

# An Act

ENROLLED HOUSE  
BILL NO. 1773

By: Conley, Sterling, Moore,  
Mize, Roe, Davis and Nollan  
of the House

and

Garvin of the Senate

An Act relating to schools; amending 70 O.S. 2011, Section 6-185, as last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp. 2020, Section 6-185), which relates to the Oklahoma Teacher Preparation Act; requiring study of multi-tiered systems of support in preservice teacher preparation program; providing for training using evidenced-based and data-based procedures; including training for structured literacy and mathematics; adding training for applying behavioral sciences to classroom management; providing for training related to impacts of trauma and trauma-informed instruction; and providing an effective date.

SUBJECT: Schools

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp. 2020, Section 6-185), is amended to read as follows:

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

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

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

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

- a. require teacher candidates to study arts and sciences at the undergraduate level,
- b. require secondary and elementary/secondary teacher candidates to have undergraduate majors, or their equivalents, in a subject area, and require teacher candidates in early childhood, elementary, and special education to have subject area concentrations which allow qualification as a generalist,

- c. require teacher candidates in early childhood, elementary, secondary, and special education to study the philosophy, overarching framework, components, and implementation of multi-tiered systems of support (MTSS) designed to address the core academic and nonacademic needs of all students. The program shall provide for training that utilizes evidence-based assessment, intervention, and data-based decision-making procedures within a tiered system of support to identify students at risk for negative academic or nonacademic outcomes. This training shall include, but not be limited to, the following areas as appropriate by grade band:
- (1) a structured literacy approach that includes phonological awareness, phonemic awareness, decoding letters into sound and its relationship to printed material, rapid-naming skills, oral fluency, vocabulary and comprehension,
  - (2) an evidence-based approach to mathematics instruction that includes understanding key mathematical concepts, fluency of basic facts, fluent and flexible use of standard and nonstandard algorithms, and application of these mathematical principles to solving problems,
  - (3) the application of the behavioral sciences to classroom management that includes instruction on prevention of problematic behaviors, teaching appropriate behaviors, reinforcing appropriate behaviors, responding to problematic behaviors, and evaluating the effect of classroom management on student outcomes, and
  - (4) the identification and impact of trauma on student learning and trauma-informed responsive instruction,
- d. require teacher candidates to study the individuality of students, the capacity of students to learn and the process of learning,

- ~~d.~~ e. integrate curriculum from other disciplines with the education curriculum,
- ~~e.~~ f. require teacher candidates to have training experiences and personal contact with parents, guardians or custodians of school-age children,
- ~~f.~~ g. require teacher candidates to have community involvement experience,
- ~~g.~~ h. structure courses so as to require teamwork activities, and
- ~~h.~~ i. require teacher candidates to study, in existing coursework, substance abuse symptoms identification and prevention, mental illness symptoms identification and mental health issues, ~~classroom management skills, trauma-informed responsive instruction~~ and classroom safety and discipline techniques; and

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

B. It is the intent of the Legislature that institutions of higher education which offer teacher education programs hold such programs accountable for meeting the certification competencies approved by the State Board of Education. It is the intent of the Legislature that the teacher education programs incorporate a curriculum to achieve the competency-based system and include integration of the teacher preparation curricula with the arts and sciences departments curricula. Each institution of higher education which seeks accreditation or approval for its teacher education program shall develop an institution plan which follows the State Board of Education competencies for certification. In developing such institution plans, the higher education institution shall establish a process which seeks information and input from teacher preparation faculty, faculty from arts and sciences and other programs and disciplines which are appropriate, students within the teacher education program, teachers, administrators, parents, guardians or custodians of students and business and community leaders. Each institution shall report annually to the Commission for Educational Quality and Accountability the procedures used to inform the public regarding the institution's teacher

education program and the manner through which public input is solicited and received. The institution's plan shall be accessible to any interested party under the Oklahoma Open Records Act. No institution of higher education's teacher education program shall be approved by the Commission unless the institution plan has been approved by that institution's governing board. The Oklahoma State Regents for Higher Education may facilitate the development of institution plans to assist institutions of higher education.

SECTION 2. This act shall become effective November 1, 2021.

Passed the House of Representatives the 2nd day of March, 2021.

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Presiding Officer of the House  
of Representatives

Passed the Senate the 19th day of April, 2021.

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Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_

Approved by the Governor of the State of Oklahoma this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_