

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE BILL

No. 2045 Session of 2021

INTRODUCED BY ORTITAY, GUENST, LEWIS DELROSSO, MIHALEK, SCHLOSSBERG, HILL-EVANS, SCHMITT, JAMES, GAYDOS, JOZWIAK, INNAMORATO AND NEILSON, NOVEMBER 3, 2021

AS REPORTED FROM COMMITTEE ON EDUCATION, HOUSE OF REPRESENTATIVES, AS AMENDED, NOVEMBER 15, 2021

AN ACT

1 Amending the act of March 10, 1949 (P.L.30, No.14), entitled "An
2 act relating to the public school system, including certain
3 provisions applicable as well to private and parochial
4 schools; amending, revising, consolidating and changing the
5 laws relating thereto," in professional employees <--
6 CERTIFICATION OF TEACHERS, providing for teacher support in <--
7 the Science of Reading Program.

8 The General Assembly of the Commonwealth of Pennsylvania
9 hereby enacts as follows:

10 Section 1. Section 1195.1 of the act of March 10, 1949 <--
11 (P.L.30, No.14), known as the Public School Code of 1949, is
12 amended to read:

13 Section 1195.1. [(Reserved).] Teacher support in the Science of
14 Reading Program.

15 SECTION 1. THE ACT OF MARCH 10, 1949 (P.L.30, NO.14), KNOWN <--
16 AS THE PUBLIC SCHOOL CODE OF 1949, IS AMENDED BY ADDING A
17 SECTION TO READ:

18 SECTION 1205.8. TEACHER SUPPORT IN THE SCIENCE OF READING
19 PROGRAM.

1 (a) Legislative intent.--

2 (1) It is the intent of the General Assembly that  
3 teachers be equipped to facilitate high-quality reading  
4 instruction grounded in the science of reading and  
5 intervention services to address student reading needs.

6 (2) The program provided in this section will assist  
7 school ~~districts~~ ENTITIES in providing professional <--  
8 development for teachers in foundational skills and  
9 instructional interventions based on the science of reading  
10 and selecting district AND PROVIDING OPPORTUNITIES FOR SCHOOL <--  
11 personnel to serve as reading coaches to support teachers in  
12 delivering high-quality reading instruction.

13 (b) Program to be conducted.--

14 (1) Beginning with the ~~2021-2022~~ 2022-2023 school year, <--  
15 the Department of Education shall conduct a program with <--  
16 school districts that volunteer to participate according to  
17 the implementation of professional development and applied  
18 practice in the science of reading as selected school  
19 district personnel provide DEPARTMENT SHALL ESTABLISH A <--  
20 PROGRAM OF PROFESSIONAL DEVELOPMENT AND APPLIED PRACTICE IN  
21 THE SCIENCE OF READING FOR SCHOOL PERSONNEL THAT INCLUDES in-  
22 class demonstration, modeling and coaching support to improve  
23 reading and literacy outcomes.

24 (2) ~~Selected coaches~~ SCHOOL PERSONNEL SELECTED BY THE <--  
25 DEPARTMENT FROM A LIST OF NAMES SUBMITTED BY THE SCHOOL  
26 ENTITY TO SERVE AS PROFESSIONAL COACHES FOR THIS PROGRAM must  
27 have at least five years of experience in ~~the~~ teaching of <--  
28 reading ~~by demonstrating~~ AND BE ABLE TO DEMONSTRATE their <--  
29 skills in the instruction of and intervention with students,  
30 including those with dyslexia and other language-related

1 disabilities.

2 (3) The department may contract with multiple service  
3 providers, INCLUDING, BUT NOT LIMITED TO, LOCAL EDUCATION <--  
4 AGENCIES AND INSTITUTIONS OF HIGHER EDUCATION WITH  
5 DEMONSTRATED EXPERIENCE IN SCIENCE OF READING, to develop and  
6 implement the program so that experienced support is  
7 available locally. with providers who can demonstrate <--  
8 application success.

9 (4) Training workshops and meetings do not constitute  
10 the professional development required under the program.

11 (5) Local education agencies and institutions of higher  
12 education that have successful implementation of literacy  
13 outcomes are eligible to provide professional development and  
14 onsite demonstration and coaching support in the program.

15 (c) Professional learning for kindergarten, first, second,  
16 third and fourth grade teachers. Teachers in participating  
17 school districts shall participate in training and in class  
18 application and demonstration of the foundational skills and  
19 evidence based intervention practices on the science of reading,  
20 including explicit and systematic instruction in phonological  
21 and phonemic awareness, the alphabetic principle, decoding and  
22 encoding, fluency, vocabulary, reading comprehension and  
23 building content knowledge, to ensure that all teachers have the  
24 knowledge and skill to teach all students to read, including  
25 students with dyslexia and other language based learning  
26 disabilities.

27 (d) Duties of department. The Department of Education  
28 shall:

29 (1) Select schools interested and committed to the  
30 curricular, instructional and professional development

~~changes required for the program and create criteria for selection for participation based on the number and percentages of students scoring in the lowest two achievement levels on State assessment for grades three and four, as well as other district initiated reading, screening and other relevant data for kindergarten and grades one and two.~~

~~(2) Select an in district teacher who has demonstrated literacy success to work as a coach within each school to be responsible for the faithful implementation of the program. Additional support for all school district coaches will be provided as part of the program as needed.~~

~~(e) Definition. For purposes of this section, the term "science of reading" shall mean evidence-based instructional and assessment practices that address the multimodal approach that integrates listening, speaking, reading, spelling and writing in the acquisition of oral and written language skills that can be differentiated to meet the needs of individual students.~~

~~(4) A SCHOOL ENTITY OR INSTITUTION OF HIGHER EDUCATION THAT DEMONSTRATES SUCCESSFUL IMPLEMENTATION OF LITERACY OUTCOMES IS ELIGIBLE TO PROVIDE PROFESSIONAL DEVELOPMENT AND ONSITE DEMONSTRATION AND COACHING SUPPORT IN THE PROGRAM.~~

~~(5) A PARTICIPATING SCHOOL ENTITY SHALL ADOPT HIGH-QUALITY INSTRUCTIONAL MATERIALS GROUNDED IN SCIENTIFIC-BASED READING RESEARCH IN ACCORDANCE WITH THE STATE ACADEMIC STANDARDS APPROVED BY THE STATE BOARD OF EDUCATION.~~

~~(C) PROFESSIONAL LEARNING FOR PREKINDERGARTEN, KINDERGARTEN, FIRST, SECOND, THIRD AND FOURTH GRADE TEACHERS.--THE PROFESSIONAL EDUCATION PLAN OF EACH SCHOOL ENTITY SHALL INCLUDE TRAINING IN THE SCIENCE OF READING FOR PREKINDERGARTEN, KINDERGARTEN, FIRST, SECOND, THIRD AND FOURTH GRADE TEACHERS.~~

1 TO ENSURE THAT SCHOOL PERSONNEL HAVE THE KNOWLEDGE AND SKILL TO  
2 TEACH ALL STUDENTS TO READ, INCLUDING STUDENTS WITH DYSLEXIA AND  
3 OTHER LANGUAGE-BASED LEARNING DISABILITIES, TRAINING SHALL  
4 ADDRESS, BUT SHALL NOT BE LIMITED TO:

5 (1) EVIDENCE-BASED INTERVENTION PRACTICES ON THE SCIENCE  
6 OF READING.

7 (2) EXPLICIT AND SYSTEMATIC INSTRUCTION IN PHONOLOGICAL  
8 AND PHONEMIC AWARENESS.

9 (3) THE ALPHABETIC PRINCIPLE, DECODING AND ENCODING,  
10 FLUENCY AND VOCABULARY.

11 (4) READING COMPREHENSION AND BUILDING CONTENT  
12 KNOWLEDGE.

13 (D) CONTINUING PROFESSIONAL EDUCATION.--SCHOOL EMPLOYEES  
14 REQUIRED TO UNDERGO CONTINUING PROFESSIONAL EDUCATION UNDER  
15 SECTION 1205.2 OR 1205.5 SHALL RECEIVE CREDIT TOWARD THE SCHOOL  
16 EMPLOYEE'S CONTINUING PROFESSIONAL EDUCATION REQUIREMENTS IF THE  
17 TRAINING PROGRAM HAS BEEN APPROVED BY THE DEPARTMENT.

18 (E) READING AND LITERARY OUTCOMES.--THE DEPARTMENT SHALL  
19 ESTABLISH CRITERIA BY WHICH A SCHOOL ENTITY OR INSTITUTION OF  
20 HIGHER EDUCATION CAN MEASURE READING AND LITERACY OUTCOMES.

21 (F) DEFINITIONS.--AS USED IN THIS SECTION, THE FOLLOWING  
22 WORDS AND PHRASES SHALL HAVE THE MEANINGS GIVEN TO THEM IN THIS  
23 SUBSECTION UNLESS THE CONTEXT CLEARLY INDICATES OTHERWISE:

24 "DEPARTMENT." THE DEPARTMENT OF EDUCATION OF THE  
25 COMMONWEALTH.

26 "INSTITUTION OF HIGHER EDUCATION." AS DEFINED IN SECTION  
27 118(C).

28 "SCHOOL ENTITY." A SCHOOL DISTRICT, INTERMEDIATE UNIT, AREA  
29 CAREER AND TECHNICAL SCHOOL, CHARTER SCHOOL, CYBER CHARTER  
30 SCHOOL OR REGIONAL CHARTER SCHOOL.

1       "SCIENCE OF READING." EVIDENCE-BASED INSTRUCTIONAL AND  
2 ASSESSMENT PRACTICES THAT ADDRESS THE MULTIMODAL APPROACH THAT  
3 INTEGRATES LISTENING, SPEAKING, READING, SPELLING AND WRITING IN  
4 THE ACQUISITION OF ORAL AND WRITTEN LANGUAGE SKILLS THAT CAN BE  
5 DIFFERENTIATED TO MEET THE NEEDS OF INDIVIDUAL STUDENTS.

6       Section 2. This act shall take effect in 60 days.