

SENATE CHAMBER

STATE OF OKLAHOMA

DISPOSITION

☒ FLOOR AMENDMENT


No. 1

☐ COMMITTEE AMENDMENT

(Date)

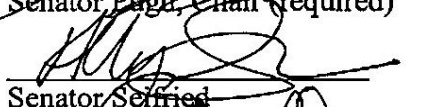
I move to amend Senate Bill No. 841, by substituting the attached floor substitute (Request #1871) for the title, enacting clause, and entire body of the measure.

Submitted by:


Senator Pugh

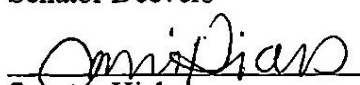
I hereby grant permission for the floor substitute to be adopted.


Senator Pugh, Chair (required)


Senator Seifried



Senator Dossett

Senator Deevers

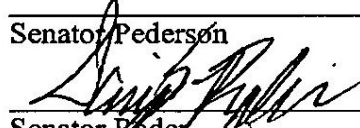

Senator Hicks

Senator Hines

Senator Paxton, President Pro Tempore


Senator Mann

Senator Pederson


Senator Rader

Senator Reinhardt

Senator Sacchieri

Senator Daniels, Majority Floor Leader

Note: Education committee majority requires six (6) members' signatures.

Pugh-EB-FS-SB841
3/17/2025 8:54 AM

(Floor Amendments Only)

Date and Time Filed:

3/17/25 2:24 pm 

☐ Untimely

☐ Amendment Cycle Extended

☐ Secondary Amendment

STATE OF OKLAHOMA

1st Session of the 60th Legislature (2025)

FLOOR SUBSTITUTE
FOR

SENATE BILL NO. 841

By: Pugh of the Senate

and

Hasenbeck of the House

FLOOR SUBSTITUTE

[reading assessments - screening instruments - fund
- training - effective date -
emergency]

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

SECTION 1. AMENDATORY 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), is amended to read as follows:

Section 6-187. A. Prior to July 1, 2014, a competency
examination shall be adopted by the Oklahoma Commission for Teacher
Preparation and beginning July 1, 2014, a competency examination
shall be adopted by the Commission for Educational Quality and
Accountability for the professional education and various subject
areas and grade levels for purposes of ensuring academic achievement
and competency of each teacher candidate or teacher in the subject

1 area the person is seeking certification to teach which shall also
2 include certification as an administrator, as prescribed by the
3 State Board of Education.

4 The Commission, consistent with the purposes of this section,
5 shall promulgate rules and procedures to guarantee the
6 confidentiality of examinations.

7 B. No teacher candidate shall be eligible for certification
8 until successfully completing the competency examination except
9 those candidates who make application to the ~~State~~ Board and meet
10 the criteria for the alternative placement program pursuant to
11 Section 6-122.3 of this title. Certification shall be limited to
12 areas of approval in which the certified teacher has successfully
13 completed the examination. Subject to the provisions of subsection
14 C of this section, testing for certification for subjects in which a
15 teacher candidate or teacher is seeking a minor teaching assignment
16 or an endorsement to teach shall be limited to the specific subject
17 area test.

18 A teacher candidate or teacher may take the professional
19 education or subject area portions of the examination subject to any
20 limit imposed by the Commission.

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

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

7 Any teacher who is certified to teach elementary education may
8 be certified in early childhood education upon meeting the
9 requirements provided in law and successful completion of the
10 appropriate subject area portion of the examination. Any teacher
11 who is certified to teach early childhood education may be certified
12 in elementary education upon meeting the requirements provided in
13 law and successful completion of the appropriate subject area
14 portion of the examination. Any special education teacher who
15 becomes certified to teach through completion of an accredited
16 teacher preparation program may be certified in early childhood or
17 elementary education upon meeting the requirements provided in law
18 and successful completion of the appropriate subject portion of the
19 examination. Any teacher who becomes certified to teach through
20 completion of an accredited teacher preparation program or becomes
21 alternatively certified to teach through the Troops to Teachers
22 program may be certified in special education upon meeting the
23 requirements provided in law and successful completion of the
24 appropriate subject area portion of the examination. Any special

1 education teacher who has not completed a Commission-approved
2 teacher education program in elementary education or early childhood
3 education but who has successfully completed the subject area
4 portion of the examination may be certified in elementary education
5 or early childhood education for the purpose of providing direct
6 instruction and serving as the teacher of record for grading
7 purposes in special education settings only.

8 D. The Commission shall offer the competency examination at
9 least four times per calendar year on dates to be established by the
10 Commission.

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

1 examination in the native language of the teacher as provided for in
2 this subsection restricting the teacher to teaching only in a
3 foreign language immersion program.

4 F. The State Board of Education, in consultation with the
5 Commission for Educational Quality and Accountability, may grant an
6 exception to the requirement to complete a subject area examination
7 for initial certification in a field which does not require an
8 advanced degree if the candidate has an advanced degree in a subject
9 that is substantially comparable to the content assessed on a
10 subject area examination. The advanced degree shall be from an
11 institution accredited by a national or regional accrediting agency
12 which is recognized by the Secretary of the United States Department
13 of Education. The Commission shall provide the Board with the
14 necessary information to determine comparability.

15 G. 1. Nothing in the Oklahoma Teacher Preparation Act shall
16 restrict the right of the State Board of Education to issue an
17 emergency or provisional certificate, as needed. Provided, however,
18 prior to the issuance of an emergency certificate, the district
19 shall document substantial efforts to employ a teacher who holds a
20 provisional or standard certificate. In the event a district is
21 unable to hire an individual meeting this criteria, the district
22 shall document efforts to employ an individual with a provisional or
23 standard certificate in another curricular area with academic
24 preparation in the field of need. Only after these alternatives

1 have been exhausted shall the district be allowed to employ an
2 individual meeting minimum standards as established by the State
3 Board of Education for the issuance of emergency certificates.

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

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

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

5 H. The State Board of Education may grant an exception to the
6 requirements for all certification examinations for teacher
7 candidates who are "deaf", which for the purposes of this section
8 shall mean having a hearing loss so severe that the person cannot
9 process auditory linguistic information with or without
10 accommodation and whose primary language and teaching environment is
11 American Sign Language. The Board may grant an exception upon:

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

15 2. Demonstration of fluency in American Sign Language;

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

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

21 The Board may promulgate rules and other requirements as
22 necessary to grant the exceptions described in this subsection.
23 Applicable teaching environments may include American Sign Language
24 immersion programs, the Oklahoma School for the Deaf, programs for

1 the deaf, or other classroom settings in which American Sign
2 Language is the language of instruction.

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

6 Section 1210.508C. A. To identify students who have ~~a reading~~
7 ~~deficiency including identifying students with~~ characteristics of
8 dyslexia that lead to or cause reading difficulty, each student
9 enrolled in kindergarten and first, second, and third grade in a
10 public school in this state shall be screened at the beginning,
11 middle, and end of each school year for reading skills including,
12 but not limited to, phonological awareness, decoding, fluency,
13 vocabulary, and comprehension. A screening instrument approved by
14 the State Board of Education, in consultation with the Commission
15 for Educational Quality and Accountability and the Secretary of
16 Education, shall be utilized for the purposes of this section. In
17 determining which screening instrument to approve, the State Board
18 of Education, the Commission for Educational Quality and
19 Accountability, and the Secretary of Education shall take into
20 consideration at a minimum the following factors:

21 1. The time required to conduct the screening instrument with
22 the intention of minimizing the impact on instructional time;
23
24

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

4 3. The integration of the screening instrument into reading
5 curriculum.

6 B. Beginning in the 2025-2026 school year, the State Board of
7 Education shall approve no fewer than three ~~(3)~~ screening
8 instruments for use at the beginning, middle, and end of the school
9 year for monitoring of progress and for measurement of reading
10 skills as required in subsection A of this section. The screening
11 instruments shall meet the following criteria:

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

14 2. Document the validity and reliability of each assessment;

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

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

20 5. Accompanied by a data management system that provides
21 profiles of ~~students~~ each student, class, grade level, and school
22 building. The profiles shall identify each student's instructional
23 point of need and reading achievement level. The State Board shall
24

1 also determine other comparable reading assessments for diagnostic
2 purposes to be used for students at risk of reading failure.

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

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

10 b. the student's primary expressive or receptive
11 communication is sign language,

12 c. the student's primary form of written or read text is
13 Braille, or

14 d. the student's primary expressive or receptive language
15 is not English, the student is identified as an
16 English learner using a state-approved identification
17 assessment, and the student has had less than one (1)
18 school year of instruction in an English-learner
19 program.

20 2. A public school that grants an exemption pursuant to
21 paragraph 1 of this subsection shall provide ongoing evidence of
22 student progression toward English language acquisition with the
23 same frequency as administration of screening assessments. Evidence
24 may include, but not be limited to, student progression toward OAAP

1 reading essential elements, proficiency in sign language and reading
2 comprehension, and proficiency in Braille and reading comprehension.

3 D. 1. Students who are administered a screening instrument
4 pursuant to subsection A of this section and are found not to be
5 meeting grade-level targets shall be provided a program of reading
6 instruction designed to enable students to acquire the appropriate
7 grade-level reading skills. The program of reading instruction
8 shall be based on scientific reading research and align with the
9 subject matter standards adopted by the State Board of Education. A
10 program of reading instruction shall include:

- 11 a. sufficient additional in-school instructional time for
12 the acquisition of phonological awareness, decoding,
13 fluency, vocabulary, and comprehension,
- 14 b. if necessary and if funding is available, tutorial
15 instruction after regular school hours, on Saturdays,
16 and during summer; however, such instruction may not
17 be counted toward the one-hundred-eighty-day or one-
18 thousand-eighty-hour school year required in Section
19 1-109 of this title,
- 20 c. assessments identified for diagnostic purposes and
21 periodic monitoring to measure the acquisition of
22 reading skills including, but not limited to,
23 phonological awareness, decoding, fluency, vocabulary,
24

1 and comprehension, as identified in the student's
2 program of reading instruction,

3 d. high-quality instructional materials grounded in
4 scientifically based reading research, and

5 e. a means of providing every family of a student in
6 prekindergarten, kindergarten, and first, second, and
7 third grade access to free online evidence-based
8 literacy instruction resources to support the
9 student's literacy development at home.

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

18 a. describe the research-based reading intervention
19 services the student will receive to remedy the
20 deficiency in reading,

21 b. provide explicit and systematic instruction in
22 phonological awareness, decoding, fluency, vocabulary,
23 and comprehension, as applicable,
24

- c. monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and
- d. continue until the student is determined to be meeting grade-level targets in reading based on screening instruments administered pursuant to subsection A of this section or assessments identified for diagnostic purposes and periodic monitoring pursuant to subparagraph c of paragraph 1 of this subsection.

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

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

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

7 E. 1. Every school district shall adopt and implement a
8 district strong readers plan which has had input from school
9 administrators, teachers, and parents and legal guardians and if
10 possible a reading specialist, and which shall be submitted
11 electronically to and approved by the State Board of Education. The
12 plan shall be updated annually. School districts shall not be
13 required to electronically submit the annual updates to the Board if
14 the last plan submitted to the Board was approved and expenditures
15 for the program include only expenses relating to individual and
16 small group tutoring, purchase of and training in the use of
17 screening and assessment measures, summer school programs, and
18 Saturday school programs. If any expenditure for the program is
19 deleted or changed or any other type of expenditure for the program
20 is implemented, the school district shall be required to submit the
21 latest annual update to the Board for approval. The district strong
22 readers plan shall include a plan for each site which includes an
23 analysis of the data provided by the Oklahoma School Testing Program
24 and other reading assessments utilized as required in this section,

1 and which outlines how each school site will comply with the
2 provisions of the Strong Readers Act.

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

7 F. 1. Any first-grade, second-grade, or third-grade student
8 who demonstrates proficiency in reading through a grade-level
9 appropriate screening instrument approved pursuant to subsection B
10 of this section shall not require a program of reading instruction
11 or an individual reading intervention plan. After a student has
12 demonstrated proficiency through a screening instrument, the
13 district shall provide notification to the parent or legal guardian
14 of the student that he or she has satisfied the requirements of the
15 Strong Readers Act. The district shall continue to monitor the
16 student in the next successive grade level to ensure he or she
17 maintains proficiency.

18 2. Beginning with the 2025-2026 school year, if a third-grade
19 student is identified at any point of the academic year as having a
20 significant reading deficiency, which shall be defined as not
21 meeting grade-level targets on a screening instrument administered
22 pursuant to subsection A of this section, the district shall provide
23 the student with intensive intervention services for the appropriate
24 amount of the instructional day consistent with the individual

1 reading intervention plan developed pursuant to paragraph 2 of
2 subsection D of this section and as determined by the Student
3 Reading Proficiency Team. Intensive intervention services shall
4 continue until the student demonstrates proficiency at his or her
5 grade level based on a screening instrument administered pursuant to
6 subsection A of this section.

7 G. Each school district shall annually report in an electronic
8 format to the State Department of Education, the Office of
9 Educational Quality and Accountability, and the Secretary of
10 Education the number of students in kindergarten through third grade
11 per grade level who exhibit grade-level reading proficiency, the
12 number of students per grade level who received intensive
13 intervention services pursuant to paragraph 2 of subsection F of
14 this section, the number of students per grade level who attended a
15 summer academy as provided for in Section 1210.508E of this title,
16 the number of students per grade level who exhibited improved
17 reading proficiency after completion of intensive intervention
18 services, and the number of students per grade level who are still
19 in need of intensive intervention services. The State Department of
20 Education shall publicly report the aggregate and district-specific
21 numbers submitted pursuant to this subsection on its website and
22 shall provide electronic copies of the report to the Governor,
23 Secretary of Education, President Pro Tempore of the Senate, Speaker
24 of the House of Representatives, and to the respective chairs of the

committees with responsibility for common education policy in each legislative chamber.

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

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

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

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

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

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

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

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

J. 1. Each school district board of education shall annually publish on the school website and report electronically to the State

1 Department of Education, the Office of Educational Quality and
2 Accountability, and the Secretary of Education by September 1 of
3 each year the following information on the prior school year:

- 4 a. the policies and procedures adopted by the school
5 district board of education to implement the
6 provisions of this section. The information submitted
7 shall include expenditures related to implementing the
8 provisions of this section, the number of staff
9 implementing the provisions of this section, and
10 average daily classroom time devoted to implementing
11 the provisions of this section,
- 12 b. by grade, the number and percentage of all students in
13 kindergarten through third grade who did not meet
14 grade-level targets based on a screening instrument
15 administered pursuant to subsection A of this section,
- 16 c. by grade, the number and percentage of all students in
17 kindergarten through third grade who have been
18 enrolled in the district for fewer than two (2) years,
- 19 d. by grade, the number and percentage of students in
20 kindergarten through third grade who demonstrated
21 grade-level proficiency based on a screening
22 instrument administered pursuant to subsection A of
23 this section, and

1 e. by grade, the number and percentage of students in
2 kindergarten through third grade who are on an
3 individualized education program (IEP) in accordance
4 with the Individuals with Disabilities Education Act
5 (IDEA) and who demonstrated grade-level proficiency
6 based on a screening instrument administered pursuant
7 to subsection A of this section or an alternative
8 assessment prescribed by the student's IEP.

9 2. The State Department of Education shall establish a uniform
10 format for school districts to report the information required in
11 this subsection. The format shall be developed with input from
12 school districts and shall be provided not later than ninety (90)
13 days prior to the annual due date. The Department shall annually
14 compile the information required, along with state-level summary
15 information, and electronically report the information to the
16 public, the Governor, the Secretary of Education, the President Pro
17 Tempore of the Senate, and the Speaker of the House of
18 Representatives.

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

22 L. On or before January 31 of each year, the State Department
23 of Education shall electronically submit to the Governor, the
24 President Pro Tempore of the Senate, the Speaker of the House of

1 Representatives, and members of the committees with responsibility
2 over common education in both houses of the Legislature a Strong
3 Readers Report which shall include, but is not limited to, trend
4 data detailing three (3) years of data, disaggregated by student
5 subgroups to include economically disadvantaged, major racial or
6 ethnic groups, students with disabilities, and English language
7 learners, as appropriate for the following:

8 1. The statewide aggregate number and percentage of students in
9 kindergarten through third grade determined to be at risk for
10 reading difficulties compared to the total number of students
11 enrolled in each grade;

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

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

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

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

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

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

8 8. Socioeconomic information, access to reading resources
9 outside of school, and screening for and identification of learning
10 disabilities for students not reading at the appropriate grade level
11 in kindergarten and first through third grade;

12 9. By grade level, the types of intensive intervention efforts
13 being conducted by school districts for students who are not on an
14 IEP and who are not reading at the appropriate grade level and for
15 students who are on an IEP and who are not reading at the
16 appropriate grade level; and

17 10. Any recommendations for improvements or amendments to the
18 Strong Readers Act.

19 The State Department of Education may contract with an
20 independent entity for the reporting and analysis requirements of
21 this subsection.

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

SECTION 3. AMENDATORY 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), is amended to read as follows:

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

B. The Commission for Educational Quality and Accountability in
collaboration with the Oklahoma State Regents for Higher Education
shall ensure that all teachers of early childhood education,
elementary education, and special education are provided quality
training in intervention, instruction, and remediation strategies in
the science of reading to provide explicit and systematic
instruction in phonological awareness, decoding, fluency,
vocabulary, and comprehension and implement reading strategies that
research has shown to be successful in improving reading among
students with reading difficulties. In addition, quality education
for prospective teachers shall be provided in research-based
instructional strategies for instruction, assessment, and
intervention for literacy development for all students including
advanced readers, typically developing readers, and struggling
readers who are coping with a range of challenges including, but not
limited to, English learners and learners with handicapping
conditions and learning disabilities, including dyslexia. Quality

1 training shall include guidance from professional resources such as
2 the Report of the National Reading Panel, Response to Intervention
3 guidelines, and professional organizations such as the Council for
4 Exceptional Children, International Dyslexia Association,
5 International Literacy Association, National Council of Teachers of
6 English, and National Association for the Education of Young
7 Children.

8 C. All institutions within The Oklahoma State System of Higher
9 Education that offer elementary, early childhood education, or
10 special education programs approved by the Commission for
11 Educational Quality and Accountability shall incorporate into those
12 programs the requirement that teacher candidates study the five
13 elements of reading instruction which are phonological awareness,
14 decoding, fluency, vocabulary, and comprehension. Teacher
15 candidates shall study strategies including, but not limited to,
16 instruction that is explicitly taught, sequenced, multimodal
17 (reading, writing, speaking, listening, hands-on, etc.),
18 multidisciplinary, and reflective to adapt for individual learners.

19 D. Effective July 1, 2025, ~~teacher candidates enrolled in an~~
20 ~~institution within The Oklahoma State System of Higher Education~~ any
21 person seeking initial certification in a special education, early
22 childhood education, or elementary education program in this state
23 shall be required to successfully complete a comprehensive reading
24 instruction assessment approved by the Commission for Educational

1 ~~Quality and Accountability shall pass, prior to graduation, a~~
2 ~~comprehensive assessment to measure their teaching skills in the~~
3 ~~area of reading instruction as a condition for certification.~~ The
4 ~~assessment shall be developed and administered by the Commission for~~
5 ~~Educational Quality and Accountability.~~ The assessment shall
6 ~~measure~~ evaluate the certification applicant's knowledge and
7 understanding of the ~~teacher candidate in the teaching of the five~~
8 elements of reading instruction which are phonological awareness,
9 decoding, fluency, vocabulary, and comprehension. ~~The results of~~
10 ~~the assessment shall be included in the Commission's required annual~~
11 ~~report for each institution.~~ The Commission shall include the data
12 ~~in the annual report to the Legislature as required pursuant to~~
13 ~~Section 6-186 of this title.~~ It is the intent of the Legislature to
14 ~~ensure that teachers graduating from institutions within The~~
15 ~~Oklahoma State System of Higher Education have the knowledge and~~
16 ~~skills to effectively teach reading to all children.~~

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

22 SECTION 4. AMENDATORY Section 1, Chapter 411, O.S.L.
23 2024 (70 O.S. Supp. 2024, Section 1210.508I), is amended to read as
24 follows:

1 Section 1210.508I. A. There is hereby created in the State
2 Treasury a revolving fund for the Oklahoma State Regents for Higher
3 Education to be designated the "Statewide Literacy Revolving Fund".
4 The fund shall be a continuing fund, not subject to fiscal year
5 limitations, and shall consist of all monies received by the State
6 Regents from state appropriations provided for the purpose of
7 implementing the provisions of subsection B of this section. All
8 monies accruing to the credit of the fund are hereby appropriated
9 and may be budgeted and expended by the State Regents for the
10 purpose provided for in this subsection. Expenditures from the fund
11 shall be made upon warrants issued by the State Treasurer against
12 claims filed as prescribed by law with the Director of the Office of
13 Management and Enterprise Services for approval and payment.

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

17 1. Implement training in the science of reading in early
18 childhood education, elementary education, and special education
19 teacher preparation programs accredited by the Commission for
20 Educational Quality and Accountability. For the purposes of this
21 section, training in the science of reading includes providing
22 explicit and systematic instruction in phonological awareness,
23 decoding, fluency, vocabulary, and comprehension and implementing
24 reading strategies that research has shown to be successful in

1 improving reading among students with reading difficulties.
2 Beginning with students entering ~~a~~ an early childhood education,
3 elementary education, or special education teacher preparation
4 program accredited by the Commission for Educational Quality and
5 Accountability in the 2025-2026 academic year, completion of
6 training required by this paragraph shall lead to a micro-credential
7 in the science of reading which shall be reflected on teaching
8 certificates awarded to such individuals; and

9 2. Support teacher preparation programs accredited by the
10 Commission for Educational Quality and Accountability in developing
11 and implementing a micro-credential in the science of reading for
12 certified teachers employed by school districts and charter schools
13 in this state. A micro-credential awarded pursuant to this
14 paragraph shall be reflected on a teacher's certificate to teach.

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

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

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