

STATE OF OKLAHOMA

2nd Session of the 57th Legislature (2020)

HOUSE BILL 3326

By: Conley

AS INTRODUCED

An Act relating to schools; amending 70 O.S. 2011, Section 6-185, as last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp. 2019, Section 6-185), which relates to the Oklahoma Teacher Preparation Act; requiring certain teacher candidates to study certain reading practices; and providing an effective date.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp. 2019, 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 Commission for Educational Quality and Accountability for the competency-based teacher preparation system provided for in the Oklahoma Teacher Preparation Act:

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

a. excellence in the arts and sciences,

- b. an in-depth knowledge of the subject matter to be taught,
- c. the ability to identify and cultivate talent and potential in students,
- d. an understanding of child and human development,
- e. teaching skills developed through a variety of learning experiences,
- f. the ability to interact effectively with all students,
- g. skills necessary for working with parents, guardians and custodians of students in the education process,
- h. skills necessary to involve the community in education,
- i. skills to foster teamwork within and among schools,
- j. for administrators, skills necessary to be an effective leader of a school or school district, and
- k. skills in effective classroom management and student discipline;

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

- a. require teacher candidates to study arts and sciences at the undergraduate level,
- b. require secondary and elementary/secondary teacher candidates to have undergraduate majors, or their

equivalents, in a subject area, and require teacher candidates in early childhood, elementary, and special education to have subject area concentrations which allow qualification as a generalist,

c. require teacher candidates to study the cognitive science of reading and evidence-based instructional practices, to include, but not limited to, phonological awareness, phonemic awareness, decoding letters into sound and its relationship to printed material, rapid naming skills, oral fluency, vocabulary and comprehension,

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

~~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

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

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

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

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

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