

HOUSE BILL 1486

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7lr3034

By: **Delegate Stein**

Introduced and read first time: February 10, 2017

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Teachers and Teacher Preparation Programs – Research–Based Reading**
3 **Instruction**

4 FOR the purpose of requiring the Professional Standards and Teacher Education Board, on
5 or before a certain date, to require certain candidates to pass a certain test of
6 research–based reading instruction; requiring a certain test to include certain
7 elements; requiring the Board and the State Board of Education jointly to set a
8 certain passing score, subject to a certain condition; requiring the Board and the
9 State Board jointly to set certain standards for the delivery of research–based
10 reading instruction by certain teacher preparation programs; requiring the
11 standards to include certain elements; providing for the application of certain
12 provisions of this Act; and generally relating to research–based reading instruction
13 for teachers and as part of teacher preparation programs.

14 BY adding to

15 Article – Education

16 Section 6–704.2 and 6–709

17 Annotated Code of Maryland

18 (2014 Replacement Volume and 2016 Supplement)

19 Preamble

20 WHEREAS, Although Maryland has led the nation in education for many years,
21 currently 60% of Maryland fourth graders are not reading proficiently according to the
22 National Assessment of Educational Progress (NAEP); and

23 WHEREAS, 23% of below–basic third grade readers will likely drop out of school;
24 and

25 WHEREAS, 42.5% of dropouts between the years of 2007 and 2011 entered the
26 Maryland Juvenile Justice System; and

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.

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1 WHEREAS, Teachers are the most important school-based factor in student success;
2 and

3 WHEREAS, We learn spoken language naturally through oral exposure to the
4 English language, yet learning to read is not a natural process and exposure to text does
5 not lead to spontaneous reading; and

6 WHEREAS, 95% of all children can be taught to read at a level constrained only by
7 their reasoning and listening comprehension; and

8 WHEREAS, It is critical to ensure that preservice teachers are competent in
9 applying their knowledge of the science of reading to reduce reading failure and poor
10 performance in reading; and

11 WHEREAS, It is critical to ensure that teachers are well-prepared; and

12 WHEREAS, Pedagogical knowledge about reading must be part of teacher licensure
13 for any educator whose job will involve teaching reading; and

14 WHEREAS, Currently, 15 states require that teacher candidates pass a reading
15 instruction-specific assessment prior to certification; now, therefore,

16 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
17 That the Laws of Maryland read as follows:

18 **Article – Education**

19 **6-704.2.**

20 **(A) THIS SECTION APPLIES ONLY TO A CANDIDATE FOR A CERTIFICATE TO**
21 **TEACH:**

22 **(1) Pre -KINDERGARTEN THROUGH FIFTH GRADE;**

23 **(2) AS A READING SPECIALIST/ READING TEACHER;**

24 **(3) As A Special Education Teachers;**

25 **(4) AS A Teacher of Students with Limited English Proficiency.**

26 **(B) ON OR BEFORE JANUARY 1, 2019, THE BOARD SHALL REQUIRE A**
27 **CANDIDATE TO SUCCESSFULLY PASS A WRITTEN TEST OF RESEARCH-BASED**
28 **READING INSTRUCTION.**

1 (C) THE WRITTEN TEST DESCRIBED UNDER SUBSECTION (B) OF THIS
2 SECTION SHALL INCLUDE:

- 3 (1) FOUNDATIONS OF TEACHING READING;
- 4 (2) BASIC RULES OF PHONOLOGY, SOUND-SYMBOL
ASSOCIATION, SYLLABLE INSTRUCTION, MORPHOLOGY,
5 SYNTAX, AND SEMANTICS OF THE ENGLISH LANGUAGE;
- 6 (3) IDENTIFICATION OF READING DIFFICULTIES;
- 7 (4) DEVELOPMENT OF READING COMPREHENSION; AND
- 8 (5) READING ASSESSMENT.

9 (D) THE BOARD AND THE STATE BOARD JOINTLY SHALL SET THE PASSING
10 SCORE FOR THE WRITTEN TEST DESCRIBED UNDER THIS SECTION AT A LEVEL AT
11 LEAST AS HIGH AS THE LEVEL RECOMMENDED BY THE DEVELOPER OF THE TEST.

12 6-709.

13 (A) THE BOARD AND THE STATE BOARD JOINTLY SHALL SET STANDARDS
14 FOR THE DELIVERY OF RESEARCH-BASED READING INSTRUCTION BY TEACHER
15 PREPARATION PROGRAMS IN THE STATE.

16 (B) THE STANDARDS SET UNDER SUBSECTION (A) OF THIS SECTION SHALL
17 INCLUDE:

- 18 (1) DIRECT SYSTEMATIC INTENSIVE INSTRUCTION IN:
- 19 (I) PHONOLOGICAL AWARENESS;
- 20 (II) SOUND-SYMBOL WORD ATTACK SKILLS
(PHONICS); DECODING AND ENCODING
- 21 (III) SYLLABLE INSTRUCTION
- 22 (IV) MORPHOLOGY (VOCABULARY)
- 23 (V) SYNTAX (GRAMMAR AND WRITING)
- 24
- 25 (VI) DEVELOPMENT OF COMPREHENSION SKILLS; AND
- 26 (VII) FLUENCY-AMPLE PRACTICE IN DECODABLE TEXT

ON INSTRUCTIONAL LEVEL

(2) PRINCIPLES OF INSTRUCTION

(A) MULTISENSORY

(B) SYSTEMATIC AND SEQUENTIAL

(C) CUMULATIVE AND RECURSIVE

(D) DIRECT (EXPLICIT)

(E) DIAGNOSTIC

(F) SYNTHETIC AND ANALYTIC TEACHING

27

28

29

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
October 1, 2017.