

2009 DRAFTING REQUEST

Bill

Received: **10/06/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - state superintendent**

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Supplemental examination in reading instruction for teaching license

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 10/06/2009	bkraft 10/07/2009		_____			State
/1	pgrant 10/16/2009	bkraft 10/16/2009	phenry 10/08/2009	_____	cduerst 10/08/2009		State
/2			phenry 10/19/2009	_____	mbarman 10/19/2009	mbarman 10/20/2009	

FE Sent For:

*at
intro*

<END>

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FE Sent For:

10/19/09
PA
RLH
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/?	pgrant	1 bjk 10/4	10 ph	12 7 md			
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FE Sent For:

<END>
✓gf

Grant, Peter

From: Wenzlaff, Tyler
Sent: Thursday, October 01, 2009 3:58 PM
To: Grant, Peter
Subject: Dyslexia Meeting

Peter,

~~Changes to LRB 3404/P2~~

~~We would like to add section requiring schools to notify parents or a guardian the results of screening their child within the first 90 days of the beginning of the current school year or enrollment which ever is earlier.~~

~~The language "beginning of the school year or enrollment which ever is earlier" is intended to include those that are enrolled after the beginning of the school year. I'm not sure if it shouldn't be "later" instead.~~

~~*****~~

New bill on testing and training of teachers.

First we would like a Purpose and Intent section with the following:

- It is the purpose and intent of this section to assure that skilled, dedicated teachers have the educational and training support necessary to master the critical science of reading acquisition and instruction; and the ability to utilize best practices in formulating and implementing reading instruction and intervention.

Testing

In addition to PRAXIS 2 DPI will develop or purchase a teacher licensure supplemental test that will assess educators knowledge and skill in:

1. Reading Development and instruction which included the five components of reading:
 - a. Phonemic awareness
 - b. Phonics
 - c. Fluency
 - d. Vocabulary
 - e. Text comprehension
2. Scientifically based instructional strategies (systemic, sequential, cumulative, explicit, synthetic and analytic, simultaneous)
3. Multi-sensory, structured language methods and multi-sensory structured language curricula.
4. How to assess results of the screening and provide appropriate intervention reading instruction.

for teachers

Educators are those specializing in elementary education, special education, reading, reading specialists, alternative teachers and early education.

K-8

Within 12 months of publication.

DPI will offer training in helping passage of the test.

The testing device will be reported to the appropriate legislative standing committee with one year of publication -language from LRB 3404 Page 2 line 1.

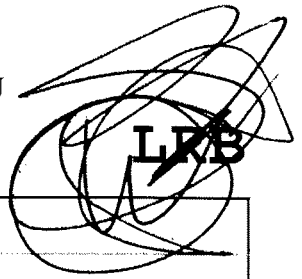
All teachers, current and future, will have 5 years after DPI reports the testing device to the appropriate legislative standing committees to pass this test.

Teachers who haven't passed the test within 5 years will lose education license.

10/01/2009

I'm sure this wasn't very clear so if questions please do not hesitate to contact my office and we'll see if we can clear this up a little. Thank you for all your hard work and time on this.

Tyler Wenzlaff
Office of Wisconsin State Representative Keith Ripp
47th Assembly District
608-266-3404



① What's "Praxis 2"?

is this for all teachers - even those who will never be teaching ~~reading~~?

② are there any of the instructional strategies that exist? (only for reading instruction?) (yes)

③ #4: the meaning method used in the other bill? How to refer to it?

④ def. of "educators"?

"alternative teachers"?

is "early ed" earlier than elementary ed?

(also includes K) ok

⑤ What's "within 12 mos of publication"?

usually we say "beg. on x date, DOJ may not issue (or renew) a license unless applicant passes the test"

→ 5 yrs from enactment

BILL

Date (time)
needed _____

LRB - 3827 / 1

PK : bjk :

Use the appropriate components and routines developed for bills.

AN ACT . . . [generate catalog] **to repeal . . . ; to renumber . . . ; to consolidate and renumber . . . ; to renumber and amend . . . ; to consolidate, renumber and amend . . . ; to amend . . . ; to repeal and recreate . . . ; and to create . . .** of the

SA
x-ref

statutes; **relating to:** . . . requiring passage of a supplemental examination in reading instruction to obtain a teaching license . . .
.. examination in reading instruction to obtain a teaching license . . .
.. teaching license . . .

[NOTE: See section 4.02 (2) (br), Drafting Manual, for specific order of standard phrases.]

Analysis by the Legislative Reference Bureau

If titles are needed in the analysis, in the component bar:

For the main heading, execute: **create** → **anal:** → **title:** → **head**

For the subheading, execute: **create** → **anal:** → **title:** → **sub**

For the sub-subheading, execute: **create** → **anal:** → **title:** → **sub-sub**

For the analysis text, in the component bar:

For the text paragraph, execute: **create** → **anal:** → **text**

(attached)

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION #.

SEC. CR. 118.19 (14)

§ 118.19 (14) ^(B) beginning ~~on~~ ⁹ July 1, 2015

The department may not issue or renew a license ~~as a reading specialist or as a special education teacher~~ or that authorizes the holder to teach in an elementary grade or to teach reading unless he or she passes a supplementary examination developed or ^{adopted} adopted by the department

that assesses knowledge of all of the following:

§ 16 ^{Reading development and instruction including} phonemic awareness, phonics, fluency, vocabulary, ^{text} vocabulary and text comprehension.

§ 20 ^{scientifically based} ~~scientifically based~~ ^{instructional strategies} instructional strategies for teaching reading.

§ 30 ^{structured} ~~structured~~ ^{language} Multi-sensory structured language methods and curricula.

§ 40 ^{results of devices} ~~results of devices~~ ^{of devices} How to assess the results of devices

used to screen pupils for phonemic
used to screen pupils for phonemic

awareness and rapid naming and
awareness are rapid naming are

provide appropriate intervention reading
provide appropriate intervention reading

instruction
instruction

and may charge a
and may charge a
reasonable fee for

(b) The department shall offer training
in the topics covered by the examination

para (a)

under sub (1) and may charge a reasonable

(c) The department shall submit the
supplementary examination developed or adopted
supplementary examination under sub (1) and
any subsequent changes made to the examination

para (a)

to the appropriate standing committees of

the legislature under SOA 130.172 (3)

(End)

Analysis

As Beginning July 1, 2015,
 this bill prohibits the Department of
 Public Instruction (DPI) from issuing or renewing

a license as a reading specialist or as a special
 education teacher or that authorizes the holder to
~~of teaching licenses to reading specialists,~~

~~special education personnel,~~ teach in an elementary
~~grade or to teach~~
~~teachers and~~ reading ~~teachers~~ Beginning

~~July 1, 2015, the bill prohibits DPI~~
~~from issuing or renewing a teaching license~~

unless he or she passes
 unless he or she passes a supplementary

examination, developed or ^{adopted} accepted by DPI

that assesses knowledge of the following topics:

10. Reading ^{development} development and instruction

including phonemic awareness ^{phonics} phonics, fluency,
 vocabulary ^{text} text and text comprehension.

§ 20^{AA} Scientific ^{ly} ~~ly~~ based instructional strategies for teaching reading. ☺

§ 30^{AA} Multi-sensory ^{structured} ~~structured~~ language methods and curricula. ☺

§ 40^{AA} How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate intervention reading instruction. ☺

§ The bill ^{directs} DPI to offer training in the above topics and authorizes DPI to charge a reasonable fee for the training. ☺

→ FE - S

Grant, Peter

From: Wenzlaff, Tyler
Sent: Friday, October 16, 2009 1:35 PM
To: Grant, Peter
Subject: RE: comments for Draft LRB 3627

Peter,

Thank you for your patience with this bill. We're trying to figure out the correct language to make sure that if DPI adopts a teacher assessment that they adopt a desire teacher assessment or if they develop a teacher assessment they assess teacher knowledge in the concepts intended by the legislature leaving as little vagueness as possible.

Changes to LRB 3627-

Page 2 line 7

1. Reading development and scientifically based reading instruction, integration of knowledge and understanding phonological and phonemic awareness, concepts of print and the alphabetic principles, the role of phonics in promoting reading development, word analysis skills and strategies, vocabulary development, how to apply reading comprehension skills and strategies to imaginative/literary and informational/expository texts, formal and informal methods for assessing reading development, and multiple approaches to reading instruction.
2. Simultaneous multi-sensory, structured language methods and curricula.
3. How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate reading instruction and intervention.

Deleting #2 in the original bill

Changes to LRB 3404

Page 2 line 2

After device insert "with results to be reported in both standard and percentile formats"

Disregard those changes listed in the email below.

Let me know if you have any questions.

Tyler

From: Grant, Peter
Sent: Tuesday, October 13, 2009 9:13 AM
To: Wenzlaff, Tyler
Subject: RE: comments for Draft LRB 3627

Tyler, some of this new stuff seems redundant and some doesn't fit the introduction.

In the first category: the draft already mentions phonics. Do we need to mention it again, as in your par. B? Currently, it's in subd. 1 ("including...phonics"). Does it need to be in 1. B. as well? And isn't "phonemic awareness" the same as "knowledge of the English speech sound system"?

What if I expand subd. 1 so it reads " Reading development and instruction, including phonetics, phonology, phonemic awareness, phonics, morphology, orthography, syntax, fluency, vocabulary, and text structure and comprehension." Everything else would remain the same.

In the second category, there's your new par. D. This doesn't fit the introduction, which is "...passes a supplementary

10/16/2009

examinaton...that assesses knowledge of all of the following:" (i.e., Knowledge of "Supervised practice in teaching reading" makes no sense.) How exactly do you want the new exam to test for practice teaching? Or do you just want to prohibit a teaching license from being issued to someone who has not had supervised practice in teaching reading?

Peter

From: Wenzlaff, Tyler
Sent: Monday, October 12, 2009 4:13 PM
To: Grant, Peter
Subject: comments for Draft LRB 3627

1. Reading development and instruction, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

ADD:

- A. Knowledge of the English speech sound system and its production (Phonetics and Phonology)
- B. Knowledge of the STructure of English Orthography and its relationships to sounds and meaning (Phonics and Morphology)
- C. Knowledge of Grammatical Structure (Syntax, Text Structure)
- D. Supervised practice in Teaching Reading

2. Scientifically based, instructional strategies for teaching reading.

3. Multi-sensory, structured language methods and curricula.

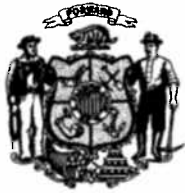
4. How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate intervention reading instruction.

Let me know if you have any questions.

Tyler Wenzlaff

Office of Wisconsin State Representative Keith Ripp

47th Assembly District



2009 BILL

SA

1 AN ACT to create 118.19 (14) of the statutes; relating to: requiring passage of
2 a supplemental examination in reading instruction to obtain a teaching license.

Analysis by the Legislative Reference Bureau

Beginning July 1, 2015, this bill prohibits the Department of Public Instruction (DPI) from issuing or renewing a license as a reading specialist or as a special education teacher, or that authorizes the holder to teach in an elementary grade or to teach reading, unless he or she passes a supplementary examination, developed or adopted by DPI, that assesses knowledge of the following topics:

1. Reading development and ~~instruction, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension.~~ (2-8)
2. ~~Scientifically based, instructional strategies for teaching reading.~~
3. Multi-sensory, structured language methods and curricula.
4. How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate ~~intervention~~ reading instruction ~~and intervention~~.

Simultaneous
and
interventions

The bill directs DPI to offer training in the above topics and authorizes DPI to charge a reasonable fee for the training.

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

BILL

1 SECTION 1. 118.19 (14) of the statutes is created to read:

2 118.19 (14) (a) Beginning July 1, 2015, the department may not issue or renew
3 a license as a reading specialist or as a special education teacher, or that authorizes
4 the holder to teach in an elementary grade or to teach reading, unless he or she
5 passes a supplementary examination, developed or adopted by the department, that
6 assesses knowledge of all of the following:

7 1. Reading development and ~~instruction, including phonemic awareness,~~
8 ~~phonics, fluency, vocabulary, and text comprehension.~~ 2-8

9 ~~2. Scientifically based instructional strategies for teaching reading.~~
10 ~~2. Simultaneous and ← Simultaneous and~~

11 3. How to assess the results of devices used to screen pupils for phonemic
12 awareness and rapid naming and provide appropriate ~~intervention~~ reading
13 instruction. ~~and intervention~~

14 (b) The department shall offer, and may charge a reasonable fee for, training
15 in the topics covered by the examination under par. (a).

16 (c) The department shall submit the supplementary examination developed or
17 adopted under par. (a), and any subsequent changes made to the examination, to the
18 appropriate standing committees of the legislature under s. 13.172 (3).

19 (END)

2-8 used twice

scientifically based reading instruction; integration
 of knowledge and understanding phonological
 and phonemic awareness; concepts of print
 and alphabetic principles; the role of phonics
 in promoting reading development; word
 analysis skills and strategies; vocabulary
 development; how to apply reading comprehension
 skills and strategies to imaginative ~~and~~
 literary, informational, and expository texts;
 formal and informal methods of assessing
 reading development; and multiple
 approaches to reading instruction

Basford, Sarah

From: Wenzlaff, Tyler

Sent: Tuesday, October 20, 2009 1:20 PM

To: LRB.Legal

Subject: Draft Review: LRB 09-3627/2 Topic: Supplemental examination in reading instruction for teaching license

Please Jacket LRB 09-3627/2 for the ASSEMBLY.

10/20/2009