

2019 DRAFTING REQUEST

Bill

For: **Bob Kulp (608) 267-0280** Drafter: **fknepp**
 By: **Jon** Secondary Drafters:
 Date: **7/30/2019** May Contact:
 Same as LRB:

Submit via email: **YES**
 Requester's email: **Rep.Kulp@legis.wisconsin.gov**
 Carbon copy (CC) to: **fern.knepp@legis.wisconsin.gov**
krista.pleviak@legis.wisconsin.gov

Pre Topic:

No specific pre topic given

Topic:

Teacher preparation programs; reading standards

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	fknepp 7/31/2019				
/P1	fknepp 9/5/2019	anienaja 8/1/2019	lparisi 8/1/2019		
/P2	fknepp 9/10/2019	anienaja 9/6/2019	dwalker 9/6/2019		
/P3	fknepp 9/12/2019	kfollett 9/10/2019	dwalker 9/10/2019		State
/P4	fknepp	anienaja	lparisi		State

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/1	10/14/2019	9/12/2019	9/12/2019		
			dwalker 10/14/2019	dwalker 10/14/2019	State

FE Sent For:

at
Intro

<END>

Knepp, Fern

From: Minneci, Jon
Sent: Friday, July 26, 2019 12:56 PM
To: Knepp, Fern
Subject: 3 Dyslexia bill ideas: part 1
Attachments: Proposed Reading Standards for Wisconsin Educator Preparation Programs.docx

A bill roughly following these guidelines. See attached document for what other states have on their books.

Proposed Reading Standards for Wisconsin:

Proposed Reading Standards for Wisconsin Educator Preparation Programs:: Beginning August 1, 2020, the Department of Public Instruction must ensure that all educator preparation programs provide future 4K-grade 5 teachers, special education teachers, reading teachers, and reading specialists with explicit instruction and related practice in literacy theory, skills, and processes that align with and cover all the content in the Knowledge and Practice Standards for Teachers of Reading from the International Dyslexia Association and the Standards for the Preparation of Literacy Professionals 2017 from the International Literacy Association. Such instruction shall include definitions, characteristics, assessment, and evidence-based treatment of reading disabilities, including dyslexia, as well as appropriate classroom accommodations and assistive technology. In examining educator preparation programs for compliance with this statute, the Department shall collect syllabi and lists of textbooks and other instructional materials used in each relevant course. This information shall be available to the public. The Department and educator preparation programs are encouraged to use national experts in the field to support teacher and course development that leads to successful passage of the Wisconsin Foundations of Reading Test.

Jon Minneci
Office of Rep. Bob Kulp
69th Assembly District
15 North, State Capitol
(608) 237-9169

Proposed Reading Standards for Wisconsin Educator Preparation Programs: Beginning August 1, 2020, the Department of Public Instruction must ensure that all educator preparation programs provide future 4K-grade 5 teachers, special education teachers, reading teachers, and reading specialists with explicit instruction and related practice in literacy theory, skills, and processes that align with and cover all the content in the *Knowledge and Practice Standards for Teachers of Reading from the International Dyslexia Association and the Standards for the Preparation of Literacy Professionals 2017 from the International Literacy Association. Such instruction shall include definitions, characteristics, assessment, and evidence-based treatment of reading disabilities, including dyslexia, as well as appropriate classroom accommodations and assistive technology. In examining educator preparation programs for compliance with this statute, the Department shall collect syllabi and lists of textbooks and other instructional materials used in each relevant course. This information shall be available to the public. The Department and educator preparation programs are encouraged to use national experts in the field to support teacher and course development that leads to successful passage of the Wisconsin Foundations of Reading Test.

*Standards are referenced below.

Samples from Other States:

- **Arkansas:** All teacher preparation programs at state-supported higher education institutions must provide professional awareness of the characteristics of dyslexia and evidence-based intervention and accommodations for dyslexia.
- **California:** Teacher preparation programs are encouraged to increase the emphasis of, and teaching strategies for specific learning disabilities, including dyslexia. Preparation programs are encouraged to use experts in the field to support teacher development.
- **Connecticut:** Any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall be incorporated into requirements of student major and concentration, and include not fewer than twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
- **Indiana:** Teacher preparation program shall include content within the curriculum that prepares teacher candidates to recognize that a student who is not progressing at a normal rate related to reading may need to be referred to the school's multidisciplinary team to determine the student's special learning needs, including learning needs related to dyslexia.
- **Iowa:** Teacher preparation programs must provide candidates with instruction in reading theory, knowledge, and strategies. The instruction must address the instruction of reading to all students, including students with dyslexia.
- **Nebraska:** Beginning in July 2019, teacher preparation program must include as part of their required courses requirements instruction in dyslexia. The instruction must include knowledge and best practice standards for teaching reading, characteristics of dyslexia and the science of dyslexia, and evidence-based structured literacy intervention, classroom accommodations, and assistive technology for individuals with dyslexia.
- **New Hampshire:** The state reading specialist and council for teacher education must ensure that all teacher education programs offered at state public institutions of higher education provide explicit professional awareness of best practices on recognition of the characteristics of dyslexia and evidence-based intervention and accommodations for dyslexia and related disorders.
- **New York:** State rules require that graduate programs for students seeking certification must provide them with instruction that builds proficiency in providing instruction and assessment in a range of areas including literacy proficiency and the identification of dyslexia. Citation: N.Y. Comp. Codes R. & Regs. tit. 8, § 52.21 (xi)(a)(1). I was unable to find a reliable link that I could share.
- **Oklahoma:** The state board of education and commission for educational quality and accountability with the Oklahoma state regents for higher education must ensure that all teachers of early childhood education, elementary education, and special education are provided with training in intervention, instruction, and remediation strategies to determine if a student is at risk of reading difficulties. The instruction must include strategies for instruction, assessment, and intervention to support students with learning disabilities, including dyslexia. Citation: 70 Okl. St. Ann. § 1210.508F. A copy of the statute can be found at the following [link](#).
- **Oregon:** The commission on standards is required to develop standards for teacher preparation programs that require the programs to provide instruction in instructional strategies relating to students with dyslexia and reading difficulties. The instruction must prepare candidates for providing reading interventions, among other topics.
- **Texas:** Individuals who are receiving their teacher certification are required to receive instruction in the detection and education of students with dyslexia. The information that students receive in their instruction should include characteristics of dyslexia, identification of dyslexia, and effective multisensory strategies for teaching students with dyslexia.

Standards 2017 Overarching Standards

Standard Title	Overarching Standard
1: Foundational Knowledge	Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2: Curriculum and Instruction	Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3: Assessment and Evaluation	Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4: Diversity and Equity	Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5: Learners and the Literacy Environment	Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6: Professional Learning and Leadership	Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
7: Practicum/Clinical Experiences (for specialized literacy professionals only).	Candidates apply theory and best practice in multiple supervised practicum/clinical experiences

Knowledge and Practice Standards for Teachers of Reading <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5ytl1wk>



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-3816/D/P1
FFK... amh
rml

In 7-31
out 8-1

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

SA-
Xref-
Pwf-

Gen-

1 AN ACT ...; relating to: requirements for teacher preparatory programs in this
2 state, providing an exemption from emergency rule procedures, and requiring
3 the exercise of rule-making authority .

Analysis by the Legislative Reference Bureau

This is a preliminary draft. An analysis will be provided in a subsequent version of this draft.

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

4 SECTION 1. 115.28 (7) (a) of the statutes is renumbered 115.28 (7) (a) 1. and
5 amended to read:
6 ~~x~~115.28 (7) (a) 1. License all teachers for the public schools of the state; make.
7 2. Make rules establishing standards of attainment and procedures for the
8 examination and licensing of teachers within the limits prescribed in ss. 118.19 (2)
9 and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197;
10 prescribe.

1 3. Prescribe by rule standards, requirements, and procedures for the approval
 2 of teacher preparatory programs leading to licensure, including [↓]~~a~~ all of the following:

3 a. A requirement that, beginning on July 1, 2012, and annually thereafter, each
 4 teacher preparatory program located in this state shall submit to the department a
 5 list of individuals who have completed the program and who have been
 6 recommended by the program for licensure under this subsection, together with each
 7 individual's date of program completion, from each term or semester of the program's
 8 most recently completed academic year; file.

9 4. File in the state superintendent's office all papers relating to state teachers'
 10 licenses; and register each such state teacher license.

History: 1971 c. 40, 125; 1973 c. 89, 90; 1975 c. 39, 115, 199, 220, 224, 395, 422; 1977 c. 26, 29, 203, 418, 429; 1979 c. 28, 331; 1979 c. 346 ss. 10, 15; 1979 c. 355; 1981 c. 20, 241; 1983 a. 27, 412; 1985 a. 12; 1985 a. 29 ss. 1686m, 1689, 3202 (43); 1987 a. 27, 159; 1989 a. 31, 56, 297, 336, 359; 1991 a. 39, 93, 108, 164, 227, 250, 269, 315; 1993 a. 16, 27, 213, 223, 335, 339, 437, 455, 492; 1995 a. 27 ss. 3847g to 3858, 9126 (19), 9145 (1); 1995 a. 225; 1997 a. 27, 113, 114, 164, 240, 245, 252; 1999 a. 9, 19, 32, 124, 185, 186; 2001 a. 16; 2003 a. 33, 42; 2005 a. 25 ss. 1108, 1855, 1856m, 1856w; 2005 a. 218, 220, 466; 2007 a. 20 ss. 2683 to 2684m, 9121 (6) (a); 2007 a. 68, 222; 2009 a. 28, 64, 99, 220, 302, 329; 2011 a. 32, 157, 166, 173, 209; 2013 a. 20, 253, 256, 258; 2015 a. 55, 190; 2017 a. 31, 59, 143, 209; 2017 a. 365 s. 112.

NOTE: 1993 Wis. Act 339, which created sub. (7) (e), contains explanatory notes.

11 **SECTION 2.** 115.28 (7) (a) 3. b. of the statutes is created to read:

12 ×115.28 (7) (a) 3. b. A requirement that, beginning on August 1, 2020, each
 13 teacher preparatory program located in this state provide instruction in literacy
 14 theory, skills, and processes that align with ~~The~~ Knowledge and Practice Standards
 15 for Teachers of Reading from the International Dyslexia Association and the
 16 Standards for the Preparation of Literacy Professionals 2017 from the International
 17 Literacy Association to individuals in the program who intend to apply for a license
 18 to teach grades kindergarten to 5 or special education, a license as a reading teacher,
 19 or a license as a reading specialist. The state superintendent shall further require
 20 that instruction required under this subdivision ^{Subd. 3. b.} include definitions, characteristics,
 21 assessment, and evidence-based treatment of reading disabilities, including
 22 dyslexia, and appropriate accommodations for pupils with reading disabilities,
 23 including assistive technology.

****NOTE: Based on your request, this provision includes references to standards established by two different private organizations: the International Dyslexia Association and the International Literacy Association. Incorporating standards adopted by private organizations presents various issues. For example, based on my research, the ILA standards are not available to teacher preparatory programs or to the public for free. One issue with adopting the ILA standards is that it requires a person to purchase the standards to fully understand, implement, or enforce the law. An issue that arises with the IDA standards stems from the fact that the IDA standards do not reference a specific edition of the standards. Therefore, the reference is assumed to be to whatever version exists at the time an individual is reading the statute. In other words, if IDA changes its standards, the reference incorporates the new standards. This means the legal requirement on DPI and teacher preparatory programs may change without any action by the legislature or DPI.

****NOTE: Is there a way to achieve your intent without specifically references these private standards? The models you provided from other states do not incorporate standards but rather provide a description the instruction that must be included in a teacher preparation program.

****NOTE: Also, I did not include the suggested language about encouraging or requiring the use of national experts in the field to support course development to lead to successful passage of the FORT. Is the intent to require teacher preparation programs to consult with "a national expert" in developing the instruction required under this subdivision paragraph? Please advise.

1 **SECTION 3.** 115.28 (7) (a) 3. c. of the statutes is created to read:

2 × 115.28 (7) (a) 3. c. A requirement that teacher preparatory programs to submit
3 syllabi, names of textbooks, and other instructional material to demonstrate that the
4 teacher preparatory program complies with subd. 2. a) 3. b.

****NOTE: Do you want an affirmative requirement on DPI to post or provide this information to the public or is it enough that the information is subject to open records law?

5 **SECTION 4.** 115.28 (7g) (a) 1. of the statutes is amended to read:

6 × 115.28 (7g) (a) 1. Determine how the performance of individuals who have
7 recently completed a teacher preparatory program described in s. 115.28 (7) (a) 3. and
8 located in this state or a teacher education program described in s. 115.28 (7) (e) 2.
9 and located in this state will be used to evaluate the teacher preparatory and
10 education programs. The determination under this subdivision shall, at minimum,
11 define "recently completed" and identify measures to assess an individual's

1 performance, including the performance assessment made prior to making a
2 recommendation for licensure.

History: 1971 c. 40, 125; 1973 c. 89, 90; 1975 c. 39, 115, 199, 220, 224, 395, 422; 1977 c. 26, 29, 203, 418, 429; 1979 c. 28, 331; 1979 c. 346 ss. 10, 15; 1979 c. 355; 1981 c. 20, 241; 1983 a. 27, 412; 1985 a. 12; 1985 a. 29 ss. 1686m, 1689, 3202 (43); 1987 a. 27, 159; 1989 a. 31, 56, 297, 336, 359; 1991 a. 39, 93, 108, 164, 227, 250, 269, 315; 1993 a. 16, 27, 213, 223, 335, 339, 437, 455, 492; 1995 a. 27 ss. 3847g to 3858, 9126 (19), 9145 (1); 1995 a. 225; 1997 a. 27, 113, 114, 164, 240, 245, 252; 1999 a. 9, 19, 32, 124, 185, 186; 2001 a. 16; 2003 a. 33, 42; 2005 a. 25 ss. 1108, 1855, 1856m, 1856w; 2005 a. 218, 220, 466; 2007 a. 20 ss. 2683 to 2684m, 9121 (6) (a); 2007 a. 68, 222; 2009 a. 28, 64, 99, 220, 302, 329; 2011 a. 32, 157, 166, 173, 209; 2013 a. 20, 253, 256, 258; 2015 a. 55, 190; 2017 a. 31, 59, 143, 209; 2017 a. 365 s. 112.

NOTE: 1993 Wis. Act 339, which created sub. (7) (e), contains explanatory notes.

3 **SECTION 5. 115.383 (2) (intro.)** of the statutes is amended to read:

4 ~~115.383 (2) (intro.)~~ If the student information system is established under sub.
5 (1), each school district, charter school, and private school using the system under
6 sub. (1) shall include in the system the following information for each teacher
7 teaching in the school district or school who completed a teacher education program
8 described in s. 115.28 (7) (a) 3, or (e) 2. and located in this state on or after January
9 1, 2012, or, for each teacher teaching in a private school participating in a parental
10 choice program under s. 118.60 or 119.23, who obtained a bachelor's degree from an
11 institution located in this state on or after July 1, 2010:

History: 2013 a. 256 ss. 3 to 9; 2015 a. 55.

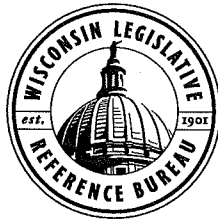
12 **SECTION 6. Nonstatutory provisions.**

13 (1) EMERGENCY RULE AUTHORITY. Using the procedure under s. 227.24, the
14 department of public instruction may promulgate rules under s. 115.28 (7) (a) 3. that
15 are necessary to implement the changes in this act. Notwithstanding s. 227.24 (1)
16 (a) and (3), the department is not required to provide evidence that promulgating a
17 rule under this subsection as an emergency rule is necessary for the preservation of
18 the public peace, health, safety, or welfare and is not required to provide a finding
19 of emergency for a rule promulgated under this subsection.

20

(END)

LRB - 3816/P2



Instructions from Jan

In 115.28(7)(a)3.b. require 6 credits of instruction
Remove IFA standards
Remove final sentence.

Note following

115.28(7)(a)3.c - Yes, require DPI to post
before the term during which the
instruction is provided

115.28(7g)(a) - Include consultation w/ legislative
committees w/ expertise in higher ed.



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-3816(P1) / P2
FFK:amn

In 9-5
out 9-6

RMA

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

SA
Xref

Regen

1 **AN ACT to renumber and amend** 115.28 (7) (a); **to amend** 115.28 (7g) (a) 1. and
2 115.383 (2) (intro.); and **to create** 115.28 (7) (a) 3. b. and 115.28 (7) (a) 3. c. of
3 the statutes; **relating to:** requirements for teacher preparatory programs in
4 this state, providing an exemption from emergency rule procedures, and
5 requiring the exercise of rule-making authority.

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8 list of individuals who have completed the program and who have been
9 recommended by the program for licensure under this subsection, together with each
10 individual's date of program completion, from each term or semester of the program's
11 most recently completed academic year; file.

12 5 4. File in the state superintendent's office all papers relating to state teachers'
13 licenses; and register each such state teacher license.

14 **SECTION 2.** 115.28 (7) (a) 3. b. of the statutes is created to read:

15 115.28 (7) (a) 3. b. A requirement that, beginning on August 1, 2020, each
16 teacher preparatory program located in this state provide ^{at least 6 credits of} instruction in literacy
17 theory, skills, and processes that align with the ²⁰¹⁸ Knowledge and Practice Standards
18 for Teachers of Reading from the International Dyslexia Association and the
19 Standards for the Preparation of Literacy Professionals ~~2017~~ from the International
20 Literacy Association to individuals in the program who intend to apply for a license
21 to teach grades kindergarten to 5 or special education, a license as a reading teacher,
22 or a license as a reading specialist. The state superintendent shall further require
23 that instruction required under this subd. 3. b. include definitions, characteristics,
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1 dyslexia, and appropriate accommodations for pupils with reading disabilities,
2 including assistive technology.

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3 **SECTION 3.** 115.28 (7) (a) 3. c. of the statutes is created to read:

4 115.28 (7) (a) 3. c. A requirement that ^{before offering instruction required under subd 3 b.} teacher preparatory programs submit ^{the department to}
5 syllabi, names of textbooks, and other instructional material to demonstrate that the
6 teacher preparatory program complies with subd. 3. b.

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9 recently completed a teacher preparatory program described in s. 115.28 (7) (a) 3. and
10 located in this state or a teacher education program described in s. 115.28 (7) (e) 2.
11 and located in this state will be used to evaluate the teacher preparatory and
12 education programs. The determination under this subdivision shall, at minimum,

1 define “recently completed” and identify measures to assess an individual’s
2 performance, including the performance assessment made prior to making a
3 recommendation for licensure.

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6 (1), each school district, charter school, and private school using the system under
7 sub. (1) shall include in the system the following information for each teacher
8 teaching in the school district or school who completed a teacher education program
9 described in s. 115.28 (7) (a) 3. or (e) 2. and located in this state on or after January
10 1, 2012, or, for each teacher teaching in a private school participating in a parental
11 choice program under s. 118.60 or 119.23, who obtained a bachelor’s degree from an
12 institution located in this state on or after July 1, 2010:

13 **SECTION 6. Nonstatutory provisions.**

14 (1) EMERGENCY RULE AUTHORITY. Using the procedure under s. 227.24, the
15 department of public instruction may promulgate rules under s. 115.28 (7) (a) 3. that
16 are necessary to implement the changes in this act. Notwithstanding s. 227.24 (1)
17 (a) and (3), the department is not required to provide evidence that promulgating a
18 rule under this subsection as an emergency rule is necessary for the preservation of
19 the public peace, health, safety, or welfare and is not required to provide a finding
20 of emergency for a rule promulgated under this subsection.

21 (END)

2019-2020 DRAFTING INSERT
FROM THE
LEGISLATIVE REFERENCE BUREAU

LRB-3816/P2ins

FFK...*Ann*

INS 1

1 **SECTION 1.** 115.28 (7) (a) 4. of the statutes is created to read:

2 115.28 (7) (a) 4. Post information received from teacher preparatory programs
3 under subd. 3. c. on the department's Internet site. The state superintendent shall
4 ensure that ~~the~~ ^{from a teacher preparatory program} information is posted on the department's Internet site before ~~a~~ ^{the}
5 teacher preparatory program provides the instruction required under subd. 3. b.

6 **SECTION 2.** 115.28 (7g) (a) (intro.) of the statutes is amended to read:

7 ~~115.28 (7g)~~ (a) (intro.) The department shall, in consultation with the
8 governor's office, the chairpersons of the committees in the assembly and senate
9 whose subject matter is elementary and secondary education and ~~and~~ ranking
10 members of those committees, the chairpersons of the committees in the assembly
11 and senate whose subject matter is higher education and ~~and~~ ranking members of
12 those committees, the Board of Regents of the University of Wisconsin System, and
13 the Wisconsin Association of Independent Colleges and Universities, do all of the
14 following:

History: 1971 c. 40, 125; 1973 c. 89, 90; 1975 c. 39, 115, 199, 220, 224, 395, 422; 1977 c. 26, 29, 203, 418, 429; 1979 c. 28, 331; 1979 c. 346 ss. 10, 15; 1979 c. 355; 1981 c. 20, 241; 1983 a. 27, 412; 1985 a. 12; 1985 a. 29 ss. 1686m, 1689, 3202 (43); 1987 a. 27, 159; 1989 a. 31, 56, 297, 336, 359; 1991 a. 39, 93, 108, 164, 227, 250, 269, 315; 1993 a. 16, 27, 213, 223, 335, 339, 437, 455, 492; 1995 a. 27 ss. 3847g to 3858, 9126 (19), 9145 (1); 1995 a. 225; 1997 a. 27, 113, 114, 164, 240, 245, 252; 1999 a. 9, 19, 32, 124, 185, 186; 2001 a. 16; 2003 a. 33, 42; 2005 a. 25 ss. 1108, 1855, 1856m, 1856w; 2005 a. 218, 220, 466; 2007 a. 20 ss. 2683 to 2684m, 9121 (6) (a); 2007 a. 68, 222; 2009 a. 28, 64, 99, 220, 302, 329; 2011 a. 32, 157, 166, 173, 209; 2013 a. 20, 253, 256, 258; 2015 a. 55, 190; 2017 a. 31, 59, 143, 209; 2017 a. 365 s. 112; 2019 a. 9.

NOTE: 1993 Wis. Act 339, which created sub. (7) (e), contains explanatory notes.

END INS 1



LRB 3816/R3

Phone call from Jan

- Please add analysis

- No other changes



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-3816/P2 /P3
FFK:amn + gf

In 9-10 today

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

1 **AN ACT** *to renumber and amend* 115.28 (7) (a); *to amend* 115.28 (7g) (a)
2 (intro.), 115.28 (7g) (a) 1. and 115.383 (2) (intro.); and *to create* 115.28 (7) (a)
3 3. b., 115.28 (7) (a) 3. c. and 115.28 (7) (a) 4. of the statutes; **relating to:**
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9 115.28 (7) (a) 1. License all teachers for the public schools of the state; make.

Analysis
DS

1 2. Make rules establishing standards of attainment and procedures for the
2 examination and licensing of teachers within the limits prescribed in ss. 118.19 (2)
3 and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197;
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5 3. Prescribe by rule standards, requirements, and procedures for the approval
6 of teacher preparatory programs leading to licensure, including ~~a~~ all of the
7 following:

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9 teacher preparatory program located in this state shall submit to the department a
10 list of individuals who have completed the program and who have been
11 recommended by the program for licensure under this subsection, together with each
12 individual's date of program completion, from each term or semester of the program's
13 most recently completed academic year; file.

14 5. File in the state superintendent's office all papers relating to state teachers'
15 licenses; and register each such state teacher license.

16 **SECTION 2.** 115.28 (7) (a) 3. b. of the statutes is created to read:

17 115.28 (7) (a) 3. b. A requirement that, beginning on August 1, 2020, each
18 teacher preparatory program located in this state provide at least 6 credits of
19 instruction in literacy theory, skills, and processes that align with the 2018
20 Knowledge and Practice Standards for Teachers of Reading from the International
21 Dyslexia Association to individuals in the program who intend to apply for a license
22 to teach grades kindergarten to 5 or special education, a license as a reading teacher,
23 or a license as a reading specialist.

24 **SECTION 3.** 115.28 (7) (a) 3. c. of the statutes is created to read:

1 115.28 (7) (a) 3. c. A requirement that, before offering instruction required
2 under subd. 3. b., a teacher preparatory program submit syllabi, names of textbooks,
3 and other instructional material to the department to demonstrate that the teacher
4 preparatory program complies with subd. 3. b.

5 **SECTION 4.** 115.28 (7) (a) 4. of the statutes is created to read:

6 115.28 (7) (a) 4. Post information received from teacher preparatory programs
7 under subd. 3. c. on the department's Internet site. The state superintendent shall
8 ensure that information from a teacher preparatory program is posted on the
9 department's Internet site before the teacher preparatory program provides the
10 instruction required under subd. 3. b.

11 **SECTION 5.** 115.28 (7g) (a) (intro.) of the statutes is amended to read:

12 115.28 (7g) (a) (intro.) The department shall, in consultation with the
13 governor's office, the chairpersons of the committees in the assembly and senate
14 whose subject matter is elementary and secondary education and ranking members
15 of those committees, the chairpersons of the committees in the assembly and senate
16 whose subject matter is higher education and ranking members of those committees,
17 the Board of Regents of the University of Wisconsin System, and the Wisconsin
18 Association of Independent Colleges and Universities, do all of the following:

19 **SECTION 6.** 115.28 (7g) (a) 1. of the statutes is amended to read:

20 115.28 (7g) (a) 1. Determine how the performance of individuals who have
21 recently completed a teacher preparatory program described in s. 115.28 (7) (a) 3. and
22 located in this state or a teacher education program described in s. 115.28 (7) (e) 2.
23 and located in this state will be used to evaluate the teacher preparatory and
24 education programs. The determination under this subdivision shall, at minimum,
25 define "recently completed" and identify measures to assess an individual's

1 performance, including the performance assessment made prior to making a
2 recommendation for licensure.

3 **SECTION 7.** 115.383 (2) (intro.) of the statutes is amended to read:

4 115.383 (2) (intro.) If the student information system is established under sub.
5 (1), each school district, charter school, and private school using the system under
6 sub. (1) shall include in the system the following information for each teacher
7 teaching in the school district or school who completed a teacher education program
8 described in s. 115.28 (7) (a) 3, or (e) 2. and located in this state on or after January
9 1, 2012, or, for each teacher teaching in a private school participating in a parental
10 choice program under s. 118.60 or 119.23, who obtained a bachelor's degree from an
11 institution located in this state on or after July 1, 2010:

12 **SECTION 8. Nonstatutory provisions.**

13 (1) EMERGENCY RULE AUTHORITY. Using the procedure under s. 227.24, the
14 department of public instruction may promulgate rules under s. 115.28 (7) (a) 3. that
15 are necessary to implement the changes in this act. Notwithstanding s. 227.24 (1)
16 (a) and (3), the department is not required to provide evidence that promulgating a
17 rule under this subsection as an emergency rule is necessary for the preservation of
18 the public peace, health, safety, or welfare and is not required to provide a finding
19 of emergency for a rule promulgated under this subsection.

20 (END)

2019-2020 DRAFTING INSERT
FROM THE
LEGISLATIVE REFERENCE BUREAU

LRB-3816/P3ins
FFK:...

ANALYSIS

X Under current law, an individual must complete a teacher preparatory program approved by the State Superintendent of Public Instruction to qualify for a license to teach under the traditional licensure pathway. A teacher preparatory program is a sequence of courses included in a bachelor's degree program or post baccalaureate degree program designed to prepare individuals for licensure. Current law requires the SSPI to establish standards, requirements, and procedures related to approving teacher preparatory programs.

X to Under the bill, in order to be approved by the SSPI, a teacher preparatory program must provide at least six credits of instruction in literacy theory, skills, and processes (literacy instruction) to individuals in the program who intend to apply for a license to teach kindergarten to fifth grade, a license to teach special education, a reading teacher license, or a reading specialist license. Under the bill, the literacy instruction must align with the 2018 Knowledge and Practice Standards for Teachers of Reading from the International Dyslexia Association. The bill also requires each teacher preparatory program to submit syllabi, names of textbooks, and other instructional material that will be used in the literacy instruction to the Department of Public Instruction prior to offering the required literacy instruction. Finally, under the bill, the SSPI must post on DPI's website the information received from a teacher preparatory program related to the literacy instruction before the teacher preparatory program offers the literacy instruction. Internet site

X Under current law, DPI must consult with the governor's office, the chairpersons and ranking members of the education committees in the assembly and senate, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities when performing specific duties related to evaluating teacher preparatory programs. Under the bill, DPI must also consult with the chairpersons and ranking members of the higher education committees in the assembly and senate.

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

END ANALYSIS



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-3816/P3
FFK:amn&kjf

In 9-12
and 9-13

RML

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

1 **AN ACT** *to renumber and amend* 115.28 (7) (a); *to amend* 115.28 (7g) (a)
2 (intro.), 115.28 (7g) (a) 1. and 115.383 (2) (intro.); and *to create* 115.28 (7) (a)
3 3. b., 115.28 (7) (a) 3. c. and 115.28 (7) (a) 4. of the statutes; **relating to:**
4 requirements for teacher preparatory programs in this state, providing an
5 exemption from emergency rule procedures, and requiring the exercise of
6 rule-making authority.

Analysis by the Legislative Reference Bureau

Under current law, an individual must complete a teacher preparatory program approved by the State Superintendent of Public Instruction to qualify for a license to teach under the traditional licensure pathway. A teacher preparatory program is a sequence of courses included in a bachelor's degree program or post baccalaureate degree program designed to prepare individuals for licensure. Current law requires the SSPI to establish standards, requirements, and procedures related to approving teacher preparatory programs.

Under the bill, in order to be approved by the SSPI, a teacher preparatory program must provide at least six credits of instruction in literacy theory, skills, and processes (literacy instruction) to individuals in the program who intend to apply for a license to teach kindergarten to fifth grade, a license to teach special education, a reading teacher license, or a reading specialist license. Under the bill, the literacy instruction must align with the 2018 Knowledge and Practice Standards for

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Under current law, DPI must consult with the governor's office, the chairpersons and ranking members of the education committees in the assembly and senate, the Board of Regents of the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities when performing specific duties related to evaluating teacher preparatory programs. Under the bill, DPI must also consult with the chairpersons and ranking members of the higher education committees in the assembly and senate.

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:

1 **SECTION 1.** 115.28 (7) (a) of the statutes is renumbered 115.28 (7) (a) 1. and
2 amended to read:

3 115.28 (7) (a) 1. License all teachers for the public schools of the state; ~~make,~~
4 2. Make rules establishing standards of attainment and procedures for the
5 examination and licensing of teachers within the limits prescribed in ss. 118.19 (2)
6 and (3), 118.191, 118.1915, 118.192, 118.193, 118.194, 118.195, and 118.197;
7 ~~prescribe.~~

8 3. Prescribe by rule standards, requirements, and procedures for the approval
9 of teacher preparatory programs leading to licensure, including ~~a-~~ all of the
10 following:

11 a. A requirement that, beginning on July 1, 2012, and annually thereafter, each
12 teacher preparatory program located in this state shall submit to the department a
13 list of individuals who have completed the program and who have been

1 recommended by the program for licensure under this subsection, together with each
2 individual's date of program completion, from each term or semester of the program's
3 most recently completed academic year; file.

4 5. File in the state superintendent's office all papers relating to state teachers'
5 licenses; and register each such state teacher license.

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9 instruction in literacy theory, skills, and processes that align with the 2018
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11 Dyslexia Association to individuals in the program who intend to apply for a license
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3 whose subject matter is elementary and secondary education and ranking members
4 of those committees, the chairpersons of the committees in the assembly and senate
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22 described in s. 115.28 (7) (a) 3. or (e) 2. and located in this state on or after January
23 1, 2012, or, for each teacher teaching in a private school participating in a parental
24 choice program under s. 118.60 or 119.23, who obtained a bachelor's degree from an
25 institution located in this state on or after July 1, 2010:

Knepp, Fern

From: Minneci, Jon
Sent: Monday, October 14, 2019 1:55 PM
To: Knepp, Fern
Subject: Rep. Kulp: Dyslexia bills to jacket

Fern,

Can we have the following dyslexia related bills we have been working on with you jacketed?

LRB 3816 Teacher Preparation

LRB 3034 Teacher grants

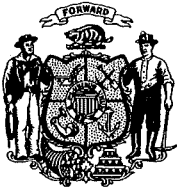
LRB 3840 Foundations of Reading

LRB 3839 Online dyslexia awareness training

LRB 4568 Cooperative educational service agency

Thank you!

Jon Minneci
Office of Rep. Bob Kulp
69th Assembly District
15 North, State Capitol
(608) 237-9169



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-3816/P4

FFK:amn&kjf

0/1
RMK

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

1 **AN ACT** *to renumber and amend* 115.28 (7) (a); *to amend* 115.28 (7g) (a)
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Walker, Dan

From: LRB.Legal
To: Rep.Kulp
Subject: Draft review: LRB -3816/1
Attachments: 19-3816/1

State of Wisconsin - Legislative Reference Bureau
One East Main Street - Suite 200 - Madison

The attached draft was prepared at your request. Please review it carefully to ensure that it satisfies your intent. If you have any questions concerning the draft or would like to have it redrafted, please contact Fern Knepp, Senior Legislative Attorney, at (608) 504-5810, at fern.knepp@legis.wisconsin.gov, or at One East Main Street, Suite 200.

We will jacket this draft for introduction in the Assembly.

If a jacket is needed immediately, please let us know in your response e-mail so we know to immediately jacket the proposal for you.

If the last paragraph of the analysis states that a fiscal estimate will be prepared, the LRB will submit a request to DOA when the draft is introduced. You may obtain a fiscal estimate on the draft prior to introduction by contacting our program assistants at LRB.Legal@legis.wisconsin.gov or at (608) 266-3561. If you requested a fiscal estimate on an earlier version of this draft and would like to obtain a fiscal estimate on the current version before it is introduced, you will need to request a revised fiscal estimate from our program assistants.

Please call our program assistants at (608) 266-3561 if you have any questions regarding this email.