

ENGROSSED HOUSE AMENDMENT  
TO  
ENGROSSED SENATE BILL NO. 715

By: Crutchfield of the Senate

and

McCarter of the House

( schools - teacher preparation - requiring  
classroom management skills, safety, and  
discipline - effective date -  
emergency )

AMENDMENT NO. 1. Strike the stricken title, enacting clause and  
entire bill and insert

"An Act relating to schools; amending 70 O.S. 1991,  
Section 6-122.3, as last amended by Section 1,  
Chapter 177, O.S.L. 1995 (70 O.S. Supp. 1998,  
Section 6-122.3), which relates to alternative  
placement teaching certification; clarifying  
statutory cites; amending Section 6, Chapter 322,  
O.S.L. 1995, as amended by Section 3, Chapter 344,  
O.S.L. 1997 (70 O.S. Supp. 1998, Section 6-185),  
which relates to the teacher preparation system;  
requiring preservice programs to include certain  
substance abuse symptoms identification and  
classroom management and safety training; providing  
an effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY 70 O.S. 1991, Section 6-122.3, as  
last amended by Section 1, Chapter 177, O.S.L. 1995 (70 O.S. Supp.  
1998, 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. Either 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 or declares the intention to seek employment as a teacher at an accredited public school district in this state. 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"~~ a a

resident teacher for the purposes of Section ~~6-154~~ 6-195 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 enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of such program, except those persons who hold a certificate;

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 have the same duties and responsibilities as other Entry-year Assistance Program participants, except those persons who hold a certificate; and

4. Document at least two (2) years of work experience which is related to the subject area of specialization if the person has only a baccalaureate degree with no postbaccalaureate work in a related area. The State Board of Education may grant an exception to a person based on that person's ability to demonstrate specific competency in 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. 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~~ 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. 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. ~~After June 30, 1992, the~~ 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. The criteria specified in subsection G of this section can be met through a cooperative arrangement entered into by two or more institutions of higher education.

SECTION 2. AMENDATORY Section 6, Chapter 322, O.S.L. 1995, as amended by Section 3, Chapter 344, O.S.L. 1997 (70 O.S. Supp. 1998, Section 6-185), is amended to read as follows:

Section 6-185. A. The following competencies and methods shall be incorporated into the programs approved by the Oklahoma Commission for Teacher Preparation for the competency-based teacher preparation system provided for the Oklahoma Teacher Preparation Act:

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

- a. excellence in the arts and sciences,
- b. an in-depth knowledge of the subject matter to be taught,
- c. the ability to identify and cultivate talent and potential in students,
- d. an understanding of child and human development,
- e. teaching skills developed through a variety of learning experiences,
- f. the ability to interact effectively with all students,
- g. skills necessary for working with parents, guardians and custodians of students in the education process,
- h. skills necessary to involve the community in education,
- i. skills to foster teamwork within and among schools, and
- j. for administrators, skills necessary to be an effective leader of a school or school district;

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

- a. require teacher candidates to study arts and sciences at the undergraduate level,
- b. require secondary and elementary/secondary teacher candidates to have undergraduate majors, or their equivalents, in a subject area, and require teacher

- candidates in early childhood, elementary, and special education to have subject area concentrations which allow qualification as a generalist,
- c. require teacher candidates to study the individuality of students, the capacity of students to learn and the process of learning,
  - d. integrate curriculum from other disciplines with the education curriculum,
  - e. require teacher candidates to have training experiences and personal contact with parents, guardians or custodians of school-age children,
  - f. require teacher candidates to have community involvement experience, ~~and~~
  - g. structure courses so as to require teamwork activities, and
  - h. require teacher candidates to study, in existing coursework, substance abuse symptoms identification and prevention, classroom management skills, and classroom safety and discipline techniques;

3. Prior to July 1, 1997, the State Board of Education, and on and after July 1, 1997, the Oklahoma Commission for Teacher Preparation shall not require more than a four-year program of one hundred twenty-four (124) semester hours to complete a teacher education degree. Provided, any program approved by the State Board of Education prior to July 1, 1995, which requires more hours may continue to require such hours. Any program approved prior to July 1, 1995, which requires more than one hundred twenty-four (124) semester hours for a teacher education degree shall implement requirements for this program without additional hours.

B. It is the intent of the Legislature that institutions of higher education which offer teacher education programs hold such programs accountable for meeting the licensure and certification

competencies approved by the State Board of Education. It is the intent of the Legislature that the teacher education programs incorporate a curriculum to achieve the competency-based system and include integration of the teacher preparation curricula with the arts and sciences departments curricula. Each institution of higher education which seeks accreditation or approval for its teacher education program shall develop an institution plan which follows the State Board of Education competencies for licensure and certification. In developing such institution plans, the higher education institution shall establish a process which seeks information and input from teacher preparation faculty, faculty from arts and sciences and other programs and disciplines which are appropriate, students within the teacher education program, teachers, administrators, parents, guardians or custodians of students and business and community leaders. Each institution shall hold an annual public forum subject to the provisions of the Oklahoma Open Meeting Act regarding the content of the institution plan at which public comment on either the institution's teacher preparation plan or program is solicited. The institution's plan shall be accessible to any interested party under the Oklahoma Open Records Act. No institution of higher education's teacher education program shall be approved by the Commission unless the institution plan has been approved by that institution's governing board. Initial institution plans shall be filed with the Oklahoma Commission for Teacher Preparation by January 1, 1997, and as required by the Commission thereafter. The Oklahoma State Regents for Higher Education may facilitate the development of institution plans to assist institutions of higher education.

SECTION 3. This act shall become effective July 1, 1999.

SECTION 4. 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."

Passed the House of Representatives the 1st day of April, 1999.

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Speaker of the House of  
Representatives

Passed the Senate the \_\_\_\_ day of \_\_\_\_\_, 1999.

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President of the Senate