

ENROLLED SENATE
BILL NO. 988

By: Williams (Penny) and
Shedrick of the Senate

and

McCorkell of the House

An Act relating to schools; amending Sections 1, 2, 3, 4 and 7, Chapter 308, O.S.L. 1992, Section 8, Chapter 308, O.S.L. 1992, as amended by Section 1, Chapter 350, O.S.L. 1993 (70 O.S. Supp. 1993, Sections 6-171, 6-172, 6-173, 6-174, 6-177 and 6-178), which relate to the teacher preparation system; changing the words and terms concerning outcomes to competencies in sections relating to legislative declarations, legislative intent, development of the system and delineation of responsibilities, outcomes and methods to be incorporated into the teacher preparation system, and the timetable for implementation; authorizing promulgation of certain rules; requiring conformance with the Administrative Procedures Act; increasing membership of Commission; providing travel reimbursement for legislative members; modifying name and purpose of certain subcommittee relating to principals; and providing an effective date.

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

SECTION 1. AMENDATORY Section 1, Chapter 308, O.S.L. 1992 (70 O.S. Supp. 1993, Section 6-171), is amended to read as follows:

Section 6-171. 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 ~~outcomes-based~~ competency-based teacher preparation system in Oklahoma, to be established within three (3) 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 ~~2~~ 6-172 through 7 6-177 of this ~~act~~ title.

SECTION 2. AMENDATORY Section 2, Chapter 308, O.S.L. 1992 (70 O.S. Supp. 1993, Section 6-172), is amended to read as follows:

Section 6-172. A. The new teacher preparation system shall be developed by the Oklahoma Commission for Teacher Preparation created in Section ~~8~~ 6-178 of this ~~act~~ title with the assistance and recommendations from the State Board of Education and the Oklahoma State Regents for Higher Education and shall include fundamental

changes in the current system of teacher preparation and certification standards established in Sections 6-150 through 6-158.1 and 6-161 through 6-170 of this title. It is hereby declared the intent of the Legislature that the new teacher preparation system shall be ~~an outcomes-based~~ a competency-based assessment system designed to measure the ~~outcomes~~ competencies desired in the system. The roles and responsibilities of those involved in the professional development of teachers shall be redefined.

B. The Commission is authorized to adopt necessary rules to establish a system of licensure, certification and professional development of public school teachers and administrators as defined in Section 6-101.3 of this title. The Commission shall comply with the Oklahoma Administrative Procedures Act, Section 250.1 et seq. of Title 75 of the Oklahoma Statutes, in adoption of rules.

C. By September 1, ~~1995~~ 1996, the new teacher preparation system shall be fully integrated, implemented, and applied for students entering a teacher education program after that date 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, provided those students enrolled in a teacher education program prior to September 1, ~~1995~~ 1996, shall be allowed to continue in the present system until September 1, ~~1997~~ 1998.

~~C.~~ D. It is the intent of the Legislature that during the developmental process of the new teacher preparation system the Oklahoma State Regents for Higher Education and the State Board of Education shall promote the training of teachers and students enrolled in teacher education programs in ~~outcomes-based~~ competency-based education.

SECTION 3. AMENDATORY Section 3, Chapter 308, O.S.L. 1992 (70 O.S. Supp. 1993, Section 6-173), is amended to read as follows:

Section 6-173. The Oklahoma Commission for Teacher Preparation shall delineate responsibilities for development of the new teacher preparation system. The Legislature suggests delineation of responsibilities be as follows:

1. The Oklahoma State Regents for Higher Education shall take leadership to enable universities to design innovative and unique teacher education degree programs that meet teacher preparation ~~outcome~~ competency objectives. The Oklahoma State Regents for Higher Education shall have the responsibility for identifying the ~~outcomes~~ competencies expected from the undergraduate curriculum, which are consistent with the ~~outcomes~~ competencies established in Section ~~4~~ 6-174 of this ~~act~~ title, and the development, design and implementation of preservice programs designed to achieve these ~~outcomes~~ competencies. The Oklahoma State Regents for Higher Education shall design a curriculum to achieve the ~~outcomes-based~~ competency-based system. The preservice program shall include integration of the education department curriculum with the arts and science departments curricula. One of the functions of the curriculum is to provide teacher candidates with knowledge about teaching. The Oklahoma State Regents for Higher Education may establish a program development committee composed of higher education professionals, administrators and faculty who teach in the education, 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 responsibility for identifying the ~~outcomes~~ competencies expected from in-service professional development programs, which are consistent with the ~~outcomes~~ competencies

established in Section 4 6-174 of this ~~act~~ title. A framework for programs shall be designed so that school districts can implement individual in-service programs that incorporate the identified ~~outcomes~~ competencies. One of the functions of the program shall be to extend the teaching abilities of the beginning teacher beyond those required in the initial certification programs. The framework should encourage innovative in-service programs and enable school districts to design unique programs to meet the in-service ~~outcome~~ competency 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~~ competency-oriented programs. The State Board of Education may 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 4. AMENDATORY Section 4, Chapter 308, O.S.L. 1992 (70 O.S. Supp. 1993, Section 6-174), is amended to read as follows:

Section 6-174. A. It is hereby declared the intent of the Legislature that the following ~~outcomes~~ competencies and methods be incorporated into the programs to be developed by the Oklahoma Commission for Teacher Preparation in conjunction with the Oklahoma State Regents for Higher Education and the State Board of Education, for the new ~~outcomes-based~~ competency-based teacher preparation system:

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

- a. excellence in the arts and sciences shall be encouraged,
- b. teachers shall have an in-depth knowledge of 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~~ competencies listed in paragraph 1 of this subsection:

- a. require teacher candidates to study arts and science at the undergraduate level,
- b. require secondary and elementary/secondary teacher candidates to have undergraduate majors, or their equivalents, in a subject matter, and require teacher candidates in early childhood, elementary, and special education to have subject area concentrations which allow qualification as generalist,

- 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. Current programs requiring more than one hundred twenty-four (124) semester hours for a teacher education degree must implement requirements for this program by adding no additional hours.

4. The in-service programs shall incorporate the following methods to achieve the ~~outcomes~~ competencies 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 appropriate mentors to the beginning teacher. Continuing education in the subject matter should be enhanced by encouraging post-graduate study and/or 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 and pedagogical basis,
- d. provide teachers with continuing education and 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 Oklahoma Commission for Teacher Preparation in conjunction with 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;
6. Conduct a survey of minority students and noneducation majors in the state colleges and universities to determine attitudes and interests toward the teaching profession;
7. The Oklahoma Commission for Teacher Preparation shall study and make recommendations on the certification of school counselors and special education teachers; and
8. Allow adult basic education teachers, not to include teachers of adult training in vocational education, to fulfill the requirements of the entry-year assistance program and qualify for a standard certificate by completing their academic year teaching assignment and attending one (1) summer training workshop, offered each year specifically for adult education teachers.

SECTION 5. AMENDATORY Section 7, Chapter 308, O.S.L. 1992 (70 O.S. Supp. 1993, Section 6-177), is amended to read as follows:

Section 6-177. The new teacher preparation system shall be developed within three (3) years from June 1, 1992. Beginning on June 1, 1992, the Oklahoma Commission for Teacher Preparation shall assign responsibilities to the State Board of Education and the Oklahoma State Regents for Higher Education who shall carry out their responsibility of identifying the ~~outcomes~~ competencies to be incorporated into the new system by December 31, 1994. Beginning January 1, 1994, and until December 31, 1994, the programs shall be designed, developed and tested. On or before January 1, 1995, preliminary plans for the programs shall be made public and submitted to the Legislature for review, and until September 1, 1995, the programs shall be reviewed, modified and implemented.

SECTION 6. AMENDATORY Section 8, Chapter 308, O.S.L. 1992, as amended by Section 1, Chapter 350, O.S.L. 1993 (70 O.S. Supp. 1993, Section 6-178), is amended to read as follows:

Section 6-178. A. There is hereby created, to continue until July 1, 1998, in accordance with the provisions of the Oklahoma Sunset Law, Section 3901 et seq. of Title 74 of the Oklahoma Statutes, the Oklahoma Commission for Teacher Preparation. The Commission shall be composed of ~~thirty-one (31)~~ thirty-three (33) members to be appointed as follows:

1. The Speaker of the House of Representatives shall appoint:

- a. ~~three~~ four 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 a private Oklahoma institution 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 with experience in services to children and youth,
 - g. one member who is a superintendent of an area vocational-technical school district, and
 - h. one member who is a principal of an Oklahoma elementary public school;
2. The President Pro Tempore of the Senate shall appoint:
- a. ~~three~~ four members from the Oklahoma State Senate,
 - 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 a private Oklahoma institution of higher education who is on the arts and sciences faculty,
 - e. one lay person who has 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,
 - g. one member who is a public school superintendent of an Oklahoma public school,
 - h. one member who is a principal of an Oklahoma secondary public school, and
 - i. one member who is an undergraduate student;
3. Two members, one to be appointed by the Speaker of the House of Representatives and one to be appointed by the President Pro Tempore of the Senate;
4. The State Superintendent of Public Instruction shall serve as a member of the Commission;
5. The Chancellor of Higher Education shall serve as a member of the Commission; and
6. The Director of the State Department of Vocational and Technical Education shall serve as a member of the Commission.
- B. Members of the Commission, except legislative members, shall be reimbursed for attendance at Commission meetings by the appointing agency pursuant to the State Travel Reimbursement Act, Section 500.1 et seq. of Title 74 of the Oklahoma Statutes, except as otherwise provided by law. Legislative members shall be reimbursed in accordance with Section 456 of Title 74 of the Oklahoma Statutes.
- C. The Speaker of the House of Representatives and the President Pro Tempore of the Senate shall designate from among legislative members of the Commission a chairperson and vice-chairperson.
- D. The Oklahoma Commission for Teacher Preparation may contract for services or employ staff, as needed, to fulfill its duties and

responsibilities. The Commission may enter into a contract which includes an agreement with a state agency, board or commission to provide administrative support to the Commission.

E. Members of the Commission shall be exempt from the provisions of Section 6 of Title 51 of the Oklahoma Statutes, which prohibits the holding of any other office during the member's term of office on the Commission.

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

G. The Oklahoma Commission for Teacher Preparation shall develop the new teacher preparation system with assistance and recommendations from the State Board of Education and the Oklahoma State Regents for Higher Education.

H. The Oklahoma Commission for Teacher Preparation shall appoint a subcommittee on ~~principal~~ administrator preparation. The integrated subcommittee on ~~principal~~ administrator preparation shall:

1. Study and summarize how ~~principals~~ administrators are currently being prepared for administrative responsibilities in Oklahoma and how ~~principals~~ administrators are prepared for administrative responsibilities in other states and nationwide, and make any recommendations on any other issues that the Oklahoma Commission for Teacher Preparation deems necessary to fulfill the directives and purposes of this act;

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

3. Study the current Oklahoma ~~principal~~ administrator preparation curriculum;

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

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

6. Interview parents and legal guardians of school-age children on their recommendations for changes to the current ~~principal~~ administrator 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 on the feasibility and practicality of requiring ~~principals~~ administrators to have teaching responsibilities in the classroom; and

9. Make recommendations on policies and programs for ~~principal~~ administrator preparation that need to be modified and changed and incorporated into the new teacher preparation system and on recommendations for changes in the ~~principal~~ administrator preparation curriculum that will improve the quality of ~~principal~~ administrator preparation and education in the State of Oklahoma.

SECTION 7. This act shall become effective September 1, 1994.

Passed the Senate the 11th day of May, 1994.

President of the Senate

Passed the House of Representatives the 12th day of May, 1994.

Speaker of the House of
Representatives