

**Proposed Substitute
Bill No. 5372**

LCO No. 2636

**AN ACT CONCERNING DYSLEXIA INSTRUCTION OFFERED IN
TEACHER PREPARATION PROGRAMS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (e) of section 10-145a of the 2018 supplement
2 to the general statutes is repealed and the following is substituted in
3 lieu thereof (*Effective July 1, 2018*):

4 (e) On and after July 1, 2006, any program of teacher preparation
5 leading to professional certification shall include, as part of the
6 curriculum, instruction in literacy skills and processes that reflects
7 current research and best practices in the field of literacy training. Such
8 instruction shall (1) be incorporated into requirements of student major
9 and concentration, and (2) on and after July 1, 2015, include not fewer
10 than twelve clock hours of instruction in the detection and recognition
11 of, and [evidence-based] structured literacy interventions for, students
12 with dyslexia, as defined in section 10-3d. For purposes of this
13 subsection, "structured literacy" means an approach to teaching the
14 essential, evidence-based components of reading and writing that
15 emphasizes systematic, explicit instruction in the structure of language
16 across phonology, orthography, syntax, morphology, semantics and
17 the organization of spoken and written discourse.

18 Sec. 2. (NEW) (*Effective July 1, 2018*) (a) There is established the

19 Dyslexia Instruction Standards and Accountability Council within the
20 Office of Higher Education. As used in this section, "structured
21 literacy" has the same meaning as provided in subsection (e) of section
22 10-145a of the general statutes, as amended by this act.

23 (b) The council shall consist of (1) the executive director of the Office
24 of Higher Education, or the executive director's designee, (2) the
25 Commissioner of Education, or the commissioner's designee, (3) the
26 director of reading initiatives within the Department of Education, as
27 described in section 10-3c of the general statutes, (4) the employee of
28 the Department of Education designated by the Commissioner of
29 Education to be responsible for providing information and assistance
30 regarding dyslexia, as described in section 10-3d of the general
31 statutes, (5) a representative from each of the following, as appointed
32 by the executive director of the Office of Higher Education: (A) A
33 public institution of higher education that offers a teacher preparation
34 program with an accredited program of structured literacy instruction,
35 and (B) an independent institution of higher education that offers a
36 teacher preparation program with an accredited program of structured
37 literacy instruction, (6) a representative from each of the following, as
38 appointed by the Commissioner of Education: (A) Two certified
39 teachers who have completed a teacher preparation program described
40 in subparagraphs (A) or (B) of subdivision (5) of this subsection, one of
41 whom (i) teaches in a public school located in a rural school district,
42 and (ii) teaches in a public school located in an urban school district,
43 (B) two parents of students with dyslexia, as defined in section 10-3d of
44 the general statutes, and (C) two persons who are residents of the state
45 and have expertise in dyslexia, and (7) a representative of the
46 Connecticut Association of Public School Superintendents. All
47 appointments to the council shall be made not later than thirty days
48 after the effective date of this section. Any vacancy shall be filled by
49 the appointing authority. The executive director of the Office of Higher
50 Education shall select the chairperson of the council from among the
51 members of the council.

52 (c) The council shall provide recommendations to the Office of

53 Higher Education, the Board of Regents for Higher Education and the
54 Department of Education regarding (1) standards of knowledge and
55 practice related to structured literacy instruction offered in teacher
56 preparation programs in the state, (2) the establishment and promotion
57 of an accountability model for such structured literacy instruction, (3)
58 the identification and establishment of appropriate teaching
59 credentials for persons teaching structured literacy and for persons
60 supervising others who teach structured literacy, (4) the development
61 of a compliance review process for the Office of Higher Education
62 related to the provision of structured literacy instruction, (5) the
63 development of a system in which institutions of higher education
64 whose program of structured literacy instruction does not comply with
65 the provisions of subsection (e) of section 10-145a of the general
66 statutes, as amended by this act, or any standards and guidelines
67 adopted by the State Board of Education or Office of Higher Education
68 relating to structured literacy instruction, may receive assistance from
69 any institution of higher education whose program of structured
70 literacy instruction is in compliance with said section 10-145a and
71 standards and guidelines, and (6) the identification and
72 implementation of innovative, impactful and compliant programs of
73 structured literacy instruction throughout the state.

74 (d) Not later than January 1, 2019, and annually thereafter, the
75 council shall submit any recommendations developed pursuant to
76 subsection (c) of this section to the Office of Higher Education, the
77 Board of Regents for Higher Education, the State Board of Education
78 and the joint standing committee of the General Assembly having
79 cognizance of matters relating to higher education and education, in
80 accordance with the provisions of section 11-4a of the general statutes.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	10-145a(e)
Sec. 2	<i>July 1, 2018</i>	New section