



General Assembly

Substitute Bill No. 6517

January Session, 2021



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) There is established an
2 Office of Training Compliance within the Department of Education. The
3 Office of Training Compliance shall verify the compliance of (1)
4 educator preparation programs, as defined in section 10-146c of the
5 general statutes, and (2) applicants for an initial, provisional or
6 professional educator certificate with the provisions of chapter 166 of
7 the general statutes relating to instruction and training, including, but
8 not limited to, the compliance verifications required pursuant to
9 sections 2 to 4, inclusive, of this act.

10 (b) Not later than September 1, 2021, the office shall (1) develop
11 compliance measures and audit procedures to determine the
12 compliance of educator preparation programs with the provisions of
13 subsection (e) of section 10-145a of the general statutes and subsection
14 (i) of section 10-145d of the general statutes, as amended by this act, and
15 (2) submit such compliance measures and audit procedures, in
16 accordance with the provisions of section 11-4a, to the joint standing
17 committees of the General Assembly having cognizance of matters

18 relating to higher education and education.

19 (c) Not later than January 1, 2022, the office shall develop, and update
20 as necessary, (1) structured literacy competency targets for the purpose
21 of identifying structured literacy competencies that should be achieved
22 by an educator based on certification level and endorsement type, (2) for
23 the review and consideration of institutions of higher education and
24 other providers of educator preparation programs approved by the
25 department, a list of sample course assignments and evaluations aligned
26 with the structured literacy competency targets developed by the office
27 and the compliance measures developed pursuant to subsection (b) of
28 this section, and (3) model dyslexia in-service training programs, for use
29 by local and regional boards of education, aligned with the structured
30 literacy competency targets developed by the office.

31 Sec. 2. (*Effective July 1, 2021*) (a) Not later than January 1, 2022, the
32 Office of Training Compliance, established pursuant to section 1 of this
33 act, shall verify that any educator preparation program, as defined in
34 section 10-146c of the general statutes, approved by the State Board of
35 Education is complying with the requirements set forth in (1) subsection
36 (e) of section 10-145a of the general statutes concerning instruction in
37 the detection and recognition of, and evidenced-based structured
38 literacy interventions for, students with dyslexia, as defined in section
39 10-3d of the general statutes, and (2) subsection (i) of section 10-145d of
40 the general statutes, as amended by this act, concerning the inclusion of
41 supervised practicum hours and instruction in the detection and
42 recognition of, and evidenced-based structured literacy interventions
43 for, students with dyslexia in programs of study in the diagnosis and
44 remediation of reading and language arts. The office shall use the
45 compliance measures and audit procedures developed pursuant to
46 subsection (b) of section 1 of this act to carry out the provisions of this
47 subsection.

48 (b) Not later than January 1, 2022, the office shall submit, in
49 accordance with the provisions of section 11-4a of the general statutes,
50 to the joint standing committees of the General Assembly having

51 cognizance of matters relating to higher education and education, a
52 report on the compliance verification conducted pursuant to subsection
53 (a) of this section for each approved educator preparation program.

54 (c) The office shall review, and request updates of, the webinar
55 modules developed by the Capitol Region Education Council and the
56 State Education Resource Center for the purpose of aligning such
57 webinar modules with the compliance measures developed by the office
58 pursuant to subsection (b) of section 1 of this act.

59 Sec. 3. (NEW) (*Effective July 1, 2021*) (a) On and after January 1, 2022,
60 the State Board of Education shall not approve any new educator
61 preparation program unless the Office of Training Compliance,
62 established pursuant to section 1 of this act, verifies that such educator
63 preparation program is in compliance with the provisions of subsection
64 (e) of section 10-145a of the general statutes and subsection (i) of section
65 10-145d of the general statutes, using the compliance measures and
66 audit procedures developed pursuant to subsection (b) of section 1 of
67 this act.

68 (b) The office shall accept from an institution of higher education, or
69 any other provider of an educator preparation program, as proof of
70 compliance with the compliance measures developed, pursuant to
71 subsection (b) of section 1 of this act, (1) a self-examination report that
72 addresses such requirements, or (2) course syllabi showing assignments
73 and evaluations relevant to such requirements, with details including,
74 but not limited to, full citations with specific page numbers of reading
75 assignments and percentage of final grade attributed to such
76 assignments and evaluations.

77 (c) The office shall evaluate the self-examination reports or course
78 syllabi submitted to the office pursuant to subsection (b) of this section
79 using the audit procedures developed by the office, pursuant to
80 subsection (b) of section 1 of this act, for the purpose of verifying
81 compliance with the compliance measures. The office may complete
82 such verification by requiring a national accrediting agency that

83 accredits educator preparation programs for the Department of
84 Education, pursuant to the provisions of special act 16-22, to use such
85 audit procedures to determine compliance with the compliance
86 measures, developed pursuant to subsection (b) of section 1 of this act.

87 Sec. 4. (NEW) (*Effective July 1, 2021*) On and after July 1, 2021, the
88 Department of Education shall not issue an initial, provisional or
89 professional educator certificate to an applicant until the Office of
90 Training Compliance, established pursuant to section 1 of this act,
91 verifies that (1) an applicant for an initial educator certificate who has
92 graduated from an educator preparation program in the state has
93 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 of
96 the general statutes, and (2) a certified employee or an applicant for an
97 initial, provisional or professional educator certificate who seeks an
98 endorsement for remedial reading, remedial language arts, reading
99 consultant, comprehensive special education or integrated early
100 childhood and special education completes the requirements of
101 subsection (i) of section 10-145d of the general statutes, as amended by
102 this act.

103 Sec. 5. Subsection (i) of section 10-145d of the general statutes is
104 repealed and the following is substituted in lieu thereof (*Effective July 1,*
105 *2021*):

106 (i) (1) On and after July 1, 2017, any (A) certified employee applying
107 for a remedial reading, remedial language arts or reading consultant
108 endorsement, or (B) applicant for an initial, provisional or professional
109 educator certificate and a remedial reading, remedial language arts or
110 reading consultant endorsement shall (i) achieve a satisfactory score on
111 the reading instruction examination approved by the State Board of
112 Education on April 1, 2009, or a comparable reading instruction
113 examination with minimum standards that are equivalent to the
114 examination approved by the State Board of Education on April 1, 2009,
115 and (ii) have completed a program of study in the diagnosis and

116 remediation of reading and language arts that includes supervised
117 practicum hours or student teaching experience and instruction in the
118 detection and recognition of, and evidence-based structured literacy
119 interventions for, students with dyslexia, as defined in section 10-3d.

120 (2) On and after July 1, [2018] 2021, any [(A) certified employee
121 applying for a comprehensive special education or integrated early
122 childhood and special education endorsement, or (B)] applicant for an
123 initial [, provisional or professional] educator certificate [and a] with a
124 primary endorsement in comprehensive special education or integrated
125 early childhood and special education endorsement shall have
126 completed a program of study in the diagnosis and remediation of
127 reading and language arts that includes supervised practicum hours or
128 student teaching experience and instruction in the detection and
129 recognition of, and evidence-based structured literacy interventions for,
130 students with dyslexia, as defined in section 10-3d.

131 Sec. 6. (NEW) (*Effective July 1, 2021*) (a) On and after January 1, 2022,
132 the Office of Training Compliance shall provide guidance to institutions
133 of higher education and other providers of educator preparation
134 programs on how to provide verification that any supervisor of the
135 practicum hours required pursuant to subdivisions (1) and (2) of
136 subsection (i) of section 10-145d of the general statutes, as amended by
137 this act, has obtained (1) a satisfactory score on the reading instruction
138 examination approved by the State Board of Education on April 1, 2009,
139 or a comparable reading instruction examination with minimum
140 standards that are equivalent to the examination approved by the State
141 Board of Education on April 1, 2009, (2) a valid initial, provisional or
142 professional educator certificate issued by the State Board of Education,
143 (3) a master's degree in remedial reading or a closely related field, (4)
144 specific and documented knowledge about structured literacy
145 principles and practices, (5) training for practicum supervision,
146 coaching and evaluation of reading interventionalists, and (6) at least
147 three years of work experience in providing structured literacy
148 interventions for students with remedial reading needs, including, but

149 not limited to, students with dyslexia.

150 (b) An institution of higher education and any other provider of an
151 educator preparation program shall give preference to those candidates
152 for a practicum supervisor position who, in addition to meeting the
153 qualifications specified in subdivisions (1) to (6), inclusive, of this
154 section, have experience in the design, implementation or monitoring of
155 structured literacy interventions or previous practicum supervisor
156 experience.

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

159 (a) On or before January 1, [2016] 2022, the Department of Education
160 shall develop or approve reading assessments, with consideration given
161 to the recommendations set forth in appendix g of the final report of the
162 task force established pursuant to special act 19-8, for use by local and
163 regional boards of education, in accordance with the guidance provided
164 pursuant to subsection (c) of this section, for the school year
165 commencing July 1, [2016] 2023, and each school year thereafter, to
166 identify students in kindergarten to grade three, inclusive, who are
167 below proficiency in reading, provided any reading assessments
168 developed or approved by the department include frequent screening
169 and progress monitoring of students. [Such] Each approved reading
170 [assessments] assessment shall (1) measure phonics through real and
171 pseudo words, phonemic awareness through deletion and blending,
172 fluency, vocabulary, [and] comprehension [,] and rapid automatic
173 naming, (2) provide opportunities for [periodic] formative [assessment]
174 assessments at least three times, in the fall, winter and spring, during
175 [the] each school year, (3) produce data that is useful for informing
176 individual and classroom instruction, including the grouping of
177 students based on such data and the selection of instructional activities
178 based on data of individual student response patterns during such
179 progress monitoring, (4) be compatible with best practices in reading
180 instruction and research, and (5) assist in identifying, in whole or in part,
181 students at risk for dyslexia, as defined in section 10-3d, or other

182 reading-related learning disabilities.

183 (b) On or before January 1, 2023, the department shall provide
184 guidance to local and regional boards of education for administering the
185 approved reading assessments, including, but not limited to, (1)
186 specifying the appropriate grade levels for each reading assessment, (2)
187 allowing approved reading assessments to be combined to ensure each
188 ability specified in subdivision (1) of subsection (a) of this section is
189 measured during each school year using one or more reading
190 assessments appropriate for a student's grade level, (3) advising how
191 each board's goals, student body characteristics and resources should
192 inform the choice of reading assessments used by such board, (4)
193 advising how aggregate data derived from reading assessments should
194 guide each board's prevention and early intervention initiatives, and (5)
195 requiring the administration of approved reading assessments in both
196 English and a student's native language, if available, for any student
197 being instructed in literacy in his or her native language.

198 [(b)] (c) Not later than February 1, [2016] 2023, the Commissioner of
199 Education shall submit the reading assessments and guidance
200 developed or approved under this section to the joint standing
201 committee of the General Assembly having cognizance of matters
202 relating to education, in accordance with the provisions of section 11-4a.

203 (d) The Department of Education may, in partnership with a public
204 institution of higher education, establish a data center to guide the
205 department and local and regional boards of education in the use and
206 effectiveness of reading assessments. Such data center may include, but
207 not be limited to, tracking (1) which reading assessments are used by
208 each regional or local board of education, and (2) student information,
209 disaggregated by categories including, but not limited to, a student's
210 demographic background, school district, reading assessment dates and
211 scores on reading assessments, provided such disaggregation keeps
212 such student information nonidentifiable.

213 Sec. 8. (NEW) (*Effective July 1, 2021*) On or before January 1, 2022, each

214 local or regional board of education shall develop a voluntary family
215 history questionnaire to be distributed during the school year
216 commencing July 1, 2022, and each school year thereafter, to assist in the
217 identification, in whole or in part, of students who are at risk of reading
218 proficiency challenges.

This act shall take effect as follows and shall amend the following sections:		
Section	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section
Sec. 3	<i>July 1, 2021</i>	New section
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
Sec. 8	<i>July 1, 2021</i>	New section

Statement of Legislative Commissioners:

Section 1(c)(2) was redrafted for clarity; Sections 3(b) and 6(b) were redrafted for consistency with standard drafting conventions; and in Section 8, "for" was changed to "to be distributed during" for clarity.

HED *Joint Favorable Subst.*