
By: **Delegates Krebs, Bartlett, Elliott, Frank, Hogan, McComas, McMillan,
O'Donnell, Shewell, Sossi, Stocksdale, and Stull**

Introduced and read first time: January 18, 2006

Assigned to: Appropriations

A BILL ENTITLED

1 AN ACT concerning

2 **Higher Education - Teacher Education Reading Programs - Alignment with**
3 **Federal Law**

4 FOR the purpose of requiring public institutions of higher education in the State to
5 provide a certain teacher education reading curriculum and revise teacher
6 education courses to emphasize certain elements; prohibiting a nonpublic
7 institution of higher education from receiving certain State aid unless the
8 institution provides a certain teacher education reading curriculum and revises
9 its teacher education courses to emphasize certain elements; and generally
10 relating to teacher education reading programs at institutions of higher
11 education in the State.

12 BY adding to

13 Article - Education
14 Section 15-111 and 17-108
15 Annotated Code of Maryland
16 (2004 Replacement Volume and 2005 Supplement)

17 Preamble

18 WHEREAS, All public schools in Maryland are required by law to comply with
19 the federal No Child Left Behind Act; and

20 WHEREAS, The Reading First program passed by the United States Congress
21 requires that all teachers of students in kindergarten through grade 3, as well as all
22 teachers of special education students in kindergarten through grade 12, receive
23 adequate and high quality instruction in scientifically based reading research; and

24 WHEREAS, The National Institutes of Health has determined that phonics is
25 an essential component of a balanced, scientifically based reading curriculum that
26 teaches children to read by grade 3; and

27 WHEREAS, All Maryland teachers must complete State-required reading
28 courses that address the Essential Components of Reading Instruction (ECRI),

1 including phonemic awareness, phonics, vocabulary development, reading fluency,
2 and reading comprehension strategies; and

3 WHEREAS, A correlation between strong teacher preparation and strong
4 student performance has been demonstrated; and

5 WHEREAS, The Code of Maryland Regulations (COMAR) do not require
6 reading courses to include scientifically based reading research in order to be
7 acceptable for teacher certificate renewal; now, therefore,

8 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
9 MARYLAND, That the Laws of Maryland read as follows:

10 **Article - Education**

11 15-111.

12 A PUBLIC INSTITUTION OF HIGHER EDUCATION THAT HAS A TEACHING
13 PROGRAM SHALL:

14 (1) PROVIDE A TEACHER EDUCATION READING CURRICULUM THAT IS
15 ALIGNED WITH THE FEDERAL NO CHILD LEFT BEHIND ACT; AND

16 (2) AS PART OF A BALANCED, SCIENTIFICALLY BASED READING
17 CURRICULUM, REVISE ITS TEACHER EDUCATION COURSES TO PLACE STRONG
18 EMPHASIS ON:

19 (I) PHONEMIC AWARENESS;

20 (II) PHONICS;

21 (III) VOCABULARY DEVELOPMENT;

22 (IV) FLUENCY; AND

23 (V) COMPREHENSION.

24 17-108.

25 NOTWITHSTANDING THE PROVISIONS OF § 17-103 OF THIS SUBTITLE, AN
26 INSTITUTION THAT HAS A TEACHING PROGRAM MAY NOT RECEIVE STATE AID
27 UNDER THIS SUBTITLE UNLESS THE INSTITUTION:

28 (1) PROVIDES A TEACHER EDUCATION READING CURRICULUM THAT IS
29 ALIGNED WITH THE FEDERAL NO CHILD LEFT BEHIND ACT; AND

30 (2) AS PART OF A BALANCED, SCIENTIFICALLY BASED READING
31 CURRICULUM, REVISES ITS TEACHER EDUCATION COURSES TO PLACE STRONG
32 EMPHASIS ON:

33 (I) PHONEMIC AWARENESS;

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(II) PHONICS;

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(III) VOCABULARY DEVELOPMENT;

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(IV) FLUENCY; AND

4

(V) COMPREHENSION.

5 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect

6 October 1, 2006.