

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 2nd Session of the 57th Legislature (2020)

4 COMMITTEE SUBSTITUTE
5 FOR
6 HOUSE BILL NO. 3320

By: Conley of the House

and

Kidd of the Senate

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11 COMMITTEE SUBSTITUTE

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

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

21 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as
22 last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp.
23 2019, Section 6-185), is amended to read as follows:

24 Section 6-185. A. The following competencies and methods shall
 be incorporated into the programs approved by the Commission for

1 Educational Quality and Accountability for the competency-based
2 teacher preparation system provided for in the Oklahoma Teacher
3 Preparation Act:

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

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

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

4 a. require teacher candidates to study arts and sciences
5 at the undergraduate level,

6 b. require secondary and elementary/secondary teacher
7 candidates to have undergraduate majors, or their
8 equivalents, in a subject area, and require teacher
9 candidates in early childhood, elementary, and special
10 education to have subject area concentrations which
11 allow qualification as a generalist,

12 c. require teacher candidates in early childhood,
13 elementary, and special education to study dyslexia
14 characteristics and other related disorders in
15 students and classroom instruction techniques. The
16 program shall provide for training that shall include,
17 but not be limited to, methods to identify potential
18 manifestations and issues associated with dyslexia and
19 other related disorders in students and multitiered
20 systems of support and response to intervention in
21 order to recognize, meet or both recognize and meet
22 the needs of students with dyslexia and other related
23 disorders,

1 d. require teacher candidates to study the individuality
2 of students, the capacity of students to learn and the
3 process of learning,

4 ~~d.~~ e. integrate curriculum from other disciplines with the
5 education curriculum,

6 ~~e.~~ f. require teacher candidates to have training
7 experiences and personal contact with parents,
8 guardians or custodians of school-age children,

9 ~~f.~~ g. require teacher candidates to have community
10 involvement experience,

11 ~~g.~~ h. structure courses so as to require teamwork
12 activities, and

13 ~~h.~~ i. require teacher candidates to study, in existing
14 coursework, substance abuse symptoms identification
15 and prevention, mental illness symptoms identification
16 and mental health issues, classroom management skills,
17 trauma-informed responsive instruction and classroom
18 safety and discipline techniques; and

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

23 B. It is the intent of the Legislature that institutions of
24 higher education which offer teacher education programs hold such

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

1 Regents for Higher Education may facilitate the development of
2 institution plans to assist institutions of higher education.

3 SECTION 2. This act shall become effective November 1, 2020.
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5 COMMITTEE REPORT BY: COMMITTEE ON HIGHER EDUCATION AND CAREER TECH,
6 dated 02/27/2020 - DO PASS, As Amended and Coauthored.
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