

STATE OF OKLAHOMA

1st Session of the 48th Legislature (2001)

HOUSE BILL HB1604

By: Dank

AS INTRODUCED

An Act relating to schools; amending Section 6, Chapter 322, O.S.L. 1995, as last amended by Section 2, Chapter 202, O.S.L. 1999 (70 O.S. Supp. 2000, Section 6-185), which relates to competencies and methods to be incorporated into teacher preparation system; requiring training in certain reading instruction methods; amending Section 14, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 2000, Section 6-193), which relates to funding for professional development programs; requiring expenditure on certain professional development programs that train for certain reading methods; stating legislative findings; creating the Task Force on Special Education Funding; stating purpose of the Task Force; stating duties of the Task Force; requiring a report; providing for membership; providing for meetings, officers, and staffing; providing for travel reimbursement; providing for noncodification; providing an effective date; and declaring an emergency.

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

SECTION 1. AMENDATORY Section 6, Chapter 322, O.S.L. 1995, as last amended by Section 2, Chapter 202, O.S.L. 1999 (70 O.S. Supp. 2000, 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, and
- k. excellence in reading instruction;

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,
- 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, and
- i. require elementary teacher candidates to have training in the five essential elements of reading instruction, which include phoneme awareness, phonics, spelling, reading fluency and comprehension;

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 2. AMENDATORY Section 14, Chapter 322, O.S.L. 1995 (70 O.S. Supp. 2000, Section 6-193), is amended to read as follows:

Section 6-193. Each school district shall receive an appropriate amount of funds for the exclusive purpose of professional development. These funds shall be expended for

professional development programs within guidelines adopted by the State Board of Education. All funds provided to local school districts shall be provided by and subject to the approval of plans submitted to the State Board of Education by each local school district no later than May 10 of each year. Beginning with the 2001-2002 school year, each school district shall expend a portion of the funds received for professional development on professional development programs to train first and second grade teachers in explicit phonics instruction, which is the art of teaching children how to spell sounds by matching the forty-four (44) English sounds with the letters most often used to spell those sounds. Such funds shall be deposited in a special account within the general fund of the local school district. A list of all expenditures made from such account shall be provided to the professional development committee upon request of the committee chairperson.

SECTION 3. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

A. The Legislature finds that since 1991 Oklahoma has spent over Four Hundred Million Dollars (\$400,000,000.00) a year on special education programs. Approximately seventy percent (70%) of the children in programs such as Title I have no emotional or mental disabilities. Very few of the students, an estimated seven and one-half percent (7 1/2%) nationwide, earn a high school diploma. The main reason for this failure is that the students cannot read.

B. There is hereby created to continue until December 31, 2002, the Task Force on Special Education Funding. The purpose of the Task Force shall be to determine how much special education funding is being expended and to make recommendations on increasing the accountability of the State and school districts for special education services and funding.

C. The Task Force shall:

1. Determine the amount of federal and state expenditures for special education;

2. Survey the number of students served and the types of services being provided through special education funding;

3. Review the funding levels and types of services provided by other states for special education students; and

4. Make recommendations on accountability mechanisms for special education services.

D. The Task Force shall issue a report of the findings and recommendations to the Governor, Speaker of the House of Representatives, President Pro Tempore of the Senate, and the State Board of Education no later than December 31, 2002.

E. The Task Force shall include the following members:

1. Two members of the House of Representatives appointed by the Speaker of the House of Representatives;

2. Two members of the Senate appointed by the President Pro Tempore of the Senate;

3. Two members who are special education teachers in public schools in the state, 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. Two members who are administrators in public schools in the state, 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;

5. The State Superintendent of Public Instruction or a designee; and

6. The Secretary of Education or a designee.

F. The first meeting of the Task Force shall be no later than September 1, 2001. The chair of the Task Force shall be elected by the members of the Task Force. The Task Force shall meet at such times and places as deemed necessary to perform its duties as

specified in this section. Meetings shall be held at the call of the chair. Staffing for the Task Force shall be provided by the legislative staff of the House of Representatives and the Senate. The State Department of Education shall provide such staff support and resources as are required by the Task Force.

G. Members of the Task Force shall not receive compensation for serving on the Task Force but shall receive travel reimbursement as follows:

1. Legislative members of the Task Force shall be reimbursed for their necessary travel expenses incurred in the performance of their duties in accordance with Section 456 of Title 74 of the Oklahoma Statutes, from the legislative body in which they serve;

2. Members of the Task Force who are officers or employees of the state shall be reimbursed for travel expenses incurred in the performance of their duties by their respective agencies or institutions in accordance with the State Travel Reimbursement Act; and

3. Other members of the Task Force shall be reimbursed for travel expenses incurred in the performance of their duties by the appointing authority in accordance with the State Travel Reimbursement Act.

SECTION 4. This act shall become effective July 1, 2001.

SECTION 5. 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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