

2 **SHB 2418 - H AMD 970 WITHDRAWN 2-16-98**

3 By Representative P. Johnson

4

5 Strike everything after the enacting clause and insert the
6 following:

7 "NEW SECTION. Sec. 1. (1) The definitions in this section apply
8 throughout this chapter unless the context clearly requires otherwise.

9 (a) "Phonemic awareness instruction" means teaching awareness of
10 letter sounds, and segmenting and blending phonemes, syllables, and
11 words in a sequential progression.

12 (b) "Explicit systematic decoding instruction" means direct,
13 sequential teaching of how to read words fluently and automatically
14 that includes instruction in letter-sound correspondences, letter
15 combinations, multisyllabic words, blending, and structural elements,
16 and initially incorporates the use of decodable text. "Explicit
17 systematic decoding instruction" does not include the use of context
18 and syntax as word identification strategies in teaching beginning
19 reading skills.

20 (c) "Decodable text" means connected text containing a high
21 percentage of words that provide practice on the letter-sound
22 correspondences and letter combinations previously taught.

23 (d) "Diagnosis of a student's ability to decode" means regularly
24 assessing the student's mastery of word recognition, fluency and
25 automaticity, and word analysis in order to plan future instructional
26 activities.

27 (e) "Explicit and systematic instruction in spelling" means
28 teaching a logical scope and sequence of word knowledge, orthographic
29 patterns, syllabication, and frequently used words connected to the
30 sequence used in reading and writing instruction.

31 (f) "Vocabulary instruction" means teaching word meanings.

32 (g) "Instruction in reading comprehension skills" means explicit,
33 systematic teaching of vocabulary development, text structure, context,
34 syntax, and syntactic patterns, including but not limited to,
35 strategies for higher order thinking skills such as interpretation,
36 summarization, prediction, clarification, and question generation.

1 (2) This section expires July 30, 2005.

2 NEW SECTION. **Sec. 2.** (1) To the extent funds are appropriated,
3 elementary schools interested in providing professional development and
4 related materials for certificated instructional staff that provide
5 direct instructional services to students in kindergarten, first, and
6 second grade may apply for and receive funding from the office of the
7 superintendent of public instruction. The application for funding
8 shall be limited to:

9 (a) Verification that the school has developed a comprehensive
10 school-wide reading improvement plan that includes, but is not limited
11 to, a beginning reading-language arts program for use in kindergarten
12 through second grade. In addition to other primary elements that the
13 beginning reading-arts program may include, the primary elements of the
14 program must:

15 (i) Provide numerous daily opportunities for teachers in
16 kindergarten and first grade to read to students from a variety of
17 printed materials including rich literature and expository text;

18 (ii) Provide explicit and sequential instruction in phonemic
19 awareness for all students in kindergarten and first grade and students
20 with limited English proficiency;

21 (iii) Provide explicit systematic decoding instruction and practice
22 in using those skills in decodable text materials;

23 (iv) Require diagnosis of a student's ability to decode in first
24 and second grade;

25 (v) Provide explicit and systematic instruction in spelling and
26 provide students in kindergarten and first grade with an opportunity to
27 use student-invented spelling in all writing activities;

28 (vi) Provide explicit instruction in reading comprehension skills
29 and opportunities for students to apply them; and

30 (vii) Provide students with structured assistance in learning to
31 write with ample opportunities to engage in writing activities;

32 (b) Verification that the intended professional development
33 supports the efforts of the school's beginning reading-language arts
34 program required in (a) of this subsection and includes primary
35 emphasis on the following beginning reading skills:

36 (i) Phonemic awareness strategies;

37 (ii) Explicit and systematic decoding instruction and how to assess
38 a student's ability to decode;

- 1 (iii) Explicit spelling and vocabulary instruction;
2 (iv) Explicit instruction in reading comprehension strategies; and
3 (v) Research findings on the skills needed by beginning and
4 proficient readers, and how beginning reading skills are acquired;

5 (c) Verification that to the fullest extent possible, school
6 districts shall redirect funding available to elementary schools
7 receiving funding provided in accordance with this section, from the
8 learning assistance program and other available resources to begin
9 implementation of the reading-language arts program required in (a) of
10 this subsection;

11 (d) Verification that funds expended for professional development
12 in beginning reading instruction in schools receiving funding provided
13 in accordance with this section are expended in accordance with this
14 section and will not be used for staff development, intervention, or
15 remediation programs; and

16 (e) Verification that representatives of kindergarten, first, or
17 second grade teachers and reading specialists from the school will be
18 attending a leadership and accountability institute conducted by the
19 office of the superintendent of public instruction in accordance with
20 section 5 of this act.

21 (2) Funding provided pursuant to this section shall be available to
22 schools no later than June 1, 1998. Priority for funding shall be
23 given to those schools in which less than one-quarter of all students
24 tested on the fourth grade assessment in reading met the state-wide
25 standard, or in schools where average performance on the reading
26 component of the state-wide standardized test required in RCW
27 28A.230.190 were in the bottom quartile for the previous three years.
28 Priority shall then be given to those schools in which less than one-
29 third of all students tested on the fourth grade assessment in reading
30 met the state-wide standard, or in schools where average performance on
31 the reading component of the state-wide standardized test required in
32 RCW 28A.230.190 were in the bottom third for the previous three years.
33 Priority shall then be given to schools in which one-half of all
34 students tested on the fourth grade assessment in reading met the
35 state-wide standard, or in schools where average performance on the
36 reading component of the state-wide standardized test required in RCW
37 28A.230.190 were in the bottom half for the previous three years.

38 (3) Funding provided pursuant to this section may be used to
39 provide additional professional development materials for classroom

1 volunteers providing assistance in kindergarten, first, and second
2 grades, interested in attending the professional development
3 opportunity identified in subsection (1)(b) of this section.

4 (4) An elementary school receiving funding in accordance with this
5 section shall certify and provide documentation to the superintendent
6 of public instruction that funds received were expended for
7 professional development and related materials in accordance with this
8 section.

9 (5) Schools or school districts that received funds under RCW
10 28A.300.330 are not eligible to apply for funds in accordance with this
11 section.

12 (6) This section expires July 30, 2005.

13 **Sec. 3.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
14 read as follows:

15 (1) Expanding activity in educational research, educational
16 restructuring, and educational improvement initiatives has produced and
17 continues to produce much valuable information. The legislature finds
18 that such information should be shared with the citizens and
19 educational community of the state as widely as possible. To
20 facilitate access to information and materials on educational
21 improvement and research, the superintendent of public instruction, to
22 the extent funds are appropriated, shall establish the center for the
23 improvement of student learning. The primary purpose of the center is
24 to provide assistance and advice to parents, school board members,
25 educators, and the public regarding strategies for assisting students
26 in learning the essential academic learning requirements pursuant to
27 RCW 28A.630.885. The center shall work in conjunction with the
28 commission on student learning, educational service districts, and
29 institutions of higher education.

30 (2) The center shall:

31 (a) Serve as a clearinghouse for the completed work and activities
32 of the commission on student learning;

33 (b) Serve as a clearinghouse for information regarding successful
34 educational restructuring and parental involvement programs in schools
35 and districts, and information about efforts within institutions of
36 higher education in the state to support educational restructuring
37 initiatives in Washington schools and districts;

1 (c) Develop an independent unit within the center to focus
2 primarily on both research-based and scientifically validated reading
3 instructional practices. The unit shall serve as a resource for school
4 districts and schools to provide teachers and other professionals with
5 information about the important body of knowledge and techniques
6 available to enable them to help children become successful readers.

7 The unit's responsibilities shall include, but not be limited to,
8 identifying and distributing research on effective reading programs and
9 practices in accordance with section 2 of this act, providing
10 assistance in selecting and implementing effective reading programs and
11 practices, conducting and identifying professional development
12 opportunities for schools accessing funding in accordance with section
13 2 of this act, identifying educators interested in assisting schools in
14 the development and implementation of reading improvement efforts, and
15 taking other actions to improve reading instruction and curriculum in
16 the state. The unit shall also provide information on the explicit
17 instruction of phonemic awareness, decoding skills, spelling,
18 vocabulary, and comprehension. To the maximum extent possible, staff
19 at the unit shall collaborate with educational service districts,
20 colleges and universities, and professional organizations;

21 (d) Provide best practices research and advice that can be used to
22 help schools develop and implement: ~~((Programs and practices to~~
23 ~~improve reading instruction;)) School improvement plans; school-based
24 shared decision-making models; programs to promote lifelong learning
25 and community involvement in education; school-to-work transition
26 programs; programs to meet the needs of highly capable students;
27 programs to meet the diverse needs of students based on gender, racial,
28 ethnic, economic, and special needs status; and other programs that
29 will assist educators in helping students learn the essential academic
30 learning requirements;~~

31 ~~((d))~~ (e) Develop and distribute, in conjunction with the
32 commission on student learning, parental involvement materials,
33 including instructional guides developed to inform parents of the
34 essential academic learning requirements. The instructional guides
35 also shall contain actions parents may take to assist their children in
36 meeting the requirements, and should focus on reaching parents who have
37 not previously been involved with their children's education;

38 ~~((e))~~ (f) Identify obstacles to greater parent and community
39 involvement in school shared decision-making processes and recommend

1 strategies for helping parents and community members to participate
2 effectively in school shared decision-making processes, including
3 understanding and respecting the roles of school building
4 administrators and staff;

5 ~~((f))~~ (g) Take other actions to increase public awareness of the
6 importance of parental and community involvement in education;

7 ~~((g))~~ (h) Work with appropriate organizations to inform teachers,
8 district and school administrators, and school directors about the
9 waivers available under RCW 28A.305.140 and the broadened school board
10 powers under RCW 28A.320.015;

11 ~~((h))~~ (i) Provide training and consultation services;

12 ~~((i))~~ (j) Address methods for improving the success rates of
13 certain ethnic and racial student groups; and

14 ~~((j))~~ (k) Perform other functions consistent with the purpose of
15 the center as prescribed in subsection (1) of this section.

16 (3) The superintendent of public instruction, after consultation
17 with the commission on student learning, shall select and employ a
18 director for the center.

19 (4) The superintendent may enter into contracts with individuals or
20 organizations including but not limited to: School districts;
21 teachers; higher education faculty; institutions of higher education;
22 state agencies; business or community-based organizations; and other
23 individuals and organizations to accomplish the duties and
24 responsibilities of the center. The superintendent shall contract out
25 with community-based organizations to meet the provisions of subsection
26 (2)~~((d))~~ (e) and ~~((e))~~ (f) of this section. In carrying out the
27 duties and responsibilities of the center, the superintendent, whenever
28 possible, shall use practitioners to assist agency staff as well as
29 assist educators and others in schools and districts.

30 (5) The superintendent shall report annually to the commission on
31 student learning on the activities of the center.

32 NEW SECTION. **Sec. 4.** By July 31, 1998, each educational service
33 district shall establish a reading resource center within the district.
34 Schools accessing funds in accordance with section 2 of this act may
35 request and the center may assist schools and school districts within
36 its service area in matching local needs with reading programs,
37 providing professional development opportunities, and facilitating

1 discussions among teachers to promote best practices for beginning
2 reading instruction, all in accordance with section 2 of this act.

3 NEW SECTION. **Sec. 5.** (1) Before September 30, 1998, the office of
4 the superintendent of public instruction, in cooperation with
5 educational service districts, shall conduct leadership and
6 accountability institutes designed to provide teachers, administrators,
7 and school board members with information and tools to improve
8 beginning reading instructional programs and practices in their
9 schools. School district board of directors of each school district,
10 school administrators, and teachers identified by the school district
11 board of directors as having demonstrated leadership in reading
12 instruction in the school district or from schools receiving funds in
13 accordance with section 2 of this act shall be invited to attend the
14 institutes. The institutes shall provide professional development and
15 supporting materials to: Evaluate reading curriculum and reading
16 instructional weaknesses in schools to determine whether the school has
17 a comprehensive reading program; for elementary schools, ensure that
18 the primary, but not sole, element is a beginning reading component
19 that includes, but is not limited to, explicit instruction in phonemic
20 awareness, explicit systematic instruction in decoding skills,
21 diagnosis of a student's ability to decode, explicit and systematic
22 instruction in spelling, vocabulary instruction, and explicit
23 instruction in reading comprehension skills; conduct research on how
24 children learn to read, including those with limited English
25 proficiency, learning disabilities, or who are economically
26 disadvantaged; diagnose reading deficiencies; and monitor the movement
27 of students from beginning or deficient reading skills to independent
28 reading of rich literature and expository text.

29 (2) School districts sending teams to the institutes must make a
30 commitment to provide sufficient time to team members before and during
31 the next school year to support implementation of strategies learned
32 while at the institute.

33 (3) This section expires December 31, 1998.

34 NEW SECTION. **Sec. 6.** (1) The superintendent of public instruction
35 shall establish a Washington reading corps pilot program to provide
36 intensive reading instruction to elementary grade students during the
37 summer, other intercessions for schools with year-round schedules, or

1 other vacation periods between June 1, 1998, and June 30, 1999. School
2 districts interested in participating in the pilot program shall agree
3 to conduct pilot programs that: Provide a minimum of eighty hours of
4 instructional activity for students participating in the pilot
5 programs; have certificated instructional staff trained in research
6 validated effective reading strategies providing instruction and
7 supervision; have classified staff, tutors, and volunteers that have
8 been provided with training in effective beginning reading strategies
9 supporting and extending the instruction provided by the certificated
10 staff; have a ratio of at least one adult for every four students; and
11 administer a reading preassessment immediately preceding student
12 participation in the pilot program and a postassessment of student
13 reading performance immediately after the pilot program. School
14 districts able to demonstrate that they were unable to achieve the
15 prescribed adult-student ratio, in spite of good faith efforts to
16 recruit volunteers, shall not be financially penalized.

17 School districts participating in the pilot program must agree to
18 evaluate, in a manner prescribed by the superintendent of public
19 instruction, how effectively their programs improved the reading skills
20 of students who participated in the pilot program.

21 In selecting districts to participate in the pilot program, the
22 superintendent of public instruction shall give priority to school
23 districts that have schools in which less than forty percent of
24 students met the fourth grade reading standard on the Washington
25 assessment of student learning or more than forty percent of students
26 scored in the lowest quartile on the reading component of the
27 standardized assessment required in RCW 28A.230.190(2). The
28 superintendent shall distribute a request for districts to participate
29 in the pilot program by May 1, 1998. Successful participants shall be
30 notified by the superintendent of public instruction by June 1, 1998.

31 Grant awards, volunteer training, publicity, and assistance with
32 the recruitment of volunteers shall be coordinated by a steering
33 committee led by the office of the superintendent of public instruction
34 and shall include, but not be limited to, representatives from the
35 Washington service corps, school districts, educational service
36 districts, and the commission for national and community service.

37 (2) To the extent funds are appropriated for this purpose, the
38 superintendent of public instruction shall enter into a contract with
39 an independent contractor to conduct an evaluation of the pilot

1 programs to: Determine how effective the pilot programs were in
2 improving student reading skills; determine efforts by districts to
3 recruit and retain volunteers; and determine the numbers of
4 certificated staff, classified staff, tutors, and volunteers
5 participating in the pilot program, and the number of students that
6 participated in each component of the pilot program and the level of
7 increased student reading achievement attributable to participation in
8 the pilot program. An evaluation of the pilot programs conducted
9 during the summer of 1998 shall be submitted to the education and
10 fiscal committees of the legislature by November 1, 1998. The final
11 evaluation of all pilot programs during the period of June 1, 1998,
12 through June 30, 1999, shall be submitted to the legislature by
13 November 1, 1999.

14 NEW SECTION. **Sec. 7.** To receive initial certification as a
15 teacher with primary responsibility for providing instruction in
16 elementary grades in this state after August 31, 2000, an applicant
17 shall have successfully completed coursework in comprehensive beginning
18 reading instruction and have passed the reading instruction competence
19 assessment administered by the state board of education in accordance
20 with section 8 of this act.

21 The coursework in comprehensive beginning reading instruction shall
22 consist of the study of organized, systematic, explicit skills
23 including phonemic awareness and decoding; a strong literature,
24 language, and comprehension component with a balance of oral and
25 written language; diagnostic techniques that assess student's reading
26 accuracy and fluency levels; early intervention techniques; and guided
27 practice in a school setting. The coursework shall also include study
28 of research on the acquisition of beginning reading skills and the
29 skills needed by proficient readers.

30 NEW SECTION. **Sec. 8.** (1) By June 30, 1999, the state board of
31 education shall provide for the administration of a reading instruction
32 competency assessment to all persons seeking initial certification with
33 primary responsibility for instruction in elementary grades in the
34 state. The assessment shall measure the applicant's ability to teach
35 beginning reading skills effectively as demonstrated through
36 instructional methodologies based on reliable and replicable teaching

1 strategies for beginning reading. The assessment shall measure an
2 applicant's ability to:

3 (a) Provide explicit and systematic instruction in phonemic
4 awareness for all students in kindergarten and first grade and in how
5 to apply phonemic awareness principles to beginning reading strategies;

6 (b) Provide explicit systematic decoding instruction and practice
7 in using those skills in decodable text materials;

8 (c) Provide explicit and systematic instruction in spelling and
9 spelling patterns, and the use of student created spelling to support
10 beginning reading development; and

11 (d) Provide explicit instruction in reading comprehension skills.

12 (2) The state board shall establish and each applicant must achieve
13 a minimum assessment score as a condition to being issued a teaching
14 certificate.

15 (3) The state board of education and the superintendent of public
16 instruction, as determined by the state board, may contract with one or
17 more third parties for:

18 (a) The development, purchase, administration, scoring, and
19 reporting of scores of the assessments established by the state board
20 under this section;

21 (b) Related clerical and administrative activities; or

22 (c) Any combination of the purposes in this subsection.

23 (4) The state board shall ensure that, at a minimum, teachers,
24 administrators, and representatives of institutions of higher education
25 participate in the development and implementation of the assessments.
26 The state board shall submit the proposed assessments to the education
27 committees of the house of representatives and senate for review before
28 implementing the assessments.

29 NEW SECTION. **Sec. 9.** The definitions in this section apply
30 throughout sections 7 through 9 of this act, unless the context clearly
31 requires otherwise.

32 (1) "Phonemic awareness instruction" means teaching awareness of
33 letter sounds, and segmenting and blending phonemes, syllables, and
34 words in a sequential progression.

35 (2) "Explicit systematic decoding instruction" means direct,
36 sequential teaching of how to read words fluently and automatically
37 that includes instruction in letter-sound correspondences, letter
38 combinations, multisyllabic words, blending, and structural elements,

1 and initially incorporates the use of decodable text. "Explicit
2 systematic decoding instruction" does not include the use of context
3 and syntax as word identification strategies in teaching beginning
4 reading skills.

5 (3) "Decodable text" means connected text containing a high
6 percentage of words that provide practice on the letter-sound
7 correspondences and letter combinations previously taught.

8 (4) "Diagnosis of a student's ability to decode" means regularly
9 assessing the student's mastery of word recognition, fluency and
10 automaticity, and word analysis in order to plan future instructional
11 activities.

12 (5) "Explicit and systematic instruction in spelling" means
13 teaching a logical scope and sequence of word knowledge, orthographic
14 patterns, syllabication, and frequently used words connected to the
15 sequence used in reading and writing instruction.

16 (6) "Vocabulary instruction" means teaching word meanings.

17 (7) "Instruction in reading comprehension skills" means explicit,
18 systematic teaching of vocabulary development, text structure, and
19 syntactic patterns, including but not limited to, strategies for higher
20 order thinking skills such as interpretation, summarization,
21 prediction, clarification, and question generation.

22 NEW SECTION. **Sec. 10.** (1) Sections 1, 2, 4, and 6 of this act are
23 each added to chapter 28A.165 RCW.

24 (2) Sections 7 through 9 of this act are each added to chapter
25 28A.410 RCW.

26 NEW SECTION. **Sec. 11.** This act is necessary for the immediate
27 preservation of the public peace, health, or safety, or support of the
28 state government and its existing public institutions, and takes effect
29 immediately.

30 NEW SECTION. **Sec. 12.** If specific funding for the purposes of
31 this act, referencing this act by bill or chapter number, is not
32 provided by June 30, 1998, in the omnibus appropriations act, this act
33 is null and void."

1 Correct the title.

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