

2 **SHB 2418** - S COMM AMD
3 By Committee on Education

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5 Strike everything after the enacting clause and insert the
6 following:

7 "NEW SECTION. **Sec. 1.** To receive initial certification as a
8 teacher with primary responsibility for providing instruction in
9 elementary grades in this state after August 31, 2000, an applicant
10 shall have successfully completed coursework in comprehensive beginning
11 reading instruction and have passed the reading instruction competence
12 assessment administered by the state board of education in accordance
13 with section 2 of this act.

14 The coursework in comprehensive beginning reading instruction shall
15 consist of the study of organized, systematic, explicit skills
16 including phonemic awareness and decoding; a strong literature,
17 language, and comprehension component with a balance of oral and
18 written language; diagnostic techniques that assess student's reading
19 accuracy and fluency levels; early intervention techniques; and guided
20 practice in a school setting. The coursework shall also include study
21 of research on the acquisition of beginning reading skills and the
22 skills needed by proficient readers.

23 NEW SECTION. **Sec. 2.** (1) By June 30, 1999, the state board of
24 education shall provide for the administration of a reading instruction
25 competency assessment to all persons seeking initial certification with
26 primary responsibility for instruction in elementary grades in the
27 state. The assessment shall measure the applicant's ability to teach
28 beginning reading skills effectively as demonstrated through
29 instructional methodologies based on reliable and replicable teaching
30 strategies for beginning reading. The assessment shall measure an
31 applicant's ability to:

32 (a) Provide explicit and systematic instruction in phonemic
33 awareness for all students in kindergarten and first grade and in how
34 to apply phonemic awareness principles to beginning reading strategies;

1 (b) Provide explicit systematic decoding instruction and practice
2 in using those skills in decodable text materials;

3 (c) Provide explicit and systematic instruction in spelling and
4 spelling patterns, and the use of student created spelling to support
5 beginning reading development; and

6 (d) Provide explicit instruction in reading comprehension skills.

7 (2) The state board shall establish and each applicant must achieve
8 a minimum assessment score as a condition to being issued a teaching
9 certificate.

10 (3) The state board of education and the superintendent of public
11 instruction, as determined by the state board, may contract with one or
12 more third parties for:

13 (a) The development, purchase, administration, scoring, and
14 reporting of scores of the assessments established by the state board
15 under this section;

16 (b) Related clerical and administrative activities; or

17 (c) Any combination of the purposes in this subsection.

18 (4) The state board shall ensure that, at a minimum, teachers,
19 administrators, and representatives of institutions of higher education
20 participate in the development and implementation of the assessments.
21 The state board shall submit the proposed assessments to the education
22 committees of the house of representatives and senate for review before
23 implementing the assessments.

24 NEW SECTION. **Sec. 3.** The definitions in this section apply
25 throughout sections 1 through 3 of this act, unless the context clearly
26 requires otherwise.

27 (1) "Phonemic awareness instruction" means teaching awareness of
28 letter sounds, and segmenting and blending phonemes, syllables, and
29 words in a sequential progression.

30 (2) "Explicit systematic decoding instruction" means direct,
31 sequential teaching of how to read words fluently and automatically
32 that includes instruction in letter-sound correspondences, letter
33 combinations, multisyllabic words, blending, and structural elements,
34 and initially incorporates the use of decodable text. "Explicit
35 systematic decoding instruction" does not include the use of context
36 and syntax as word identification strategies in teaching beginning
37 reading skills.

1 (3) "Decodable text" means connected text containing a high
2 percentage of words that provide practice on the letter-sound
3 correspondences and letter combinations previously taught.

4 (4) "Explicit and systematic instruction in spelling" means
5 teaching a logical scope and sequence of word knowledge, orthographic
6 patterns, syllabication, and frequently used words connected to the
7 sequence used in reading and writing instruction.

8 (5) "Instruction in reading comprehension skills" means explicit,
9 systematic teaching of vocabulary development, text structure, and
10 syntactic patterns, including but not limited to, strategies for higher
11 order thinking skills such as interpretation, summarization,
12 prediction, clarification, and question generation.

13 NEW SECTION. **Sec. 4.** Sections 1 through 3 of this act are each
14 added to chapter 28A.410 RCW.

15 NEW SECTION. **Sec. 5.** If specific funding for the purposes of this
16 act, referencing this act by bill or chapter number, is not provided by
17 June 30, 1998, in the omnibus appropriations act, this act is null and
18 void."

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22 On page 1, beginning on line 1 of the title, after "improvement;"
23 strike the remainder of the title and insert "adding new sections to
24 chapter 28A.410 RCW; and creating a new section."

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