

MODEL LEGISLATION LANGUAGE FOR ESTABLISHING OF A CERTIFICATION FOR TEACHERS OF READING

Every teacher must become a certified teacher of reading, writing, and language.

§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.

§2.3 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 expending 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].