

Department of Legislative Services
Maryland General Assembly
2018 Session

FISCAL AND POLICY NOTE
First Reader

House Bill 1657
Ways and Means

(Delegate A. Washington)

**Teachers and Teacher Preparation Programs - Maryland Reading Standards
Matrix - Established**

This bill requires the Maryland State Department of Education (MSDE), the University System of Maryland (USM), and the Maryland Higher Education Commission (MHEC) to, in consultation with specified individuals and entities, develop a Maryland Reading Standards Matrix (the matrix) by March 1, 2019. By March 1, 2020, MSDE, USM, and MHEC must develop a syllabus and timeline to provide professional development courses for specified faculty and establish an accreditation process for specified reading preparation programs. The courses must include all of the specified components of the matrix. By July 1, 2020, all State undergraduate and graduate pre-service educator preparation programs must use the matrix to develop reading courses and syllabi and to deliver reading instruction to pre-service educator candidates. **The bill takes effect June 1, 2018.**

Fiscal Summary

State Effect: MSDE can implement the bill using existing resources. Public four-year institutions of higher education with teacher preparation programs can likely implement the bill using existing resources.

Local Effect: None.

Small Business Effect: None.

Analysis

Bill Summary: The matrix must reflect the most recent version of:

- the International Literacy Association Standards for the Preparation of Literacy;
- the International Dyslexia Association Knowledge and Practice Standards for Teaching of Reading;
- current research on the science of reading;
- standards from the Maryland Reading Course Workgroup; and
- Maryland College and Career-Ready Standards.

The syllabus and timeline developed by MSDE, USM, and MHEC provides professional development courses for faculty who (1) teach one or more of the required reading courses to pre-service educators and faculty who supervise pre-service educator internships and (2) supervise pre-service educator internships to ensure faculty have the knowledge and practice to coach and mentor pre-service educators whose internship includes students at risk for reading difficulties, including dyslexia.

Current Law: Generally, an institution of higher education in the State may offer a program of undergraduate or graduate studies that would certify a recipient to teach if the institution has received (1) approval to operate by MHEC or under operation of law and (2) national accreditation or approval by MSDE.

In consultation with the State Superintendent of Schools, the State Board of Education must develop and periodically update an overall plan that must identify, in part, the methods to improve the diagnosis of basic reading skill deficiencies of elementary and secondary school students and to improve the literacy rates of these students. The State board must require a minimum level of reading ability for each grade 2 through 12 student that rises for each succeeding grade.

Background: MSDE advises that, since spring 2014, it has been facilitating two workgroups charged with the revision of the required reading courses for secondary content certification and early childhood/elementary certification. The secondary content certification workgroup completed the framework for course development and accompanying rubrics for the required secondary reading courses in September 2017, and guidance regarding the review and approval process was distributed in January 2018. MSDE is currently reviewing submissions by institutions of higher education for their secondary literacy programs. An early childhood/elementary certification workgroup is currently working with members of the workgroup to complete the framework and corollary rubrics, which will be used to facilitate the redesign of all courses and anticipates release of the final product in spring 2018.

In its final report, published in 2016, [*The Task Force to Study the Implementation of a Dyslexia Education Program*](#), which was established by Chapter 411 of 2015, made five specific recommendations regarding teacher preparation for reading, including revamping curricula in MSDE-approved reading courses to include information specific to dyslexia and a structured literacy approach to teaching reading; and requiring a passing score on the reading instruction competency exam, [*Teaching Reading: Elementary Education*](#), to be certified in specified teaching areas.

According to MSDE, as of December 2017, the following 11 public institutions of higher education have teacher preparation programs: Bowie State University; Coppin State University; Frostburg State University; Morgan State University; Salisbury University; St. Mary's College of Maryland; Towson University; University of Maryland, College Park Campus; University of Maryland Baltimore County; University of Maryland Eastern Shore; and University of Maryland University College. In addition, the following 12 independent institutions of higher education have teacher preparation programs: Notre Dame of Maryland University; Goucher College; Hood College; Johns Hopkins University; Loyola University Maryland; Maryland Institute College of Art; McDaniel College; Mount St. Mary's University; Peabody Institute of the Johns Hopkins University; Stevenson University; Washington Adventist University; and Washington College.

State Expenditures: Public four-year institutions of higher education with teacher preparation programs can likely include the required coursework using existing resources. However, institutions may need to make adjustments to current coursework. Recent actions associated with MSDE-convened workgroups (as discussed above) align considerably with requirements of the bill, and it is within the standard practice of MSDE to make ongoing updates to teacher training coursework. To the extent that MSDE must complete additional tasks under the bill, it can do so with existing resources.

Additional Comment: Like public institutions (discussed above), public nonprofit institutions of higher education with teacher preparation programs can likely implement the bill using existing resources.

Additional Information

Prior Introductions: None.

Cross File: None.

Information Source(s): Baltimore City; Montgomery County; Maryland State Department of Education; Maryland Higher Education Commission; University System of Maryland; Department of Legislative Services

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