

HOUSE BILL NO. 5932

September 11, 2024, Introduced by Reps. Schmaltz, Jaime Greene, Martin and Johnsen and referred to the Committee on Government Operations.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1531e.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1531e. (1) In addition to the requirements under sections
2 1538a and 1531i, as applicable, and subject to subsection (4), the
3 department shall not, beginning September 30, 2027, approve a
4 teacher preparation program or an alternative teaching program and,
5 by September 30, 2027, shall revoke the approval of a teacher

1 preparation program or an alternative teaching program unless the
2 teacher preparation program or alternative teaching program offers
3 instruction regarding all of the following:

4 (a) The characteristics of dyslexia and underlying factors
5 that place pupils at risk for difficulties in learning to decode
6 accurately and efficiently.

7 (b) The secondary consequences of dyslexia, such as problems
8 in reading comprehension and a reduced reading experience that can
9 impede the growth of vocabulary and background knowledge and that
10 can lead to social, emotional, and behavioral difficulties.

11 (c) Instructional adjustments for pupils with dyslexia and
12 instructional adjustments for addressing underlying factors that
13 place pupils at risk for difficulties in learning to decode
14 accurately and efficiently.

15 (d) Methods for developing schoolwide and classroom
16 infrastructure that meet the collective and individual needs of
17 pupils using a multi-tiered system of support (MTSS) framework.

18 (e) For a teacher preparation program or an alternative
19 teaching program that prepares individuals for certification or
20 endorsements that involve reading instruction, language arts, or
21 special education, as appropriate, or for school psychologist
22 licensure, in addition to the requirements in subdivisions (a) to
23 (d), both of the following:

24 (i) Evidence-based instructional methods and features of
25 evidence-based interventions that are grounded in the science of
26 reading and principles of structured literacy that are designed for
27 pupils with characteristics of dyslexia and pupils at risk for
28 difficulties in learning to decode accurately and efficiently.

29 (ii) Evidence-based instructional methods and features of

1 evidence-based interventions that are grounded in the science of
2 reading and principles of structured literacy that are designed to
3 effectively meet the needs of most pupils.

4 (2) Beginning September 30, 2027, if a teacher preparation
5 program or alternative teaching program prepares individuals for
6 certifications or endorsements that involve mathematics, the
7 department shall not approve the teacher preparation program or
8 alternative teaching program and, by September 30, 2027, shall
9 revoke the approval of a teacher preparation program or alternative
10 teaching program unless the mathematics curriculum offered by the
11 teacher preparation program or alternative teaching program was
12 developed in consultation with a professor who specializes in
13 mathematics.

14 (3) Beginning September 30, 2027, if a teacher preparation
15 program or alternative teaching program prepares individuals for
16 certifications or endorsements that involve science, the department
17 shall not approve the teacher preparation program or alternative
18 teaching program and, by September 30, 2027, shall revoke the
19 approval of a teacher preparation program or alternative teaching
20 program unless the science curriculum offered by the teacher
21 preparation program or alternative teaching program was developed
22 in consultation with a professor who specializes in science.

23 (4) If a teacher preparation program or alternative teaching
24 program does not prepare individuals for certifications or
25 endorsements that involve reading instruction, language arts, or
26 special education, or for school psychologist licensure, the
27 department may issue a waiver for 1 or more of the requirements in
28 subsections (1) (a) to (d). A waiver issued by the department under
29 this subsection must be reviewed at least every 2 years to ensure

1 the waiver is still appropriate and aligned with the department's
2 goals for teacher preparation.

3 (5) As used in this section:

4 (a) "Dyslexia" means both of the following:

5 (i) A specific learning disorder that is neurobiological in
6 origin and characterized by difficulties with accurate or fluent
7 word recognition and by poor spelling and decoding abilities that
8 typically result from a deficit in the phonological component of
9 language that is often unexpected in relation to other cognitive
10 abilities and the provision of effective classroom instruction.

11 (ii) A specific learning disorder that may include secondary
12 consequences, such as problems in reading comprehension and a
13 reduced reading experience that can impede the growth of
14 vocabulary.

15 (b) "Evidence-based" means an activity, program, process,
16 service, strategy, or intervention that demonstrates statistically
17 significant effects on improving pupil outcomes or other relevant
18 outcomes and that meets at least both of the following:

19 (i) At least 1 of the following:

20 (A) Is based on strong evidence from at least 1 well-designed
21 and well-implemented experimental study.

22 (B) Is based on moderate evidence from at least 1 well-
23 designed and well-implemented quasi-experimental study.

24 (C) Is based on promising evidence from at least 1 well-
25 designed and well-implemented correlational study with statistical
26 controls for selection bias.

27 (D) Demonstrates a rationale based on high-quality research
28 findings or positive evaluation that the activity, program,
29 process, service, strategy, or intervention is likely to improve

1 pupil outcomes or other relevant outcomes.

2 (ii) Includes ongoing efforts to examine the effects of the
3 activity, program, process, service, strategy, or intervention.

4 (c) "Multi-tiered system of support (MTSS)" means a
5 comprehensive framework that includes distinct tiers of
6 instructional support and is composed of a collection of evidence-
7 based strategies designed to meet the individual needs and assets
8 of a whole pupil at all achievement levels.

9 (d) "Science of reading" means a cumulative and evolving body
10 of evidence whose research studies follow a scientific process of
11 inquiry and utilize scientific methods to help answer questions
12 related to reading development and issues related to reading and
13 writing derived from research from multiple fields of cognitive
14 psychology, communication sciences, developmental psychology,
15 education, special education, implementation science, linguistics,
16 and neuroscience.

17 (e) "Structured literacy" means systematic, direct, explicit,
18 cumulative, and diagnostic instruction that integrates listening,
19 speaking, reading, and writing and emphasizes the structure of
20 language across the speech sound system (phonology); the writing
21 system (orthography); the structure of sentences (syntax); the
22 meaningful parts of words (morphology); the meaning of words,
23 phrases, sentences, and text (semantics); and the processing of
24 oral and written discourse.