candidate is actively involved in an approved remedial class or approved professional development as preparation for retaking the exam. No person shall be accepted into or continue in a program teaching grades Pre-K–3 grade students, leading to certification as a teacher of reading or reading specialist without passing the Basic Exam.

J. Institutions of higher education are to provide free, approved remedial work as specified in for their candidates who fail the Basic Exam.

K. Districts are to provide free, approved professional development as specified for new out-of-state hires who fail the Basic Exam. The Department of Public Instruction shall require districts to earmark a specific amount of funds annually for professional development in reading, based on the number of new out-of-state hires who have not yet passed the Basic Exam.

L. Providers of the remedial work and professional development in subsections J and K must be approved by the Department of Public Instruction after consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth in this legislation.

M. Results of the Basic Exam are to be reported and made public annually, with first-time passage rates and overall passage rates tied to specific institutions of higher education for initial and professional license candidates and to individual districts for out-of-state hires.

N. Individuals who are certified in reading remediation or language therapy by a nationally-recognized professional organization, have demonstrated success for at least two years in teaching SEEDS, and who pass the Basic Exam, plus the Advanced Exam in Section 2.3.2 below with scores of at least 85%, may be hired by districts to provide professional development to teachers or administrators, or to work individually with SEEDS, or may be hired by parents to work with their own children in schools during school hours.

## **2. Advanced Reading Instruction Competence Teaching Assessment for Teachers of Reading Certification**

In addition to the requirements of Section 2.3.1 of the Basic Reading Instruction Competence Teaching Assessment of this legislation, candidates for initial educator or professional educator certified as a teacher of reading, Special Education teacher, Title I reading teacher, or ELL reading specialist shall pass a new advanced level exam covering reading processes and development, reading assessment, reading instruction, reading support systems, professional knowledge and roles of the teachers of reading, Special Education teacher, Title I reading teacher, or ELL reading specialist (as appropriate to the candidate), and integration of knowledge and understanding. This examination is required for all in-service and pre-service teachers in grades K–3, teachers of reading in all grades, Special Education teachers, Title I reading teachers, and ELL reading specialists (as appropriate to the candidate).

- A. The Advanced Reading Instruction Competence Teaching Assessment (Advanced Exam) must have at least 100 multiple-choice questions, worth 80% of the total possible points; at least two open response questions, worth 20% of the total possible points; and have been previously administered in another state for over five years.
- B. The reading processes and development portion of the Advanced Exam shall be worth 32% of the total possible points and consist of multiple choice questions covering in depth the understanding of the connections among listening, speaking, reading, and writing; phonological and phonemic awareness; concepts of print and the alphabetic principle; the role of phonics knowledge in reading development; other words analysis skills and strategies; the development of vocabulary knowledge and skills; skills and strategies for comprehending literary/imaginative texts; and skills and strategies for comprehending expository and content-area texts.
- C. The reading assessment portion of the Advanced Exam shall be worth 16% of the total possible points and consist of multiple choice questions covering the understanding of test construction and the interpretation of test results; characteristics and uses of formal and informal reading and writing assessments; the role of assessment in promoting reading and writing development; and the screening and diagnosis of reading difficulties and disabilities.
- D. The reading instruction portion of the Advanced Exam shall be worth 16% of the total possible points and consist of multiple choice questions covering the understanding of research-based instructional strategies, programs, and methodologies for promoting early reading and writing development; research-based instructional strategies, programs, and methodologies for consolidating and expanding reading, writing, and spelling skills; the differentiation of reading instruction to meet the needs of individual students; and characteristics and uses of reading resources, materials, and technologies.



- E. The professional knowledge and roles of the teachers of reading, Special Education teacher, Title I reading teacher, or ELL reading specialist (as appropriate to the candidate) portion of the Advanced Exam shall be worth 16% of the total possible points and consist of multiple choice questions covering the understanding of the interpretation, evaluation, and application of reading research; the multiple roles of the candidate's prospective position in planning and implementing reading instruction in collaboration with other members of the school community; and the understanding of the role of professional development in promoting the effectiveness of the candidate's prospective position and other educators.
- F. The integration of knowledge and understanding portion of the Advanced Exam shall be worth 20% of the total possible points, and consist of at least two open response questions requiring organized, developed analyses on topics related to reading processes and development, reading assessment, reading instruction, and/or the professional knowledge and roles of the teachers of reading, Special Education teacher, Title I reading teacher, and ELL reading specialist (as appropriate to the candidate).
- G. The Department of Public Instruction, in consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth, shall select the Advanced Exam and make a practice exam available by [insert date].
- H. The passing score for the Advanced Exam shall not be lower than 85% of the total possible points.
- I. The Department of Public Instruction may grant a provisional license for up to a one-year term after failure and before retaking the Advanced Exam if the individual candidate is actively involved in an approved remedial class or approved professional development as preparation for retaking the exam.
- J. Institutions of higher education are to provide free, approved remedial work for their candidates who fail the Advanced Exam.
- K. Districts are to provide free, approved professional development for in-service teachers and new out-of-state hires who fail the Advanced Examination. The Department of Public Instruction shall require districts to earmark a specific amount of funds annually for professional development in reading, based on the number of employees who have not yet passed the Advanced Exam.
- L. Providers of the remedial work and professional development in subsection N must be approved by the Department of Public Instruction after consultation with an oversight panel consisting of persons with demonstrated mastery of the knowledge set forth in this legislation.
- M. Results of the Advanced Exam are to be reported and made public annually, with first-time passage rates and overall passage rates tied to specific institutions of higher education for initial license candidates and to individual districts for out-of-state hires.
- N. Individuals who are certified in reading remediation or language therapy by a nationally-recognized professional organization, have demonstrated success for at least two years in teaching SEEDS, and who pass the Advanced Exam, plus the Basic Exam in Section 2.3.1 with scores of at least 85%, may be hired by districts to provide professional development to teachers or administrators or to work individually with struggling readers, or may be hired by parents to work with their own children in schools during school hours.

## **§2.4 Reading Instruction Competence Teaching Assessment Reporting and Support**

[Insert name of state board of education], no later than [insert date], shall adopt a Reading Instruction Competence Teacher Assessment for all kindergarten, elementary, and secondary teachers; teachers of reading; Special Education teachers; Title I reading teachers; and ELL reading specialists consistent with Statutes, Sections 2.0, 3.0, and 4.0 of this law.

- A. [Insert name of state board of education] shall report to the Senate and House of Representatives committees having jurisdiction over pre-kindergarten through grade 12 education policy by [insert date], on the Basic and Advanced Reading Instruction Competence Teacher Assessment that was adopted.
- B. [Insert name of state board of education], in consultation with members of the professional reading community, shall establish an approved list of reading instruction program centers that offer staff development and remedial training necessary for all existing pre-kindergarten through 12 educators in reading and literacy to successfully pass either the Basic or Advanced Reading Instruction Competence Teacher Assessment of this law (as appropriate to the candidate).

## **§2.5 Pretest and Grant for Candidates in an Approved Teacher Preparation Program**

[Insert name of state board of education] shall provide teaching candidates and existing teachers reading instruction grants to improve their knowledge of teaching reading with the goal of passing the Advanced Reading Instruction Competence Teacher Assessment and becoming certified as a teacher of reading. A candidate taking the pretest is eligible for a grant to attend an approved reading instruction program if the candidate has successfully completed an examination of skills in reading, writing, mathematics, and reading literacy ([insert state name] Statutes, Section 2.1 of the law), commits to attend and complete an approved comprehension reading instruction program of his or her choosing, and commits to take both the Basic and Advanced Reading Instruction Competence Examination.

- A. At the completion of the reading instruction program, no later than [insert date], a candidate enrolled in the final year of an approved teacher preparation program in kindergarten, elementary, secondary, or Special Education may apply to [insert name of state board of education] to take a [insert state name] Reading Instruction Competence Teaching-Assessment Pretest.
- B. No later than [insert date], schools providing instruction in kindergarten through grade 6 may apply to the [insert name of state board of education] in a manner prescribed by the [insert name of state board of education] for their teachers to take the [insert state name] Reading Instruction Competence Teaching-Assessment Pretest.
- C. A school is eligible for a grant for kindergarten, elementary, secondary, and Special Education teachers to attend an approved reading instruction program if the teachers
  1. take the pretest;
  2. commit to attending and completing an approved reading instruction program of their choosing;
  3. take the Basic and/or Advanced Reading Instruction Competence Teaching Assessment as determined by [insert state name] Statutes, Section 2.3 under this law.

#### **§2.6 Passing Score on the [insert state name] Reading Instruction Competence Teaching Assessment**

The [insert name of state board of education], in cooperation with the testing contractor providing the Basic and Advanced Reading Instruction Competence Teaching Assessment, must use the Reading Instruction Competence Teaching Assessment results on the pretest and posttest to determine a passing score on the [insert state name] Reading Instruction Competence Teaching Assessment by [insert date].

**§EFFECTIVE DATE.** This section is effective [insert date].