

SENATE BILL 638

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8lr2637
CF HB 493

By: **Senators Conway, Madaleno, Robinson, Rosapepe, Waugh, and Young**

Introduced and read first time: February 1, 2018

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Teachers and Teacher Preparation Programs – Research–Based Reading**
3 **Instruction**

4 FOR the purpose of requiring the Professional Standards and Teacher Education Board, on
5 or before a certain date, to require certain candidates to pass a certain test of
6 research–based reading instruction; requiring a certain test to include certain
7 elements; requiring the Board and the State Board of Education jointly to select a
8 certain test and set a certain passing score, subject to a certain condition; requiring
9 the Board and the State Board jointly to set certain standards for the delivery of
10 research–based reading instruction by certain teacher preparation programs;
11 requiring the standards to include certain elements; providing for the application of
12 certain provisions of this Act; and generally relating to research–based reading
13 instruction for teachers and as part of teacher preparation programs.

14 BY adding to
15 Article – Education
16 Section 6–704.2 and 6–709
17 Annotated Code of Maryland
18 (2014 Replacement Volume and 2017 Supplement)

19 Preamble

20 WHEREAS, Although Maryland has led the nation in education for many years,
21 currently 60% of Maryland fourth graders are not reading proficiently according to the
22 National Assessment of Educational Progress (NAEP); and

23 WHEREAS, Teacher training is critical to the success of any intervention process or
24 program implemented with struggling readers; and

25 WHEREAS, Providers of undergraduate and graduate education must review the
26 content of their teacher training curricula and revise course content to include

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 identification, assessment, and instruction for students who exhibit reading difficulties,
2 including dyslexia; and

3 WHEREAS, The Knowledge and Practice Standards for Teachers of Reading
4 developed by the Center for Effective Reading Instruction should serve as the basis for
5 curricula revisions; and

6 WHEREAS, The National Reading Panel determined that the essential components
7 of reading instruction include phonological awareness, phonics, vocabulary, fluency, and
8 comprehension and these components are defined in education law, including ESSA and
9 IDEA; and

10 WHEREAS, Appendix A of the Common Core State Standards further delineates
11 reading requirements for students that should be incorporated into teacher preparation
12 reading coursework; and

13 WHEREAS, 42.5% of dropouts between the years of 2007 and 2011 entered the
14 Maryland Juvenile Justice System; and

15 WHEREAS, Teachers are the most important school-based factor in student success
16 and it is critical to ensure that they understand why students may struggle to learn to read,
17 including students with disabilities, students from an impoverished background, English
18 language learners, and African American students; and

19 WHEREAS, It is critical to ensure that preservice teachers are competent in
20 applying their knowledge of the science of reading to reduce reading failure and poor
21 performance in reading; and

22 WHEREAS, Learning to read is not a natural process and exposure to text does not
23 lead to spontaneous reading or the motivation to read; and

24 WHEREAS, 95% of all children can be taught to read at a level constrained only by
25 their reasoning and listening comprehension; and

26 WHEREAS, Currently, 15 states require that teacher candidates pass a reading
27 instruction-specific assessment prior to certification; now, therefore,

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

30 **Article – Education**

31 **6-704.2.**

32 **(A) THIS SECTION APPLIES ONLY TO A CANDIDATE FOR A CERTIFICATE TO**
33 **TEACH:**

- 1 **(1) STUDENTS WITH DISABILITIES;**
2 **(2) AS A READING SPECIALIST;**
3 **(3) ENGLISH LANGUAGE LEARNERS;**
4 **(4) AS A READING TEACHER; OR**
5 **(5) PREKINDERGARTEN THROUGH SIXTH GRADE.**

6 **(B) ON OR BEFORE JANUARY 1, 2022, THE BOARD SHALL REQUIRE A**
7 **CANDIDATE TO SUCCESSFULLY PASS A WRITTEN TEST OF RESEARCH-BASED**
8 **READING INSTRUCTION.**

9 **(C) THE WRITTEN TEST DESCRIBED UNDER SUBSECTION (B) OF THIS**
10 **SECTION SHALL INCLUDE:**

11 **(1) FOUNDATIONS OF TEACHING READING THAT INCLUDE THE**
12 **IDENTIFICATION OF PHONOLOGICAL AWARENESS, PHONICS, FLUENCY,**
13 **VOCABULARY, COMPREHENSION, AND WRITING OF THE ENGLISH LANGUAGE;**

14 **(2) IDENTIFICATION OF READING DIFFICULTIES; AND**

15 **(3) ASSESSMENT OF STUDENT LITERACY INCLUDING THE**
16 **FOUNDATIONS OF TEACHING READING AND READING COMPREHENSION.**

17 **(D) ON OR BEFORE JANUARY 1, 2019, THE BOARD AND THE STATE BOARD**
18 **JOINTLY SHALL SELECT THE WRITTEN TEST.**

19 **(E) THE BOARD AND THE STATE BOARD JOINTLY SHALL SET THE PASSING**
20 **SCORE FOR THE WRITTEN TEST DESCRIBED UNDER THIS SECTION AT A LEVEL AT**
21 **LEAST AS HIGH AS THE LEVEL RECOMMENDED BY THE DEVELOPER OF THE TEST.**

22 **6-709.**

23 **(A) THE BOARD AND THE STATE BOARD JOINTLY SHALL SET STANDARDS**
24 **FOR THE DELIVERY OF RESEARCH-BASED READING INSTRUCTION BY TEACHER**
25 **PREPARATION PROGRAMS IN THE STATE.**

26 **(B) THE STANDARDS SET UNDER SUBSECTION (A) OF THIS SECTION SHALL**
27 **INCLUDE:**

28 **(1) DIRECT, SYSTEMATIC, EXPLICIT, RECURSIVE, MULTISENSORY**

1 INSTRUCTION IN:

2 (I) PHONOLOGICAL AWARENESS, INCLUDING ARTICULATION,
3 SYLLABLES, ONSET AND RIME, AND PHONEMES;

4 (II) PHONICS, INCLUDING ALPHABETIC PRINCIPLE, BEGINNING
5 PHONICS, AND ADVANCED PHONICS;

6 (III) FLUENCY, INCLUDING ACCURACY, RATE, AND PROSODY;

7 (IV) ORAL AND WRITTEN VOCABULARY, INCLUDING
8 PHONOLOGICAL EXPRESSION, KNOWLEDGE OF WORDS, MORPHOLOGY, SYNTAX, AND
9 PRAGMATICS;

10 (V) LANGUAGE AND READING COMPREHENSION, INCLUDING
11 UNDERSTANDING STRATEGIES, PRODUCTS, AND STRUCTURES OF TEXTS; AND

12 (VI) WRITING, INCLUDING LETTER FORMATION, HANDWRITING,
13 ENCODING, GRAMMAR MECHANICS, AND CREATIVE EXPRESSION; AND

14 (2) AMPLE PRACTICE IN DECODABLE TEXTS DESIGNED TO SUPPORT
15 APPLICATION OF EXPLICIT PHONICS INSTRUCTION.

16 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
17 October 1, 2018.