

# 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.

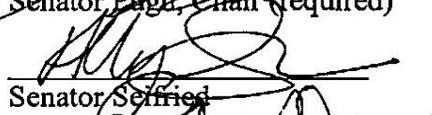
Submitted by:

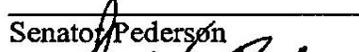
  
Senator Pugh

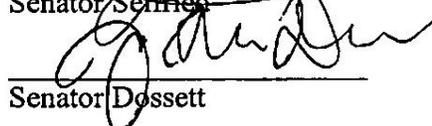
I hereby grant permission for the floor substitute to be adopted.

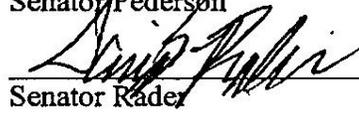
  
Senator Pugh, Chair (required)

  
Senator Mann

  
Senator Seifried

  
Senator Pederson

  
Senator Dossett

  
Senator Rader

\_\_\_\_\_  
Senator Deevers

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Senator Reinhardt

  
Senator Hicks

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Senator Sacchieri

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Senator Hines

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Senator Paxton, President Pro Tempore

\_\_\_\_\_  
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

1 STATE OF OKLAHOMA

2 1st Session of the 60th Legislature (2025)

3 FLOOR SUBSTITUTE  
4 FOR

5 SENATE BILL NO. 841

6 By: Pugh of the Senate

7 and

8 Hasenbeck of the House

9 FLOOR SUBSTITUTE

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

13  
14 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

15 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-187, as  
16 last amended by Section 164, Chapter 452, O.S.L. 2024 (70 O.S. Supp.  
17 2024, Section 6-187), is amended to read as follows:

18 Section 6-187. A. Prior to July 1, 2014, a competency  
19 examination shall be adopted by the Oklahoma Commission for Teacher  
20 Preparation and beginning July 1, 2014, a competency examination  
21 shall be adopted by the Commission for Educational Quality and  
22 Accountability for the professional education and various subject  
23 areas and grade levels for purposes of ensuring academic achievement  
24 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.

24

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

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

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

- 14 a. the parent or legal guardian of the student,  
15 b. the teacher assigned to the student who had  
16 responsibility for reading instruction in that  
17 academic year,  
18 c. a teacher who is responsible for reading instruction  
19 and is assigned to teach in the next grade level of  
20 the student, and  
21 d. a certified reading specialist or an individual with  
22 advanced training or specialization in literacy  
23 instruction, if one is available.  
24

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

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

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

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

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

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

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

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

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

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

23 J. 1. Each school district board of education shall annually  
24 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.

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

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

8 B. The Commission for Educational Quality and Accountability in  
9 collaboration with the Oklahoma State Regents for Higher Education  
10 shall ensure that all teachers of early childhood education,  
11 elementary education, and special education are provided quality  
12 training in intervention, instruction, and remediation strategies in  
13 the science of reading to provide explicit and systematic  
14 instruction in phonological awareness, decoding, fluency,  
15 vocabulary, and comprehension and implement reading strategies that  
16 research has shown to be successful in improving reading among  
17 students with reading difficulties. In addition, quality education  
18 for prospective teachers shall be provided in research-based  
19 instructional strategies for instruction, assessment, and  
20 intervention for literacy development for all students including  
21 advanced readers, typically developing readers, and struggling  
22 readers who are coping with a range of challenges including, but not  
23 limited to, English learners and learners with handicapping  
24 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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