

1.1 moves to amend H.F. No. 877 as follows:

1.2 Page 2, after line 17, insert:

1.3 "Sec. Minnesota Statutes 2024, section 120B.123, subdivision 5, is amended to read:

1.4 Subd. 5. **Professional development.** (a) A district must provide training from a menu
1.5 of approved evidence-based training programs to the following teachers and staff by July
1.6 1, 2026:

1.7 (1) reading intervention teachers working with students in kindergarten through grade
1.8 12;

1.9 (2) all classroom teachers of students in kindergarten through grade 3 and children in
1.10 prekindergarten programs;

1.11 (3) special education teachers;

1.12 (4) curriculum directors;

1.13 (5) instructional support staff, contractors, and volunteers who assist in providing Tier
1.14 2 interventions;

1.15 (6) employees who select literacy instructional materials for a district; and

1.16 (7) teachers licensed to teach English to multilingual learners.

1.17 (b) A district must provide training from a menu of approved evidence-based training
1.18 programs to the following teachers by July 1, 2027:

1.19 (1) teachers who provide reading instruction to students in grades 4 to 12; and

1.20 (2) teachers who provide instruction to students in a state-approved alternative program.

1.21 (c) The commissioner of education may grant a district an extension to the deadlines in
1.22 this subdivision.

2.1 (d) Training provided by ~~a department-approved certified trained facilitator~~ the following
 2.2 may satisfy the professional development requirements under this subdivision-:

2.3 (1) a department-approved certified trained facilitator;

2.4 (2) an organization accredited by the International Multisensory Structured Language
 2.5 Education Council or the Orton Gillingham Academy, or by the International Dyslexia
 2.6 Association based on their alignment with knowledge and practice standards; or

2.7 (3) an individual with a certification from the Academic Language Therapy Association.

2.8 (e) For the 2024-2025 school year only, the hours of instruction requirement under
 2.9 section 120A.41 for students in an elementary school, as defined in section 120A.05,
 2.10 subdivision 9, is reduced by 5-1/2 hours for a district that enters into an agreement with the
 2.11 exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours
 2.12 of approved evidence-based training required under this subdivision, on a day when other
 2.13 students in the district receive instruction. If a charter school's teachers are not represented
 2.14 by an exclusive representative, the charter school may reduce the number of instructional
 2.15 hours for students in an elementary school, as defined in section 120A.05, subdivision 9,
 2.16 by 5-1/2 hours after consulting with its teachers in order to provide teachers with at least
 2.17 5-1/2 hours of evidence-based training required under this subdivision on a day when other
 2.18 students receive instruction."

2.19 Page 3, line 23, delete "July 1, 2025" and insert "the day following final enactment"

2.20 Page 5, after line 3, insert:

2.21 "(b) The department must post on its website the rubric used to evaluate curriculum
 2.22 under this subdivision."

2.23 Page 5, line 4, delete "July 1, 2025" and insert "the day following final enactment"

2.24 Page 5, line 12, strike "the rubric used" and insert "a rubric based on the science of
 2.25 reading" and strike "under"

2.26 Page 5, line 13, strike "subdivision 1" and insert "and post the rubric on the department
 2.27 website"

2.28 Page 5, line 23, strike "evidence-based" and delete the new language and strike "focused
 2.29 on structured" and insert "based on the science of reading"

2.30 Page 5, line 24, strike "literacy" and after the period, insert "The department must post
 2.31 on its website the rubrics used to evaluate curriculum and intervention materials."

2.32 Page 6, line 1, delete "July 1, 2025" and insert "the day following final enactment"

3.1 Page 8, after line 1, insert:

3.2 "Sec. Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

3.3 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
3.4 Professional Educator Licensing and Standards Board to prepare persons for classroom
3.5 teacher licensure must include in its teacher preparation programs evidence-based best
3.6 practices in reading focused on the science of reading, consistent with sections 120B.118
3.7 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development,
3.8 reading fluency, and reading comprehension. Instruction on reading must enable the licensure
3.9 candidate to teach reading in the candidate's content areas. Teacher candidates must be
3.10 instructed in using students' native languages as a resource in creating effective differentiated
3.11 instructional strategies for English learners developing literacy skills. A teacher preparation
3.12 provider also must prepare early childhood and elementary teacher candidates for Tier 3
3.13 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.

3.14 (b) Board-approved teacher preparation programs for teachers of elementary education
3.15 must require instruction in applying ~~evidence-based, structured literacy~~ reading instruction
3.16 programs based on the science of reading that:

3.17 (1) teach students to read using foundational knowledge, practices, and strategies
3.18 consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational
3.19 reading skills so that students achieve continuous progress in reading; and

3.20 (2) teach specialized instruction in reading strategies, interventions, and remediations
3.21 that enable students of all ages and proficiency levels, including multilingual learners and
3.22 students demonstrating characteristics of dyslexia, to become proficient readers.

3.23 (c) Board-approved teacher preparation programs for teachers of elementary education,
3.24 early childhood education, special education, and reading intervention must include
3.25 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
3.26 programs may consult with the Department of Education, including the dyslexia specialist
3.27 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia
3.28 must be modeled on practice standards of the International Dyslexia Association, and must
3.29 address:

3.30 (1) the nature and symptoms of dyslexia;

3.31 (2) resources available for students who show characteristics of dyslexia;

3.32 (3) evidence-based instructional strategies for students who show characteristics of
3.33 dyslexia, including the structured literacy approach; and

4.1 (4) outcomes of intervention and lack of intervention for students who show
4.2 characteristics of dyslexia.

4.3 (d) Nothing in this section limits the authority of a school district to select a school's
4.4 reading program or curriculum.

4.5 (e) The board must post on its website the rubric it uses to determine whether a teacher
4.6 preparation program includes reading instruction that complies with this subdivision and is
4.7 consistent with sections 120B.118 to 120B.124."

4.8 Page 9, after line 9, insert:

4.9 "Sec. Laws 2024, chapter 109, article 4, section 19, is amended to read:

4.10 **Sec. 19. PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD**
4.11 **READING AUDIT REPORT.**

4.12 (a) The Professional Educator Licensing and Standards Board must conduct an audit
4.13 that evaluates whether and how approved teacher training programs for candidates for the
4.14 following licensure areas meet subject matter standards for reading:

4.15 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

4.16 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

4.17 (3) special education in accordance with Minnesota Rules, part 8710.5000.

4.18 (b) The board must submit an initial report with its findings to the legislative committees
4.19 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
4.20 2025, and a final report by August 1, 2026. Each report must:

4.21 (1) identify the reading standards for each licensure area; identify how they are aligned
4.22 to the requirements of the Read Act, including requirements on evidence-based instruction,
4.23 phonemic awareness, phonics, vocabulary development, reading fluency, and reading
4.24 comprehension; and identify how they are aligned to the requirements of Minnesota Statutes,
4.25 section 122A.092, subdivision 5;

4.26 (2) describe how the board conducted the audit;

4.27 (3) identify the results of the audit; and

4.28 (4) summarize the program effectiveness reports for continuing approval related to
4.29 reading standards reviewed by the board, including the board determinations under Minnesota
4.30 Rules, part 8705.2200.

- 5.1 (c) The final report must include the rubric used to conduct the audit and evaluate program
- 5.2 alignment with the science of reading."
- 5.3 Renumber the sections in sequence and correct the internal references
- 5.4 Amend the title accordingly