HOUSE RESEARCH

Bill Summary =

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Subject: Establishing Licensure Requirements for a Reading Specialist

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Overview

Recent findings from scientifically based reading research suggests a need to improve reading practice. According to the U.S. Department of Education, national assessments show a significant need to improve reading instruction in many schools, especially high poverty schools. The National Assessment of Educational Progress (NAEP) indicates serious deficiencies in children's ability to read: more than two-thirds of fourth-graders in high poverty schools are unable to reach NAEP's basic level of reading proficiency; and even in wealthier schools, almost a quarter of fourth-graders are unable to the reach basic level of reading proficiency.

Section

- Comprehensive, scientifically based reading instruction. Defines "comprehensive, scientifically based reading instruction" to include instruction and practice in phonemic awareness, phonics and other word-recognition skills, and guided oral reading for beginning readers, as well as extensive silent reading, vocabulary instruction, comprehensive instruction, and instruction that fosters deep understanding and higher-order thinking for readers of all ages and proficiency levels.
- 2 **License and rules.** (m) Directs the board of teaching to adopt rules requiring all teachers who renew their continuing license to receive reading preparation. The rules do not take effect until approved by law.
 - Makes this section effective for teachers who renew their teaching licenses in 2004 and later.
- Reading strategies. (b) Directs colleges and universities that offer board-approved teacher preparation programs to require instruction in applying comprehensive, scientifically based reading instruction.
 - Makes this section effective for candidates for initial licensure in 2004 and later.
- 4 **Reading specialist.** Directs the board of teaching to adopt rules for licensing reading teachers