



ALIGNING EDUCATOR PREPARATION PROGRAMS TO THE SCIENCE OF READING

Model Policy

2024

SECTION 1 - LEGISLATIVE INTENT

- (A) It is the intent of the (insert state legislative body) that elementary education, early childhood and special education educators licensed in the state as well as candidates seeking an instructional leader license have been provided with preparation that delivers a strong foundation in evidence-based literacy instruction and that educator preparation programs provide specific and objective evidence that attest to the quality of their preparation in early literacy. It shall additionally be the intent of the (insert state legislative body) that every individual seeking licensure as an elementary (K-5) educator demonstrates sufficient knowledge in the science of reading.

SECTION 2 - DEFINITIONS

1. “Department” means the Department of Education
2. “Board” means the State Board of Education
3. “Educator Preparation Program provider” means an entity approved by the Board to operate a program or set of programs that prepares individuals for licensure as elementary teachers, school leaders, or other school personnel
4. “Educator Preparation Program” or “EPP” means any program that prepares individuals for licensure as elementary teachers, school leaders, or other school personnel
5. “Science of reading” means an evidence-based method of explicitly and systematically teaching students to read that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension that enables students to develop reading skills required to meet state standards in literacy
6. “Literacy endorsement” means a supplemental credential obtained through the licensure renewal process upon successful completion of annual continuing competence units where at least one (1) credit is in evidence-based literacy practice and instruction
7. “Three-cueing” includes any model of teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as MSV.

SECTION 3 - ROLE OF THE DEPARTMENT

- (A) The Department shall establish a State Reading Panel that consists of representatives from K-12, the state education agency, and higher education EPP faculty to:
1. develop and submit to the State Board for approval foundational literacy skills standards for use by all educator preparation and alternative certification providers for the instruction of candidates seeking a license to teach students in kindergarten through grade five (K-5);
 2. develop and submit to the State Board for approval foundational literacy skills standards required for use by educator preparation providers in instructional leadership specialty area programs for the instruction of candidates seeking an instructional leader license; and,
 3. recommend and submit to the Board for approval a licensure exam that assesses teachers’ knowledge of the science of reading.
- (B) The foundational literacy skills standards must be aligned to the science of reading, shall not include the three-cueing systems model of teaching word reading, and include, at a minimum:
1. How to effectively teach the foundational literacy skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 2. How to differentiate instruction for teaching students with advanced reading skills and students with significant reading deficiencies;
 3. Dyslexia identification and providing effective instruction for teaching students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies;
 4. How to implement reading instruction using high-quality instructional materials;
 5. Behavior management, trauma-informed principles and practices for the classroom, and other developmentally appropriate supports to ensure that students can effectively access reading instruction; and



6. How to administer universal reading screeners and diagnostic assessments to students and use the resulting data to improve reading instruction and monitor reading progress.
 7. The negative impacts of the three-cueing systems model, how to identify it in curriculum, and why it is a flawed model of teaching children to read.
- (C) The Department shall offer a course for faculty, either in-person or online, in the science of reading.

SECTION 4 - EDUCATOR PREPARATION PROGRAM PROVIDER REQUIREMENTS

- (A) Beginning {insert date} educator preparation providers must provide to candidates seeking licensure to teach students in elementary education, early childhood, and special education as well as candidates seeking an instructional leader license, training on reading instruction focused primarily on the foundational literacy skills standards developed and approved.
- (B) To be approved by the (Program Approval Agency) an educator preparation program's coursework and curriculum shall not include the use of a three-cueing systems model of teaching students to read based on meaning, structure and syntax, and visual memory or cues, which is also known as "MSV", or related balanced literacy strategies for teaching word recognition to students in grades kindergarten through three.
- (C) Any new educator preparation program provider or existing educator preparation program provider seeking renewal by the Board shall also require faculty of education preparation programs to acquire or strengthen their science of reading knowledge by participating in an evidence-based science of reading professional development course every five (5) years or attending one (1) science of reading professional development training annually.
- (D) Educator preparation programs shall conduct internal curriculum audits specific to early literacy courses to ensure that candidates receive adequate preparation in teaching and assessing early reading, including course work to address linguistically and culturally diverse learners.
- (E) Reports must be submitted to the Department by October 1st of each calendar year with information consistent with section 6(A) of this act.

SECTION 5 - CANDIDATES SEEKING LICENSURE

- (A) Candidates seeking initial licensure at the elementary level, including elementary education, early childhood and special education educators (K-5), shall demonstrate sufficient knowledge in the practice and instruction of the science of reading by passing an assessment at or above the established cut score aligned to knowledge and practice of the science of reading.
- (B) Candidates seeking renewal of licensure at the elementary level, including elementary education, early childhood and special education educators (K-5), shall demonstrate sufficient knowledge in the practice and instruction of the science of reading by obtaining a literacy endorsement.
 - a. A candidate seeking renewal of licensure at the elementary (K-5) level may obtain a literacy endorsement through an alternate process identified by the Department or State Reading Panel so long as the alternate process includes:
 - i. The demonstration of sufficient knowledge in the practice and instruction of the science of reading, or
 - ii. The successful completion of coursework where at least one (1) credit hour is in the knowledge, practice, and instruction of the science of reading.

SECTION 6 - ANNUAL REPORT

- (A) The Board shall compile and publish an annual report that includes information about the status of approved educator preparation programs and their faculty including,
 1. The number of faculty members at each educator preparation program who have successfully completed coursework and/or professional development training in the science of reading;
 2. The number and percentage of teacher candidates who successfully pass licensure exams on their first attempt; and,
 3. The number and percentage of teacher candidates who successfully pass licensure exams during a retake round.