

1 STATE OF OKLAHOMA

2 2nd Session of the 51st Legislature (2008)

3 HOUSE BILL 3175

By: Coody

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5  
6 AS INTRODUCED

7 An Act relating to schools; amending Section 4,  
8 Chapter 431, O.S.L. 2005 (70 O.S. Supp. 2007, Section  
9 1210.508F), which relates to training for teachers of  
10 students with reading difficulties; requiring certain  
11 institutions to provide certain tests to certain  
12 teacher candidates; directing the Oklahoma Commission  
13 for Teacher Preparation to select the tests;  
14 requiring tests to be administered at certain times;  
15 requiring institutions to forward results of tests to  
16 the Commission and the Oklahoma State Regents for  
17 Higher Education; creating the Task Force on Phonics  
18 Education for Teachers; stating purpose of the Task  
19 Force; providing for membership; providing for  
20 appointments, meetings, officers, travel  
21 reimbursements, and staffing; stating duties of the  
22 Task Force; requiring a report by certain date;  
23 providing for noncodification; and declaring an  
24 emergency.

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

SECTION 1. AMENDATORY Section 4, Chapter 431, O.S.L.  
2005 (70 O.S. Supp. 2007, Section 1210.508F), is amended to read as  
follows:

Section 1210.508F A. The State Board of Education shall ensure  
that the reading competencies for elementary teachers are included  
in the competencies for special education teachers.

1 B. The State Board of Education and the Oklahoma Commission for  
2 Teacher Preparation in collaboration with the Oklahoma State Regents  
3 for Higher Education shall ensure that all teachers of early  
4 childhood education, elementary education, and special education are  
5 provided quality training in intervention, instruction, and  
6 remediation strategies in order to meet the needs of students in  
7 kindergarten through third grade who are determined to be at risk of  
8 reading difficulties.

9 C. Beginning with the 2009-2010 school year, all institutions  
10 within The Oklahoma State System of Higher Education that offer  
11 elementary or early childhood education programs shall administer a  
12 pretest and posttest to teacher candidates that assess the knowledge  
13 and skills of the candidate in providing phonics instruction to  
14 students in kindergarten through second grade. The pretests and  
15 posttests shall be selected by the Oklahoma Commission for Teacher  
16 Preparation. The pretest shall be administered to the teacher  
17 candidate by the institution upon entrance into an elementary  
18 education or early childhood education program. The posttest shall  
19 be administered by the institution to the teacher candidate on  
20 exiting the program. Each institution shall forward aggregated  
21 results of the tests to the Commission and the Oklahoma State  
22 Regents for Higher Education as part of the required annual report.

23 SECTION 2. NEW LAW A new section of law not to be  
24 codified in the Oklahoma Statutes reads as follows:

1       A. There is hereby created to continue until July 1, 2009, the  
2 Task Force on Phonics Education for Teachers. The purpose of the  
3 Task Force shall be to study the knowledge and skills of teachers  
4 graduating from teacher education programs in the state in phonics  
5 and the ability of teachers to teach phonics and be successful  
6 reading teachers.

7       B. The Task Force shall consist of the following members:

8       1. One member of the Oklahoma House of Representatives,  
9 appointed by the Speaker of the Oklahoma House of Representatives;

10       2. One member of the State Senate, appointed by the President  
11 Pro Tempore of the State Senate;

12       3. Two members who are elementary or early childhood teachers  
13 in a public school in the state, appointed by the Governor;

14       4. Two members who are faculty in a teacher education program  
15 at an institution within The Oklahoma State System of Higher  
16 Education, one to be appointed by the Speaker of the House of  
17 Representatives and one to be appointed by the President Pro Tempore  
18 of the Senate;

19       5. Two members, one to be appointed by the Speaker of the House  
20 of Representatives and one to be appointed by the President Pro  
21 Tempore of the Senate;

22       6. The Superintendent of Public Instruction or a designee;

23       7. The Executive Director of the Oklahoma Commission for  
24 Teacher Preparation or a designee; and

1           8. The Chancellor of the Oklahoma State Regents for Higher  
2 Education, or a designee.

3           C. Members of the Task Force shall be appointed no later than  
4 September 1, 2008. The first meeting of the Task Force shall be  
5 called by the Executive Director of the Oklahoma Commission for  
6 Teacher Preparation. Subsequent meetings shall be held at the call  
7 of the chair or vice-chair. The chair and vice-chair of the Task  
8 Force shall be elected by the members at the first meeting of the  
9 Task Force.

10          D. Members of the Task Force shall receive no compensation but  
11 shall receive travel reimbursement as follows:

12           1. Legislative members shall be reimbursed for their necessary  
13 travel expenses incurred in the performance of their duties in  
14 accordance with Section 456 of Title 74 of the Oklahoma Statutes;  
15 and

16           2. Nonlegislative members shall be reimbursed by their  
17 respective agencies or appointing authority for their necessary  
18 travel expenses in the performance of their duties in accordance  
19 with the State Travel Reimbursement Act.

20          E. Staffing for the Task Force shall be performed by the staff  
21 of the Oklahoma House of Representatives and the State Senate.

22          F. The Task Force shall study the following issues and make a  
23 report of its findings and any recommendations to the Governor,  
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1 Speaker of the Oklahoma House of Representatives, and the President  
2 Pro Tempore of the State Senate by February 1, 2009:

3 1. Determine how phonics is currently taught to teacher  
4 candidates and is incorporated into elementary and early childhood  
5 education teaching programs;

6 2. Study the best methods of measuring the knowledge, skills,  
7 and ability of teachers to teach phonics;

8 3. Determine the level of phonics knowledge that is necessary  
9 for a teacher to be a successful reading teacher; and

10 4. Make recommendations on incorporating phonics into  
11 elementary and early childhood education teaching programs.

12 SECTION 3. It being immediately necessary for the preservation  
13 of the public peace, health and safety, an emergency is hereby  
14 declared to exist, by reason whereof this act shall take effect and  
15 be in full force from and after its passage and approval.

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