

and

Lawler of the Senate

An Act relating to schools; stating legislative findings; establishing the Oklahoma Mathematics Initiative; stating content of the Initiative; establishing the Oklahoma Mathematics Initiative Committee; requiring certain certification for mathematic teachers; stating purpose of the Committee; providing for membership; directing the State Board of Education to adopt certain mathematics training modules; providing for training modules to be offered to teachers through summer mathematics academies; stating purpose and goal of the summer mathematics academies; requiring summer mathematics academies to be accepted as professional development; providing for instruction through peer coaching; authorizing the State Department of Education to identify and select peer coaches; providing for follow-up professional development opportunities; requiring certain focus for the first and subsequent academies; requiring summer mathematics academies to be offered at multiple locations; directing the Board to adopt training modules for administrators; providing for administration of summer mathematics academies for administrators; stating content of administrator training modules; requiring peer coaches to meet at certain times for certain purposes and attend certain conferences; providing for teacher stipends; making stipends contingent upon funding; directing the Board to develop a long-range plan for the Initiative; requiring the Department to issue an annual report; stating content of the report; providing for codification; providing for noncodification; providing an effective date; and declaring an emergency.

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

SECTION 1. NEW LAW A new section of law not to be codified in the Oklahoma Statutes reads as follows:

The Legislature finds that it is critical that all children become proficient in mathematics. It is essential that in learning mathematics content and process skills students are equipped with the problem-solving, critical thinking, and analytical skills

necessary to meet the technological and economical challenges in the society of today. The Priority Academic Student Skills (PASS), the state curriculum adopted by the State Board of Education pursuant to Section 11-103.6 of Title 70 of the Oklahoma Statutes, defines what students should know and be able to do in mathematics and if taught appropriately should equip students with the necessary skills. However, for students to acquire the necessary mathematics skills, mathematics teachers in the state must be prepared in mathematics content and process skills aligned to PASS. To meet this challenge, Oklahoma needs a comprehensive plan to improve mathematics instruction.

SECTION 2. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 6-206 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. The Legislature hereby establishes the Oklahoma Mathematics Initiative. The Oklahoma Mathematics Initiative shall consist of the development of mathematics training modules and administration of summer mathematics academies as provided for in this section.

B. All teachers teaching mathematics shall be certified to teach mathematics at the level being taught or will be tested to show the necessary skills and knowledge to teach mathematics at the grade level being taught.

C. The State Board of Education shall establish an Oklahoma Mathematics Initiative Committee. The purpose of the Committee shall be to assist the State Department of Education in developing training modules for specific Priority Academic Student Skills (PASS) mathematics content, process standards and objectives that are to be offered at summer mathematics academies. The Committee shall consist of the following members selected by the Board:

1. Not more than four employees of the State Department of Education;
2. Two members of the State Board of Education;

3. Two persons representing higher education;
4. Two persons representing business and industry;
5. Two persons representing the career and technology system;
6. Two superintendents of a public school;
7. Two persons who are mathematics specialists; and
8. Two teachers from each grade cluster: kindergarten through fifth grade, sixth through ninth grade, and tenth through twelfth grade.

D. Based upon recommendations of the Committee, the State Board of Education shall adopt Priority Academic Student Skills (PASS) mathematics training modules which shall be offered to teachers through summer mathematics academies administered by the Board. The summer mathematics academies shall incorporate both content knowledge and process knowledge that shall be modeled for teachers in the areas of problem-solving, reasoning, and critical thinking as applied to the mathematical standards and objectives in PASS. The ultimate goal of the summer mathematics academies for teachers shall be to significantly increase the number of children becoming proficient in mathematics as demonstrated on assessments administered pursuant to the Oklahoma School Testing Program Act. The summer mathematics academies shall be accepted for professional development purposes and shall be defined as continuing education experiences which consist of a minimum of sixteen (16) clock hours. The summer mathematics academies shall be designed to continue instruction through peer coaching. The State Department of Education shall identify and select practicing mathematics specialists who shall act as peer coaches. The Department shall provide follow-up professional development opportunities during the fall to teachers who participate in a summer mathematics academy. A multi-year plan shall be established which provides that the first summer mathematics academies offered by the Board shall focus on Algebra I. Each year thereafter, the summer mathematics academies

shall be expanded to include a focus on middle-level and elementary-level mathematics. The summer mathematics academies shall be offered at multiple locations across the state and through videoconferencing.

E. In addition to the teacher summer mathematics academies, the State Board of Education shall adopt training modules that support improved teaching and learning in mathematics which shall be offered to administrators through summer mathematics academies administered by the Board. The training modules shall include coaching modules that will train administrators in methods to assist teachers in applying teaching strategies that improve student achievement and assist administrators in learning effective ways to interpret data and use data to inform instruction.

F. The practicing mathematics specialists who have been selected by the Board to act as peer coaches shall meet together on a regular basis to discuss and develop approaches for the summer mathematics academies. The peer coaches shall also attend other statewide teacher conferences as identified by the Department to share best practices with teachers across the state.

G. Subject to the availability of state funds, teachers who attend and complete a summer mathematics academy and the follow-up professional development opportunities shall receive a stipend equal to the amount of the cost for a substitute teacher. If a teacher who has attended and completed a summer mathematics academy makes a presentation at any conference sponsored by the State Department of Education, the teacher shall receive a stipend as provided for in this subsection.

H. The State Board of Education shall develop a long-range plan for the administration of the Oklahoma Mathematics Initiative. On or before June 1 of each year, the State Department of Education shall issue to the Governor, to the Speaker of the House of Representatives, and to the President Pro Tempore of the Senate a

report on the Oklahoma Mathematics Initiative which shall include, but is not limited to, an outline of the format, the number of teachers and administrators participating in the summer mathematics academies, participant evaluation of the academies, school district support of the academies, and reported student achievement attributable to the Initiative.

SECTION 3. This act shall become effective July 1, 2004.

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 25th day of February, 2004.

Presiding Officer of the House of
Representatives

Passed the Senate the ____ day of _____, 2004.

Presiding Officer of the Senate