
SUBSTITUTE SENATE BILL 6509 - CC

State of Washington

55th Legislature

1998 Regular Session

By Senate Committee on Education (originally sponsored by Senators Hochstatter, Benton, Zarelli, Rossi, Swecker, Deccio, Johnson, Oke, McCaslin, Stevens, Morton, Roach and Schow)

Read first time 01/26/98.

1 AN ACT Relating to training in reading instruction; amending RCW
2 28A.305.130; adding a new section to chapter 28A.405 RCW; adding a new
3 section to chapter 28A.150 RCW; creating a new section; repealing RCW
4 28A.300.310, 28A.300.320, 28A.300.330, and 28A.300.340; making
5 appropriations; providing an expiration date; and declaring an
6 emergency.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

8 NEW SECTION. **Sec. 1.** It is the intent of the legislature to
9 establish a grant program to provide training in successful reading
10 instruction methods to certificated employees who provide direct
11 reading instructional services to students enrolled in grades one and
12 two. This grant program shall provide additional training to
13 certificated reading instructional staff so they will possess the
14 knowledge and skills to effectively teach students to read.

15 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.405
16 RCW to read as follows:

17 (1) The superintendent of public instruction shall establish a
18 grant program to provide training in reading instruction. Grants shall

1 be provided to school districts for reading instruction training for
2 certificated employees who provide direct instructional services to
3 students enrolled in grades one and two. Grants shall be awarded no
4 later than June 1, 1998.

5 (2) The training in reading instruction shall be provided by
6 private, nonsectarian contractors that provide training consisting of
7 systematically explicit phonics instruction, phonemic awareness, sound-
8 symbol relationship, decoding instruction, word-attack skills, spelling
9 and vocabulary instruction, and explicit instruction of comprehension
10 skills.

11 (3) Teachers shall receive a stipend from the grant.

12 (4) Grants received for the purpose of this section shall be spent
13 only for training programs that take place during the summer of 1998.

14 (5) The criteria for awarding the grants shall be based on the
15 order in which the grant requests are received by the superintendent of
16 public instruction.

17 (6) By April 15, 1998, the superintendent of public instruction
18 shall notify all school districts that the reading grant created under
19 this section is available.

20 (7) The definitions in this subsection apply throughout this
21 section, unless the context clearly requires otherwise.

22 (a) "Phoneme awareness instruction" means teaching awareness of
23 words, syllables, and phonemes along a developmental progression, and
24 includes rhyming, recognition and production, blending and matching of
25 phonemes, segmentation, and substitution.

26 (b) "Systematic explicit phonics instruction" means an organized,
27 sequential program in which letter-sound correspondence for letters and
28 letter clusters are directly taught and blended, practiced in words,
29 word lists, and word families, and practiced in decodable text.
30 Systematic explicit phonics instruction builds from basic elements to
31 complex patterns and teachers provide prompt and explicit feedback.
32 Systematic explicit phonics instruction does not mean embedded phonics
33 instruction, which is ad hoc instruction in phonics based on a random
34 selection of sound and word elements.

35 (c) "Decodable text" means reading material in which a high
36 percentage of words are linked to phonics lessons.

37 (d) "Decoding instruction" means teaching how to read printed words
38 fluently and automatically, from simple letter combinations to more

1 complex, multisyllabic combinations through the use of connected or
2 practice text.

3 (e) "Diagnosis of a pupil's ability to decode" means regularly
4 assessing the pupil's mastery of word recognition, fluency and
5 automaticity, and word analysis in order to plan future instructional
6 activities.

7 (f) "Explicit instruction" means systematic teaching of skills.

8 (g) "Spelling instruction" means teaching a logical scope and
9 sequence of word knowledge, orthographic patterns, and frequently used
10 words connected to the phonics sequence used in reading and writing
11 instruction.

12 (h) "Word-attack skills instruction" means direct instruction of
13 decoding skills and of structural elements, including prefixes,
14 suffixes, and roots.

15 (i) "Vocabulary instruction" means teaching word meanings.

16 (j) "Instruction of comprehension skills" means systematic teaching
17 of vocabulary development, text organization, and syntactic patterns,
18 including, but not limited to, strategies for interpretation,
19 summarization, prediction, clarification, and question generation.

20 (8) A school district participating in the grant program shall
21 certify and provide documentation to the superintendent of public
22 instruction that funds received were expended for training in reading
23 instruction that addresses systematic explicit phonics instruction,
24 phoneme awareness instruction, decodable text, decoding instruction,
25 diagnosis of a pupil's ability to decode, explicit instruction,
26 spelling instruction, word-attack skills instruction, vocabulary
27 instruction, and instruction of comprehension skills.

28 (9) This section expires July 1, 1999.

29 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.150
30 RCW to read as follows:

31 Starting in the 1998-99 school year, school districts must
32 administer a standardized, nationally norm-referenced test to measure
33 second grade reading skills of second grade students. The state-wide
34 second grade reading test, in addition to reporting in other formats,
35 shall report student reading levels in terms of grade level and monthly
36 increments. The purpose of the second grade reading test is to provide
37 information to parents, teachers, and school administrators on the

1 level of acquisition of reading skills of each student at the beginning
2 of second grade.

3 Each school must have the test results available by the winter
4 parent-teacher conference. Schools must notify parents about the
5 second grade reading test during the conferences, inform the parents of
6 their students' performance on the test, identify actions the school
7 intends to take to improve the child's reading skills, and provide
8 parents with strategies to help the parents improve their child's
9 score.

10 Each school shall annually report to its community the number and
11 the actual percentage of second grade students reading at or above
12 second grade level and the distribution and range of all reading scores
13 by grade and monthly increments on the state-wide second grade reading
14 assessment required under this section.

15 Each district shall report to the superintendent of public
16 instruction annually beginning March 1999 the number and the actual
17 percentage of second grade students reading at or above second grade
18 level on the state-wide second grade reading assessment required under
19 this section.

20 **Sec. 4.** RCW 28A.305.130 and 1997 c 13 s 5 are each amended to read
21 as follows:

22 In addition to any other powers and duties as provided by law, the
23 state board of education shall:

24 (1) Approve or disapprove the program of courses leading to
25 teacher, school administrator, and school specialized personnel
26 certification offered by all institutions of higher education within
27 the state which may be accredited and whose graduates may become
28 entitled to receive such certification. For students entering an
29 approved teacher preparation program after June 30, 1996, an approved
30 teacher preparation program for candidates who will be eligible for
31 certification to teach kindergarten to second grade shall include
32 coursework, either separate or a combination of courses, that provides
33 training in systematically explicit phonics instruction, phonemic
34 awareness, sound-symbol relationship, decoding instruction, word-attack
35 skills, spelling and vocabulary instruction, and explicit instruction
36 of comprehensive skills.

37 (2) Conduct every five years a review of the program approval
38 standards, including the minimum standards for teachers,

1 administrators, and educational staff associates, to reflect research
2 findings and assure continued improvement of preparation programs for
3 teachers, administrators, and educational staff associates.

4 (3) Investigate the character of the work required to be performed
5 as a condition of entrance to and graduation from any institution of
6 higher education in this state relative to such certification as
7 provided for in subsection (1) above, and prepare a list of accredited
8 institutions of higher education of this and other states whose
9 graduates may be awarded such certificates.

10 (4)(a) The state board of education shall adopt rules to allow a
11 teacher certification candidate to fulfill, in part, teacher
12 preparation program requirements through work experience as a
13 classified teacher's aide in a public school or private school meeting
14 the requirements of RCW 28A.195.010. The rules shall include, but are
15 not limited to, limitations based upon the recency of the teacher
16 preparation candidate's teacher aide work experience, and limitations
17 based on the amount of work experience that may apply toward teacher
18 preparation program requirements under this chapter.

19 (b) The state board of education shall require that at the time of
20 the individual's enrollment in a teacher preparation program, the
21 supervising teacher and the building principal shall jointly provide to
22 the teacher preparation program of the higher education institution at
23 which the teacher candidate is enrolled, a written assessment of the
24 performance of the teacher candidate. The assessment shall contain
25 such information as determined by the state board of education and
26 shall include: Evidence that at least fifty percent of the candidate's
27 work as a classified teacher's aide was involved in instructional
28 activities with children under the supervision of a certificated
29 teacher and that the candidate worked a minimum of six hundred thirty
30 hours for one school year; the type of work performed by the candidate;
31 and a recommendation of whether the candidate's work experience as a
32 classified teacher's aide should be substituted for teacher preparation
33 program requirements. In compliance with such rules as may be
34 established by the state board of education under this section, the
35 teacher preparation programs of the higher education institution where
36 the candidate is enrolled shall make the final determination as to what
37 teacher preparation program requirements may be fulfilled by teacher
38 aide work experience.

1 (5) Supervise the issuance of such certificates as provided for in
2 subsection (1) above and specify the types and kinds of certificates
3 necessary for the several departments of the common schools by rule or
4 regulation in accordance with RCW 28A.410.010.

5 (6) Accredite, subject to such accreditation standards and
6 procedures as may be established by the state board of education, all
7 schools that apply for accreditation, and approve, subject to the
8 provisions of RCW 28A.195.010, private schools carrying out a program
9 for any or all of the grades kindergarten through twelve: PROVIDED,
10 That no private school may be approved that operates a kindergarten
11 program only: PROVIDED FURTHER, That no public or private schools
12 shall be placed upon the list of accredited schools so long as secret
13 societies are knowingly allowed to exist among its students by school
14 officials: PROVIDED FURTHER, That the state board may elect to require
15 all or certain classifications of the public schools to conduct and
16 participate in such preaccreditation examination and evaluation
17 processes as may now or hereafter be established by the board.

18 (7) Make rules and regulations governing the establishment in any
19 existing nonhigh school district of any secondary program or any new
20 grades in grades nine through twelve. Before any such program or any
21 new grades are established the district must obtain prior approval of
22 the state board.

23 (8) Prepare such outline of study for the common schools as the
24 board shall deem necessary, and prescribe such rules for the general
25 government of the common schools, as shall seek to secure regularity of
26 attendance, prevent truancy, secure efficiency, and promote the true
27 interest of the common schools.

28 (9) Continuously reevaluate courses and adopt and enforce
29 regulations within the common schools so as to meet the educational
30 needs of students and articulate with the institutions of higher
31 education and unify the work of the public school system.

32 (10) Carry out board powers and duties relating to the organization
33 and reorganization of school districts under RCW 28A.315.010 through
34 28A.315.680 and 28A.315.900.

35 (11) By rule or regulation promulgated upon the advice of the chief
36 of the Washington state patrol, through the director of fire
37 protection, provide for instruction of pupils in the public and private
38 schools carrying out a K through 12 program, or any part thereof, so
39 that in case of sudden emergency they shall be able to leave their

1 particular school building in the shortest possible time or take such
2 other steps as the particular emergency demands, and without confusion
3 or panic; such rules and regulations shall be published and distributed
4 to certificated personnel throughout the state whose duties shall
5 include a familiarization therewith as well as the means of
6 implementation thereof at their particular school.

7 (12) Hear and decide appeals as otherwise provided by law.

8 The state board of education is given the authority to promulgate
9 information and rules dealing with the prevention of child abuse for
10 purposes of curriculum use in the common schools.

11 NEW SECTION. **Sec. 5.** The following acts or parts of acts are each
12 repealed:

13 (1) RCW 28A.300.310 and 1997 c 262 s 1;

14 (2) RCW 28A.300.320 and 1997 c 262 s 3;

15 (3) RCW 28A.300.330 and 1997 c 262 s 4; and

16 (4) RCW 28A.300.340 and 1997 c 262 s 7.

17 NEW SECTION. **Sec. 6.** (1) The sum of eleven million dollars, or as
18 much thereof as may be necessary, is appropriated for the fiscal year
19 ending June 30, 1999, from the general fund to the superintendent of
20 public instruction for the purposes of section 2 of this act.

21 (2) The sum of two hundred thousand dollars, or as much thereof as
22 may be necessary, is appropriated for the fiscal year ending June 30,
23 1999, from the general fund to the superintendent of public instruction
24 for the purposes of section 3 of this act.

25 NEW SECTION. **Sec. 7.** This act is necessary for the immediate
26 preservation of the public peace, health, or safety, or support of the
27 state government and its existing public institutions, and takes effect
28 immediately.

--- END ---