

1 STATE OF OKLAHOMA

2 1st Session of the 58th Legislature (2021)

3 HOUSE BILL 1773

By: Conley

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5
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,
8 Section 6-185, as last amended by Section 1, Chapter
9 234, O.S.L. 2019 (70 O.S. Supp. 2020, Section 6-185),
10 which relates to the Oklahoma Teacher Preparation
11 Act; requiring study of multi-tiered systems of
12 support in preservice teacher preparation program;
13 providing for training using evidenced-based and
14 data-based procedures; including training for
15 structured literacy and mathematics; adding training
16 for applying behavioral sciences to classroom
17 management; providing for training related to impacts
18 of trauma and trauma-informed instruction; and
19 providing an effective date.

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

21 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as
22 last amended by Section 1, Chapter 234, O.S.L. 2019 (70 O.S. Supp.
23 2020, Section 6-185), is amended to read as follows:

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

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

21 2. The preservice program shall include the following methods
22 to achieve the competencies listed in paragraph 1 of this
23 subsection:
24

- 1 a. require teacher candidates to study arts and sciences
2 at the undergraduate level,
- 3 b. require secondary and elementary/secondary teacher
4 candidates to have undergraduate majors, or their
5 equivalents, in a subject area, and require teacher
6 candidates in early childhood, elementary, and special
7 education to have subject area concentrations which
8 allow qualification as a generalist,
- 9 c. require teacher candidates in early childhood,
10 elementary, secondary, and special education to study
11 the philosophy, overarching framework, components, and
12 implementation of multi-tiered systems of support
13 (MTSS) designed to address the core academic and
14 nonacademic needs of all students. The program shall
15 provide for training that utilizes evidence-based
16 assessment, intervention, and data-based decision-
17 making procedures within a tiered system of support to
18 identify students at risk for negative academic or
19 nonacademic outcomes. This training shall include,
20 but not be limited to:
- 21 (1) a structured literacy approach that includes
22 phonological awareness, phonemic awareness,
23 decoding letters into sound and its relationship
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1 to printed material, rapid-naming skills, oral
2 fluency, vocabulary and comprehension,

3 (2) an evidence-based approach to mathematics
4 instruction that includes understanding key
5 mathematical concepts, automaticity of basic
6 facts, fluent and flexible use of standard
7 algorithms, and application of these mathematical
8 principles to solving problems,

9 (3) the application of the behavioral sciences to
10 classroom management that includes instruction on
11 prevention of problematic behaviors, teaching
12 appropriate behaviors, reinforcing appropriate
13 behaviors, responding to problematic behaviors,
14 and evaluating the effect of classroom management
15 on student outcomes, and

16 (4) the identification and impact of trauma on
17 student learning and trauma-informed responsive
18 instruction,

19 d. require teacher candidates to study the individuality
20 of students, the capacity of students to learn and the
21 process of learning,

22 ~~d.~~ e. integrate curriculum from other disciplines with the
23 education curriculum,

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- 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

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

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

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24 58-1-6627 EK 01/07/21