

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 1st Session of the 53rd Legislature (2011)

4 COMMITTEE SUBSTITUTE
5 FOR ENGROSSED
6 SENATE BILL NO. 109

By: Stanislawski of the Senate

and

Coady of the House

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10 COMMITTEE SUBSTITUTE

11 An Act relating to school administration; amending 70
12 O.S. 2001, Section 6-194, as last amended by Section
13 41 of Enrolled Senate Bill No. 553 of the 1st Session
14 of the 53rd Oklahoma Legislature, which relates to
15 professional development; expressing legislative
intent; directing development of certain plans;
specifying certain guidelines; providing an effective
date; and declaring an emergency.

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

19 SECTION 1. AMENDATORY 70 O.S. 2001, Section 6-194, as
20 last amended by Section 41 of Enrolled Senate Bill No. 553 of the
21 1st Session of the 53rd Oklahoma Legislature, is amended to read as
22 follows:
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UNDERLINED language denotes Amendments to present Statutes.
BOLD FACE CAPITALIZED language denotes Committee Amendments.
~~Strike thru~~ language denotes deletion from present Statutes.

1 Section 6-194. A. The district boards of education of this
2 state shall establish professional development programs for the
3 certified and licensed teachers and administrators of the district.
4 Programs shall be adopted by each board based upon recommendations
5 of a professional development committee appointed by the board of
6 education for the district. For the fiscal years ending June 30,
7 2011, and June 30, 2012, a school district board of education may
8 elect not to adopt and offer a professional development program for
9 certified and licensed teachers and administrators of the district.
10 If a school district elects not to adopt and offer a professional
11 development program, the district may expend any monies allocated
12 for professional development for any purpose related to the support
13 and maintenance of the school district as determined by the board of
14 education of the school district.

15 B. Each professional development committee shall include
16 classroom teachers, administrators and parents, guardians or
17 custodians of children in the school district and shall consult with
18 a higher education faculty. A majority of the members of the
19 professional development committee shall be composed of classroom
20 teachers. The teacher members shall be selected by a designated
21 administrator of the school district from a list of names submitted
22 by the teachers in the school district. The members selected shall
23 be subject to the approval of a majority vote of the teachers in the
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1 district. At a minimum, once every four (4) years the committee
2 shall include at least one school counselor in its membership.

3 C. In developing program recommendations, each professional
4 development committee shall annually utilize a data-driven approach
5 to analyze student data and determine district and school
6 professional development needs. The professional development
7 programs adopted shall be directed toward development of
8 competencies and instructional strategies in the core curriculum
9 areas for the following goals:

- 10 1. Increasing the academic performance index scores for the
11 district and each school site;
- 12 2. Closing achievement gaps among student subgroups;
- 13 3. Increasing student achievement as demonstrated on state-
14 mandated tests and the ACT;
- 15 4. Increasing high school graduation rates; and
- 16 5. Decreasing college remediation rates.

17 Each program may also include components on classroom management
18 and student discipline strategies, outreach to parents, guardians or
19 custodians of students, special education, and racial and ethnic
20 education, which all personnel defined as teachers in Section 1-116
21 of this title shall be required to complete on a periodic basis.
22 The State Board of Education shall provide guidelines to assist
23 school districts in developing and implementing racial and ethnic

1 education components into professional development programs. At
2 least once a year a program shall be offered which includes a
3 component of teacher training on recognition and reporting of child
4 abuse and neglect which all teachers shall be required to complete.
5 Additionally at least one time per year, beginning in the 2009-2010
6 school year, training in the area of autism shall be offered and all
7 resident teachers of students in early childhood programs through
8 grade three shall be required to complete the autism training during
9 the resident year and at least one time every three (3) years
10 thereafter. All other teachers and education support professionals
11 of students in early childhood programs through grade three shall be
12 required to complete the autism training at least one time every
13 three (3) years. The autism training shall include a minimum
14 awareness of the characteristics of autistic children, resources
15 available and an introduction to positive behavior supports to
16 challenging behavior. Each adopted program shall allow school
17 counselors to receive at least one-third (1/3) of the hours or
18 credit required each year through programs or courses specifically
19 designed for school counselors.

20 Districts are authorized to utilize any means for professional
21 development that is not prohibited by law including, but not limited
22 to, professional development provided by the district, any state
23 agency, institution of higher education, or any private entity.

1 D. Except as otherwise provided for in this subsection, each
2 licensed or certified teacher in this state shall be required by the
3 district board of education to meet the professional development
4 requirements established by the board, or established through the
5 negotiation process. Except as otherwise provided for in this
6 subsection, the professional development requirements established by
7 each board of education shall require every teacher to annually
8 complete a minimum number of the total number of points required to
9 maintain employment. Failure of any teacher to meet district board
10 of education professional development requirements may be grounds
11 for nonrenewal of such teacher's contract by the board. Such
12 failure may also be grounds for nonconsideration of salary
13 increments affecting the teacher. For the fiscal years ending June
14 30, 2011, and June 30, 2012, a licensed or certified teacher shall
15 not be required to complete any points of the total number of
16 professional development points required. Provided, a teacher may
17 elect to complete some or all of the minimum number of points
18 required for the two (2) fiscal years and any points completed shall
19 be counted toward the total number of points required to maintain
20 employment. If a teacher does not complete some or all of the
21 minimum number of points required for one (1) or both fiscal years,
22 the total number of points required to maintain employment shall be
23 adjusted and reduced by the number of points not completed.

1 E. Each district shall annually submit a report to the State
2 Department of Education on the district level professional
3 development needs, activities completed, expenditures, and results
4 achieved for each school year by each goal as provided in subsection
5 C of this section. If a school district elects not to adopt and
6 offer a professional development program as provided for in
7 subsection A of this section, the district shall not be required to
8 submit an annual report as required pursuant to this subsection but
9 shall report to the State Department of Education its election not
10 to offer a program and all professional development activities
11 completed by teachers and administrators of the school district.

12 F. Subject to the availability of funds, the Department shall
13 develop an online system for reporting as required in subsection E
14 of this section. The Department shall also make such information
15 available on its website.

16 G. Recognizing the importance and value of school principals
17 and superintendents in the educational process, it is the intent of
18 the Oklahoma Legislature to support and encourage their professional
19 development, and to that end, the Legislature directs the
20 development of five-year professional development plans which
21 empower school districts to emphasize areas of need in their
22 district. The following guidelines shall be used in developing such
23 plans:

1 1. Principals and assistant principals shall develop
2 professional development programs and submit the plans to the school
3 district superintendent for approval;

4 2. All professional development programs should include
5 elements of instructional leadership, school finance and education
6 law as the Legislature recognizes that these areas are essential to
7 administration of schools; and

8 3. Superintendents shall submit a professional development plan
9 to the district school board which should include an emphasis on
10 leadership, strategic planning and ascertaining best practices of
11 school administration.

12 SECTION 2. This act shall become effective July 1, 2011.

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

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18 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS AND BUDGET, dated
19 04-07-2011 - DO PASS, As Amended.

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