

HOUSE RESEARCH

Bill Summary

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Overview

Recent findings from scientifically-based reading research suggests a need to improve reading practice. This bill proposes to redefine "comprehensive, scientifically-based reading instruction" to include proven instructional practices/programs/methods that allow students to make satisfactory reading progress, exempt teachers whose assignments do not include direct classroom instruction from reading preparation requirements related to renewing a teaching license and to establish a new literacy specialist license.

Section

- 1 Comprehensive, scientifically-based reading instruction.** Redefines "comprehensive, scientifically-based reading instruction" to include proven instructional practices/programs/methods that allow students to make satisfactory reading progress. Requires the program to include at least instruction in five reading areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Declares that "comprehensive, scientifically-based reading instruction" also includes continuous assessment and diagnosis of students' reading needs and progress in order to help students of all ages and reading levels read and comprehend text and apply higher order thinking skills.
- 2 License and rules.** Allows the Board of Teaching to adopt rules to exempt from reading preparation requirements applicable to teachers renewing their licenses those teachers whose assignments do not include direct classroom instruction.
- 3 Reading strategies.** (a) Strikes language requiring teacher preparation programs to include reading best practices that enable teacher candidates to know how to teach reading and adds

Section

language requiring teacher preparation programs to include research-based best practices in reading, consistent with the definition of "comprehensive, scientifically-based reading instruction" in section 1, that enable teacher candidates to know how to teach reading in their content areas.

(b) Requires teacher preparation programs in reading for elementary school teachers to teach students to read using knowledge, practices, and strategies consistent with the definition of "comprehensive, scientifically-based reading instruction" in section 1, so that students achieve continuous reading progress and to teach specialized instruction in reading strategies, interventions, and remediations so that all students can become proficient readers.

4 Literacy specialist licensure. Requires the Board of Teaching by July 1, 2005, to adopt rules for a literacy specialist license. Requires candidates for this license to successfully complete training in comprehensive, scientifically based reading instruction consistent with the definition of "comprehensive, scientifically-based reading instruction" in section 1, and a graduate level degree in reading or literacy.

5 Revisor instruction. Directs the revisor to change a reading-related headnote.