

1 STATE OF OKLAHOMA

2 2nd Session of the 57th Legislature (2020)

3 COMMITTEE SUBSTITUTE
4 FOR

HOUSE BILL NO. 3320

By: Conley

7 COMMITTEE SUBSTITUTE

8 An Act relating to schools; amending 70 O.S. 2011,
9 Section 6-185, as last amended by Section 1, Chapter
10 234, O.S.L. 2019 (70 O.S. Supp. 2019, Section 6-185),
11 which relates to the Oklahoma Teacher Preparation
12 Act; requiring certain teacher candidates to study
13 dyslexia characteristics and instruction techniques
14 and other related disorders; requiring certain
15 dyslexia training; and providing an effective date.

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

17 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as
18 last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp.
19 2019, Section 6-185), is amended to read as follows:

20 Section 6-185. A. The following competencies and methods shall
21 be incorporated into the programs approved by the Commission for
22 Educational Quality and Accountability for the competency-based
23 teacher preparation system provided for in the Oklahoma Teacher
24 Preparation Act:

1 1. The teacher preparation system shall include, but not be
2 limited to, the following competencies:

- 3 a. excellence in the arts and sciences,
- 4 b. an in-depth knowledge of the subject matter to be
5 taught,
- 6 c. the ability to identify and cultivate talent and
7 potential in students,
- 8 d. an understanding of child and human development,
- 9 e. teaching skills developed through a variety of
10 learning experiences,
- 11 f. the ability to interact effectively with all students,
- 12 g. skills necessary for working with parents, guardians
13 and custodians of students in the education process,
- 14 h. skills necessary to involve the community in
15 education,
- 16 i. skills to foster teamwork within and among schools,
- 17 j. for administrators, skills necessary to be an
18 effective leader of a school or school district, and
- 19 k. skills in effective classroom management and student
20 discipline;

21 2. The preservice program shall include the following methods
22 to achieve the competencies listed in paragraph 1 of this
23 subsection:
24

- 1 a. require teacher candidates to study arts and sciences
2 at the undergraduate level,
- 3 b. require secondary and elementary/secondary teacher
4 candidates to have undergraduate majors, or their
5 equivalents, in a subject area, and require teacher
6 candidates in early childhood, elementary, and special
7 education to have subject area concentrations which
8 allow qualification as a generalist,
- 9 c. require teacher candidates in early childhood,
10 elementary, and special education to study dyslexia
11 characteristics and other related disorders in
12 students and classroom instruction techniques. The
13 program shall provide for training that shall include,
14 but not be limited to, methods to identify potential
15 manifestations and issues associated with dyslexia and
16 other related disorders in students and multitiered
17 systems of support and response to intervention in
18 order to recognize, meet or both recognize and meet
19 the needs of students with dyslexia and other related
20 disorders,
- 21 d. require teacher candidates to study the individuality
22 of students, the capacity of students to learn and the
23 process of learning,
- 24

- ~~d.~~ e. integrate curriculum from other disciplines with the education curriculum,
- ~~e.~~ f. require teacher candidates to have training experiences and personal contact with parents, guardians or custodians of school-age children,
- ~~f.~~ g. require teacher candidates to have community involvement experience,
- ~~g.~~ h. structure courses so as to require teamwork activities, and
- ~~h.~~ i. require teacher candidates to study, in existing coursework, substance abuse symptoms identification and prevention, mental illness symptoms identification and mental health issues, classroom management skills, trauma-informed responsive instruction and classroom safety and discipline techniques; and

3. The Commission for Educational Quality and Accountability shall not require more than a four-year program of one hundred twenty-four (124) semester hours to complete a teacher education degree.

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 certification competencies approved by the State Board of Education. It is the intent of the Legislature that the teacher education programs incorporate a

1 curriculum to achieve the competency-based system and include
2 integration of the teacher preparation curricula with the arts and
3 sciences departments curricula. Each institution of higher
4 education which seeks accreditation or approval for its teacher
5 education program shall develop an institution plan which follows
6 the State Board of Education competencies for certification. In
7 developing such institution plans, the higher education institution
8 shall establish a process which seeks information and input from
9 teacher preparation faculty, faculty from arts and sciences and
10 other programs and disciplines which are appropriate, students
11 within the teacher education program, teachers, administrators,
12 parents, guardians or custodians of students and business and
13 community leaders. Each institution shall report annually to the
14 Commission for Educational Quality and Accountability the procedures
15 used to inform the public regarding the institution's teacher
16 education program and the manner through which public input is
17 solicited and received. The institution's plan shall be accessible
18 to any interested party under the Oklahoma Open Records Act. No
19 institution of higher education's teacher education program shall be
20 approved by the Commission unless the institution plan has been
21 approved by that institution's governing board. The Oklahoma State
22 Regents for Higher Education may facilitate the development of
23 institution plans to assist institutions of higher education.

SECTION 2. This act shall become effective November 1, 2020.

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