

1 STATE OF OKLAHOMA

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

3 HOUSE BILL 3320

By: Conley

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5
6 AS INTRODUCED

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

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

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

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

24 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,

1 b. require secondary and elementary/secondary teacher
2 candidates to have undergraduate majors, or their
3 equivalents, in a subject area, and require teacher
4 candidates in early childhood, elementary, and special
5 education to have subject area concentrations which
6 allow qualification as a generalist,

7 c. require teacher candidates in early childhood,
8 elementary, and special education to study dyslexia
9 characteristics in students and classroom instruction
10 techniques. The program shall provide for training
11 that shall include, but not be limited to, methods to
12 identify potential manifestations and issues
13 associated with dyslexia in students in order to
14 recognize, meet or both recognize and meet the needs
15 of students with dyslexia,

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

19 ~~d.~~ e. integrate curriculum from other disciplines with the
20 education curriculum,

21 ~~e.~~ f. require teacher candidates to have training
22 experiences and personal contact with parents,
23 guardians or custodians of school-age children,
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- ~~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 curriculum to achieve the competency-based system and include integration of the teacher preparation curricula with the arts and sciences departments curricula. Each institution of higher education which seeks accreditation or approval for its teacher education program shall develop an institution plan which follows

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

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

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