

1.1 moves to amend H.F. No. 1080 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2008, section 122A.06, subdivision 4, is amended to
1.4 read:

1.5 Subd. 4. **Comprehensive, ~~scientifically based~~ scientifically-based reading**
1.6 **instruction.** (a) "Comprehensive, scientifically based reading instruction" includes a
1.7 program or collection of instructional practices that is based on ~~reliable~~, valid, replicable
1.8 evidence showing that when these programs or practices are used, students can be
1.9 expected to achieve, at a minimum, satisfactory reading progress. The program or
1.10 collection of practices must include, at a minimum, effective, balanced instruction in all
1.11 five areas of reading: phonemic awareness, phonics, fluency, vocabulary development,
1.12 and ~~text~~ reading comprehension.

1.13 Comprehensive, scientifically based reading instruction also includes and integrates
1.14 instructional strategies for continuously assessing, evaluating, and communicating
1.15 the student's reading progress and needs in order to design and implement ongoing
1.16 interventions so that students of all ages and proficiency levels can read and comprehend
1.17 text and apply higher level thinking skills.

1.18 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper
1.19 expression.

1.20 (c) "Phonemic awareness" is the ability of students to notice, think about, and
1.21 manipulate individual sounds in spoken syllables and words.

1.22 (d) "Phonics" is the understanding that there are systematic and predictable
1.23 relationships between written letters and spoken words. Phonics instruction is a way
1.24 of teaching reading that stresses learning how letters correspond to sounds and how to
1.25 apply this knowledge in reading and spelling.

1.26 (e) "Reading comprehension" is an active process that requires intentional thinking
1.27 during which meaning is constructed through interactions between text and reader.

2.1 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and
2.2 implementing specific cognitive strategies to help beginning readers derive meaning
2.3 through intentional, problem-solving thinking processes.

2.4 (f) "Vocabulary development" is the process of teaching vocabulary both directly
2.5 and indirectly, with repetition and multiple exposures to vocabulary items. Learning in
2.6 rich contexts, incidental learning, and use of computer technology enhance the acquiring
2.7 of vocabulary.

2.8 (g) Nothing in this subdivision limits the authority of a school district to select a
2.9 school's reading program or curriculum.

2.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.11 Sec. 2. Minnesota Statutes 2008, section 122A.09, subdivision 4, is amended to read:

2.12 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school
2.13 teachers and interns subject to chapter 14.

2.14 (b) The board must adopt rules requiring a person to successfully complete a skills
2.15 examination in reading, writing, and mathematics as a requirement for initial teacher
2.16 licensure. Such rules must require college and universities offering a board-approved
2.17 teacher preparation program to provide remedial assistance to persons who did not
2.18 achieve a qualifying score on the skills examination, including those for whom English is
2.19 a second language.

2.20 (c) The board must adopt rules to approve teacher preparation programs. The board,
2.21 upon the request of a postsecondary student preparing for teacher licensure or a licensed
2.22 graduate of a teacher preparation program, shall assist in resolving a dispute between the
2.23 person and a postsecondary institution providing a teacher preparation program when the
2.24 dispute involves an institution's recommendation for licensure affecting the person or the
2.25 person's credentials. At the board's discretion, assistance may include the application
2.26 of chapter 14.

2.27 (d) The board must provide the leadership and shall adopt rules for the redesign of
2.28 teacher education programs to implement a research based, results-oriented curriculum
2.29 that focuses on the skills teachers need in order to be effective. The board shall implement
2.30 new systems of teacher preparation program evaluation to assure program effectiveness
2.31 based on proficiency of graduates in demonstrating attainment of program outcomes.

2.32 (e) The board must adopt rules requiring ~~successful completion of~~ candidates for
2.33 initial licenses to successfully complete an examination of general pedagogical knowledge
2.34 and examinations of licensure-specific teaching skills. The rules shall be effective ~~on the~~
2.35 ~~dates determined by the board but not later than~~ by September 1, 2001. The rules under

3.1 this paragraph also must require candidates for initial licenses to teach prekindergarten
3.2 or elementary students to successfully complete, as part of the examination of
3.3 licensure-specific teaching skills, test items assessing the candidates' knowledge, skill, and
3.4 ability in comprehensive, scientifically-based reading instruction under section 122A.06,
3.5 subdivision 4, and their knowledge and understanding of the foundations of reading
3.6 development, the development of reading comprehension, and reading assessment and
3.7 instruction, and their ability to integrate that knowledge and understanding.

3.8 (f) The board must adopt rules requiring teacher educators to work directly with
3.9 elementary or secondary school teachers in elementary or secondary schools to obtain
3.10 periodic exposure to the elementary or secondary teaching environment.

3.11 (g) The board must grant licenses to interns and to candidates for initial licenses.

3.12 (h) The board must design and implement an assessment system which requires a
3.13 candidate for an initial license and first continuing license to demonstrate the abilities
3.14 necessary to perform selected, representative teaching tasks at appropriate levels.

3.15 (i) The board must receive recommendations from local committees as established
3.16 by the board for the renewal of teaching licenses.

3.17 (j) The board must grant life licenses to those who qualify according to requirements
3.18 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and
3.19 214.10. The board must not establish any expiration date for application for life licenses.


3.20 (k) The board must adopt rules that require all licensed teachers who are renewing
3.21 their continuing license to include in their renewal requirements further preparation in
3.22 the areas of using positive behavior interventions and in accommodating, modifying, and
3.23 adapting curricula, materials, and strategies to appropriately meet the needs of individual
3.24 students and ensure adequate progress toward the state's graduation rule.

3.25 (l) In adopting rules to license public school teachers who provide health-related
3.26 services for disabled children, the board shall adopt rules consistent with license or
3.27 registration requirements of the commissioner of health and the health-related boards who
3.28 license personnel who perform similar services outside of the school.

3.29 (m) The board must adopt rules that require all licensed teachers who are renewing
3.30 their continuing license to include in their renewal requirements further reading
3.31 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect
3.32 until they are approved by law. Teachers who do not provide direct instruction including, at
3.33 least, counselors, school psychologists, school nurses, school social workers, audiovisual
3.34 directors and coordinators, and recreation personnel are exempt from this section.

3.35 (n) The board must adopt rules that require all licensed teachers who are renewing
3.36 their continuing license to include in their renewal requirements further preparation

4.1 in understanding the key warning signs of early-onset mental illness in children and
4.2 adolescents.

4.3 **EFFECTIVE DATE.** This section is effective the day following final enactment
4.4 and applies to teacher candidates beginning January 1, 2011. 

4.5 Sec. 3. Minnesota Statutes 2008, section 122A.18, subdivision 2a, is amended to read:

4.6 Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the
4.7 Board of Teaching to prepare persons for classroom teacher licensure must include in their
4.8 teacher preparation programs research-based best practices in reading, consistent with
4.9 section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach
4.10 reading in the candidate's content areas. These colleges and universities also must prepare
4.11 candidates for initial licenses to teach prekindergarten or elementary students for the
4.12 assessment of reading instruction portion of the examination of licensure-specific teaching
4.13 skills under section 122A.09, subdivision 4, paragraph (e).

4.14 (b) Board-approved teacher preparation programs for teachers of elementary
4.15 education must require instruction in the application of comprehensive, scientifically
4.16 based, and balanced reading instruction programs that:

4.17 (1) teach students to read using foundational knowledge, practices, and strategies
4.18 consistent with section 122A.06, subdivision 4, so that all students will achieve continuous
4.19 progress in reading; and

4.20 (2) teach specialized instruction in reading strategies, interventions, and remediations
4.21 that enable students of all ages and proficiency levels to become proficient readers.

4.22 (c) Nothing in this section limits the authority of a school district to select a school's
4.23 reading program or curriculum.


4.24 **EFFECTIVE DATE.** This section is effective the day following final enactment.



4.25 Sec. 4. **ASSESSMENT OF READING INSTRUCTION.**

4.26 (a) By January 1, 2011, the Board of Teaching shall administer the assessment of
4.27 reading instruction portion of the examination of licensure-specific teaching skills for all
4.28 candidates for initial licenses to teach prekindergarten or elementary students, consistent
4.29 with Minnesota Statutes, section 122A.09, subdivision 4, paragraph (e).

4.30 (b) The Board of Teaching shall report to the legislative committees with jurisdiction
4.31 over prekindergarten through grade 12 education policy by March 15, 2011, on the
4.32 assessment of reading instruction portion of the examination of licensure-specific teaching
4.33 skills under paragraph (a).

5.1 **EFFECTIVE DATE.** This section is effective the day following final enactment
5.2 and applies to teacher candidates beginning **January 1, 2011.** 

5.3 Delete the title and insert:

5.4 "A bill for an act
5.5 relating to education; clarifying the definition of comprehensive scientifically
5.6 based reading instruction; establishing requirements for reading instruction
5.7 applicable to colleges and universities with approved teacher preparation
5.8 programs; requiring an assessment of reading instruction portion of the
5.9 examination of licensure-specific teaching skills; amending Minnesota Statutes
5.10 2008, sections 122A.06, subdivision 4; 122A.09, subdivision 4; 122A.18,
5.11 subdivision 2a."