AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK FORCE TO ANALYZE THE IMPLEMENTATION OF LAWS GOVERNING DYSLEXIA INSTRUCTION AND TRAINING.

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

Section 1. (NEW) (Effective July 1, 2021) (a) Not later than January 1, 2022, the Department of Education shall verify that educator preparation programs, as defined in section 10-146c of the general statutes, that are approved by the State Board of Education comply with the requirements for (1) instruction in the detection and recognition of, and evidenced-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d of the general statutes, as set forth in subsection (e) of section 10-145a of the general statutes, and (2) the inclusion of supervised practicum hours and instruction in the detection and recognition of, and evidenced-based structured literacy interventions for, students with dyslexia in programs of study in the diagnosis and remediation of reading and language arts as set forth in subsection (i) of section 10-145d of the general statutes, as amended by this act. On and after January 1, 2022, the department shall verify that
any new educator preparation programs comply with such requirements prior to the State Board of Education's approval of such programs.

(b) The department shall adopt the compliance measures set forth in appendix d of the final report of the task force established pursuant to special act 19-8 for the purpose of assessing whether each educator preparation program provides educators with instruction (1) in the recognition of dyslexia, (2) in the detection of dyslexia, (3) in the provision of evidence-based structured literacy interventions for students with dyslexia, and (4) for a program of study in the diagnosis and remediation of reading and language arts, through supervised practicum hours.

(c) The department may accept from institutions of higher education or other providers of educator preparation programs as proof of compliance with the compliance measures adopted by the department pursuant to subsection (b) of this section by submitting to the department (1) a self-examination report that addresses such requirements, or (2) course syllabi showing graded assignments and evaluations relevant to such requirements, with details including, but not limited to, full citations with specific page numbers of reading assignments and percentage of final grade attributed to such assignments and evaluations.

(d) The department shall review and amend the webinar modules of the Capitol Region Education Council and the State Education Resource Center to align with the compliance measures adopted by the department pursuant to subsection (b) of this section.

(e) The department shall verify compliance of educator preparation programs with the compliance measures adopted pursuant to subsection (b) of this section by (1) adopting the audit procedures set forth in appendix e of the final report of the task force established pursuant to special act 19-8 for the purpose of evaluating the self-examination reports or course syllabi submitted to the department.
pursuant to subsection (c) of this section, or (2) requiring a national accrediting agency that accredits educator preparation programs for the department, pursuant to the provisions of special act 16-22, to determine compliance.

(f) (1) The Department of Education shall establish a Connecticut Higher Education Collaborative for Dyslexia for the purpose of providing faculty in educator preparation programs with access to training, information and peer and technical support designed to support compliance with the amended standards for approval of such programs.

(2) Not later than January 1, 2022, the Department of Education shall (A) adopt the structured literacy competency targets as set forth in appendix f of the final report of the task force established pursuant to special act 19-8 for the purpose of identifying structured literacy competencies that should be achieved by an educator based on certification level and endorsement type, and (B) develop a list of sample course assignments and evaluations that comply with the compliance measures and structured literacy competency targets adopted by the department for the review and consideration of institutions of higher education and other providers of educator preparation programs approved by the department.

Sec. 2. (NEW) (Effective July 1, 2021) On and after July 1, 2021, prior to issuing a certificate to teach in the state, the Department of Education shall verify that (1) an applicant for an initial educator certificate complies with the requirements of subsection (e) of section 10-145a of the general statutes, and (2) a certified employee or an applicant for an initial, provisional or professional educator certificate who seeks an endorsement for remedial reading, remedial language arts, reading consultant, comprehensive special education or integrated early childhood and special education complies with the requirements of subsection (i) of section 10-145d of the general statutes, as amended by this act.
Sec. 3. Subdivision (3) of subsection (h) of section 10-145b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(3) Except as otherwise provided in section 10-146c, upon receipt of a proper application, the State Board of Education shall issue to a teacher from another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico who has taught in another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for a minimum of two years in the preceding ten years, (B) received at least two satisfactory performance evaluations while teaching in such other state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico, [and] (C) fulfilled post-preparation assessments as approved by the commissioner, and (D) completed not fewer than twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d and, if applicable, fulfilled the requirements of subsection (i) of section 10-145d, as amended by this act, a provisional educator certificate with the appropriate endorsement, subject to the provisions of subsection (i) of this section relating to denial of applications for certification. An applicant who has taught under an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for two or more years shall be exempt from completing the beginning educator program based upon such teaching experience upon a showing of effectiveness as a teacher, as determined by the State Board of Education, which may include, but need not be limited to, a demonstrated record of improving student achievement. An applicant who has successfully completed a teacher preparation program or an alternate route to certification program in another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico and holds an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico.
of Puerto Rico shall not be required to complete a course of study in special education, pursuant to subsection (d) of this section. An applicant with two or more years of teaching experience in this state at a nonpublic school, approved by the State Board of Education, in the past ten years shall be exempt from completing the beginning educator program based upon such teaching experience upon a showing of effectiveness as a teacher, as determined by the State Board of Education, which may include, but need not be limited to, a demonstrated record of improving student achievement.

Sec. 4. (NEW) (Effective July 1, 2021) The Department of Education shall establish a dyslexia in-service training program advisory council for the purpose of evaluating the quality of the structured literacy training provided in such programs pursuant to subdivision (6) of subsection (a) of section 10-220a of the general statutes. The council shall (1) develop standards for evaluating the quality of structured literacy training based on the structured literacy competency targets adopted by the department pursuant to subdivision (2) of subsection (f) of section 1 of this act and effective best practices, including, but not limited to, whether such training (A) is sustained and ongoing, (B) is hands-on and practical, (C) is directly relevant and applicable to individual educators, (D) includes opportunities for extended learning and skill development, and (E) increases opportunities for professional learning and collaboration, and (2) develop, for use by local and regional boards of education, model dyslexia in-service training programs aligned with the structured literacy competency targets adopted by the department pursuant to subdivision (2) of subsection (f) of section 1 of this act.

Sec. 5. Subsection (i) of section 10-145d of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(i) (1) On and after July 1, 2017, any (A) certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or
reading consultant endorsement shall (i) achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and (ii) have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours or student teaching experience and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

(2) On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours or student teaching experience and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

Sec. 6. (NEW) (Effective July 1, 2021) On and after January 1, 2022, any supervisor of the practicum hours required pursuant to subdivisions (1) and (2) of subsection (i) of section 10-145d of the general statutes, as amended by this act, shall present to the Department of Education evidence that such supervisor has (A) achieved a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, (B) a valid educator certificate issued by the department, (C) a master's degree in remedial reading or a closely related field, (D) specific and documented knowledge about structured literacy principles and practices, (E) received training for practicum supervision, coaching and evaluation of reading interventionalists, and (F) at least three years of
work experience in providing structured literacy interventions for
students with remedial reading needs, including, but not limited to,
students with dyslexia. The department shall give preference for a
practicum supervisor position to candidates who, in addition to meeting
the qualifications specified in subparagraphs (A) to (F), inclusive, of this
subdivision, have experience in the design, implementation or
monitoring of structured literacy interventions or previous practicum
supervisor experience.

Sec. 7. Section 10-14t of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2021):

(a) On or before January 1, [2016] 2022, the Department of Education
shall develop or approve reading assessments aligned with the
recommendations set forth in appendix g of the final report of the task
force established pursuant to special act 19-8, for use by local and
regional boards of education, in accordance with the guidance provided
pursuant to subsection (c) of this section, for the school year
commencing July 1, [2016] 2022, and each school year thereafter, to
identify students in kindergarten to grade three, inclusive, who are
below proficiency in reading, provided any reading assessments
developed or approved by the department include frequent screening
and progress monitoring of students. [Such] Each approved reading
[assessments] assessment shall (1) measure phonics through nonword
and sight word reading, phonemic awareness through deletion and
blending, fluency, vocabulary, [and] comprehension, rapid naming of
letters, phonological short-term memory and sentence-level listening
comprehension, (2) provide opportunities for [periodic] formative
[assessment] assessments at least three times, in the fall, winter and
spring, during [the] each school year, (3) produce data that is useful for
informing individual and classroom instruction, including the grouping
of students based on such data and the selection of instructional
activities based on data of individual student response patterns during
such progress monitoring, (4) be compatible with best practices in
reading instruction and research, and (5) assist in identifying, in whole
or in part, students at risk for dyslexia, as defined in section 10-3d, or
other reading-related learning disabilities.

(b) On or before January 1, 2022, the Department of Education shall develop or approve a family history questionnaire for use by local and regional boards of education for the school year commencing July 1, 2022, and each school year thereafter, to prescreen students in kindergarten for the purpose of identifying students who are below proficiency in reading.

(c) On or before January 1, 2022, the department shall provide guidance to local and regional boards of education for administering the approved reading assessments, including, but not limited to, (1) specifying the appropriate grade levels for each reading assessment, (2) allowing approved reading assessments to be combined to ensure each ability specified in subdivision (1) of subsection (a) of this section is measured during each school year using one or more reading assessments appropriate for a student's grade level, (3) advising how each board's goals, student body characteristics and resources should inform the choice of reading assessments used by such board, (4) advising how aggregate data derived from reading assessments should guide each board's prevention and early intervention initiatives, and (5) requiring the administration of approved reading assessments in both English and a student's native language, if available, for any student being instructed in literacy in his or her native language.

[(b)] (d) Not later than February 1, [2016] 2022, the Commissioner of Education shall submit the reading assessments, family history questionnaire and guidance developed or approved under this section to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a.

(e) The Department of Education may, in partnership with a public institution of higher education, establish a data center to guide the department and local and regional boards of education in the use and effectiveness of reading assessments. Such data center may include, but
not be limited to, tracking (1) which reading assessments are used by each regional or local board of education, and (2) nonidentifiable student information, including, but not limited to, a student's demographic background, school district, reading assessment dates and scores on reading assessments.

This act shall take effect as follows and shall amend the following sections:

| Section 1 | July 1, 2021 | New section |
| Sec. 2    | July 1, 2021 | New section |
| Sec. 3    | July 1, 2021 | 10-145b(h)(3) |
| Sec. 4    | July 1, 2021 | New section |
| Sec. 5    | July 1, 2021 | 10-145d(i)   |
| Sec. 6    | July 1, 2021 | New section |
| Sec. 7    | July 1, 2021 | 10-14t       |

**Statement of Purpose:**
To implement the recommendations of the task force to analyze the implementation of laws governing dyslexia instruction and training.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]