

By: Crutchfield of the Senate
and
McCarter of the House

[schools - teacher preparation - requiring classroom
management skills, safety, and discipline - effective
date -
emergency]

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

SECTION 1. 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 classroom management skills, classroom safety and discipline techniques;

3. In addition to the competencies listed in this subsection, administrators shall have skills and knowledge in substance abuse identification and prevention. The preservice program shall include, but not be limited to, education and training in the following:

- a. methods of identifying the physical signs of substance abuse,
- b. developing substance abuse strategies and policies which encourage cooperation between the home and school,
- c. legal and ethical consideration of emerging substance abuse identification technology, and
- d. developing an ongoing plan of current substance abuse prevention information for the faculty, students, and parents; and

4. 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 2. AMENDATORY Section 15, Chapter 322, O.S.L. 1995, as last amended by Section 23, Chapter 5, O.S.L. 1998 (70 O.S. Supp. 1998, Section 6-194), is amended to read as follows:

Section 6-194. A. The ~~local~~ district boards of education of this state shall establish professional development programs for the

certified and licensed teachers and administrators of the district. Programs shall be adopted by each ~~local~~ district board of education based upon recommendations of a professional development committee appointed by the board of education for the district. The State Board of Education shall disseminate to each ~~local~~ district professional development committee a copy of the in-service professional development competencies included in the Report on Educator Preparation and Professional Development issued in December 1994 by the Oklahoma Commission for Teacher Preparation for review and consideration and, if approved by the ~~local~~ district professional development committee, to be included in part or in whole in the local professional development plan of the school district. The professional development centers funded through the State Board of Education shall provide technical assistance to any ~~local~~ school district which desires to incorporate any such competencies into its ~~local~~ professional development plan.

B. Each ~~local~~ district professional development committee shall include classroom teachers, administrators and parents, guardians or custodians of children in the ~~local~~ school district and shall consult with a higher education faculty. A majority of the members of the professional development committee shall be composed of classroom teachers. The teacher members shall be selected from a list of names submitted by the bargaining agent, where one exists. In the absence of a bargaining agent, the teachers will elect a list of names to be submitted to the ~~local~~ district board of education. At a minimum, once every four (4) years the committee shall include at least one school counselor in its membership.

C. The professional development programs adopted may include, but not be limited to:

1. In-service training programs;
2. Higher education courses; and

3. Professional development programs approved by the Oklahoma Commission for Teacher Preparation.

Programs shall emphasize development of competencies in the core curriculum areas. Each program shall include a component on outreach to parents, guardians or custodians of students ~~and,~~ multicultural education, classroom management skills, classroom safety and discipline techniques which all personnel defined as teachers in Section 1-116 of ~~Title 70 of the Oklahoma Statutes~~ this title shall be required to complete on a periodic basis. Each adopted program shall allow school counselors to receive at least one-third (1/3) of the hours or credit required each year through programs or courses specifically designed for school counselors. Programs shall be submitted for approval to the Board. No school district shall receive state funds for professional development until the program adopted by the ~~local~~ district board of education has been approved by the Board.

D. Each professional development program adopted by a district board of education shall include a minimum of sixty (60) minutes of in-service training on substance abuse identification and prevention. The training shall include, but shall not be limited to, the following:

1. Basic training in methods of identifying the physical signs of substance abuse;

2. Discussion of current substance abuse issues affecting students, including substance abuse patterns and research data;

3. Discussion of the legal and ethical considerations of emerging substance abuse identification technology; and

4. Development of recommendations for policies which discourage substance abuse and encourage cooperation between school officials and parents.

E. Teachers and administrators who have completed professional development courses in their field of instruction or in courses

related to obtaining additional professional qualifications and who complete such courses and receive a grade which is equivalent to at least a 3.0 on a 4.0 grading scale may be reimbursed by the school district for one-half (1/2) of the general enrollment fees incurred at any institution within The Oklahoma State System for Higher Education. If the teacher or administrator incurs costs pursuant to this section at a private institution of higher education, the person may be reimbursed by the school district for an amount equal to one-half (1/2) of the general enrollment fees incurred at an institution of The Oklahoma State System of Higher Education of comparable type.

~~E.~~ F. If funds are made available specifically for such purpose, teachers who have completed professional development programs approved by the Oklahoma Commission for Teacher Preparation shall receive a stipend based on the amount of funds allocated. No stipends shall be made to teachers who attend professional development institutes in elementary reading approved by the Oklahoma Commission for Teacher Preparation. No school district shall receive state funds for teacher stipends until such time as proof of the teacher's attendance and completion of the program has been determined by the State Department of Education.

~~F.~~ G. Each licensed or certified teacher in this state shall be required by the ~~local~~ district board of education to meet the professional development requirements established by the board, or established through the negotiation process. Failure of any teacher to meet ~~local~~ district board of education professional development requirements may be grounds for nonrenewal of such teacher's contract by the ~~local~~ board of education. Such failure may also be grounds for nonconsideration of salary increments affecting the teacher.

G. H. The professional development plan shall be submitted to the State Board of Education as provided in Section 3-104.2 et seq. of ~~Title 70 of the Oklahoma Statutes~~ this title.

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 Senate the 23rd day of February, 1999.

President of the Senate

Passed the House of Representatives the ____ day of _____ ,
1999.

Speaker of the House of
Representatives