



General Assembly

**Substitute Bill No. 6517**

January Session, 2021



**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:

1 Section 1. (NEW) (*Effective July 1, 2021*) (a) There is established an  
2 Office of Training Compliance within the Department of Education. The  
3 Office of Training Compliance shall verify the compliance of (1)  
4 educator preparation programs, as defined in section 10-146c of the  
5 general statutes, and (2) applicants for an initial, provisional or  
6 professional educator certificate with the provisions of chapter 166 of  
7 the general statutes relating to instruction and training, including, but  
8 not limited to, the compliance verifications required pursuant to  
9 sections 2 to 4, inclusive, of this act.

10 (b) Not later than September 1, 2021, the office shall (1) develop  
11 compliance measures and audit procedures to determine the  
12 compliance of educator preparation programs with the provisions of  
13 subsection (e) of section 10-145a of the general statutes and subsection  
14 (i) of section 10-145d of the general statutes, as amended by this act, and  
15 (2) submit such compliance measures and audit procedures, in  
16 accordance with the provisions of section 11-4a, to the joint standing  
17 committees of the General Assembly having cognizance of matters

18 relating to higher education and education.

19 (c) Not later than January 1, 2022, the office shall develop, and update  
20 as necessary, (1) structured literacy competency targets for the purpose  
21 of identifying structured literacy competencies that should be achieved  
22 by an educator based on certification level and endorsement type, (2) for  
23 the review and consideration of institutions of higher education and  
24 other providers of educator preparation programs approved by the  
25 department, a list of sample course assignments and evaluations aligned  
26 with the structured literacy competency targets developed by the office  
27 and the compliance measures developed pursuant to subsection (b) of  
28 this section, and (3) model dyslexia in-service training programs, for use  
29 by local and regional boards of education, aligned with the structured  
30 literacy competency targets developed by the office.

31 Sec. 2. (*Effective July 1, 2021*) (a) Not later than January 1, 2022, the  
32 Office of Training Compliance, established pursuant to section 1 of this  
33 act, shall verify that any educator preparation program, as defined in  
34 section 10-146c of the general statutes, approved by the State Board of  
35 Education is complying with the requirements set forth in (1) subsection  
36 (e) of section 10-145a of the general statutes concerning instruction in  
37 the detection and recognition of, and evidenced-based structured  
38 literacy interventions for, students with dyslexia, as defined in section  
39 10-3d of the general statutes, and (2) subsection (i) of section 10-145d of  
40 the general statutes, as amended by this act, concerning the inclusion of  
41 supervised practicum hours and instruction in the detection and  
42 recognition of, and evidenced-based structured literacy interventions  
43 for, students with dyslexia in programs of study in the diagnosis and  
44 remediation of reading and language arts. The office shall use the  
45 compliance measures and audit procedures developed pursuant to  
46 subsection (b) of section 1 of this act to carry out the provisions of this  
47 subsection.

48 (b) Not later than January 1, 2022, the office shall submit, in  
49 accordance with the provisions of section 11-4a of the general statutes,  
50 to the joint standing committees of the General Assembly having

51 cognizance of matters relating to higher education and education, a  
52 report on the compliance verification conducted pursuant to subsection  
53 (a) of this section for each approved educator preparation program.

54 (c) The office shall review, and request updates of, the webinar  
55 modules developed by the Capitol Region Education Council and the  
56 State Education Resource Center for the purpose of aligning such  
57 webinar modules with the compliance measures developed by the office  
58 pursuant to subsection (b) of section 1 of this act.

59 Sec. 3. (NEW) (*Effective July 1, 2021*) (a) On and after January 1, 2022,  
60 the State Board of Education shall not approve any new educator  
61 preparation program unless the Office of Training Compliance,  
62 established pursuant to section 1 of this act, verifies that such educator  
63 preparation program is in compliance with the provisions of subsection  
64 (e) of section 10-145a of the general statutes and subsection (i) of section  
65 10-145d of the general statutes, using the compliance measures and  
66 audit procedures developed pursuant to subsection (b) of section 1 of  
67 this act.

68 (b) The office shall accept from an institution of higher education, or  
69 any other provider of an educator preparation program, as proof of  
70 compliance with the compliance measures developed, pursuant to  
71 subsection (b) of section 1 of this act, (1) a self-examination report that  
72 addresses such requirements, or (2) course syllabi showing assignments  
73 and evaluations relevant to such requirements, with details including,  
74 but not limited to, full citations with specific page numbers of reading  
75 assignments and percentage of final grade attributed to such  
76 assignments and evaluations.

77 (c) The office shall evaluate the self-examination reports or course  
78 syllabi submitted to the office pursuant to subsection (b) of this section  
79 using the audit procedures developed by the office, pursuant to  
80 subsection (b) of section 1 of this act, for the purpose of verifying  
81 compliance with the compliance measures. The office may complete  
82 such verification by requiring a national accrediting agency that

83 accredits educator preparation programs for the Department of  
84 Education, pursuant to the provisions of special act 16-22, to use such  
85 audit procedures to determine compliance with the compliance  
86 measures, developed pursuant to subsection (b) of section 1 of this act.

87       Sec. 4. (NEW) (*Effective July 1, 2021*) On and after July 1, 2021, the  
88 Department of Education shall not issue an initial, provisional or  
89 professional educator certificate to an applicant until the Office of  
90 Training Compliance, established pursuant to section 1 of this act,  
91 verifies that (1) an applicant for an initial educator certificate who has  
92 graduated from an educator preparation program in the state has  
93 completed not fewer than twelve clock hours of instruction in the  
94 detection and recognition of, and evidence-based structured literacy  
95 interventions for, students with dyslexia, as defined in section 10-3d of  
96 the general statutes, and (2) a certified employee or an applicant for an  
97 initial, provisional or professional educator certificate who seeks an  
98 endorsement for remedial reading, remedial language arts, reading  
99 consultant, comprehensive special education or integrated early  
100 childhood and special education completes the requirements of  
101 subsection (i) of section 10-145d of the general statutes, as amended by  
102 this act.

103       Sec. 5. Subsection (i) of section 10-145d of the general statutes is  
104 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
105 *2021*):

106       (i) (1) On and after July 1, 2017, any (A) certified employee applying  
107 for a remedial reading, remedial language arts or reading consultant  
108 endorsement, or (B) applicant for an initial, provisional or professional  
109 educator certificate and a remedial reading, remedial language arts or  
110 reading consultant endorsement shall (i) achieve a satisfactory score on  
111 the reading instruction examination approved by the State Board of  
112 Education on April 1, 2009, or a comparable reading instruction  
113 examination with minimum standards that are equivalent to the  
114 examination approved by the State Board of Education on April 1, 2009,  
115 and (ii) have completed a program of study in the diagnosis and

116 remediation of reading and language arts that includes supervised  
117 practicum hours or student teaching experience and instruction in the  
118 detection and recognition of, and evidence-based structured literacy  
119 interventions for, students with dyslexia, as defined in section 10-3d.

120 (2) On and after July 1, [2018] 2021, any [(A) certified employee  
121 applying for a comprehensive special education or integrated early  
122 childhood and special education endorsement, or (B)] applicant for an  
123 initial [, provisional or professional] educator certificate [and a] with a  
124 primary endorsement in comprehensive special education or integrated  
125 early childhood and special education endorsement shall have  
126 completed a program of study in the diagnosis and remediation of  
127 reading and language arts that includes supervised practicum hours or  
128 student teaching experience and instruction in the detection and  
129 recognition of, and evidence-based structured literacy interventions for,  
130 students with dyslexia, as defined in section 10-3d.

131 Sec. 6. (NEW) (*Effective July 1, 2021*) (a) On and after January 1, 2022,  
132 the Office of Training Compliance shall provide guidance to institutions  
133 of higher education and other providers of educator preparation  
134 programs on how to provide verification that any supervisor of the  
135 practicum hours required pursuant to subdivisions (1) and (2) of  
136 subsection (i) of section 10-145d of the general statutes, as amended by  
137 this act, has obtained (1) a satisfactory score on the reading instruction  
138 examination approved by the State Board of Education on April 1, 2009,  
139 or a comparable reading instruction examination with minimum  
140 standards that are equivalent to the examination approved by the State  
141 Board of Education on April 1, 2009, (2) a valid initial, provisional or  
142 professional educator certificate issued by the State Board of Education,  
143 (3) a master's degree in remedial reading or a closely related field, (4)  
144 specific and documented knowledge about structured literacy  
145 principles and practices, (5) training for practicum supervision,  
146 coaching and evaluation of reading interventionists, and (6) at least  
147 three years of work experience in providing structured literacy  
148 interventions for students with remedial reading needs, including, but

149 not limited to, students with dyslexia.

150 (b) An institution of higher education and any other provider of an  
151 educator preparation program shall give preference to those candidates  
152 for a practicum supervisor position who, in addition to meeting the  
153 qualifications specified in subdivisions (1) to (6), inclusive, of this  
154 section, have experience in the design, implementation or monitoring of  
155 structured literacy interventions or previous practicum supervisor  
156 experience.

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

159 (a) On or before January 1, [2016] 2022, the Department of Education  
160 shall develop or approve reading assessments, with consideration given  
161 to the recommendations set forth in appendix g of the final report of the  
162 task force established pursuant to special act 19-8, for use by local and  
163 regional boards of education, in accordance with the guidance provided  
164 pursuant to subsection (c) of this section, for the school year  
165 commencing July 1, [2016] 2023, and each school year thereafter, to  
166 identify students in kindergarten to grade three, inclusive, who are  
167 below proficiency in reading, provided any reading assessments  
168 developed or approved by the department include frequent screening  
169 and progress monitoring of students. [Such] Each approved reading  
170 [assessments] assessment shall (1) measure phonics through real and  
171 pseudo words, phonemic awareness through deletion and blending,  
172 fluency, vocabulary, [and] comprehension [,] and rapid automatic  
173 naming, (2) provide opportunities for [periodic] formative [assessment]  
174 assessments at least three times, in the fall, winter and spring, during  
175 [the] each school year, (3) produce data that is useful for informing  
176 individual and classroom instruction, including the grouping of  
177 students based on such data and the selection of instructional activities  
178 based on data of individual student response patterns during such  
179 progress monitoring, (4) be compatible with best practices in reading  
180 instruction and research, and (5) assist in identifying, in whole or in part,  
181 students at risk for dyslexia, as defined in section 10-3d, or other

182 reading-related learning disabilities.

183 (b) On or before January 1, 2023, the department shall provide  
184 guidance to local and regional boards of education for administering the  
185 approved reading assessments, including, but not limited to, (1)  
186 specifying the appropriate grade levels for each reading assessment, (2)  
187 allowing approved reading assessments to be combined to ensure each  
188 ability specified in subdivision (1) of subsection (a) of this section is  
189 measured during each school year using one or more reading  
190 assessments appropriate for a student's grade level, (3) advising how  
191 each board's goals, student body characteristics and resources should  
192 inform the choice of reading assessments used by such board, (4)  
193 advising how aggregate data derived from reading assessments should  
194 guide each board's prevention and early intervention initiatives, and (5)  
195 requiring the administration of approved reading assessments in both  
196 English and a student's native language, if available, for any student  
197 being instructed in literacy in his or her native language.

198 [(b)] (c) Not later than February 1, [2016] 2023, the Commissioner of  
199 Education shall submit the reading assessments and guidance  
200 developed or approved under this section to the joint standing  
201 committee of the General Assembly having cognizance of matters  
202 relating to education, in accordance with the provisions of section 11-4a.

203 (d) The Department of Education may, in partnership with a public  
204 institution of higher education, establish a data center to guide the  
205 department and local and regional boards of education in the use and  
206 effectiveness of reading assessments. Such data center may include, but  
207 not be limited to, tracking (1) which reading assessments are used by  
208 each regional or local board of education, and (2) student information,  
209 disaggregated by categories including, but not limited to, a student's  
210 demographic background, school district, reading assessment dates and  
211 scores on reading assessments, provided such disaggregation keeps  
212 such student information nonidentifiable.

213 Sec. 8. (NEW) (Effective July 1, 2021) On or before January 1, 2022, each

214 local or regional board of education shall develop a voluntary family  
215 history questionnaire to be distributed during the school year  
216 commencing July 1, 2022, and each school year thereafter, to assist in the  
217 identification, in whole or in part, of students who are at risk of reading  
218 proficiency challenges.

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

Section	July 1, 2021	New section
Sec. 2	July 1, 2021	New section
Sec. 3	July 1, 2021	New section
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
Sec. 8	July 1, 2021	New section

**HED**      *Joint Favorable Subst.*

**APP**      *Joint Favorable*