HB173

AB4A7S7-1

By Representatives Hulsey, Collins, Faulkner, Baker, Estes, DuBose, Drummond

RFD: Education Policy

First Read: 15-Feb-24

SYNOPSIS:

This bill would prohibit the use of the three-cueing system of educational instruction in the public K-12 education curriculum.

A BILL

TO BE ENTITLED

AN ACT

Relating to public K-12 education; to prohibit the use of the three-cueing system of educational instruction in the curriculum.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 1. It is the intent of this Legislature to require public K-12 schools to ensure that certain textbooks and instructional materials are not used in reading instruction; to provide for related matters concerning practices, interventions, and curriculum that are based on the science of reading; and to prohibit the use of curricula that employ the three-cueing system model of teaching students to read. It shall additionally be the intent of the this body to establish criteria for core curricula, interventions, instructional materials, and supplemental materials for each state-approved educator preparation program.

Section 2. For the purposes of this act, the following terms have the following meanings:

(1) BOARD. The State Board of Education

(2) DEPARTMENT. The State Department of Education

(3) EDUCATOR PREPARATION PROGRAM. Any program that prepares an individual for licensure as an elementary teacher, school leader, or other school personnel.

(4) INSTRUCTIONAL MATERIALS. The core curricular programs and materials, intervention programs and materials, instructional programs, supplemental programs and materials, textbooks, texts, lessons, and sequence of planned experiences delivered to all students to achieve grade-level state standards.

(5) READING INTERVENTION. Includes evidence-based strategies frequently used to remediate reading deficiencies including, but not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

(6) SCIENCE OF READING. The large body of evidence that informs how proficient reading and writing develop; why some have difficulty; and how to most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

(7) THREE-CUEING SYSTEM. Any model of teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as MSV.

Section 3. (a) All reading instructional materials approved for use in Alabama schools, whether through the

textbook law or a local textbook review process as provided in Chapter 36 of Title 16, Code of Alabama 1975, the Alabama Literacy Act as provided in Chapter 6G of Title 16, Code of Alabama 1975, or other vetting or selection process, shall not include those that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues.

(b) Beginning with the 2024-2025 school year, if the board determines that a local board of education has violated subsection (a), the board shall notify the local board of education of that violation.

(c) The board shall adopt rules pursuant to this act to establish criteria for any materials used to prepare teacher candidates to teach reading, including course textbooks, for each state-approved educator preparation program. The rules shall require instructional strategies what are scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. Instructional strategies may not include those that employ the three-cueing system model of reading, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues. Beginning with the 2024-2025 school year, these requirements shall be included in

the approval process for educator preparation programs. If the board determines that a state-approved educator preparation program has violated this section, the board shall notify the Legislature and the public.

Section 4. (a) A local board of education shall not use instructional materials as defined in this act for students in any grade kindergarten through 12 that utilizes any of the following:

(1) The three-cueing system model of teaching students to read.

(2) Visual memory as the primary basis for teaching word recognition.

(3) The three-cueing system model of teaching students to read based on meaning, structure and syntax, and visual cues.

(b) Each public school shall do all of the following:

(1) Ensure that all instructional materials used to teach students to read are high-quality, fully aligned to the Alabama Literacy Act, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension.

(2) Ensure that no instructional materials that employ the three-cueing system model of teaching students to read, visual memory as the primary basis for teaching word recognition, or the three-cueing system model of teaching students to read based on meaning, structure and syntax, and visual cues are used in reading instruction.

Section 5. This act shall become effective June 1, 2024.