

FLOOR AMENDMENT

HOUSE OF REPRESENTATIVES

State of Oklahoma

SPEAKER:

CHAIR:

I move to amend SB841 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By deleting the content of the entire measure, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Adopted: _____

Amendment submitted by: Toni Hasenbeck

Reading Clerk

STATE OF OKLAHOMA

1st Session of the 60th Legislature (2025)

FLOOR SUBSTITUTE
FOR ENGROSSED

SENATE BILL NO. 841

By: Pugh of the Senate

and

Hasenbeck of the House

FLOOR SUBSTITUTE

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 6-187, as last amended by Section 164, Chapter 452, O.S.L. 2024 (70 O.S. Supp. 2024, Section 6-187), which relates to teacher certification; requiring individuals seeking certification in early childhood, elementary, or special education to successfully complete certain assessment beginning on certain date; amending 70 O.S. 2021, Section 1210.508C, as amended by Section 5, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508C), which relates to reading assessments; modifying purpose for administration of certain screening instruments; amending 70 O.S. 2021, Section 1210.508F, as amended by Section 8, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508F), which relates to reading competencies for teachers; adding adjuncts; removing requirement that certain teacher candidates pass certain assessment prior to graduation; requiring persons seeking certification in certain areas to successfully complete certain assessment as a condition for certification; removing certain reporting requirements; adding adjuncts to required instruction; amending Section 1, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508I), which

1 relates to the Statewide Literacy Revolving Fund;
2 modifying use of the fund; modifying requirement for
3 teacher preparation program students to complete
4 certain training; providing an effective date; and
5 declaring an emergency.

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

7 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-187, as
8 last amended by Section 164, Chapter 452, O.S.L. 2024 (70 O.S. Supp.
9 2024, Section 6-187), is amended to read as follows:

10 Section 6-187. A. Prior to July 1, 2014, a competency
11 examination shall be adopted by the Oklahoma Commission for Teacher
12 Preparation and beginning July 1, 2014, a competency examination
13 shall be adopted by the Commission for Educational Quality and
14 Accountability for the professional education and various subject
15 areas and grade levels for purposes of ensuring academic achievement
16 and competency of each teacher candidate or teacher in the subject
17 area the person is seeking certification to teach which shall also
18 include certification as an administrator, as prescribed by the
19 State Board of Education.

20 The Commission, consistent with the purposes of this section,
21 shall promulgate rules and procedures to guarantee the
22 confidentiality of examinations.

23 B. No teacher candidate shall be eligible for certification
24 until successfully completing the competency examination except

1 those candidates who make application to the ~~State~~ Board and meet
2 the criteria for the alternative placement program pursuant to
3 Section 6-122.3 of this title. Certification shall be limited to
4 areas of approval in which the certified teacher has successfully
5 completed the examination. Subject to the provisions of subsection
6 C of this section, testing for certification for subjects in which a
7 teacher candidate or teacher is seeking a minor teaching assignment
8 or an endorsement to teach shall be limited to the specific subject
9 area test.

10 A teacher candidate or teacher may take the professional
11 education or subject area portions of the examination subject to any
12 limit imposed by the Commission.

13 C. 1. Except as otherwise provided for in this subsection, a
14 teacher may be certified in as many areas as the teacher meets the
15 necessary requirements provided by law and has successfully
16 completed the subject area portion of the examination.

17 2. Except as otherwise provided for in this paragraph,
18 certification in early childhood, elementary, or special education
19 shall require completion of an appropriate teacher education program
20 approved by the Commission and effective July 1, 2025, successful
21 completion of a comprehensive reading instruction assessment as
22 provided for in Section 1210.508F of this title.

23 Any teacher who is certified to teach elementary education may
24 be certified in early childhood education upon meeting the

1 requirements provided in law and successful completion of the
2 appropriate subject area portion of the examination. Any teacher
3 who is certified to teach early childhood education may be certified
4 in elementary education upon meeting the requirements provided in
5 law and successful completion of the appropriate subject area
6 portion of the examination. Any special education teacher who
7 becomes certified to teach through completion of an accredited
8 teacher preparation program may be certified in early childhood or
9 elementary education upon meeting the requirements provided in law
10 and successful completion of the appropriate subject portion of the
11 examination. Any teacher who becomes certified to teach through
12 completion of an accredited teacher preparation program or becomes
13 alternatively certified to teach through the Troops to Teachers
14 program may be certified in special education upon meeting the
15 requirements provided in law and successful completion of the
16 appropriate subject area portion of the examination. Any special
17 education teacher who has not completed a Commission-approved
18 teacher education program in elementary education or early childhood
19 education but who has successfully completed the subject area
20 portion of the examination may be certified in elementary education
21 or early childhood education for the purpose of providing direct
22 instruction and serving as the teacher of record for grading
23 purposes in special education settings only.

1 D. The Commission shall offer the competency examination at
2 least four times per calendar year on dates to be established by the
3 Commission.

4 E. If a teacher candidate or teacher is a non-native-English
5 speaker, the Commission shall offer the subject area competency
6 examination in the native language of the teacher candidate or
7 teacher only if the teacher candidate or teacher is employed or has
8 been offered employment by a school district as a teacher in a
9 foreign language immersion program offered by the school district.
10 If a non-native-English speaker who has received certification in a
11 subject area after taking the subject area competency examination in
12 the native language of the speaker seeks to add a certification area
13 in the future and that person is no longer employed as a teacher in
14 a foreign language immersion program, the examination for the
15 additional certification area shall be taken in English. The State
16 Board of Education shall issue a restricted license or certificate
17 to any teacher who has completed a subject area competency
18 examination in the native language of the teacher as provided for in
19 this subsection restricting the teacher to teaching only in a
20 foreign language immersion program.

21 F. The State Board of Education, in consultation with the
22 Commission for Educational Quality and Accountability, may grant an
23 exception to the requirement to complete a subject area examination
24 for initial certification in a field which does not require an

1 advanced degree if the candidate has an advanced degree in a subject
2 that is substantially comparable to the content assessed on a
3 subject area examination. The advanced degree shall be from an
4 institution accredited by a national or regional accrediting agency
5 which is recognized by the Secretary of the United States Department
6 of Education. The Commission shall provide the Board with the
7 necessary information to determine comparability.

8 G. 1. Nothing in the Oklahoma Teacher Preparation Act shall
9 restrict the right of the State Board of Education to issue an
10 emergency or provisional certificate, as needed. Provided, however,
11 prior to the issuance of an emergency certificate, the district
12 shall document substantial efforts to employ a teacher who holds a
13 provisional or standard certificate. In the event a district is
14 unable to hire an individual meeting this criteria, the district
15 shall document efforts to employ an individual with a provisional or
16 standard certificate in another curricular area with academic
17 preparation in the field of need. Only after these alternatives
18 have been exhausted shall the district be allowed to employ an
19 individual meeting minimum standards as established by the State
20 Board of Education for the issuance of emergency certificates.

21 2. The State Board of Education may renew the emergency or
22 provisional certificate of an individual who has been employed by a
23 school district board of education for at least two (2) years if the
24 following criteria are met:

- a. the individual has been granted an emergency or provisional certificate pursuant to paragraph 1 of this subsection for two (2) years,
- b. the individual has not successfully completed the competency examinations required by this section,
- c. the individual submits a portfolio of his or her work to the State Board of Education, which shall include evidence of progress toward standard certification,
- d. the employing school district board of education agrees to renew the individual's contract to teach for the ensuing fiscal year, and
- e. the superintendent of the employing school district submits to the State Board of Education the reason the emergency or provisional certificate should be renewed and provides evidence of the district's inability to hire a teacher who holds a standard certificate.

3. Individuals employed by a school district under an emergency or provisional certificate shall not be considered career teachers and therefore not entitled to the protections of the Teacher Due Process Act of 1990.

H. The State Board of Education may grant an exception to the requirements for all certification examinations for teacher candidates who are "deaf", which for the purposes of this section shall mean having a hearing loss so severe that the person cannot

process auditory linguistic information with or without accommodation and whose primary language and teaching environment is American Sign Language. The Board may grant an exception upon:

1. Verification by a licensed audiologist of a hearing loss so severe that the teacher candidate cannot process auditory linguistic information with or without accommodation;

2. Demonstration of fluency in American Sign Language;

3. Demonstration of competency in the subject area of specialization as approved by the Board in lieu of certification examinations; and

4. Sponsorship by a certified deaf education teacher for a mentorship program.

The Board may promulgate rules and other requirements as necessary to grant the exceptions described in this subsection. Applicable teaching environments may include American Sign Language immersion programs, the Oklahoma School for the Deaf, programs for the deaf, or other classroom settings in which American Sign Language is the language of instruction.

SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508C, as amended by Section 5, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508C), is amended to read as follows:

Section 1210.508C. A. To identify students who have ~~a reading deficiency including identifying students with~~ characteristics of dyslexia that lead to or cause reading difficulty, each student

1 enrolled in kindergarten and first, second, and third grade in a
2 public school in this state shall be screened at the beginning,
3 middle, and end of each school year for reading skills including,
4 but not limited to, phonological awareness, decoding, fluency,
5 vocabulary, and comprehension. A screening instrument approved by
6 the State Board of Education, in consultation with the Commission
7 for Educational Quality and Accountability and the Secretary of
8 Education, shall be utilized for the purposes of this section. In
9 determining which screening instrument to approve, the State Board
10 of Education, the Commission for Educational Quality and
11 Accountability, and the Secretary of Education shall take into
12 consideration at a minimum the following factors:

13 1. The time required to conduct the screening instrument with
14 the intention of minimizing the impact on instructional time;

15 2. The timeliness in reporting screening instrument results to
16 teachers, administrators, and parents and legal guardians of
17 students; and

18 3. The integration of the screening instrument into reading
19 curriculum.

20 B. Beginning in the 2025-2026 school year, the State Board of
21 Education shall approve no fewer than three ~~(3)~~ screening
22 instruments for use at the beginning, middle, and end of the school
23 year for monitoring of progress and for measurement of reading
24

skills as required in subsection A of this section. The screening instruments shall meet the following criteria:

1. Assess for phonological awareness, decoding, fluency, vocabulary, and comprehension;

2. Document the validity and reliability of each assessment;

3. Can be used for identifying students who are at risk for reading deficiency and progress monitoring throughout the school year;

4. Can be used to assess students with disabilities and English language learners; and

5. Accompanied by a data management system that provides profiles of ~~students~~ each student, class, grade level, and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure.

C. 1. Exemptions to the screening requirements of this section may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction:

a. the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods,

- b. the student's primary expressive or receptive communication is sign language,
- c. the student's primary form of written or read text is Braille, or
- d. the student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

2. A public school that grants an exemption pursuant to paragraph 1 of this subsection shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments. Evidence may include, but not be limited to, student progression toward OAAP reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.

D. 1. Students who are administered a screening instrument pursuant to subsection A of this section and are found not to be meeting grade-level targets shall be provided a program of reading instruction designed to enable students to acquire the appropriate grade-level reading skills. The program of reading instruction shall be based on scientific reading research and align with the

1 subject matter standards adopted by the State Board of Education. A
2 program of reading instruction shall include:

- 3 a. sufficient additional in-school instructional time for
4 the acquisition of phonological awareness, decoding,
5 fluency, vocabulary, and comprehension,
- 6 b. if necessary and if funding is available, tutorial
7 instruction after regular school hours, on Saturdays,
8 and during summer; however, such instruction may not
9 be counted toward the one-hundred-eighty-day or one-
10 thousand-eighty-hour school year required in Section
11 1-109 of this title,
- 12 c. assessments identified for diagnostic purposes and
13 periodic monitoring to measure the acquisition of
14 reading skills including, but not limited to,
15 phonological awareness, decoding, fluency, vocabulary,
16 and comprehension, as identified in the student's
17 program of reading instruction,
- 18 d. high-quality instructional materials grounded in
19 scientifically based reading research, and
- 20 e. a means of providing every family of a student in
21 prekindergarten, kindergarten, and first, second, and
22 third grade access to free online evidence-based
23 literacy instruction resources to support the
24 student's literacy development at home.

1 2. A student enrolled in kindergarten or first, second, or
2 third grade who exhibits a deficiency in reading at any time based
3 on the screening instrument administered pursuant to subsection A of
4 this section shall receive an individual reading intervention plan
5 no later than thirty (30) days after the identification of the
6 deficiency in reading. The reading intervention plan shall be
7 provided in addition to core reading instruction that is provided to
8 all students. The reading intervention plan shall:

- 9 a. describe the research-based reading intervention
10 services the student will receive to remedy the
11 deficiency in reading,
- 12 b. provide explicit and systematic instruction in
13 phonological awareness, decoding, fluency, vocabulary,
14 and comprehension, as applicable,
- 15 c. monitor the reading progress of each student's reading
16 skills throughout the school year and adjust
17 instruction according to the student's needs, and
- 18 d. continue until the student is determined to be meeting
19 grade-level targets in reading based on screening
20 instruments administered pursuant to subsection A of
21 this section or assessments identified for diagnostic
22 purposes and periodic monitoring pursuant to
23 subparagraph c of paragraph 1 of this subsection.

1 3. The reading intervention plan for each student identified
2 with a deficiency in reading shall be developed by a Student Reading
3 Proficiency Team and shall include supplemental instructional
4 services and supports. Each team shall be composed of:

- 5 a. the parent or legal guardian of the student,
- 6 b. the teacher assigned to the student who had
7 responsibility for reading instruction in that
8 academic year,
- 9 c. a teacher who is responsible for reading instruction
10 and is assigned to teach in the next grade level of
11 the student, and
- 12 d. a certified reading specialist or an individual with
13 advanced training or specialization in literacy
14 instruction, if one is available.

15 4. A school district shall notify the parent or legal guardian
16 of any student in kindergarten or first, second, or third grade who
17 exhibits a deficiency in reading at any time based on the screening
18 instrument administered pursuant to subsection A of this section.
19 The notification shall occur no later than thirty (30) days after
20 the identification of the deficiency in reading.

21 E. 1. Every school district shall adopt and implement a
22 district strong readers plan which has had input from school
23 administrators, teachers, and parents and legal guardians and if
24 possible a reading specialist, and which shall be submitted

1 electronically to and approved by the State Board of Education. The
2 plan shall be updated annually. School districts shall not be
3 required to electronically submit the annual updates to the Board if
4 the last plan submitted to the Board was approved and expenditures
5 for the program include only expenses relating to individual and
6 small group tutoring, purchase of and training in the use of
7 screening and assessment measures, summer school programs, and
8 Saturday school programs. If any expenditure for the program is
9 deleted or changed or any other type of expenditure for the program
10 is implemented, the school district shall be required to submit the
11 latest annual update to the Board for approval. The district strong
12 readers plan shall include a plan for each site which includes an
13 analysis of the data provided by the Oklahoma School Testing Program
14 and other reading assessments utilized as required in this section,
15 and which outlines how each school site will comply with the
16 provisions of the Strong Readers Act.

17 2. The State Board of Education shall adopt rules for the
18 implementation and evaluation of the provisions of the Strong
19 Readers Act. The evaluation shall include, but not be limited to,
20 an analysis of the data required in subsection L of this section.

21 F. 1. Any first-grade, second-grade, or third-grade student
22 who demonstrates proficiency in reading through a grade-level
23 appropriate screening instrument approved pursuant to subsection B
24 of this section shall not require a program of reading instruction

1 or an individual reading intervention plan. After a student has
2 demonstrated proficiency through a screening instrument, the
3 district shall provide notification to the parent or legal guardian
4 of the student that he or she has satisfied the requirements of the
5 Strong Readers Act. The district shall continue to monitor the
6 student in the next successive grade level to ensure he or she
7 maintains proficiency.

8 2. Beginning with the 2025-2026 school year, if a third-grade
9 student is identified at any point of the academic year as having a
10 significant reading deficiency, which shall be defined as not
11 meeting grade-level targets on a screening instrument administered
12 pursuant to subsection A of this section, the district shall provide
13 the student with intensive intervention services for the appropriate
14 amount of the instructional day consistent with the individual
15 reading intervention plan developed pursuant to paragraph 2 of
16 subsection D of this section and as determined by the Student
17 Reading Proficiency Team. Intensive intervention services shall
18 continue until the student demonstrates proficiency at his or her
19 grade level based on a screening instrument administered pursuant to
20 subsection A of this section.

21 G. Each school district shall annually report in an electronic
22 format to the State Department of Education, the Office of
23 Educational Quality and Accountability, and the Secretary of
24 Education the number of students in kindergarten through third grade

1 per grade level who exhibit grade-level reading proficiency, the
2 number of students per grade level who received intensive
3 intervention services pursuant to paragraph 2 of subsection F of
4 this section, the number of students per grade level who attended a
5 summer academy as provided for in Section 1210.508E of this title,
6 the number of students per grade level who exhibited improved
7 reading proficiency after completion of intensive intervention
8 services, and the number of students per grade level who are still
9 in need of intensive intervention services. The State Department of
10 Education shall publicly report the aggregate and district-specific
11 numbers submitted pursuant to this subsection on its website and
12 shall provide electronic copies of the report to the Governor,
13 Secretary of Education, President Pro Tempore of the Senate, Speaker
14 of the House of Representatives, and to the respective chairs of the
15 committees with responsibility for common education policy in each
16 legislative chamber.

17 H. The parent of any student who is found to have a reading
18 deficiency and is not meeting grade-level reading targets and has
19 been provided a program of reading instruction as provided for in
20 paragraph 1 of subsection D of this section shall be notified in
21 writing of the following:

22 1. That the student has been identified as having a substantial
23 deficiency in reading;

1 2. A description of the current services that are provided to
2 the student pursuant to subsection D of this section;

3 3. A description of the proposed intensive intervention
4 services and supports that will be provided to the student that are
5 designed to remediate the identified area of reading deficiency as
6 provided for in paragraph 2 of subsection F of this section;

7 4. That a student who is promoted to the fourth grade shall
8 receive supplemental intensive intervention services;

9 5. Strategies for parents to use in helping their child succeed
10 in reading proficiency; and

11 6. The grade-level performance scores of the student.

12 I. No student may be assigned to a grade level based solely on
13 age or other factors that constitute social promotion.

14 J. 1. Each school district board of education shall annually
15 publish on the school website and report electronically to the State
16 Department of Education, the Office of Educational Quality and
17 Accountability, and the Secretary of Education by September 1 of
18 each year the following information on the prior school year:

- 19 a. the policies and procedures adopted by the school
20 district board of education to implement the
21 provisions of this section. The information submitted
22 shall include expenditures related to implementing the
23 provisions of this section, the number of staff
24 implementing the provisions of this section, and

1 average daily classroom time devoted to implementing
2 the provisions of this section,

3 b. by grade, the number and percentage of all students in
4 kindergarten through third grade who did not meet
5 grade-level targets based on a screening instrument
6 administered pursuant to subsection A of this section,

7 c. by grade, the number and percentage of all students in
8 kindergarten through third grade who have been
9 enrolled in the district for fewer than two (2) years,

10 d. by grade, the number and percentage of students in
11 kindergarten through third grade who demonstrated
12 grade-level proficiency based on a screening
13 instrument administered pursuant to subsection A of
14 this section, and

15 e. by grade, the number and percentage of students in
16 kindergarten through third grade who are on an
17 individualized education program (IEP) in accordance
18 with the Individuals with Disabilities Education Act
19 (IDEA) and who demonstrated grade-level proficiency
20 based on a screening instrument administered pursuant
21 to subsection A of this section or an alternative
22 assessment prescribed by the student's IEP.

23 2. The State Department of Education shall establish a uniform
24 format for school districts to report the information required in

1 this subsection. The format shall be developed with input from
2 school districts and shall be provided not later than ninety (90)
3 days prior to the annual due date. The Department shall annually
4 compile the information required, along with state-level summary
5 information, and electronically report the information to the
6 public, the Governor, the Secretary of Education, the President Pro
7 Tempore of the Senate, and the Speaker of the House of
8 Representatives.

9 K. The State Department of Education shall provide technical
10 assistance as needed to aid school districts in administering the
11 provisions of the Strong Readers Act.

12 L. On or before January 31 of each year, the State Department
13 of Education shall electronically submit to the Governor, the
14 President Pro Tempore of the Senate, the Speaker of the House of
15 Representatives, and members of the committees with responsibility
16 over common education in both houses of the Legislature a Strong
17 Readers Report which shall include, but is not limited to, trend
18 data detailing three (3) years of data, disaggregated by student
19 subgroups to include economically disadvantaged, major racial or
20 ethnic groups, students with disabilities, and English language
21 learners, as appropriate for the following:

22 1. The statewide aggregate number and percentage of students in
23 kindergarten through third grade determined to be at risk for
24

1 reading difficulties compared to the total number of students
2 enrolled in each grade;

3 2. The statewide aggregate number and percentage of students in
4 kindergarten who continue to be at risk for reading difficulties as
5 determined by the year-end administration of the screening
6 instrument required in subsection A of this section;

7 3. The statewide aggregate number and percentage of students in
8 kindergarten through third grade who have successfully completed
9 their program of reading instruction and are reading on grade level
10 as determined by the results of screening instruments administered
11 pursuant to subsection A of this section;

12 4. The statewide aggregate and district-specific number and
13 percentage of students that meet or do not meet grade-level targets
14 for reading based on screening instruments administered pursuant to
15 subsection A of this section;

16 5. The amount of funds received by each district for
17 implementation of the Strong Readers Act;

18 6. An evaluation and narrative interpretation of the report
19 data analyzing the impact of the Strong Readers Act on students'
20 ability to read at grade level;

21 7. The type of reading instruction practices and methods
22 currently being used by school districts in the state;

23 8. Socioeconomic information, access to reading resources
24 outside of school, and screening for and identification of learning

1 disabilities for students not reading at the appropriate grade level
2 in kindergarten and first through third grade;

3 9. By grade level, the types of intensive intervention efforts
4 being conducted by school districts for students who are not on an
5 IEP and who are not reading at the appropriate grade level and for
6 students who are on an IEP and who are not reading at the
7 appropriate grade level; and

8 10. Any recommendations for improvements or amendments to the
9 Strong Readers Act.

10 The State Department of Education may contract with an
11 independent entity for the reporting and analysis requirements of
12 this subsection.

13 M. Copies of the results of the screening instruments
14 administered pursuant to subsection A of this section shall be made
15 a part of the permanent record of each student.

16 SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508F,
17 as amended by Section 8, Chapter 411, O.S.L. 2024 (70 O.S. Supp.
18 2024, Section 1210.508F), is amended to read as follows:

19 Section 1210.508F. A. The Commission for Educational Quality
20 and Accountability shall ensure that the reading competencies for
21 elementary teachers are included in the competencies for special
22 education teachers.

23 B. The Commission for Educational Quality and Accountability in
24 collaboration with the Oklahoma State Regents for Higher Education

1 shall ensure that all teachers and adjuncts of early childhood
2 education, elementary education, and special education are provided
3 quality training in intervention, instruction, and remediation
4 strategies in the science of reading to provide explicit and
5 systematic instruction in phonological awareness, decoding, fluency,
6 vocabulary, and comprehension and implement reading strategies that
7 research has shown to be successful in improving reading among
8 students with reading difficulties. In addition, quality education
9 for prospective teachers shall be provided in research-based
10 instructional strategies for instruction, assessment, and
11 intervention for literacy development for all students including
12 advanced readers, typically developing readers, and struggling
13 readers who are coping with a range of challenges including, but not
14 limited to, English learners and learners with handicapping
15 conditions and learning disabilities, including dyslexia. Quality
16 training shall include guidance from professional resources such as
17 the Report of the National Reading Panel, Response to Intervention
18 guidelines, and professional organizations such as the Council for
19 Exceptional Children, International Dyslexia Association,
20 International Literacy Association, National Council of Teachers of
21 English, and National Association for the Education of Young
22 Children.

23 C. All institutions within The Oklahoma State System of Higher
24 Education that offer elementary, early childhood education, or

1 special education programs approved by the Commission for
2 Educational Quality and Accountability shall incorporate into those
3 programs the requirement that teacher candidates study the five
4 elements of reading instruction which are phonological awareness,
5 decoding, fluency, vocabulary, and comprehension. Teacher
6 candidates shall study strategies including, but not limited to,
7 instruction that is explicitly taught, sequenced, multimodal
8 (reading, writing, speaking, listening, hands-on, etc.),
9 multidisciplinary, and reflective to adapt for individual learners.

10 D. Effective July 1, 2025, ~~teacher candidates enrolled in an~~
11 ~~institution within The Oklahoma State System of Higher Education~~ any
12 person seeking initial certification in a special education, early
13 childhood education, or elementary education program in this state
14 shall be required to successfully complete a comprehensive reading
15 instruction assessment approved by the Commission for Educational
16 Quality and Accountability ~~shall pass, prior to graduation, a~~
17 ~~comprehensive assessment to measure their teaching skills in the~~
18 ~~area of reading instruction~~ as a condition for certification. The
19 assessment shall ~~be developed and administered by the Commission for~~
20 ~~Educational Quality and Accountability. The assessment shall~~
21 ~~measure~~ evaluate the certification applicant's knowledge and
22 understanding of the ~~teacher candidate in the teaching of the five~~
23 elements of reading instruction which are phonological awareness,
24 decoding, fluency, vocabulary, and comprehension. ~~The results of~~

~~the assessment shall be included in the Commission's required annual report for each institution. The Commission shall include the data in the annual report to the Legislature as required pursuant to Section 6-186 of this title. It is the intent of the Legislature to ensure that teachers graduating from institutions within The Oklahoma State System of Higher Education have the knowledge and skills to effectively teach reading to all children.~~

E. Candidates applying for adjunct positions, an alternative placement teaching certificate, or an emergency teaching certificate in elementary education shall complete instruction in the science of reading as determined by the Commission for Educational Quality and Accountability and the State Board of Education.

SECTION 4. AMENDATORY Section 1, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508I), is amended to read as follows:

Section 1210.508I. A. There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Statewide Literacy Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the State Regents from state appropriations provided for the purpose of implementing the provisions of subsection B of this section. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the State Regents for the

1 purpose provided for in this subsection. Expenditures from the fund
2 shall be made upon warrants issued by the State Treasurer against
3 claims filed as prescribed by law with the Director of the Office of
4 Management and Enterprise Services for approval and payment.

5 B. Subject to the availability of funding, the Oklahoma State
6 Regents for Higher Education shall utilize the Statewide Literacy
7 Revolving Fund created in subsection A of this section to:

8 1. Implement training in the science of reading in early
9 childhood education, elementary education, and special education
10 teacher preparation programs accredited by the Commission for
11 Educational Quality and Accountability. For the purposes of this
12 section, training in the science of reading includes providing
13 explicit and systematic instruction in phonological awareness,
14 decoding, fluency, vocabulary, and comprehension and implementing
15 reading strategies that research has shown to be successful in
16 improving reading among students with reading difficulties.
17 Beginning with students entering ~~a~~ an early childhood education,
18 elementary education, or special education teacher preparation
19 program accredited by the Commission for Educational Quality and
20 Accountability in the 2025-2026 academic year, completion of
21 training required by this paragraph shall lead to a micro-credential
22 in the science of reading which shall be reflected on teaching
23 certificates awarded to such individuals; and
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1 2. Support teacher preparation programs accredited by the
2 Commission for Educational Quality and Accountability in developing
3 and implementing a micro-credential in the science of reading for
4 certified teachers employed by school districts and charter schools
5 in this state. A micro-credential awarded pursuant to this
6 paragraph shall be reflected on a teacher's certificate to teach.

7 SECTION 5. This act shall become effective July 1, 2025.

8 SECTION 6. It being immediately necessary for the preservation
9 of the public peace, health, or safety, an emergency is hereby
10 declared to exist, by reason whereof this act shall take effect and
11 be in full force from and after its passage and approval.

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13 60-1-13552 AQH 04/16/25
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