



WISCONSIN LEGISLATIVE COUNCIL AMENDMENT MEMO

2011 Senate Bill 461

**Senate Substitute
Amendment 1, as Amended**

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Senate Bill 461 makes various changes to current law relating to education reform.

Senate Substitute Amendment 1

Read to Lead

The substitute amendment creates the Read to Lead Development Council in the Office of the Governor. The council consists of the Governor, the State Superintendent of Public Instruction, four legislators, and the members representing various groups appointed by the Governor and serving at his or her pleasure. The members of the Read to Lead Development Council appointed by the Governor must be appointed for three-year terms and provides that the initial members of the council will serve staggered terms.

The substitute amendment creates the Read to Lead Development Fund for grants to support literacy and early childhood development programs. The fund consists of all gifts, grants, bequests, and other contributions made to the fund. The Read to Lead Development Council must make recommendations to the Governor and the State Superintendent of Public Instruction regarding recipients of grants. The amount of each grant awarded is determined jointly by the Governor and the State Superintendent.

Teacher Preparation Programs

The substitute amendment requires the Department of Public Instruction (DPI) to work in consultation with the Governor's office, the University of Wisconsin System, chairpersons and ranking members of the Senate and Assembly education committees, and the Wisconsin Association of Independent Colleges and Universities to determine how the performance of recent graduates of teacher education programs will be used to evaluate the teacher education programs, including by defining "recent graduate" and identifying measures of performance.

The substitute amendment requires each teacher education program located in this state to, beginning on July 1, 2012, and annually thereafter, provide DPI with a list of graduates, and their graduation dates, from each term or semester of the program's most recently completed academic year. The substitute amendment requires DPI to include this information about graduates of teacher education programs in the statewide student information system.

The substitute amendment also requires DPI to develop a system through which information about teacher performance and the evaluation of teacher education programs will be made available to the public. The substitute amendment requires DPI, beginning in the 2013-14 school year, to report for each teacher education program the rate of passage on first attempt of students and graduates of the program on examinations administered for licensure as a teacher and as an alternative education program teacher, and any other information recommended by DPI in consultation with the entities above, on the system developed as required in the substitute amendment. Beginning in the 2013-14 school year, each teacher education program must prominently display this information on the program's web site and provide this information to persons receiving admissions information to the program.

Educator Effectiveness

The substitute amendment requires DPI to develop an educator effectiveness evaluation system (state system) and to develop, by rule, an equivalency process aligned with the state system (equivalency process) to assist school districts in the evaluation of the performance of teachers and principals in the district.

Under the state system, 50% of the total evaluation score assigned to a teacher or principal must be based on measures of student performance, and 50% of the total evaluation score must be based upon the extent to which the teacher's or principal's practice meets standards established under the 2011 Interstate Teacher Assessment and Support Consortium or under the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards, respectively. The equivalency process must be based upon the same interstate standards as the state system and must evaluate a teacher with reference to the following four domains: (a) planning and preparation; (b) the classroom environment; (c) instruction; and (d) professional responsibilities and development.

The substitute amendment specifies that teachers and principals evaluated under both the state system and the equivalency process must be placed in one of at least four performance categories. Each school district and independent charter school must begin evaluating teachers and principals using either the state system or the equivalency process in the 2014-15 school year.

Assessments of Reading Readiness

The substitute amendment requires each school board and each independent charter school annually to assess all pupils in five-year old kindergarten programs for reading readiness beginning in the 2012-13 school year. The substitute amendment specifies that the school board or charter school must use the appropriate norm-referenced assessment of literacy fundamentals selected by DPI and requires DPI to ensure that the assessment evaluates whether a pupil possesses phonemic awareness, rapid naming, and letter sound knowledge. If DPI determines that sufficient moneys are available, the school board and the charter school must also assess all pupils in four-year old kindergarten programs.

The school board or charter school must provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services that are scientifically based.

The substitute amendment specifies that if a pupil's reading assessment indicates that he or she may have a disability, the pupil must be referred for a special education assessment as provided under current law. The substitute amendment further specifies that, if a pupil is enrolled in a special education program, the school board or independent charter school must accommodate that pupil as provided in the pupil's IEP when taking the reading assessment.

The substitute amendment requires a school board or independent charter school to report the results of a pupil's reading assessment to the pupil's parent or guardian.

The substitute amendment appropriates \$800,000 of general purpose revenue to the DPI in fiscal year 2013 to provide school districts and independent charter schools with the assessment of reading readiness.

Teacher Licensure

The substitute amendment prohibits DPI from issuing an initial teaching license that authorizes the holder to teach in grades kindergarten to five, in special education, as a reading teacher or as a reading specialist, unless the applicant has passed an examination that evaluates the specified facets or reading development and reading instruction provided in the substitute amendment. This provision first applies to applications for licenses received by DPI on January 1, 2014.

The substitute amendment provides that any teacher who passes the examination must notify DPI in order to have a notation added to the teacher's license indicating that he or she passed the examination.

The substitute amendment specifies that for the examination for initial licensure, points for questions relating to phonics, phonemic awareness, and vocabulary must constitute more than 50% of the maximum number of points attainable on the examination. The substitute amendment also specifies that the passing score on this examination must be 70.5%.

Senate Amendment 3 to the Senate Substitute Amendment 1

Senate Amendment 3 to the substitute amendment requires the Legislative Audit Bureau to annually conduct a financial audit of the Governor's Read to Lead Development Fund.

Senate Amendment 4 to Senate Substitute Amendment 1

Senate Amendment 4 to the substitute amendment makes the following changes to the substitute amendment:

- For the provisions relating to ***teacher preparatory programs***:
 - Removes terms including "graduate" and "recent graduate of an education program in this state," and instead specifies that the requirements in the substitute amendment apply

- to individuals who have recently completed a teacher preparatory or education program in this state or individuals who have recently completed a teacher preparatory or education program and who have been recommended for licensure. Therefore, the performance evaluations for teacher education programs and the information that teacher preparation programs must provide will not include individuals who have taken licensure examinations but have not completed a teacher preparation program.
- Removes the requirement that DPI report for each teacher education program the rate of passage on first attempt of students and graduates of the program on examinations administered for licensure, and specifies instead that DPI must report the rate of passage of individuals who have recently completed a teacher preparatory or education program and who have been recommended by the program for licensure.
 - For the provisions relating to *educator effectiveness*:
 - Removes the requirement that a teacher or principal who is evaluated must be placed in one of at least four performance categories and instead requires placement in one of multiple performance categories. Senate Amendment 3 to Senate Amendment 4 to the substitute amendment makes this same change for the equivalency process for evaluating educator effectiveness.
 - For the provisions relating to *assessments of reading readiness*:
 - Requires DPI to select an appropriate, valid, and reliable assessment of literacy fundamentals and removes the language that such an assessment must be norm-referenced.
 - Requires school boards and charter schools to annually assess each pupil enrolled in kindergarten and removes language specific to four-year old and five-year old kindergarten.
 - Removes the requirement that DPI ensure that the assessment evaluates rapid naming.
 - Removes the requirement that if a pupil's reading assessment indicates that he or she may have a disability, the pupil must be referred for a special education assessment.
 - For the provisions relating to *teacher licensure*:
 - Requires an applicant for licensure to pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure instead of describing the elements of the examination.
 - Removes the requirement that points for questions relating to phonics, phonemic awareness, and vocabulary must constitute more than 50% of the maximum number of points attainable on the examination.

- Removes the requirement that the passing score on the examination must be 70.5% and requires DPI to set the passing score of the examination at a level no lower than the level recommended by the developer of the test, based on the state's standards.

Senate Amendment 5 to Senate Substitute Amendment 1

Senate Amendment 5 to the substitute amendment requires DPI to report the passage rate *on first attempt* of individuals who have recently completed a teacher preparatory or education program and who have been recommended by the program for licensure.

Legislative History

The Senate Committee on Education offered Senate Substitute Amendment 1 and Senate Amendment 3 to Senate Amendment 4 to the substitute amendment. Senator Vinehout offered Senate Amendment 3 to the substitute amendment and Senator Olsen offered Senate Amendment 4 to the substitute amendment.

On February 28, 2012, the Senate Committee on Education unanimously recommended adoption of Senate Amendment 3 to the substitute amendment and Senate Amendment 3 to Senate Amendment 4 to the substitute amendment. On that date, the committee also recommended adoption of Senate Amendment 4 to the substitute amendment on a vote of Ayes, 4; Noes, 3, and recommended adoption of Senate Substitute Amendment 1 to the bill on a vote of Ayes, 4; Noes, 3.

On March 1, 2012, the committee recommended passage of the bill, as amended, on a vote of Ayes, 5; Noes, 2.

On March 6, 2012, the Senate adopted Senate Amendments 3, 4, and 5 to Senate Substitute Amendment 1, as amended, on voice votes. The Senate passed the bill, as amended, on a vote of Ayes, 20; Noes, 13.

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