

1 STATE OF OKLAHOMA

2 1st Session of the 52nd Legislature (2009)

3 SENATE BILL 469

By: Eason McIntyre

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6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2001,  
8 Section 6-200, as last amended by Section 2, Chapter  
9 152, O.S.L. 2008 (70 O.S. Supp. 2008, Section 6-200),  
10 which relates to professional development institutes;  
11 authorizing institutes utilizing certain  
12 instructional strategies for certain purpose;  
13 providing an effective date; and declaring an  
14 emergency.

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

16 SECTION 1. AMENDATORY 70 O.S. 2001, Section 6-200, as  
17 last amended by Section 2, Chapter 152, O.S.L. 2008 (70 O.S. Supp.  
18 2008, Section 6-200), is amended to read as follows:

19 Section 6-200. A. Subject to the availability of funds, the  
20 Oklahoma Commission for Teacher Preparation shall have authority to  
21 develop and administer training for residency committees and  
22 training for professional development through professional  
23 development institutes. Included in the professional development  
24 institutes training shall be technology training. Professional  
development institutes shall be accepted by the State Board of  
Education for professional development purposes and shall be defined

1 as continuing education experiences which consist of a minimum of  
2 thirty (30) clock hours. The institutes shall be competency-based,  
3 emphasize effective learning practices, require collaboration among  
4 participants, and require each participant to prepare a work product  
5 which can be utilized in the classroom by the participant. Any  
6 state professional development institutes administered by the  
7 Commission shall be chosen through a competitive bid process and if  
8 funds are available subject to peer review. The Commission, prior  
9 to offering any professional development institute, shall promulgate  
10 rules related to administering state professional development  
11 institutes.

12 B. The Oklahoma Commission for Teacher Preparation shall  
13 develop, offer and administer professional development institutes to  
14 train elementary school teachers in reading education and if funds  
15 are available, which may include but not be limited to grant,  
16 foundation, or other funds, to train middle school teachers in  
17 reading education. Funds appropriated for this purpose shall be  
18 used for the cost of developing, administering and contracting for  
19 the professional development institutes. When possible, certified  
20 reading specialists shall be included as consultants. All costs of  
21 the institutes shall be included in the contract price and no  
22 tuition or registration fee shall be collected from teachers  
23 attending the institutes. The institutes shall be offered by or  
24 through the Commission. Working in conjunction with the State

1 Department of Education, the Commission shall develop a state plan  
2 for administration of such institutes and shall report on or before  
3 November 1 of each year to the Governor and the Legislature on the  
4 format of and participation in the institutes. The State Department  
5 of Education shall cooperate with and provide any information  
6 requested, including data available through the state student record  
7 system, to the Oklahoma Commission for Teacher Preparation as is  
8 necessary to carry out the provisions of this section.

9 C. Subject to the availability of funds, the Oklahoma  
10 Commission for Teacher Preparation shall:

11 1. Contract for an independent evaluation of the reading  
12 professional development institutes. The evaluation shall determine  
13 adherence to program requirements as provided in this section and  
14 the program's effectiveness in increasing teacher knowledge and  
15 student achievement; and

16 2. Provide continued support of the reading professional  
17 development institutes through ongoing teacher development at  
18 individual school sites. Funds may be used for the cost of mentor  
19 training, payment for substitute teachers, on-site facilitation, and  
20 any other costs necessary to ensure improved reading by students.

21 D. 1. For the purpose of implementing comprehensive reading  
22 reform and systemic change, the Oklahoma Commission for Teacher  
23 Preparation shall award one-year grants renewable for up to two (2)

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1 additional years to public schools that serve students in  
2 kindergarten through third grade. The grants will provide for:

- 3 a. a five-day initial professional development institute  
4 in elementary school reading for teachers of  
5 kindergarten through third grade, instructional  
6 leaders, and principals,
- 7 b. a three-day follow-up professional development  
8 institute in elementary school reading for teachers of  
9 kindergarten through third grade and instructional  
10 leaders, and
- 11 c. continued support through ongoing teacher development  
12 at school sites, including four (4) days of  
13 professional development for principals and literacy  
14 resource specialists, and six (6) days of on-site  
15 visits by a program consultant.

16 2. In order to qualify for a grant pursuant to this subsection,  
17 the following requirements shall be met:

- 18 a. at least eighty percent (80%) of the teachers of  
19 kindergarten through third grade at the school shall  
20 have demonstrated support for the training program  
21 provided pursuant to this subsection,
- 22 b. the principal shall ensure that all members of the  
23 leadership team and all teachers of kindergarten  
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1 through third grade will participate in all phases of  
2 the training program,

3 c. the school district shall ensure that any new teacher  
4 of kindergarten through third grade or principal at  
5 the school will participate in all phases of the  
6 training program, and

7 d. the school district shall employ a literacy resource  
8 specialist for at least two (2) years after completion  
9 of the training provided in this subsection. One or  
10 more districts may share a literacy resource  
11 specialist upon approval of the Commission.

12 3. Any school which has been determined by the State Board of  
13 Education to be a school in need of improvement or a school that has  
14 not made adequate yearly progress in reading shall be given priority  
15 for receipt of a grant. Grants shall be awarded based on the amount  
16 of funds allocated to the Oklahoma Commission for Teacher  
17 Preparation for the purposes of this section. Funds may be used for  
18 payment for substitute teachers, program consultants, on-site  
19 facilitation, and literacy resource specialists.

20 4. For program evaluation purposes, each school awarded a grant  
21 pursuant to this subsection shall provide to the Commission student-  
22 level data and results of the reading assessments administered  
23 pursuant to the Oklahoma School Testing Program Act for the year  
24 prior to the grant award, for each year a grant is received by the

1 school, and for three (3) years after completion of the program. If  
2 funds are not sufficient to award grants to all eligible applicants,  
3 schools may be placed on a waiting list for priority consideration  
4 for the following year's round of grant awards which shall be  
5 superior to the priority given to schools as provided in paragraph 3  
6 of this subsection, if the school provides student data for the  
7 current year to the Commission as provided in this paragraph.

8 5. The professional development institutes in elementary  
9 reading provided pursuant to this section shall incorporate the  
10 requirements of the Reading Sufficiency Act.

11 E. As additional funds become available for such purpose, the  
12 Commission shall develop and offer professional development  
13 institutes in:

- 14 1. Mathematics for teachers in grades five through nine;
- 15 2. The use of technology in the classroom;
- 16 3. Training of residency committee members in teacher

17 mentoring; ~~and~~

- 18 4. Hands-on inquiry-based science for elementary teachers; and

19 5. Scientifically research-based instructional strategies for  
20 teachers of English language learners and children in poverty in  
21 order to meet the diverse needs of such student groups and eliminate  
22 the achievement gap.

23 SECTION 2. This act shall become effective July 1, 2009.

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

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