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ENGROSSED HOUSE
BILL NO. 1905

and

An Act relating to teacher certification; amending 70 O.S. 2011, Section 6-185, as last amended by Section 11, Chapter 124, O.S.L. 2014 (70 O.S. Supp. 2018, Section 6-185), which relates to teacher preparation programs; deleting reference to defunct Commission; requiring teacher candidates to study trauma-informed responsive instruction in existing coursework; and providing an effective date.

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as last amended by Section 11, Chapter 124, O.S.L. 2014 (70 O.S. Supp. 2018, Section 6-185), is amended to read as follows:

Section 6-185. A. The following competencies and methods shall be incorporated into the programs approved by the ~~Oklahoma Commission for Teacher Preparation~~ until July 1, 2014, and approved by the Commission for Educational Quality and Accountability

1 ~~beginning July 1, 2014,~~ for the competency-based teacher preparation
2 system provided for the Oklahoma Teacher Preparation Act:

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

- 5 a. excellence in the arts and sciences,
 - 6 b. an in-depth knowledge of the subject matter to be
7 taught,
 - 8 c. the ability to identify and cultivate talent and
9 potential in students,
 - 10 d. an understanding of child and human development,
 - 11 e. teaching skills developed through a variety of
12 learning experiences,
 - 13 f. the ability to interact effectively with all students,
 - 14 g. skills necessary for working with parents, guardians
15 and custodians of students in the education process,
 - 16 h. skills necessary to involve the community in
17 education,
 - 18 i. skills to foster teamwork within and among schools,
 - 19 j. for administrators, skills necessary to be an
20 effective leader of a school or school district, and
 - 21 k. skills in effective classroom management and student
22 discipline;
- 23
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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 to study the individuality
13 of students, the capacity of students to learn and the
14 process of learning,
- 15 d. integrate curriculum from other disciplines with the
16 education curriculum,
- 17 e. require teacher candidates to have training
18 experiences and personal contact with parents,
19 guardians or custodians of school-age children,
- 20 f. require teacher candidates to have community
21 involvement experience,
- 22 g. structure courses so as to require teamwork
23 activities, and

1 h. require teacher candidates to study, in existing
2 coursework, substance abuse symptoms identification
3 and prevention, mental illness symptoms identification
4 and mental health issues, classroom management skills,
5 trauma-informed responsive instruction and classroom
6 safety and discipline techniques; and

7 3. ~~Until July 1, 2014, the Oklahoma Commission for Teacher~~
8 ~~Preparation and beginning July 1, 2014, the~~ The Commission for
9 Educational Quality and Accountability shall not require more than a
10 four-year program of one hundred twenty-four (124) semester hours to
11 complete a teacher education degree.

12 B. It is the intent of the Legislature that institutions of
13 higher education which offer teacher education programs hold such
14 programs accountable for meeting the certification competencies
15 approved by the State Board of Education. It is the intent of the
16 Legislature that the teacher education programs incorporate a
17 curriculum to achieve the competency-based system and include
18 integration of the teacher preparation curricula with the arts and
19 sciences departments curricula. Each institution of higher
20 education which seeks accreditation or approval for its teacher
21 education program shall develop an institution plan which follows
22 the State Board of Education competencies for certification. In
23 developing such institution plans, the higher education institution
24 shall establish a process which seeks information and input from

1 teacher preparation faculty, faculty from arts and sciences and
2 other programs and disciplines which are appropriate, students
3 within the teacher education program, teachers, administrators,
4 parents, guardians or custodians of students and business and
5 community leaders. ~~Until July 1, 2014, each~~ Each institution shall
6 report annually to the ~~Oklahoma Commission for Teacher Preparation~~
7 ~~and beginning July 1, 2013, to the~~ Commission for Educational
8 Quality and Accountability the procedures used to inform the public
9 regarding the institution's teacher education program and the manner
10 through which public input is solicited and received. The
11 institution's plan shall be accessible to any interested party under
12 the Oklahoma Open Records Act. No institution of higher education's
13 teacher education program shall be approved by the Commission unless
14 the institution plan has been approved by that institution's
15 governing board. The Oklahoma State Regents for Higher Education
16 may facilitate the development of institution plans to assist
17 institutions of higher education.

18 SECTION 2. This act shall become effective November 1, 2019.

19 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION
20 April 2, 2019 - DO PASS
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