

2011 DRAFTING REQUEST

Senate Substitute Amendment (SSA-SB461)

Received: 02/14/2012

Received By: pgrant

Wanted: As time permits

Companion to LRB:

For: Luther Olsen (608) 266-0751

By/Representing: Sarah Archiblad

May Contact:

Drafter: pgrant

Subject: Education - school boards
Education - state superintendent

Addl. Drafters: tkuczens

Extra Copies:

Submit via email: YES

Requester's email: Sen.Olsen@legis.wisconsin.gov

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Teacher education programs, educator effectiveness, teacher licensure, screening for reading readiness, read to lead development fund and council

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 02/14/2012	csicilia 02/15/2012		_____			
/1			jmurphy 02/15/2012	_____	ggodwin 02/15/2012	ggodwin 02/15/2012	

FE Sent For:

<END>

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1?	pgrant	1 js 2/15	jm 2/15	Ph jm			

FE Sent For:

<END>

Sarah Archibald / Olsen
2/14/12

by Thurs. a.m.

Ante S.
Chris K. Guba

~~the Board must have 25.67~~
~~the law?~~



① p. 4 18-19 3 yr. stage term

② add k. after l. 15 SA will send.

③ p. 11, l. 11
add 3 items (what needs to be included in screener)
- phonemic awareness
- rapid naming
- letter sound knowledge
} assessment of these skills
John?

④ reporting results of screener:
must be norm-referenced ?

+ mandatory reporting to parents

⑤ accommodate for handicapped for known disabilities
also make part of process for evaluating kids for disabilities
(inv to ~~be~~ not used for evaluation)
115.77(1m)(a)
115.77

⑥ p. 11, l. 18
add: ✓ interventions, or rem ~~ad~~ reading services
RM 12102(1)(c) (info)
add intervention
12102(1)(c)

① p. 13 l 8 scientifically based ~~and based~~

② p. 11 l 21 +
add " license + reading ~~test~~ specialist "
(ask Anna)

~~③~~ ~~reading~~
~~interviews~~
ie even if already have
initially license
teaching

✓ ④ establish "cut score" for exam
✓ (a) (passing grade) → 70.5
on reading part

✓ (b) identify "what test will look like"
see #4 DPI list (points)

Grant, Peter

From: Archibald, Sarah
Sent: Tuesday, February 14, 2012 11:35 AM
To: Kulow, Chris; Sappenfield, Anne; Grant, Peter
Subject: Highlighted document from Disability Rights

Attachments: Disability Agency Comments on AB 558 SB 461 Read to Lead Council - Literacy Grants sa.doc



Disability Agency
Comments on ...

Hi all,

Peter, here, in yellow highlighting, are changes we discussed for the sub for AB 558/SB 461.

Also, Anne and Chris, see the section I commented on – is that something we want to consider?

Thanks,
Sarah

Sarah Archibald
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sarah.archibald@legis.wi.gov

February 15, 2013

To: Members Senate Committee on Education
Members, Assembly Committee on Education

From: Wisconsin Board for People with Developmental Disabilities
Disability Rights Wisconsin
Wisconsin FACETS

Re: **AB 558, SB 461 – Creation of the Read to Lead Development Council; Literacy Grants**

Thank you for the opportunity to provide input on these bills, AB 558 and SB 461, which aim to improve reading instruction and reading performance for all students in Wisconsin schools. As three leading statewide disability agencies which were not part of the Read to Lead Task Force, we have a keen interest in these bills. We have long had a concern that students with all range of disabilities, including many students with the most significant disabilities, are capable of reaching proficiency in reading, but are not currently receiving sufficient or appropriate reading instruction¹. Not all of the students struggling with reading in our state are categorized as students with learning disabilities or students with dyslexia. We provide these comments based on our expertise with students who have all types and levels of disability.

Section 1 – Read to Lead Development Council

As you know, there is a great need to demonstrate progress in improving reading skills for all children with disabilities in Wisconsin; therefore, we hope you will agree to amend Section 1 of this bill regarding the membership of the Read to Lead Development Council. Specifically, we recommend that the Council include a representative with knowledge of both the needs and evidence-based practices for teaching reading to children with all range of disabilities, including those with the most significant disabilities. As the bill is currently drafted, no such expertise or representation is listed in the membership. We suggest amending the bill by adding: "k. One person representing a disability organization which has as its mission, service to children with all range of disabilities, including the most significant disabilities." We also note that the Council does not include representation by a parent or parent organization, yet know that family involvement is strongly tied to academic success for all children.

Section 5 – Grants for Literacy Improvement

We strongly support the issuance of grants for literacy and early childhood development. We are concerned that the amendment in Section 5 eliminates the possibility that a non-profit, or

¹ L. M. Pinkus, ed., *Meaningful Measurement: The Role of Assessments in Improving High School Education in the Twenty-First Century* (Washington, DC: Alliance for Excellent Education, 2009).

government organization working on behalf of children with disabilities could be eligible to apply for a literacy improvement grant. We think it is important that grants are made available to capture a wide variety of expertise, and we therefore request this change.

Comment [s1]: Hmm, what do we think about this one, Chris and Anne?

Section 17 – Teacher Preparation Programs

(These comments also apply to Section 21 regarding initial teaching licenses.)

We are concerned that the bill does not sufficiently address the training necessary for both general and special educators to instruct children with all range of disabilities how to read. As stated earlier, even students with the most significant disabilities can reach proficiency in reading when provided with appropriate instruction, accommodation, and access to technology. Updating our teacher preparation programs to address the learning needs of all students with disabilities is a significant opportunity. Specifically, the Council for Exceptional Children (CEC), the largest professional organization dedicated to improving the educational success of students with disabilities, recommends key areas for teacher preparation and licensure that are aligned with Interstate New Teacher Assessment and Support Consortium standards.²

We feel strongly that this legislation should be amended to address two key areas referenced in national standards: the need for knowledge in assistive technology and accommodations for students with disabilities. The CEC recommends the following provisions regarding teacher knowledge that address these areas:

Special education teachers have knowledge of the range of assistive technology (e.g. augmentative communication devices, student-specific software, optical devices) that support students in the learning environment and know how to access resources related to this technology (e.g., through the Internet, district/state agencies, professional organizations).

All teachers understand that students with disabilities may need accommodations, modifications, and/or adaptations to the general curriculum depending on their learning strengths and needs.

Special education teachers have knowledge of when and how to develop, structure and implement accommodations, modifications and/or adaptations to provide access to the general curriculum for students with disabilities.

Section 19 - Educator Effectiveness

We are concerned with the absence of accountability for the performance of children with disabilities. The phrase “student learning objectives” suggests that this may include the Individualized Education Plan (IEP) for a student with disabilities, but the bill language is vague.

² Council for Exceptional Children. (2008). What every special educator must know: Ethics, standards, and guidelines (6th ed.). Arlington, VA: Author.
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/What_Every_Special_Educator_Should_Know_6th_Ed_revised_2009.pdf

In order to measure the effectiveness of both general and special educators who teach children with disabilities, there must be some analysis of their performance not only on statewide examinations, but performance on alternative assessments, and the soon to be applied Dynamic Learning Maps, which will include Wisconsin students with the most significant disabilities. Moreover, the assessments of the progress of students with disabilities should be based on quality IEPs that are aligned with the Common Core Standards.

Section 20 – Assessments

We fully support universal screening of 5 year old kindergarten students, with the possibility of screening 4 year old kindergarten students if budget funds exist for those children. In addition, students with known disabilities should be assured access to accommodations and assistive technology during these assessments, including augmentative communication for students with little or no speech (as per Individuals with Disabilities Education Act federal regulation, Sec. 300.105, Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(B)(i)).

We also note a disconnect between this screening and the federally and state mandated child find obligations for school districts which require them to locate students with disabilities. One expected outcome of these screenings is that some students with possible disabilities will be identified. School districts should refer those students to possible special education evaluations, with parental notification and consent, per Secs. 115.77(1m)(a) and 115.777, Wis. Stats. (This comment also applies to Section 24 regarding pupil reading assessments.)

Thank you for considering our concerns. We will be glad to work with you to help Wisconsin provide the best possible reading instruction resulting in the best possible reading performance for children with disabilities.

For further information:

Jeff Spitzer-Resnick and Lisa Pugh, Disability Rights Wisconsin (608) 267-0214
Beth Swedeen, Wisconsin Board for People with Developmental Disabilities (608) 266-1166
Jan Serak, Wisconsin FACETS (414) 374-4645

Grant, Peter

From: Kulow, Chris
Sent: Tuesday, February 14, 2012 10:52 AM
To: Grant, Peter
Cc: Archibald, Sarah
Subject: FW: Suggested MTEL Language
Peter,

Here is the language for the test. Also forgot to mention but we'd like the sub drafted for both companions of the bill. Thanks!

The educator test should assess an educator in:

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, informational, and expository texts; formal and informal methods of assessing reading development; and multiple approaches to reading instruction.
2. Reading methods and curricula.
3. How to assess the results of devices and tools used to screen pupils for reading acquisition skills and provide appropriate reading instruction and intervention.
4. **Questions relating to phonics, phonemic awareness, and vocabulary must account for more than 50% of the exam points.**

Grant, Peter

From: Sappenfield, Anne
Sent: Tuesday, February 14, 2012 11:36 AM
To: Grant, Peter
Cc: Archibald, Sarah; Kulow, Chris
Subject: FAQ - Reading Teachers and Reading Specialists

<http://dpi.wi.gov/tepd1/fqread.html>

Hi Peter,

It looks like there are only reading teachers and reading specialists. Because reading specialists don't necessarily teach, I think it might make sense just to reference each one in the initial applicability provision.

Let me know if you need anything else.

Anne

Grant, Peter

From: Archibald, Sarah
Sent: Wednesday, February 15, 2012 1:58 PM
To: Grant, Peter
Cc: Kulow, Chris
Subject: Point DPI raised about appropriation in the bill

Apparently DPI is planning to purchase a screener and send it out to districts rather than appropriate money, so we need to change it from Program 2 to Program 1 operations appropriations as stated in the fiscal estimate.

Do you think that needs to be changed?

I'm sorry, I know this is a lot of changes!

Sarah Archibald
Education Policy Advisor and Committee Clerk Office of Senator Luther Olsen
123 South State Capitol
Madison, WI 53707
(608) 266-0751
sarah.archibald@legis.wi.gov

Grant, Peter

From: Archibald, Sarah
Sent: Wednesday, February 15, 2012 11:37 AM
To: Grant, Peter
Cc: Kulow, Chris
Subject: Addition to sub

Hi Peter,

It was our intention to include all public schools in the teacher effectiveness portion, but I don't think we were specific about wanting to include 2r charters. Can you please modify the language and/or add a section that applies to charter schools not chartered by a school district as well?

Thanks,
Sarah

Sarah Archibald
Education Policy Advisor and Committee Clerk Office of Senator Luther Olsen
123 South State Capitol
Madison, WI 53707
(608) 266-0751
sarah.archibald@legis.wi.gov

Grant, Peter

From: Archibald, Sarah
Sent: Wednesday, February 15, 2012 10:55 AM
To: Grant, Peter
Cc: Kulow, Chris; Brickman, Michael - DOA
Subject: Please add to sub

Hi Peter,

We are currently hearing SB 461, and we realized that there is an oversight in the bill that we'd like corrected in the sub:

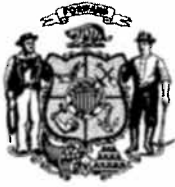
-On page 10, line 16 and 17, rather than saying one of multiple performance categories, we'd like to specify that the number of categories for the system DPI creates or approves through the equivalency process must have four or more performance categories.

There may be more coming, but I want to get that part to you now so I'll send this off.

Oh, one more thing. The stipulations about the test for new teachers in Section 21 that came from Chris, such as 50% of the questions should be on..., should apply to the reading portion of the exam, just like the cutoff score. If you need clarification today, call my cell: 608-220-4082.

Thanks!
Sarah

Sarah Archibald
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123 South State Capitol
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State of Wisconsin
2011 - 2012 LEGISLATURE

THURS.
early a.m.



LRB-4017/2
PG&TKK:ah/rs

LRB 50330/
PG&TKK:ajs

SEN. SUB ST. AMDT —
TO 2011 SENATE BILL 461

February 10, 2012 - Introduced by Senators OLSEN, DARLING and SCHULTZ,
cosponsored by Representatives KESTELL, BALLWEG, BROOKS, ENDSLEY,
MARKLEIN and SPANBAUER. Referred to Committee on Education.

regen

1 AN ACT *to repeal* 20.505 (4) (c); *to renumber and amend* 14.20 (2); *to amend*
2 14.20 (title), 20.525 (1) (f), 115.28 (7) (a), 115.28 (7) (e) 2. and 119.04 (1); *to*
3 *repeal and recreate* 14.20 (1); and *to create* 14.017 (5), 14.20 (1m), 14.20 (2)
4 (b) and (c), 20.255 (2) (d), 20.255 (2) (q), 20.525 (1) (q), 25.17 (1) (ge), 25.79,
5 115.28 (7g), 115.28 (12) (ag), 115.415, 118.016, 118.19 (14), 120.12 (2m) and
6 121.02 (1) (c) 3. of the statutes; **relating to:** the governor's read to lead
7 development fund, the Read to Lead Development Council, grants in support
8 of literacy and early childhood development programs, teacher licensure,
9 screening kindergarten pupils for reading readiness, ^{interventions or} remedial reading services
10 for certain pupils, evaluating teacher preparatory programs and educator
11 effectiveness, requiring the exercise of rule-making authority, and making an
12 appropriation.

~~Analysis by the Legislative Reference Bureau~~
Read to lead

e

SENATE BILL 461

This bill 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 15 additional members appointed by the governor.

The bill creates a segregated fund, designated the governor's read to lead development fund, consisting of all contributions made to the fund. The bill appropriates moneys in the fund to the governor and to the state superintendent to award grants in support of literacy and early childhood development programs. The governor may award a grant to any person other than a school board. The state superintendent may award a grant only to a school board. The governor and the state superintendent jointly determine the amount of each grant. The bill directs the Read to Lead Development Council to advise the governor and state superintendent on grant recipients.

Assessments of reading readiness

This bill directs each school board and each independent charter school annually to assess all pupils in five-year-old kindergarten programs for reading readiness. If the Department of Public Instruction (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 and charter school must use an assessment selected by DPI. The school board and charter school must provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with remedial reading services. The bill appropriates moneys to DPI to provide school districts and independent charter schools with the assessments.

Teacher licensure

Beginning January 1, 2014, the bill prohibits DPI from issuing an initial teaching license that authorizes the holder to teach in grades kindergarten to five or in special education unless the applicant has passed an examination that tests the applicant's knowledge of specified facets of reading development and reading instruction. The bill 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.

Teacher preparatory programs

Under current law, DPI establishes standards and requirements for and approves education programs leading to licensure as a teacher, including programs leading to licensure as an alternative education program teacher. This bill 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 bill requires DPI to include this information about graduates of teacher education programs in the statewide student information system.

This bill requires DPI to work in consultation with the governor's office, the University or Wisconsin system, chairpersons and ranking members of the senate and assembly education committees, the technical college system, and the Wisconsin Association of Independent Colleges and Universities to determine how the performance of recent graduates of teacher education programs should be used to evaluate the teacher education programs and what measures of performance will be

SENATE BILL 461

used to evaluate teacher performance. The bill 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 bill 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 bill. 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 evaluations

This bill also 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 percent of the total evaluation score assigned to a teacher or principal must be based on measures of student performance, and 50 percent 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: planning and preparation, the classroom environment, instruction, and professional responsibilities and development. Teachers and principals evaluated under both the state system and the equivalency process must be placed in one of multiple performance categories. Each school district must begin evaluating teachers and principals using either the state system or the equivalency process in the 2014-15 school year.

For further information see the *state and local* 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:

- 1 SECTION 1. 14.017 (5) of the statutes is created to read:
- 2 14.017 (5) READ TO LEAD DEVELOPMENT COUNCIL. (a) There is created in the office
- 3 of the governor a read to lead development council consisting of all of the following:
- 4 1. The governor or his or her designee, who shall serve as chairperson of the
- 5 council.

SENATE BILL 461

SECTION 1

1 2. The state superintendent of public instruction or his or her designee, who
2 shall serve as vice-chair of the council.

3 3. The chairpersons of the committees in the assembly and the senate whose
4 subject matter is elementary and secondary education or members of those
5 committees designated by those chairpersons.

6 4. The ranking minority members of each of the committees under subd. 3. or
7 members of those committees designated by the ranking minority members.

8 5. The following members appointed by ~~and serving at the pleasure of~~ the
9 governor *for 3-year terms*

10 a. Two practicing elementary and secondary education teachers or principals.

11 b. One practicing preschool teacher.

12 c. Three persons representing this state's philanthropic community.

13 d. Three persons representing this state's business community.

14 e. One person representing the Wisconsin State Reading Association.

15 f. One person representing the Wisconsin Reading Coalition.

16 g. One person representing the International Dyslexia Association.

17 h. One person representing Wisconsin Literacy, Inc.

18 i. One person representing the Wisconsin Library Association.

19 j. One person representing this state's research community.

20 (b) Section 15.09 applies to the read to lead development council.

21 **SECTION 2.** 14.20 (title) of the statutes is amended to read:

22 **14.20** (title) **Literacy ~~improvement aids~~ and early childhood**
23 **development grants.**

24 **SECTION 3.** 14.20 (1) of the statutes is repealed and recreated to read:

25 **14.20 (1)** In this section:

✓
4-19 →

~~and serving at the pleasure of~~

SENATE BILL 461

1 (a) “Council” means the read to lead development council.

2 (b) “State superintendent” means the state superintendent of public
3 instruction.

4 **SECTION 4.** 14.20 (1m) of the statutes is created to read:

5 14.20 (1m) The council shall make recommendations to the governor and state
6 superintendent regarding recipients of grants under sub. (2). The amount of each
7 grant awarded shall be determined jointly by the governor and the state
8 superintendent. In addition to reports required under s. 15.09 (7), annually the
9 council shall submit a report on its operation to the appropriate standing committees
10 of the legislature under s. 13.172 (3).

11 **SECTION 5.** 14.20 (2) of the statutes is renumbered 14.20 (2) (a) and amended
12 to read:

13 14.20 (2) (a) From the appropriation under s. 20.525 (1) (f), the governor may
14 provide award a grant to any ~~local governmental unit or nonprofit organization~~
15 person other than a school board for support of a literacy improvement program.

16 **SECTION 6.** 14.20 (2) (b) and (c) of the statutes are created to read:

17 14.20 (2) (b) From the appropriation under s. 20.525 (1) (q), the governor may
18 award a grant to any person other than a school board for support of a literacy or early
19 childhood development program.

20 (c) From the appropriation under s. 20.255 (2) (q), the state superintendent
21 may award a grant to a school board for support of a literacy or early childhood
22 development program.

23 **SECTION 7.** 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
24 the following amounts for the purposes indicated:

SENATE BILL 461

2011-12 2012-13

20.255 Public instruction, department of

(2) AIDS FOR LOCAL EDUCATIONAL PROGRAMMING

(d) Assessments of reading readi-
ness

GPR A -0- 800,000

SECTION 8. 20.255 (2) (d) of the statutes is created to read:

20.255 (2) (d) *Assessments of reading readiness.* The amounts in the schedule to provide school districts and independent charter schools with the assessments of reading readiness under s. 118.016.

SECTION 9. 20.255 (2) (q) of the statutes is created to read:

20.255 (2) (q) *Grants for literacy and early childhood development programs.*

From the governor's read to lead development fund, a sum sufficient for grants to support literacy and early childhood development programs under s. 14.20 (2) (c).

SECTION 10. 20.505 (4) (c) of the statutes, as created by 2011 Wisconsin Act 32, is repealed. ✓

SECTION 11. 20.525 (1) (f) of the statutes is amended to read:

20.525 (1) (f) *Literacy improvement aids.* The amounts in the schedule for ~~the governor to provide grants for~~ to support literacy improvement under s. 14.20 (2) (a).

SECTION 12. 20.525 (1) (q) of the statutes is created to read:

20.525 (1) (q) *Grants for literacy and early childhood development programs.*

From the governor's read to lead development fund, a sum sufficient for grants to support literacy and early childhood development programs under s. 14.20 (2) (b).

SECTION 13. 25.17 (1) (ge) of the statutes is created to read:

25.17 (1) (ge) Governor's read to lead development fund.

SENATE BILL 461

1 **SECTION 14.** 25.79 of the statutes is created to read:

2 **25.79 Governor's read to lead development fund.** There is established a
3 separate nonlapsible trust fund, designated the governor's read to lead development
4 fund, consisting of all gifts, grants, bequests, and other contributions made to the
5 fund.

6 **SECTION 15.** 115.28 (7) (a) of the statutes is amended to read:

7 115.28 (7) (a) License all teachers for the public schools of the state; make rules
8 establishing standards of attainment and procedures for the examination and
9 licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.192,
10 and 118.195; prescribe by rule standards, requirements, and procedures for the
11 approval of teacher preparatory programs leading to licensure, including a
12 requirement that, beginning on July 1, 2012, and annually thereafter, each teacher
13 preparatory program located in this state shall submit to the department a list of
14 graduates, together with their date of graduation, from each term or semester of the
15 program's most recently completed academic year; file in the state superintendent's
16 office all papers relating to state teachers' licenses; and register each such license.

17 **SECTION 16.** 115.28 (7) (e) 2. of the statutes is amended to read:

18 115.28 (7) (e) 2. Promulgate rules establishing requirements for licensure as
19 an alternative education program teacher and for the approval of teacher education
20 programs leading to licensure as an alternative education program teacher. The
21 rules shall include a requirement that each teacher education program described in
22 this subdivision and located in this state shall, beginning on July 1, 2012, and
23 annually thereafter, submit to the department a list of graduates, together with their
24 date of graduation, from each term or semester of the program's most recently
25 completed academic year. The rules shall encompass the teaching of multiple

SENATE BILL 461**SECTION 16**

1 subjects or grade levels or both, as determined by the state superintendent. The
2 rules may require teacher education programs to grant credit towards licensure as
3 an alternative education program teacher for relevant experience or demonstrated
4 proficiency in relevant skills and knowledge.

5 **SECTION 17.** 115.28 (7g) of the statutes is created to read:

6 115.28 (7g) EVALUATION OF TEACHER PREPARATORY PROGRAMS.

7 (a) The department shall, in consultation with the governor's office, the
8 chairpersons of the committees in the assembly and senate whose subject matter is
9 elementary and secondary education and ranking members of those committees, the
10 University of Wisconsin System, the technical college system, and the Wisconsin
11 Association of Independent Colleges and Universities, do all of the following:

12 1. Determine how the performance of recent graduates of teacher preparatory
13 programs described in s. 115.28 (7) (a) and located in this state and teacher education
14 programs described in sub. 115.28 (7) (e) 2. and located in this state will be used to
15 evaluate the teacher preparatory and education programs, including by defining
16 "recent graduate" and identifying measures of performance.

17 2. Determine how the measures of performance of recent graduates identified
18 as required under subd. 1. will be made accessible to the public.

19 3. Develop a system to publicly report the measures of performance identified
20 as required under subd. 1. for each teacher preparatory and education program
21 identified in subd. 1.

22 (b) Beginning in the 2013–14 school year, the department shall use the system
23 developed under par. (a) 3. to annually report for each program identified in par. (a)

24 1. the passage rate on first attempt of students and graduates of the program on

SENATE BILL 461

1 examinations administered for licensure under s. 115.28 (7) and any other
2 information required to be reported under par. (a) 1.

3 (c) Beginning in the 2013–14 school year, each teacher preparatory and
4 education program shall prominently display and annually update the rate of
5 passage of recent graduates of the program on examinations administered for
6 licensure under s. 115.28 (7) and any other information required to be reported under
7 par. (a) 1. on the program's Web site and provide this information to persons receiving
8 admissions materials to the program.

9 **SECTION 18.** 115.28 (12) (ag) of the statutes is created to read:

10 115.28 (12) (ag) Beginning in the 2012–13 school year, each school district
11 using the system under par. (a) shall include in the system the following information
12 for each teacher teaching in the school district who graduated from a teacher
13 preparatory program described in sub. (7) (a) and located in this state or from a
14 teacher education program described in sub. (7) (e) 2. and located in this state on or
15 after January 1, 2012:

16 1. The name of the teacher preparatory program or teacher education program
17 the teacher attended and from which the teacher graduated.

18 2. The term or semester and year in which the teacher graduated from the
19 program described in subd. 1.

20 **SECTION 19.** 115.415 of the statutes is created to read:

21 **115.415 Educator effectiveness. (1)** The department shall develop an
22 educator effectiveness evaluation system and an equivalency process aligned with
23 the department's evaluation system for the evaluation of teachers and principals as
24 provided in this section, and shall require each school district to evaluate teachers
25 and principals in the district beginning in the 2014–15 school year.

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1 (2) The department shall develop an educator effectiveness evaluation system
2 according to the following framework:

3 (a) Fifty percent of the total evaluation score assigned to a teacher or principal
4 shall be based upon measures of student performance, including performance on
5 state assessments, district-wide assessments, student learning objectives,
6 school-wide reading at the elementary and middle-school levels, and graduation
7 rates at the high school level.

8 (b) Fifty percent of the total evaluation score assigned to a teacher or principal
9 shall be based upon one of the following:

10 1. For a teacher, the extent to which the teacher's practice meets the core
11 teaching standards adopted by the 2011 Interstate Teacher Assessment and Support
12 Consortium.

13 2. For a principal, the extent to which the principal's practice meets the 2008
14 Interstate School Leaders Licensure Consortium Educational Leadership Policy
15 Standards.

16 (c) A teacher or principal evaluated under this subsection shall be placed in one
17 of ^{at least 4} ~~multiple~~ performance categories.

18 (3) (a) The department shall promulgate by rule an equivalency process
19 aligned with the evaluation system established under sub. (2) for school districts
20 seeking to utilize an alternative process for the evaluation of teacher and principal
21 practice. The process under this subsection shall be based on the criteria established
22 in the 2011 Interstate Teacher Assessment and Support Consortium and the 2008
23 Interstate School Leaders Licensure Consortium Educational Leadership Policy
24 Standards, and a school district that uses the process under this subsection shall
25 evaluate the performance of teachers in the following 4 domains:

SENATE BILL 461

- 1 1. Planning and preparation.
- 2 2. The classroom environment.
- 3 3. Instruction.
- 4 4. Professional responsibilities and development.

5 (b) A teacher or principal evaluated under this subsection shall be placed in one
6 of multiple performance categories.

7 **SECTION 20.** 118.016 of the statutes is created to read:

8 **118.016 Assessments of reading readiness.** (1) Beginning in the 2012-13
9 school year, each school board and the governing body of each charter school
10 established under s. 118.40 (2r) shall, using the appropriate ^{norm-referenced} assessment of literacy
11 fundamentals selected by the department, annually assess each pupil enrolled in
12 5-year-old kindergarten in the school district or in the charter school for reading
13 readiness. ¹¹⁻¹³ If the department determines that sufficient moneys are available, the
14 school board and governing body shall also assess each pupil enrolled in 4-year-old
15 kindergarten.

16 (2) The school board of the school district or governing body of the charter
17 school in which the pupil is enrolled shall provide a pupil whose assessment under
18 sub. (1) indicates that he or she is at risk of reading difficulty with ^{interventions or} remedial reading
19 services, as described under s. 121.02 (1) (c).

20 **SECTION 21.** 118.19 (14) of the statutes is created to read:

21 118.19 (14) (a) The department may not issue an initial teaching license that
22 authorizes the holder to teach in grades kindergarten to 5 or in special education ¹¹⁻²²
23 unless the applicant has passed an examination that evaluates the applicant's
24 knowledge of reading development and scientifically based reading instruction;
25 integration of knowledge and understanding phonological and phonemic awareness;

11-15 →

interventions or

11-22

1 concepts of print and the alphabetic principles; the role of phonics in promoting
2 reading development; word analysis skills and strategies; vocabulary development;
3 the application of reading comprehension skills and strategies to imaginative,
4 literary, informational, and expository texts; formal and informal methods of
5 assessing reading development; multiple approaches to reading instruction;
6 development of reading curricula; and the evaluation of the results of instruments
7 used to screen pupils for reading acquisition skills.

8 (b) Any teacher who passes the examination ~~under part (a)~~ shall notify the
9 department, which shall add a notation to the teacher's license indicating that he or
10 she passed the examination.

11 **SECTION 22.** 119.04 (1) of the statutes, as affected by 2011 Wisconsin Act 85,
12 is amended to read:

13 119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.0235 (3) (c),
14 66.0603 (1m) to (3), 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343,
15 115.345, 115.365 (3), 115.38 (2), 115.415, 115.445, 118.001 to 118.04, 118.045, 118.06,
16 118.07, 118.075, 118.076, 118.10, 118.12, 118.125 to 118.14, 118.145 (4), 118.15,
17 118.153, 118.16, 118.162, 118.163, 118.164, 118.18, 118.19, 118.20, 118.223, 118.225,
18 118.24 (1), (2) (c) to (f), (6), (8), and (10), 118.245, 118.255, 118.258, 118.291, 118.292,
19 118.30 to 118.43, 118.46, 118.51, 118.52, 118.55, 120.12 (2m), (4m), (5), and (15) to
20 (27), 120.125, 120.13 (1), (2) (b) to (g), (3), (14), (17) to (19), (26), (34), (35), (37), (37m),
21 and (38), 120.14, 120.21 (3), and 120.25 are applicable to a 1st class city school district
22 and board.

23 **SECTION 23.** 120.12 (2m) of the statutes is created to read:

24 120.12 (2m) EDUCATOR EFFECTIVENESS. (a) Beginning in the 2014-15 school
25 year, evaluate the effectiveness of each teacher and principal employed by the school

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1 district using either the system established under s. 115.415 (2) or the equivalency
2 process established by rule under s. 115.415 (3).

3 (b) Ensure that the results of evaluations conducted under this subsection are
4 not subject to public inspection, copying, or disclosure under s. 19.35.

5 **SECTION 24.** 121.02 (1) (c) 3. of the statutes is created to read:

6 121.02 (1) (c) 3. The pupil's reading assessment under s. 118.016 indicates that
7 the pupil is at risk of reading difficulty. If this subdivision applies, the services
8 provided the pupil shall be ~~evidence based~~ ^{scientifically based} and shall address all areas in which the
9 pupil is deficient in a manner consistent with the state standards in reading and
10 language arts.

11 **SECTION 25. Nonstatutory provisions.**

12 (1) EDUCATOR EFFECTIVENESS EVALUATION SYSTEM. Notwithstanding section
13 16.42 (1) (e) of the statutes, in submitting information under section 16.42 of the
14 statutes for purposes of the 2013-15 biennial budget bill, the department of public
15 instruction shall submit information concerning the cost of developing and
16 implementing the educator effectiveness evaluation system and equivalency process
17 under section 115.415 of the statutes, as created by this act.

18 **SECTION 26. Fiscal changes.**

19 (1) TRANSFER TO GOVERNOR'S READ TO LEAD DEVELOPMENT FUND. There is
20 transferred from the general fund to the governor's read to lead development fund
21 \$400,000 in the first fiscal year of the fiscal biennium in which this subsection takes
22 effect.

23 **SECTION 27. Initial applicability.**

4-19

(A) k. One person representing an organization that has as its mission service to children with various types of disabilities.

11-13

~~no #~~ The department shall ensure that the department shall ensure of assessment evaluates whether a pupil possesses phonemic awareness, rapid naming and letter sound knowledge.

(9) (b)

11-15:1

Section # 118.30 (2) (b) 1. of the statutes



~~118.30 (2) (b) 1~~ If a pupil is enrolled in a special education program under subch. V of ch. 115, the school board, ^{or} operator of the charter school under s. 118.40 (2r) ~~governing body of the private school participating in the program under s. 118.60, or governing body of the private school participating in the program under s. 119.23~~ shall comply with s. 115.77 (1m) (bg).

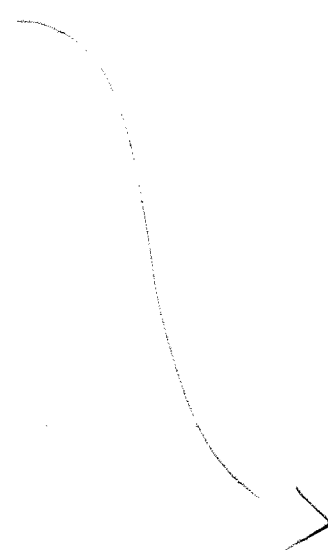
History: 1991 a. 269; 1993 a. 16, 367; 1995 a. 27 ss. 3971b to 3971yd, 9145 (1); 1997 a. 27, 164, 237; 1999 a. 9, 19, 32, 185, 186; 2001 a. 16, 109; 2003 a. 33; 2009 a. 28, 60; 2011 a. 32, 105.

check layout

11-15 : 2

⑨

(b) If a pupil's assessment indicates that he or she may have a disability, the pupil shall be referred to the local educational agency as defined in ^{115.76 10} s. 115.76 (10) [↑] in the manner described in ^{115.777 (2)} s. 115.777 (2).



11-15:3

(9) (1r) The school board or governing body of
 the charter school shall report the results of a pupil's assessment
 under sub (i) to the pupil's parent or guardian.

11-22

↑ an initial license as a reading
teacher ↑ or an initial license as
a reading specialist ↑

(WPT)

12-7

Points for questions relating to phonics, phonemic awareness, and vocabulary shall constitute more than 50 percent of the maximum number of points attainable on the examination.

~~The department may not adopt an examination under paragraph (a) unless the examination has been regularly used for the licensure of teachers in another state for at least 5 years.~~

(12-8)

The passing ^{score} on the material
described in par. (a) shall be 70.5% ^{percent} (1)

If the department combines the examination
under par. (a) with another examination,

13-4

4

Section #. 121.02 (1) (c) (intro.) of the statutes is amended to read:

interventions or
interventions or

121.02 (1) (c) (intro.) Provide remedial reading services for a pupil in grades kindergarten to 4 if any of the following occurs:

History: 1973 c. 90, 115, 243, 333; 1975 c. 39, 198; 1977 c. 29, 178, 206, 418, 429, 447; 1979 c. 34, 221; 1985 a. 29, 228; 1987 a. 27, 399; 1989 a. 31, 285; 1991 a. 48, 269; 1993 a. 16, 339, 430, 450; 1995 a. 27 ss. 4036 to 4038, 9145 (1); 1997 a. 27, 113; 1999 a. 9; 2001 a. 16; 2005 a. 165, 220; 2007 a. 222; 2009 a. 28.

13-17

CS

9

(2) READ TO LEAD DEVELOPMENT COUNCIL.

Notwithstanding the length of terms specified of the statutes

in section 14.017(5)(a) 5. 1 ↑ as created by

this act, 5 of the initial members

under that section:

1 shall be appointed for 2-year terms,

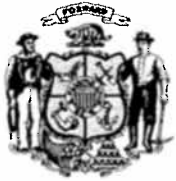
6 of the initial members shall be

appointed for 3-year terms, and 5

of the initial members shall be appointed for

4-year terms.

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State of Wisconsin
2011 - 2012 LEGISLATURE



LRBs0330/1
PG&TKK:cjs:16

Stays



Amend

**SENATE SUBSTITUTE AMENDMENT ,
TO 2011 SENATE BILL 461**

repeal

1 **AN ACT to repeal** 20.505 (4) (c); **to renumber and amend** 14.20 (2); **to amend**
2 14.20 (title), 20.525 (1) (f), 115.28 (7) (a), 115.28 (7) (e) 2., 119.04 (1) and 121.02
3 (1) (c) (intro.); **to repeal and recreate** 14.20 (1); and **to create** 14.017 (5), 14.20
4 (1m), 14.20 (2) (b) and (c), 20.255 (2) (d), 20.255 (2) (q), 20.525 (1) (q), 25.17 (1)
5 (ge), 25.79, 115.28 (7g), 115.28 (12) (ag), 115.415, 118.016, 118.19 (14), 120.12
6 (2m) and 121.02 (1) (c) 3. of the statutes; **relating to:** the governor's read to lead
7 development fund, the Read to Lead Development Council, grants in support
8 of literacy and early childhood development programs, teacher licensure,
9 screening kindergarten pupils for reading readiness, interventions or remedial
10 reading services for certain pupils, evaluating teacher preparatory programs
11 and educator effectiveness, requiring the exercise of rule-making authority,
12 and making an appropriation.

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

1 **SECTION 1.** 14.017 (5) of the statutes is created to read:

2 **14.017 (5) READ TO LEAD DEVELOPMENT COUNCIL.** (a) There is created in the office
3 of the governor a read to lead development council consisting of all of the following:

4 1. The governor or his or her designee, who shall serve as chairperson of the
5 council.

6 2. The state superintendent of public instruction or his or her designee, who
7 shall serve as vice-chair of the council.

8 3. The chairpersons of the committees in the assembly and the senate whose
9 subject matter is elementary and secondary education or members of those
10 committees designated by those chairpersons.

11 4. The ranking minority members of each of the committees under subd. 3. or
12 members of those committees designated by the ranking minority members.

13 5. The following members appointed by the governor for 3-year terms:

14 a. Two practicing elementary and secondary education teachers or principals.

15 b. One practicing preschool teacher.

16 c. Three persons representing this state's philanthropic community.

17 d. Three persons representing this state's business community.

18 e. One person representing the Wisconsin State Reading Association.

19 f. One person representing the Wisconsin Reading Coalition.

20 g. One person representing the International Dyslexia Association.

21 h. One person representing Wisconsin Literacy, Inc.

22 i. One person representing the Wisconsin Library Association.

23 j. One person representing this state's research community.

1 k. One person representing an organization that has as its mission service to
2 children with various types of disabilities.

3 (b) Section 15.09 applies to the read to lead development council.

4 **SECTION 2.** 14.20 (title) of the statutes is amended to read:

5 **14.20** (title) **Literacy ~~improvement aids~~ and early childhood**
6 **development grants.**

7 **SECTION 3.** 14.20 (1) of the statutes is repealed and recreated to read:

8 14.20 (1) In this section:

9 (a) "Council" means the read to lead development council.

10 (b) "State superintendent" means the state superintendent of public
11 instruction.

12 **SECTION 4.** 14.20 (1m) of the statutes is created to read:

13 14.20 (1m) The council shall make recommendations to the governor and state
14 superintendent regarding recipients of grants under sub. (2). The amount of each
15 grant awarded shall be determined jointly by the governor and the state
16 superintendent. In addition to reports required under s. 15.09 (7), annually the
17 council shall submit a report on its operation to the appropriate standing committees
18 of the legislature under s. 13.172 (3).

19 **SECTION 5.** 14.20 (2) of the statutes is renumbered 14.20 (2) (a) and amended
20 to read:

21 14.20 (2) (a) From the appropriation under s. 20.525 (1) (f), the governor may
22 provide award a grant to any ~~local governmental unit or nonprofit organization~~
23 person other than a school board for support of a literacy improvement program.

24 **SECTION 6.** 14.20 (2) (b) and (c) of the statutes are created to read:

1 14.20 (2) (b) From the appropriation under s. 20.525 (1) (q), the governor may
2 award a grant to any person other than a school board for support of a literacy or early
3 childhood development program.

4 (c) From the appropriation under s. 20.255 (2) (q), the state superintendent
5 may award a grant to a school board for support of a literacy or early childhood
6 development program.

7 SECTION 7. 20.005 (3) (schedule) of the statutes: at the appropriate place, insert
8 the following amounts for the purposes indicated:

9 2011-12 2012-13

10 **20.255 Public instruction, department of**

11 ~~(2) (1) EDUCATIONAL LEADERSHIP ^(c3)
AIDS FOR LOCAL EDUCATIONAL PROGRAMMING~~

12 ~~(f)~~ (f) Assessments of reading readi-

13 ness (1)(f) GPR A -0- 800,000

14 SECTION 8. 20.255 (2) (d) of the statutes is created to read:

15 20.255 ^{e (1)(f)} (2) (d) Assessments of reading readiness. The amounts in the schedule
16 to provide school districts and independent charter schools with the assessments of
17 reading readiness under s. 118.016.

18 SECTION 9. 20.255 (2) (q) of the statutes is created to read:

19 20.255 (2) (q) *Grants for literacy and early childhood development programs.*

20 From the governor's read to lead development fund, a sum sufficient for grants to
21 support literacy and early childhood development programs under s. 14.20 (2) (c).

22 SECTION 10. 20.505 (4) (c) of the statutes, as created by 2011 Wisconsin Act 32,
23 is repealed.

24 SECTION 11. 20.525 (1) (f) of the statutes is amended to read:

1 20.525 (1) (f) *Literacy improvement aids*. The amounts in the schedule for ~~the~~
2 ~~governor to provide grants for to support~~ literacy improvement under s. 14.20 (2) (a).

3 **SECTION 12.** 20.525 (1) (q) of the statutes is created to read:

4 20.525 (1) (q) *Grants for literacy and early childhood development programs*.

5 From the governor's read to lead development fund, a sum sufficient for grants to
6 support literacy and early childhood development programs under s. 14.20 (2) (b).

7 **SECTION 13.** 25.17 (1) (ge) of the statutes is created to read:

8 25.17 (1) (ge) Governor's read to lead development fund.

9 **SECTION 14.** 25.79 of the statutes is created to read:

10 **25.79 Governor's read to lead development fund.** There is established a
11 separate nonlapsible trust fund, designated the governor's read to lead development
12 fund, consisting of all gifts, grants, bequests, and other contributions made to the
13 fund.

14 **SECTION 15.** 115.28 (7) (a) of the statutes is amended to read:

15 115.28 (7) (a) License all teachers for the public schools of the state; make rules
16 establishing standards of attainment and procedures for the examination and
17 licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.192,
18 and 118.195; prescribe by rule standards, requirements, and procedures for the
19 approval of teacher preparatory programs leading to licensure, including a
20 requirement that, beginning on July 1, 2012, and annually thereafter, each teacher
21 preparatory program located in this state shall submit to the department a list of
22 graduates, together with their date of graduation, from each term or semester of the
23 program's most recently completed academic year; file in the state superintendent's
24 office all papers relating to state teachers' licenses; and register each such license.

25 **SECTION 16.** 115.28 (7) (e) 2. of the statutes is amended to read:

1 115.28 (7) (e) 2. Promulgate rules establishing requirements for licensure as
2 an alternative education program teacher and for the approval of teacher education
3 programs leading to licensure as an alternative education program teacher. The
4 rules shall include a requirement that each teacher education program described in
5 this subdivision and located in this state shall, beginning on July 1, 2012, and
6 annually thereafter, submit to the department a list of graduates, together with their
7 date of graduation, from each term or semester of the program's most recently
8 completed academic year. The rules shall encompass the teaching of multiple
9 subjects or grade levels or both, as determined by the state superintendent. The
10 rules may require teacher education programs to grant credit towards licensure as
11 an alternative education program teacher for relevant experience or demonstrated
12 proficiency in relevant skills and knowledge.

13 **SECTION 17.** 115.28 (7g) of the statutes is created to read:

14 115.28 (7g) EVALUATION OF TEACHER PREPARATORY PROGRAMS.

15 (a) The department shall, in consultation with the governor's office, the
16 chairpersons of the committees in the assembly and senate whose subject matter is
17 elementary and secondary education and ranking members of those committees, the
18 ^{Board of Regents of the} University of Wisconsin System, the technical college system, and the Wisconsin
19 Association of Independent Colleges and Universities, do all of the following:

20 1. Determine how the performance of recent graduates of teacher preparatory
21 programs described in s. 115.28 (7) (a) and located in this state and teacher education
22 programs described in sub. 115.28 (7) (e) 2. and located in this state will be used to
23 evaluate the teacher preparatory and education programs, including by defining
24 "recent graduate" and identifying measures of performance.

1 2. Determine how the measures of performance of recent graduates identified
2 as required under subd. 1. will be made accessible to the public.

3 3. Develop a system to publicly report the measures of performance identified
4 as required under subd. 1. for each teacher preparatory and education program
5 identified in subd. 1.

6 (b) Beginning in the 2013-14 school year, the department shall use the system
7 developed under par. (a) 3. to annually report for each program identified in par. (a)
8 1. the passage rate on first attempt of students and graduates of the program on
9 examinations administered for licensure under s. 115.28 (7) and any other
10 information required to be reported under par. (a) 1.

11 (c) Beginning in the 2013-14 school year, each teacher preparatory and
12 education program shall prominently display and annually update the rate of
13 passage of recent graduates of the program on examinations administered for
14 licensure under s. 115.28 (7) and any other information required to be reported under
15 par. (a) 1. on the program's Web site and provide this information to persons receiving
16 admissions materials to the program.

17 **SECTION 18.** 115.28 (12) (ag) of the statutes is created to read:

18 115.28 (12) (ag) Beginning in the 2012-13 school year, each school district
19 using the system under par. (a) shall include in the system the following information
20 for each teacher teaching in the school district who graduated from a teacher
21 preparatory program described in sub. (7) (a) and located in this state or from a
22 teacher education program described in sub. (7) (e) 2. and located in this state on or
23 after January 1, 2012:

24 1. The name of the teacher preparatory program or teacher education program
25 the teacher attended and from which the teacher graduated.

of public schools, including teachers and principals of a charter school established under s. 118.40(2r) A

1 2. The term or semester and year in which the teacher graduated from the
2 program described in subd. 1.

3 SECTION 19. 115.415 of the statutes is created to read:

4 115.415 Educator effectiveness. (1) The department shall develop an
5 educator effectiveness evaluation system and an equivalency process aligned with
6 the department's evaluation system for the evaluation of teachers and principals as
7 provided in this section, and shall require each school district to evaluate teachers
8 and principals in the district, beginning in the 2014-15 school year.

9 (2) The department shall develop an educator effectiveness evaluation system
10 according to the following framework:

11 (a) Fifty percent of the total evaluation score assigned to a teacher or principal
12 shall be based upon measures of student performance, including performance on
13 state assessments, district-wide assessments, student learning objectives,
14 school-wide reading at the elementary and middle-school levels, and graduation
15 rates at the high school level.

16 (b) Fifty percent of the total evaluation score assigned to a teacher or principal
17 shall be based upon one of the following:

18 1. For a teacher, the extent to which the teacher's practice meets the core
19 teaching standards adopted by the 2011 Interstate Teacher Assessment and Support
20 Consortium.

21 2. For a principal, the extent to which the principal's practice meets the 2008
22 Interstate School Leaders Licensure Consortium Educational Leadership Policy
23 Standards.

24 (c) A teacher or principal evaluated under this subsection shall be placed in one
25 of multiple performance categories.

board and the governing body of each charter school established under s. 118.40(2) shall

1 (3) (a) The department shall promulgate by rule an equivalency process
 2 aligned with the evaluation system established under sub. (2) for ^aschool district~~s~~
 3 ~~seeking to utilize an alternative process for the evaluation of teacher and principal~~
 4 practice. The process under this subsection shall be based on the criteria established
 5 in the 2011 Interstate Teacher Assessment and Support Consortium and the 2008
 6 Interstate School Leaders Licensure Consortium Educational Leadership Policy
 7 Standards, and a school district ~~that uses the process under this subsection shall~~ ^{or charter school established under s. 118.40(2r)}
 8 evaluate the performance of teachers in the following ⁴ domains:

- 9 1. Planning and preparation.
- 10 2. The classroom environment.
- 11 3. Instruction.
- 12 4. Professional responsibilities and development.

13 (b) A teacher or principal evaluated under this subsection shall be placed in one
 14 of ^{at least 4} ~~multiple~~ performance categories.

15 SECTION 20. 118.016 of the statutes is created to read:

16 **118.016 Assessments of reading readiness.** (1) (a) Beginning in the
 17 2012-13 school year, each school board and the governing body of each charter school
 18 established under s. 118.40 (2r) shall, using the appropriate norm-referenced
 19 assessment of literacy fundamentals selected by the department, annually assess
 20 each pupil enrolled in 5-year-old kindergarten in the school district or in the charter
 21 school for reading readiness. The department shall ensure that the assessment
 22 evaluates whether a pupil possesses phonemic awareness, rapid naming and letter
 23 sound knowledge.

1 (b) If the department determines that sufficient moneys are available, the
2 school board and governing body shall also assess each pupil enrolled in 4-year-old
3 kindergarten.

4 (1g) (a) If a pupil is enrolled in a special education program under subch. V of
5 ch. 115, the school board or operator of the charter school under s. 118.40 (2r) shall
6 comply with s. 115.77 (1m) (bg).

7 (b) If a pupil's assessment indicates that he or she may have a disability, the
8 pupil shall be referred to the local educational agency, as defined in s. 115.76 (10),
9 in the manner described in s. 115.777 (2).

10 (1r) The school board or governing body of the charter school shall report the
11 results of a pupil's assessment under sub. (1) to the pupil's parent or guardian.

12 (2) The school board of the school district or governing body of the charter
13 school in which the pupil is enrolled shall provide a pupil whose assessment under
14 sub. (1) indicates that he or she is at risk of reading difficulty with interventions or
15 remedial reading services, as described under s. 121.02 (1) (c).

16 **SECTION 21.** 118.19 (14) of the statutes is created to read:

17 118.19 (14) (a) The department may not issue an initial teaching license that
18 authorizes the holder to teach in grades kindergarten to 5 or in special education, an
19 initial license as a reading teacher, or an initial license as a reading specialist, unless
20 the applicant has passed an examination that evaluates the applicant's knowledge
21 of reading development and scientifically based reading instruction; integration of
22 knowledge and understanding phonological and phonemic awareness; concepts of
23 print and the alphabetic principles; the role of phonics in promoting reading
24 development; word analysis skills and strategies; vocabulary development; the
25 application of reading comprehension skills and strategies to imaginative, literary,

1 informational, and expository texts; formal and informal methods of assessing
2 reading development; multiple approaches to reading instruction; development of
3 reading curricula; and the evaluation of the results of instruments used to screen
4 pupils for reading acquisition skills. ~~Points for questions relating to phonics,
5 phonemic awareness, and vocabulary shall constitute more than 50 percent of the
6 maximum number of points attainable on the examination.~~

11-6 → 7 ~~(b) If the department combines the examination under par. (a) with another
8 examination, the passing score on the material described in par. (a) shall be 70.5
9 percent.~~ ^(c) Any teacher who passes the examination ^{under par. (a)} shall notify the department,
10 which shall add a notation to the teacher's license indicating that he or she passed
11 the examination.

12 **SECTION 22.** 119.04 (1) of the statutes, as affected by 2011 Wisconsin Act 85,
13 is amended to read:

14 119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.0235 (3) (c),
15 66.0603 (1m) to (3), 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343,
16 115.345, 115.365 (3), 115.38 (2), 115.415, 115.445, 118.001 to 118.04, 118.045, 118.06,
17 118.07, 118.075, 118.076, 118.10, 118.12, 118.125 to 118.14, 118.145 (4), 118.15,
18 118.153, 118.16, 118.162, 118.163, 118.164, 118.18, 118.19, 118.20, 118.223, 118.225,
19 118.24 (1), (2) (c) to (f), (6), (8), and (10), 118.245, 118.255, 118.258, 118.291, 118.292,
20 118.30 to 118.43, 118.46, 118.51, 118.52, 118.55, 120.12 (2m), (4m), (5), and (15) to
21 (27), 120.125, 120.13 (1), (2) (b) to (g), (3), (14), (17) to (19), (26), (34), (35), (37), (37m),
22 and (38), 120.14, 120.21 (3), and 120.25 are applicable to a 1st class city school district
23 and board.

24 **SECTION 23.** 120.12 (2m) of the statutes is created to read:

1 120.12 (2m) EDUCATOR EFFECTIVENESS. (a) Beginning in the 2014-15 school
2 year, evaluate the effectiveness of each teacher and principal employed by the school
3 district using either the system established under s. 115.415 (2) or the equivalency
4 process established by rule under s. 115.415 (3).

5 (b) Ensure that the results of evaluations conducted under this subsection are
6 not subject to public inspection, copying, or disclosure under s. 19.35.

7 **SECTION 24.** 121.02 (1) (c) (intro.) of the statutes is amended to read:

8 121.02 (1) (c) (intro.) Provide interventions or remedial reading services for a
9 pupil in grades kindergarten to 4 if any of the following occurs:

10 **SECTION 25.** 121.02 (1) (c) 3. of the statutes is created to read:

11 121.02 (1) (c) 3. The pupil's reading assessment under s. 118.016 indicates that
12 the pupil is at risk of reading difficulty. If this subdivision applies, the ^{interventions or} services
13 provided the pupil shall be scientifically based and shall address all areas in which
14 the pupil is deficient in a manner consistent with the state standards in reading and
15 language arts.

16 **SECTION 26. Nonstatutory provisions.**

17 (1) EDUCATOR EFFECTIVENESS EVALUATION SYSTEM. Notwithstanding section
18 16.42 (1) (e) of the statutes, in submitting information under section 16.42 of the
19 statutes for purposes of the 2013-15 biennial budget bill, the department of public
20 instruction shall submit information concerning the cost of developing and
21 implementing the educator effectiveness evaluation system and equivalency process
22 under section 115.415 of the statutes, as created by this act.

23 (2) READ TO LEAD DEVELOPMENT COUNCIL. Notwithstanding the length of terms
24 specified in section 14.017 (5) (a) 5. of the statutes, as created by this act, 5 of the
25 initial members under that section shall be appointed for 2-year terms, 6 of the

1 initial members shall be appointed for 3-year terms, and 5 of the initial members
2 shall be appointed for 4-year terms.

3 **SECTION 27. Fiscal changes.**

4 (1) TRANSFER TO GOVERNOR'S READ TO LEAD DEVELOPMENT FUND. There is
5 transferred from the general fund to the governor's read to lead development fund
6 \$400,000 in the first fiscal year of the fiscal biennium in which this subsection takes
7 effect.

8 **SECTION 28. Initial applicability.**

9 (1) TEACHING LICENSE. The treatment of section 118.19 (14) (a) of the statutes
10 first applies to an application for a teaching license received by the department of
11 public instruction on January 1, 2014.

12 (END)

¶ (b) 1. Points ⁽¹¹⁻⁶⁾ relating to phonics, phonemic awareness [^] and vocabulary shall constitute more than 50 percent of the maximum number of points attainable on the examination under par. (a). The passing score on the examination under par. (a) shall be 70.5 percent.

¶ 2. If the examination under par. (a) is part of a broader examination, the requirements in subcl. 1. apply to the ^ethat portion of the broader examination that is described in par. (a).