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## OLR Bill Analysis

### sSB 14

#### ***AN ACT ASSISTING SCHOOL DISTRICTS IN IMPROVING EDUCATIONAL OUTCOMES.***

#### **SUMMARY**

This bill requires the State Department of Education's (SDE) Center for Literacy Research and Reading Success to make available to the faculty of teacher preparation programs (1) resources and research supporting scientifically based reading instruction (see BACKGROUND) and (2) Connecticut's K-3 Literacy Strategy that the center develops. It replaces current requirements that the center make available (1) materials related to the science of teaching reading, (2) the intensive reading instruction program, and (3) samples of available reviewed and approved reading curriculum models or programs. It also eliminates the requirement for the center to report on teacher preparation programs' progress in including these models or programs.

Under existing law, SDE's Office of Dyslexia and Reading Disabilities must verify that educator preparation programs and applicants for educator certification meet compliance standards for dyslexia instruction and training. The bill extends this requirement to cover intermediate administrator and supervisor preparation programs. It also expands the scope of the requirement to include the programs' and applicants' compliance with scientifically based reading research and instruction and structured literacy instruction and training.

EFFECTIVE DATE: July 1, 2024

#### **BACKGROUND**

##### ***Scientifically Based Reading Research and Instruction***

Existing law defines "scientifically based reading research and instruction" as (1) a comprehensive program or a collection of practices

based on reliable, valid evidence showing that when these programs or practices are used, students can be expected to achieve satisfactory reading progress and (2) the integration of strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to implement ongoing interventions so all students can read and comprehend text and apply higher-level thinking skills. The program or collection of practices must include instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension.

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute Change of Reference - APP

Yea 44 Nay 0 (03/18/2024)

Appropriations Committee

Joint Favorable Substitute

Yea 52 Nay 0 (04/04/2024)