

EDUCATOR PHONICS REQUIREMENTS

2006 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: David N. Cox

Senate Sponsor: _____

LONG TITLE**General Description:**

This bill establishes prerequisites for obtaining certain educator licenses.

Highlighted Provisions:

This bill:

- requires an applicant for a level 1 license with a concentration in elementary education or early childhood education to have successfully completed a course in the teaching of phonics; and

- defines terms.

Monies Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:**ENACTS:**

53A-6-112, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-6-112** is enacted to read:

53A-6-112. Phonics course prerequisite for licensing.

(1) As used in this section:



(a) "Phonemic awareness" means the awareness of sounds that make up spoken words and the ability to use this awareness of sounds in reading.

(b) "Phonics" means the techniques and strategies used to teach children to match, blend, and translate letters of the alphabet into the sounds they represent ~~it~~ → [which] with;

(i) an emphasis on explicit sequential synthetic phonics as a major instructional approach; and

(ii) ~~it~~ techniques and strategies ~~it~~ → [are] ~~it~~ systematically integrated and thoroughly practiced in a developmentally appropriate instructional program to assist the child in learning to read, write, and spell.

(2) Rules enacted by the board establishing criteria for obtaining a license pursuant to Section 53A-6-104 shall require each applicant for a level 1 license with a concentration in elementary education or early childhood education to have successfully completed at least one separate course of at least three semester hours in the teaching of phonics in the context of reading, writing, and spelling that covers the following topics:

(a) phonological and morphological underpinnings of English spellings;

(b) the nature and role of word recognition in proficient reading;

(c) methods for the instruction of phonemic awareness, decoding, and spelling; and

(d) the relation of deficits in phonemic awareness, decoding, spelling, and word recognition to reading disabilities.

Legislative Review Note
as of 1-30-06 5:28 PM

Based on a limited legal review, this legislation has not been determined to have a high probability of being held unconstitutional.

Office of Legislative Research and General Counsel

State Impact

The provisions of this bill pursuant to the State Board of Education may be handled within existing resources. The State Board of Regents indicates that phonics is a core component of each reading instruction program, but no school offers a three hour course dedicated solely to phonics education. The Board of Regents estimates that an average of 1.5 FTE would need to be hired for each of the six schools offering education degrees to accommodate the approximately 4,900 Early Childhood Education students. Additional faculty costs are estimated at \$540,000, of which approximately 35 percent would be covered by tuition revenue.

	<u>FY 2007</u> <u>Approp.</u>	<u>FY 2008</u> <u>Approp.</u>	<u>FY 2007</u> <u>Revenue</u>	<u>FY 2008</u> <u>Revenue</u>
Income Tax	\$351,000	\$351,000	\$0	\$0
TOTAL	\$351,000	\$351,000	\$0	\$0

Individual and Business Impact

Private institutions offering degrees in Early Child Education may also need to offer an additional course or hire additional faculty to implement the provisions of this bill. Individuals seeking early education licenses would be required to take the course.

Office of the Legislative Fiscal Analyst