



General Assembly

January Session, 2021

Raised Bill No. 6517

LCO No. 3906



Referred to Committee on HIGHER EDUCATION AND
EMPLOYMENT ADVANCEMENT

Introduced by:
(HED)

***AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK
FORCE TO ANALYZE THE IMPLEMENTATION OF LAWS GOVERNING
DYSLEXIA INSTRUCTION AND TRAINING.***

Be it enacted by the Senate and House of Representatives in General
Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2021*) (a) Not later than January 1,
2 2022, the Department of Education shall verify that educator
3 preparation programs, as defined in section 10-146c of the general
4 statutes, that are approved by the State Board of Education comply with
5 the requirements for (1) instruction in the detection and recognition of,
6 and evidenced-based structured literacy interventions for, students
7 with dyslexia, as defined in section 10-3d of the general statutes, as set
8 forth in subsection (e) of section 10-145a of the general statutes, and (2)
9 the inclusion of supervised practicum hours and instruction in the
10 detection and recognition of, and evidenced-based structured literacy
11 interventions for, students with dyslexia in programs of study in the
12 diagnosis and remediation of reading and language arts as set forth in
13 subsection (i) of section 10-145d of the general statutes, as amended by
14 this act. On and after January 1, 2022, the department shall verify that

15 any new educator preparation programs comply with such
16 requirements prior to the State Board of Education's approval of such
17 programs.

18 (b) The department shall adopt the compliance measures set forth in
19 appendix d of the final report of the task force established pursuant to
20 special act 19-8 for the purpose of assessing whether each educator
21 preparation program provides educators with instruction (1) in the
22 recognition of dyslexia, (2) in the detection of dyslexia, (3) in the
23 provision of evidence-based structured literacy interventions for
24 students with dyslexia, and (4) for a program of study in the diagnosis
25 and remediation of reading and language arts, through supervised
26 practicum hours.

27 (c) The department may accept from institutions of higher education
28 or other providers of educator preparation programs as proof of
29 compliance with the compliance measures adopted by the department
30 pursuant to subsection (b) of this section by submitting to the
31 department (1) a self-examination report that addresses such
32 requirements, or (2) course syllabi showing graded assignments and
33 evaluations relevant to such requirements, with details including, but
34 not limited to, full citations with specific page numbers of reading
35 assignments and percentage of final grade attributed to such
36 assignments and evaluations.

37 (d) The department shall review and amend the webinar modules of
38 the Capitol Region Education Council and the State Education Resource
39 Center to align with the compliance measures adopted by the
40 department pursuant to subsection (b) of this section.

41 (e) The department shall verify compliance of educator preparation
42 programs with the compliance measures adopted pursuant to
43 subsection (b) of this section by (1) adopting the audit procedures set
44 forth in appendix e of the final report of the task force established
45 pursuant to special act 19-8 for the purpose of evaluating the self-
46 examination reports or course syllabi submitted to the department

47 pursuant to subsection (c) of this section, or (2) requiring a national
48 accrediting agency that accredits educator preparation programs for the
49 department, pursuant to the provisions of special act 16-22, to determine
50 compliance.

51 (f) (1) The Department of Education shall establish a Connecticut
52 Higher Education Collaborative for Dyslexia for the purpose of
53 providing faculty in educator preparation programs with access to
54 training, information and peer and technical support designed to
55 support compliance with the amended standards for approval of such
56 programs.

57 (2) Not later than January 1, 2022, the Department of Education shall
58 (A) adopt the structured literacy competency targets as set forth in
59 appendix f of the final report of the task force established pursuant to
60 special act 19-8 for the purpose of identifying structured literacy
61 competencies that should be achieved by an educator based on
62 certification level and endorsement type, and (B) develop a list of
63 sample course assignments and evaluations that comply with the
64 compliance measures and structured literacy competency targets
65 adopted by the department for the review and consideration of
66 institutions of higher education and other providers of educator
67 preparation programs approved by the department.

68 Sec. 2. (NEW) (*Effective July 1, 2021*) On and after July 1, 2021, prior to
69 issuing a certificate to teach in the state, the Department of Education
70 shall verify that (1) an applicant for an initial educator certificate
71 complies with the requirements of subsection (e) of section 10-145a of
72 the general statutes, and (2) a certified employee or an applicant for an
73 initial, provisional or professional educator certificate who seeks an
74 endorsement for remedial reading, remedial language arts, reading
75 consultant, comprehensive special education or integrated early
76 childhood and special education complies with the requirements of
77 subsection (i) of section 10-145d of the general statutes, as amended by
78 this act.

79 Sec. 3. Subdivision (3) of subsection (h) of section 10-145b of the
80 general statutes is repealed and the following is substituted in lieu
81 thereof (*Effective July 1, 2021*):

82 (3) Except as otherwise provided in section 10-146c, upon receipt of a
83 proper application, the State Board of Education shall issue to a teacher
84 from another state, territory or possession of the United States or the
85 District of Columbia or the Commonwealth of Puerto Rico who has (A)
86 [has] taught in another state, territory or possession of the United States
87 or the District of Columbia or the Commonwealth of Puerto Rico for a
88 minimum of two years in the preceding ten years, (B) [has] received at
89 least two satisfactory performance evaluations while teaching in such
90 other state, territory or possession of the United States or the District of
91 Columbia or the Commonwealth of Puerto Rico, [and] (C) [has] fulfilled
92 post-preparation assessments as approved by the commissioner, and
93 (D) completed not fewer than twelve clock hours of instruction in the
94 detection and recognition of, and evidence-based structured literacy
95 interventions for, students with dyslexia, as defined in section 10-3d
96 and, if applicable, fulfilled the requirements of subsection (i) of section
97 10-145d, as amended by this act, a provisional educator certificate with
98 the appropriate endorsement, subject to the provisions of subsection (i)
99 of this section relating to denial of applications for certification. An
100 applicant who has taught under an appropriate certificate issued by
101 another state, territory or possession of the United States or the District
102 of Columbia or the Commonwealth of Puerto Rico for two or more years
103 shall be exempt from completing the beginning educator program based
104 upon such teaching experience upon a showing of effectiveness as a
105 teacher, as determined by the State Board of Education, which may
106 include, but need not be limited to, a demonstrated record of improving
107 student achievement. An applicant who has successfully completed a
108 teacher preparation program or an alternate route to certification
109 program in another state, territory or possession of the United States or
110 the District of Columbia or the Commonwealth of Puerto Rico and holds
111 an appropriate certificate issued by another state, territory or possession
112 of the United States or the District of Columbia or the Commonwealth

113 of Puerto Rico shall not be required to complete a course of study in
114 special education, pursuant to subsection (d) of this section. An
115 applicant with two or more years of teaching experience in this state at
116 a nonpublic school, approved by the State Board of Education, in the
117 past ten years shall be exempt from completing the beginning educator
118 program based upon such teaching experience upon a showing of
119 effectiveness as a teacher, as determined by the State Board of
120 Education, which may include, but need not be limited to, a
121 demonstrated record of improving student achievement.

122 Sec. 4. (NEW) (*Effective July 1, 2021*) The Department of Education
123 shall establish a dyslexia in-service training program advisory council
124 for the purpose of evaluating the quality of the structured literacy
125 training provided in such programs pursuant to subdivision (6) of
126 subsection (a) of section 10-220a of the general statutes. The council shall
127 (1) develop standards for evaluating the quality of structured literacy
128 training based on the structured literacy competency targets adopted by
129 the department pursuant to subdivision (2) of subsection (f) of section 1
130 of this act and effective best practices, including, but not limited to,
131 whether such training (A) is sustained and ongoing, (B) is hands-on and
132 practical, (C) is directly relevant and applicable to individual educators,
133 (D) includes opportunities for extended learning and skill development,
134 and (E) increases opportunities for professional learning and
135 collaboration, and (2) develop, for use by local and regional boards of
136 education, model dyslexia in-service training programs aligned with the
137 structured literacy competency targets adopted by the department
138 pursuant to subdivision (2) of subsection (f) of section 1 of this act.

139 Sec. 5. Subsection (i) of section 10-145d of the general statutes is
140 repealed and the following is substituted in lieu thereof (*Effective July 1,*
141 *2021*):

142 (i) (1) On and after July 1, 2017, any (A) certified employee applying
143 for a remedial reading, remedial language arts or reading consultant
144 endorsement, or (B) applicant for an initial, provisional or professional
145 educator certificate and a remedial reading, remedial language arts or

146 reading consultant endorsement shall (i) achieve a satisfactory score on
147 the reading instruction examination approved by the State Board of
148 Education on April 1, 2009, or a comparable reading instruction
149 examination with minimum standards that are equivalent to the
150 examination approved by the State Board of Education on April 1, 2009,
151 and (ii) have completed a program of study in the diagnosis and
152 remediation of reading and language arts that includes supervised
153 practicum hours or student teaching experience and instruction in the
154 detection and recognition of, and evidence-based structured literacy
155 interventions for, students with dyslexia, as defined in section 10-3d.

156 (2) On and after July 1, 2018, any (A) certified employee applying for
157 a comprehensive special education or integrated early childhood and
158 special education endorsement, or (B) applicant for an initial,
159 provisional or professional educator certificate and a comprehensive
160 special education or integrated early childhood and special education
161 endorsement shall have completed a program of study in the diagnosis
162 and remediation of reading and language arts that includes supervised
163 practicum hours or student teaching experience and instruction in the
164 detection and recognition of, and evidence-based structured literacy
165 interventions for, students with dyslexia, as defined in section 10-3d.

166 Sec. 6. (NEW) (*Effective July 1, 2021*) On and after January 1, 2022, any
167 supervisor of the practicum hours required pursuant to subdivisions (1)
168 and (2) of subsection (i) of section 10-145d of the general statutes, as
169 amended by this act, shall present to the Department of Education
170 evidence that such supervisor has (A) achieved a satisfactory score on
171 the reading instruction examination approved by the State Board of
172 Education on April 1, 2009, or a comparable reading instruction
173 examination with minimum standards that are equivalent to the
174 examination approved by the State Board of Education on April 1, 2009,
175 (B) a valid educator certificate issued by the department, (C) a master's
176 degree in remedial reading or a closely related field, (D) specific and
177 documented knowledge about structured literacy principles and
178 practices, (E) received training for practicum supervision, coaching and
179 evaluation of reading interventionists, and (F) at least three years of

180 work experience in providing structured literacy interventions for
181 students with remedial reading needs, including, but not limited to,
182 students with dyslexia. The department shall give preference for a
183 practicum supervisor position to candidates who, in addition to meeting
184 the qualifications specified in subparagraphs (A) to (F), inclusive, of this
185 subdivision, have experience in the design, implementation or
186 monitoring of structured literacy interventions or previous practicum
187 supervisor experience.

188 Sec. 7. Section 10-14t of the general statutes is repealed and the
189 following is substituted in lieu thereof (*Effective July 1, 2021*):

190 (a) On or before January 1, [2016] 2022, the Department of Education
191 shall develop or approve reading assessments aligned with the
192 recommendations set forth in appendix g of the final report of the task
193 force established pursuant to special act 19-8, for use by local and
194 regional boards of education, in accordance with the guidance provided
195 pursuant to subsection (c) of this section, for the school year
196 commencing July 1, [2016] 2022, and each school year thereafter, to
197 identify students in kindergarten to grade three, inclusive, who are
198 below proficiency in reading, provided any reading assessments
199 developed or approved by the department include frequent screening
200 and progress monitoring of students. [Such] Each approved reading
201 [assessments] assessment shall (1) measure phonics through nonword
202 and sight word reading, phonemic awareness through deletion and
203 blending, fluency, vocabulary, [and] comprehension, rapid naming of
204 letters, phonological short-term memory and sentence-level listening
205 comprehension, (2) provide opportunities for [periodic] formative
206 [assessment] assessments at least three times, in the fall, winter and
207 spring, during [the] each school year, (3) produce data that is useful for
208 informing individual and classroom instruction, including the grouping
209 of students based on such data and the selection of instructional
210 activities based on data of individual student response patterns during
211 such progress monitoring, (4) be compatible with best practices in
212 reading instruction and research, and (5) assist in identifying, in whole
213 or in part, students at risk for dyslexia, as defined in section 10-3d, or

214 other reading-related learning disabilities.

215 (b) On or before January 1, 2022, the Department of Education shall
216 develop or approve a family history questionnaire for use by local and
217 regional boards of education for the school year commencing July 1,
218 2022, and each school year thereafter, to prescreen students in
219 kindergarten for the purpose of identifying students who are below
220 proficiency in reading.

221 (c) On or before January 1, 2022, the department shall provide
222 guidance to local and regional boards of education for administering the
223 approved reading assessments, including, but not limited to, (1)
224 specifying the appropriate grade levels for each reading assessment, (2)
225 allowing approved reading assessments to be combined to ensure each
226 ability specified in subdivision (1) of subsection (a) of this section is
227 measured during each school year using one or more reading
228 assessments appropriate for a student's grade level, (3) advising how
229 each board's goals, student body characteristics and resources should
230 inform the choice of reading assessments used by such board, (4)
231 advising how aggregate data derived from reading assessments should
232 guide each board's prevention and early intervention initiatives, and (5)
233 requiring the administration of approved reading assessments in both
234 English and a student's native language, if available, for any student
235 being instructed in literacy in his or her native language.

236 [(b)] (d) Not later than February 1, [2016] 2022, the Commissioner of
237 Education shall submit the reading assessments, family history
238 questionnaire and guidance developed or approved under this section
239 to the joint standing committee of the General Assembly having
240 cognizance of matters relating to education, in accordance with the
241 provisions of section 11-4a.

242 (e) The Department of Education may, in partnership with a public
243 institution of higher education, establish a data center to guide the
244 department and local and regional boards of education in the use and
245 effectiveness of reading assessments. Such data center may include, but

246 not be limited to, tracking (1) which reading assessments are used by
247 each regional or local board of education, and (2) nonidentifiable
248 student information, including, but not limited to, a student's
249 demographic background, school district, reading assessment dates and
250 scores on reading assessments.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section
Sec. 3	<i>July 1, 2021</i>	10-145b(h)(3)
Sec. 4	<i>July 1, 2021</i>	New section
Sec. 5	<i>July 1, 2021</i>	10-145d(i)
Sec. 6	<i>July 1, 2021</i>	New section
Sec. 7	<i>July 1, 2021</i>	10-14t

Statement of Purpose:

To implement the recommendations of the task force to analyze the implementation of laws governing dyslexia instruction and training.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]