

STATE OF OKLAHOMA

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COMMITTEE SUBSTITUTE  
FOR ENGROSSED HOUSE  
BILL NO. 2246

BY: McCORKELL of the HOUSE

and

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ROBINSON of the SENATE

COMMITTEE SUBSTITUTE

( SCHOOLS - ALTERNATIVE CERTIFICATION PROGRAMS - NEW  
TEACHER PREPARATION SYSTEM - MODIFICATION OF TEACHER  
CERTIFICATION AND LICENSURE - EFFECTIVE DATE -

EMERGENCY )

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 1991, Section 6-122.3, is  
amended to read as follows:

Section 6-122.3 A. The State Board of Education shall grant an  
Alternative Placement teaching certificate to a person who makes  
application to the State Board and meets all of the following  
criteria:

1. Holds at least a baccalaureate degree from an institution  
whose accreditation is recognized by the Oklahoma State Regents for  
Higher Education;

2. Has completed a major in a field that corresponds to an area  
of specialization for an Elementary-Secondary Certificate, a  
Secondary Certificate or a vocational-technical certificate;

3. Declares the intention to earn Standard Certification by  
means of the Alternative Placement Program in not more than three  
(3) years. For the purposes of the Alternative Placement Program

only, the State Board of Education shall determine the subject matter of professional education component pursuant to this section, and the requirements for the Professional Education component required for Standard Certification shall be as follows:

- a. baccalaureate degree, and eighteen (18) semester hours or two hundred seventy (270) clock hours, or
- b. postbaccalaureate degrees, teaching experience or subject matter work experience, or a combination of the three shall reduce the eighteen (18) semester hours or two hundred seventy (270) clock hours by the following:

Degree or Experience	Hour Reduction
Master's Degree	6 semester hours or 90 clock hours
Doctorate Degree	6 semester hours or 90 clock hours
1 year teaching or subject matter work experience	3 semester hours or 45 clock hours
2 years teaching or subject matter work experience	6 semester hours or 90 clock hours
3 years teaching or subject matter work experience	9 semester hours or 135 clock hours
4 years teaching or subject matter work experience	12 semester hours or 180 clock hours,

- c. the State Board of Education shall establish a core minimum of six (6) semester hours or ninety (90) clock hours. Under no circumstance shall the number of hours be reduced to less than six (6) semester hours or ninety (90) clock hours.
- d. for purposes of this section:
  - (1) "teaching experience" shall mean full-time employment as a teacher in a public school, private school licensed or accredited by the

State Board of Education, or institution of higher education,

- (2) "Subject matter work experience" shall mean work experience in a field that corresponds to the area of specialization for Elementary-Secondary Certificate, Secondary Certificate or vocational-technical certificate.

Such requirements shall exclude all student teaching requirements pursuant to the provisions of subsection D of this section;

4. Has passed the curriculum examination(s) in the area of specialization for which certification is sought; and

5. Presents a document from an accredited public school district in this state offering employment in the area of specialization for which certification is sought on condition that the person enroll in an Alternative Placement Program approved by the State Board of Education. The certificate granted pursuant to this subsection shall be considered a "valid certificate of qualification" for the purposes of Sections 6-107 and 6-108 of this title, and the holder of such certificate shall be considered an "entry-year teacher" for the purposes of Section 6-154 of this title.

B. Said certificate shall be renewed for not more than a maximum of three (3) years upon presentation of a document from an accredited public school district in this state offering renewed employment in the same area of specialization and a document from a teacher education institution verifying satisfactory progress in the appropriate Alternative Placement Program.

C. Persons enrolled in an Alternative Placement Program shall:

1. Have never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the

Oklahoma State Board of Education to offer teacher education programs, nor have ~~entered~~ enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of such program;

2. Have on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within three (3) years;

3. Participate in the Entry-year Assistance Program, Section 6-152 et seq. of this title; ~~and~~

4. Have the same duties and responsibilities as other Entry-year Assistance Program participants; and

5. Document at least five (5) years of work experience which is related to the subject area of specialization.

D. Student teaching and a prestudent teaching field experience shall not be required of Alternative Placement Program participants for Standard Certification.

E. In addition to the eligibility criteria in subsection A of this section for an Alternative Placement Teaching Certificate, the State Board of Education shall promulgate rules that are necessary to implement the purpose of this section.

~~E.~~ F. The State Board of Education shall promulgate rules and regulations authorizing adjunct teachers who shall be persons with distinguished qualifications in their field. Provided, however, such adjunct teachers shall not be required to meet standard certification. Any such adjunct teachers shall be limited to ninety (90) clock hours per semester.

~~F.~~ G. Each teacher education institution shall provide the Office of Accountability an annual report of information specified by the Office of Accountability regarding participation in the Alternative Placement Program.

~~G.~~ H. After June 30, 1992, the State Board of Education shall not accredit, renew the accreditation of, or otherwise approve any

teacher education program of any institution of higher education in this state that has not made a commitment to, and begun implementation of, Alternative Placement Programs in at least four areas of specialization, including mathematics, science and a foreign language, whereby individuals who meet the criteria of subsections A and C of this section are:

1. Admitted without further qualification; and

2. Offered the opportunity to complete the Standard Certification course requirements set forth in subsection A of this section during the summer preceding and the summer following the first year of teaching under the Alternative Placement Program. Provided, however, any person seeking Alternative Placement shall be permitted to take necessary courses during regular semesters if offered.

~~H.~~ I. The criteria specified in subsection ~~G~~ H of this section can be met through a cooperative arrangement entered into by two or more institutions of higher education.

SECTION 2. A. There is hereby created, to continue until January 1, 1993, the Task Force on Principal Preparation. The Task Force shall be composed of twenty-one (21) members to be appointed by August 1, 1992, as follows:

1. The Speaker of the House of Representatives shall appoint:
  - a. three members from the Oklahoma House of Representatives,
  - b. three public school teachers who are employees of an Oklahoma public school district,
  - c. one member from an institution of higher education in The Oklahoma State System of Higher Education who is on the teacher education faculty,
  - d. one member who is a superintendent of an Oklahoma public school district, and

- e. two lay persons who each have at least one child who is a student in an elementary or secondary public school in this state;

2. The President Pro Tempore of the Senate shall appoint:

- a. three members from the Oklahoma State Senate,
- b. three public school teachers who are employees of an Oklahoma public school district,
- c. one member from a private Oklahoma institution of higher education who is on the teacher education faculty,
- d. one member who is a superintendent of an Oklahoma public school district, and
- e. two lay persons who each have at least one child who is a student in an elementary or secondary public school in this state; and

3. The Secretary of Education shall serve as a member on the Task Force.

B. Members of the Task Force shall be reimbursed for attendance at the Task Force meeting by the appointing agency pursuant to the State Travel Reimbursement Act.

C. The Speaker of the House of Representatives and the President Pro Tempore of the Senate shall designate from among legislative members of the Task Force a chairperson and vice-chairperson.

D. Staff assistance shall be provided by the State Department of Education, the House of Representatives, the Senate and the Legislative Service Bureau.

SECTION 3. The Task Force on Principal Preparation shall:

1. Study and summarize how principals are currently being prepared for administrative responsibilities in Oklahoma and how principals are prepared for administrative responsibilities in other states and nationwide, and make any recommendations on any other

issues that the Task Force deems necessary to fulfill the directives and purposes of this act;

2. Study and summarize the current state of the art concerning principal preparation;

3. Study the current Oklahoma principal preparation curriculum;

4. Review recommendations of national and state organizations and accrediting associations that have issued reports on principal preparation;

5. Interview the education faculties at public and private higher education institutions on recommendations for changes to the current principal preparation curriculum;

6. Interview parents and legal guardians of school-age children on their recommendations for changes to the current principal preparation curriculum;

7. Examine the methodology used by the State Department of Education in monitoring higher education schools and colleges of education in Oklahoma;

8. Make recommendations to the State Board of Education on the feasibility and practicality of requiring principals to have teaching responsibilities in the classroom; and

9. Report to the Legislature and the State Board of Education by January 1, 1993, on recommendations for policies and programs for principal preparation that need to be modified and changed, on recommendations for changes in the principal preparation curriculum that will improve the quality of principal preparation and education in the State of Oklahoma.

SECTION 4. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-171 of Title 70, unless there is created a duplication in numbering, reads as follows:

The Legislature, recognizing its obligation to the children of this state to ensure their opportunity to receive an excellent education, and recognizing that the single most important factor

affecting the quality of education is the quality of the individual teacher in the classroom, hereby calls for the development of a new teacher preparation system in Oklahoma, to be established within four (4) years from the effective date of this act.

The developmental process and recommendations of the Legislature for the new teacher preparation system are set forth in Sections 5 through 10 of this act.

SECTION 5. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-172 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. The new teacher preparation system to be developed shall include fundamental changes in the current system of teacher preparation and certification standards established in Sections 6-150 through 6-158 and 6-162 through 6-170 of this title. It is hereby declared the intent of the Legislature that the new teacher preparation system shall be a performance-driven assessment system designed to measure the outcomes desired in the system. The roles and responsibilities of those involved in the professional development of teachers shall be redefined.

B. By July 1, 1996, the new teacher preparation system shall be fully integrated and implemented, and the present system of teacher preparation and certification established in Sections 6-150 through 6-158 and 6-162 through 6-170 of this title shall become ineffective.

SECTION 6. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-173 of Title 70, unless there is created a duplication in numbering, reads as follows:

Responsibilities for development of the new teacher preparation system shall be as follows:

1. The Oklahoma State Regents for Higher Education shall have the primary responsibility for identifying the outcomes expected from the undergraduate curriculum, which are consistent with the

outcomes established in Section 7 of this act, and the development, design and implementation of preservice programs designed to achieve these outcomes. The Oklahoma State Regents for Higher Education shall design a curriculum to achieve the outcomes-based system. The Oklahoma State Regents for Higher Education shall require full professors to spend nine (9) hours each week teaching students. At no time shall more than ten percent (10%) of the full professors be on sabbatical leave or research that requires a reduced teaching load. The Oklahoma State Regents for Higher Education shall require seventeen (17) instructional weeks in a semester. The preservice program shall include integration of the education department curriculum with the psychology and arts and science departments curricula. The primary function of the curriculum is to provide teacher candidates with knowledge about teaching. The Oklahoma State Regents for Higher Education are authorized to establish a program development committee composed of higher education professionals, administrators and faculty who teach in the education, psychology, arts and science departments, and classroom teachers to carry out these responsibilities.

2. The State Board of Education, working with school districts, shall have the primary responsibility for identifying the outcomes expected from in-service professional development programs, which are consistent with the outcomes established in Section 7 of this act. A framework for programs shall be designed so that school districts can implement individual in-service programs that incorporate the identified outcomes. The primary function of the program shall be to provide the beginning teacher with the ability to teach. The framework should encourage innovative in-service programs and enable school districts to design unique programs to meet the in-service outcome objectives. The State Board of Education and school districts shall have the responsibility for developing a deregulation plan which would allow full or partial

deregulation when necessary for districts to implement such outcome-oriented programs. The State Board of Education is authorized to establish a program development committee composed of representatives from the State Board of Education, various school districts, and classroom teachers from across the state to carry out these responsibilities.

SECTION 7. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-174 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. It is hereby declared the intent of the Legislature that the following outcomes and methods be incorporated into the programs to be developed by the Oklahoma State Regents for Higher Education, the State Board of Education and school districts, for the new outcomes-based teacher preparation system:

1. The new teacher preparation system shall include, but not be limited to, the following outcomes:

- a. excellence in the arts and sciences shall be encouraged,
- b. teachers shall have depth in the subject matter they teach,
- c. teachers shall have the ability to identify and cultivate talent and potential in students,
- d. teachers shall understand child and human development,
- e. excellent teaching skills shall be developed through a variety of learning experiences,
- f. teachers shall have the ability to interact effectively with diverse students and overcome their own biases,
- g. teachers shall have an understanding of different cultures,
- h. teachers shall have skills necessary for working with parents as partners in the education process,

- i. teachers shall have skills necessary to involve the community in education, and
- j. teachers shall have the skills to foster teamwork within and among schools;

2. The preservice program shall incorporate the following methods to achieve the outcomes listed in paragraph 1 of this subsection:

- a. require teacher candidates to study arts and science at the undergraduate level,
- b. require teacher candidates to have undergraduate majors, or their equivalents, in a subject matter, and require teacher candidates in elementary grades to qualify as generalist, consistent with the standards approved by the State Board of Education,
- c. require teacher candidates to study the individuality of students, the capacity to learn and the process of learning,
- d. require teacher candidates to study human development, which incorporates nonclassroom training,
- e. integrate curriculum from other disciplines with the education curriculum,
- f. require teacher candidates to engage in self-knowledge studies and expose candidates to a variety of cultures and people,
- g. require teacher candidates to study in depth a culture other than their own, which would include personal experience,
- h. require teacher candidates to have training experiences and personal contact with parents,
- i. require teacher candidates to have community involvement experience, and

- j. structure courses so as to require teamwork activities;

3. Implementation will not require more than a four-year program (124 semester hours) to complete a teacher education degree.

4. The in-service programs shall incorporate the following methods to achieve the outcomes listed in paragraph 1 of this subsection:

- a. identify gaps in the candidate's arts and science education during the entry level period and address deficiencies through training. Require continuing education for teachers to enhance their arts and science base,
- b. assign mentors from the same subject area to the beginning teacher. Continuing education in the subject matter should be enhanced by encouraging post-graduate degrees in the subject area. Collaboration between school districts and universities shall be explored to provide continuing education in the subject matter,
- c. offer at the entry level mentors and training programs to assist the beginning teacher in understanding children as individuals and how to cultivate learning. Require continuing education on individual student learning,
- d. provide teachers with the current research on child development and related programs,
- e. conduct observations of beginning teachers to identify their race, gender and cultural biases, and require continuing education on recognizing and overcoming race, gender, and cultural biases,

- f. provide multi-cultural experiences at the entry level. Encourage teachers to experience diverse cultures throughout their careers,
- g. provide beginning teachers with supervision and assistance by a mentor on development of skills necessary to work with parents. Require continuing education throughout the career of a teacher to perfect these skills, and
- h. at the entry level beginning teachers should work in an environment where teamwork activities are expected. Teamwork should be expected throughout the career of a teacher.

B. It is hereby the intent of the Legislature that the following recommendations be included in, but not be limited to, the new teacher preparation system:

1. The in-service program to be developed by the State Department of Education shall include a three-year entry level professional development program; provided, nothing in this act shall be construed as requiring more than one year of employment at the entry level before a standard certificate can be issued to an entry level teacher;

2. The in-service program shall require continuing education throughout the career of a teacher;

3. Procedures shall be developed and included to integrate teachers with certificates from other states to allow them to become certified in Oklahoma;

4. A re-entry program for teachers with lapsed certificates shall be developed;

5. Develop a teacher recruitment program which will identify and recruit potential teacher candidates at colleges and public schools, with emphasis on recruitment of minority candidates; and

6. Conduct a survey of minority students and noneducation majors in the state colleges and universities to determine attitudes toward the teaching profession.

SECTION 8. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-175 of Title 70, unless there is created a duplication in numbering, reads as follows:

It is the intent of the Legislature that the teacher assessment system be restructured concurrently with the development of the new teacher preparation system. The State Board of Education shall have the primary responsibility of designing and implementing a performance-based teacher assessment system to replace the current teacher test assessment system established in Sections 6-150 through 6-158 and 6-162 through 6-170 of this title. The new teacher assessment system shall be fully implemented by July 1, 1996. The system shall have the following objectives:

1. To serve as a threshold for entry into the profession; and
2. To serve as a diagnostic and developmental tool for enhancing teacher skills.

SECTION 9. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-176 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. The State Board of Education is hereby encouraged to modify the certification categories and the system of licensure and certification to be consistent with the certification categories and licensure system of the National Board for Professional Teaching Standards as such categories and system are developed.

B. The State Board of Education shall develop an incentive system to encourage teachers to achieve National Board Certification. Oklahoma teachers who achieve National Board Certification shall be recognized and rewarded.

C. An incoming teacher who has National Board Certification shall be eligible for licensing in the state without additional certification requirements.

SECTION 10. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-177 of Title 70, unless there is created a duplication in numbering, reads as follows:

The new teacher preparation system shall be developed within four (4) years from June 1, 1992. Beginning on June 1, 1994, and until December 31, 1994, the State Board of Education and the Oklahoma State Regents for Higher Education shall carry out their responsibility of identifying the outcomes to be incorporated into the new system, and shall assign developmental responsibilities as is necessary. By January 1, 1995, if the State Board of Education and the Oklahoma State Regents for Higher Education do not carry out their responsibilities, the Legislature shall direct the State Board of Education and the Oklahoma State Regents for Higher Education as to what their responsibilities will be. Beginning January 1, 1995, and until December 31, 1995, the programs shall be designed and developed. On or before January 1, 1996, preliminary plans for the programs shall be made public and submitted to the Legislature for review. Beginning January 1, 1996, and until July 1, 1996, the programs shall be reviewed, modified and implemented.

SECTION 11. A. There is hereby created, to continue until June 1, 1996, the New Teacher Preparation System Task Force. The Task Force shall be composed of twenty-six (26) members to be appointed as follows:

1. The Speaker of the House of Representatives shall appoint:
  - a. three members from the Oklahoma House of Representatives,
  - b. three public school teachers who are employees of an Oklahoma public school district,

- c. one member from an institution of higher education in The Oklahoma State System of Higher Education who is on the teacher education faculty,
- d. one member from an institution of higher education in The Oklahoma State System of Higher Education who is on the arts and sciences faculty,
- e. two lay persons who each have at least one child who is a student in an elementary or secondary public school in this state,
- f. one member who is a leader in business in the state, and
- g. one member who is a public school superintendent of an Oklahoma public school;

2. The President Pro Tempore of the Senate shall appoint:

- a. three members from the Oklahoma State Senate,
- b. three public school teachers who are employees of an Oklahoma public school district,
- c. one member from a private Oklahoma institution of higher education who is on the teacher education faculty,
- d. one member from a private Oklahoma institution of higher education who is on the arts and sciences faculty,
- e. two lay persons who each have at least one child who is a student in an elementary or secondary public school in this state,
- f. one member who is a leader in business in the state, and
- g. one member who is a public school superintendent of an Oklahoma public school; and

3. The Secretary of Education shall serve as a member on the Task Force;

4. The Chancellor of Higher Education shall serve as a member of the Task Force.

B. Members of the Task Force shall be reimbursed for attendance at the Task Force meetings by the appointing agency pursuant to the State Travel Reimbursement Act.

C. The Speaker of the House of Representatives and the President Pro Tempore of the Senate shall designate from among legislative members of the Task Force a chairperson and vice-chairperson.

D. Staff assistance shall be provided by the State Department of Education, the House of Representatives, the Senate, and the Legislative Service Bureau.

E. The New Teacher Preparation System Task Force shall provide assistance and make recommendations to the State Board of Education and the Oklahoma State Regents for Higher Education in the development of the new teacher preparation system.

SECTION 12. NONCODIFICATION Sections 2, 3 and 11 of this act shall not be codified in the Oklahoma Statutes.

SECTION 13. This act shall become effective June 1, 1992.

SECTION 14. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

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