

HOUSE JOINT MEMORIAL 21

50TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2011

INTRODUCED BY

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A JOINT MEMORIAL

URGING THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION AND ITS PARTNERS, INCLUDING THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL, THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH AND THE INTERNATIONAL READING ASSOCIATION, TO INCLUDE IN THEIR ACCREDITATION STANDARDS IMPROVED CURRICULAR SPECIFICATIONS FOR TEACHER PREPARATION PROGRAMS, PARTICULARLY FOR TEACHERS WHO WILL BE TEACHING CHILDREN HOW TO READ.

WHEREAS, reading is the fundamental skill upon which all formal education depends; and

WHEREAS, low reading achievement, more than any other factor, is the root cause of chronically low-performing schools, which harms students and contributes to the loss of public confidence in the public school system; and

WHEREAS, reading is an invention and children must be

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1 taught to read, which means that teachers must understand the
2 basic psychological processes of reading, how children develop
3 reading skills, how good readers differ from poor readers, how
4 the English language is structured in spoken and written forms
5 and the validated principles of effective reading instruction;
6 and

7 WHEREAS, it is expected that other complex and demanding
8 professions, such as medicine and engineering, and
9 professionals, such as physicians, pilots, engineers, even
10 optometrists and art therapists, meet stringent training and
11 preparation standards, but teachers are expected to teach
12 without the underpinnings of scientific research or training in
13 evidence-based methodologies; and

14 WHEREAS, such a teacher preparation strategy may possibly
15 work for teaching history or physical education, but it has
16 proven to be woefully inadequate for training teachers how to
17 teach reading; and

18 WHEREAS, there is a chronic gap between what teachers need
19 in terms of training and what they have been given; and

20 WHEREAS, the accreditors of colleges of education must be
21 much more involved in ensuring that teachers receive better,
22 more effective training, particularly in teaching reading, and
23 they must require that colleges of education train teachers to
24 carry out deliberate instruction in reading, spelling and
25 writing;

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