

FIFTY-SEVENTH LEGISLATURE
FIRST SESSION

PROPOSED AMENDMENT DIRECTED TO A COMMITTEE

March 12, 2025

Mr. Chair:

I propose to the HOUSE EDUCATION COMMITTEE the following amendments to

SENATE BILL 242, as amended

1. Strike all senate education committee amendments.
2. Strike all senate finance committee amendments.
3. On page 1, line 12, after the semicolon, insert "REQUIRING THAT TEACHER PREPARATION PROGRAMS TEACH STUDENTS TO TEACH READING USING THE SCIENCE OF READING, STRUCTURED LITERACY AND SCIENTIFICALLY BASED READING INSTRUCTION;".
4. On page 1, line 15, after "MATERIALS", strike the remainder of the line, strike lines 16 and 17 and strike line 18 through the semicolon and insert in lieu thereof "; PROVIDING FOR PARENT NOTIFICATION FOR STUDENTS NOT READING AT GRADE LEVEL;".
5. On page 1, line 21, strike "the Public School Code" and insert in lieu thereof "Chapter 21 NMSA 1978".
6. On page 1, line 23, strike "8" and insert in lieu thereof "3".
7. On page 2, line 1, strike "the Public School Code" and insert in lieu thereof "Chapter 21 NMSA 1978".
8. On page 2, strike Subsection A.

9. Reletter the succeeding subsections accordingly.

10. On pages 3 through 10, strike Sections 3 through 7 and insert in lieu thereof:

"SECTION 3. A new section of Chapter 21 NMSA 1978 is enacted to read:

"[NEW MATERIAL] TEACHER PREPARATION PROGRAMS--TEACHING STUDENTS HOW TO TEACH READING.--

A. Structured literacy is the primary approach to teaching foundational literacy skills for all learners. Literacy instruction for English learners shall include evidence-based practices for biliteracy, differentiation and culturally and linguistically responsive instruction.

B. Each teacher preparation program shall offer courses and student teaching sufficient for a level one teaching license that:

(1) includes science of reading, structured literacy and scientifically based reading instruction; and

(2) for elementary teacher candidates, provides a minimum of one hundred hours of supervised field experience in public school classrooms implementing the science of reading, structured literacy and scientifically based reading instruction, including:

(a) planning and teaching reading lessons focused on phonemic awareness, phonics, fluency, vocabulary and comprehension; and

(b) observing and applying scientifically based reading instruction techniques under the supervision of a teacher trained in the science of reading.

C. The public education department shall develop specific teacher preparation standards related to the five components of the science of reading, including the knowledge and skills teachers need to support struggling readers and those with dyslexia as well as the

knowledge and skills teachers need to support English language learners.

D. As part of its review process, the public education department shall monitor all educator preparation programs, and programs that fail to adhere to the science of reading shall be required to submit corrective action plans and may face the loss of state approval.

E. As part of the state approval review process for educator preparation programs, each program shall provide evidence of its alignment with New Mexico's statutory and regulatory requirements for structured and systematic science of reading instruction.

F. Initial approval and ongoing review shall include:

(1) evaluation of coursework and field experiences to ensure that teacher candidates are prepared to implement evidence-based reading instruction practices aligned with the science of reading;

(2) an assessment of faculty qualifications and professional development related to science-based reading instruction methodologies;

(3) documentation of how the program integrates state-adopted literacy standards, including explicit instruction in phonemic awareness, phonics, vocabulary development, fluency and comprehension;

(4) the collection of data demonstrating the effectiveness of graduates in applying science of reading practices during their first three years of teaching, as available through performance-based assessments or other state-approved measures; and

(5) evidence of partnerships with kindergarten through twelfth grade public schools to ensure high-quality student teaching and supervised field experiences that emphasize science of reading instructional practices and the use of high-quality instructional materials during student teaching and other supervised field experiences.

G. The public education department shall provide guidelines for evaluating compliance with science of reading instruction requirements during the review process. These guidelines shall include minimum performance thresholds for coursework, assessments and candidate outcomes.

H. Programs failing to meet the established science of reading instruction standards may be placed on a corrective action plan with specific requirements and time lines for achieving compliance. Noncompliance may result in probationary status or the loss of state approval.

I. As part of an annual accountability report, educator preparation programs shall include:

(1) a summary of program changes made to enhance science of reading instruction aligned to the standards;

(2) data on teacher candidate performance in science of reading instruction-related coursework and clinical experiences; and

(3) graduate impact data on student literacy outcomes, where available."".

11. Renumber the succeeding section accordingly.

12. On pages 12 through 22, strike Sections 9 through 12.

Respectfully submitted,
