



General Assembly

**Amendment**

February Session, 2016

LCO No. 4569



Offered by:  
SEN. SLOSSBERG, 14<sup>th</sup> Dist.

To: Subst. Senate Bill No. 317

File No. 437

Cal. No. 285

**"AN ACT CONCERNING DYSLEXIA."**

1 Strike everything after the enacting clause and substitute the  
2 following in lieu thereof:

3 Section 1. Subsection (i) of section 10-145d of the 2016 supplement to  
4 the general statutes is repealed and the following is substituted in lieu  
5 thereof (*Effective July 1, 2016*):

6 (i) On and after [September 1, 2013] July 1, 2016, any (1) certified  
7 employee applying for a remedial reading, remedial language arts or  
8 reading consultant endorsement, or (2) applicant for an initial,  
9 provisional or professional educator certificate and a remedial reading,  
10 remedial language arts or reading consultant endorsement shall (A)  
11 achieve a satisfactory score on the reading instruction examination  
12 approved by the State Board of Education on April 1, 2009, or a  
13 comparable reading instruction examination with minimum standards  
14 that are equivalent to the examination approved by the State Board of  
15 Education on April 1, 2009, (B) have completed a graduate level

16 program that is based on the Knowledge and Practice Standards for  
 17 Teachers of Reading, as developed by the International Dyslexia  
 18 Association, in its entirety, to develop such applicant's ability to (i)  
 19 provide evidence-based systematic, explicit, direct, multisensory  
 20 reading, writing and spelling structured literacy instruction, (ii)  
 21 provide evidence-based instructional strategies and interventions, (iii)  
 22 provide curriculum-based, evidence-based and diagnostic  
 23 assessments, and (iv) monitor student progress for those students who  
 24 are at risk for reading failure, including students with dyslexia, as  
 25 defined in section 10-3d, and (C) have completed a supervised  
 26 practicum with a minimum of one hundred student contact hours  
 27 delivered over three different practicum experiences that support such  
 28 applicant's ability to implement systematic, explicit, multisensory and  
 29 diagnostic-prescriptive structured literacy interventions that address  
 30 reading, writing and spelling to students who require remedial  
 31 reading interventions, including students with dyslexia."

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2016	10-145d(i)