

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 1st Session of the 58th Legislature (2021)

4 COMMITTEE SUBSTITUTE
5 FOR
6 HOUSE BILL NO. 1773

 By: Conley, **Sterling, Moore,**
 Waldron, Mize and **Roe**

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9 COMMITTEE SUBSTITUTE

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

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

24 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

1 Educational Quality and Accountability for the competency-based
2 teacher preparation system provided for in the Oklahoma Teacher
3 Preparation Act:

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

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

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

4 a. require teacher candidates to study arts and sciences
5 at the undergraduate level,

6 b. require secondary and elementary/secondary teacher
7 candidates to have undergraduate majors, or their
8 equivalents, in a subject area, and require teacher
9 candidates in early childhood, elementary, and special
10 education to have subject area concentrations which
11 allow qualification as a generalist,

12 c. require teacher candidates in early childhood,
13 elementary, secondary, and special education to study
14 the philosophy, overarching framework, components, and
15 implementation of multi-tiered systems of support
16 (MTSS) designed to address the core academic and
17 nonacademic needs of all students. The program shall
18 provide for training that utilizes evidence-based
19 assessment, intervention, and data-based decision-
20 making procedures within a tiered system of support to
21 identify students at risk for negative academic or
22 nonacademic outcomes. This training shall include,
23 but not be limited to the following areas as
24 appropriate by grade band:

- 1 (1) a structured literacy approach that includes
2 phonological awareness, phonemic awareness,
3 decoding letters into sound and its relationship
4 to printed material, rapid-naming skills, oral
5 fluency, vocabulary and comprehension,
- 6 (2) an evidence-based approach to mathematics
7 instruction that includes understanding key
8 mathematical concepts, fluency of basic facts,
9 fluent and flexible use of standard and
10 nonstandard algorithms, and application of these
11 mathematical principles to solving problems,
- 12 (3) the application of the behavioral sciences to
13 classroom management that includes instruction on
14 prevention of problematic behaviors, teaching
15 appropriate behaviors, reinforcing appropriate
16 behaviors, responding to problematic behaviors,
17 and evaluating the effect of classroom management
18 on student outcomes, and
- 19 (4) the identification and impact of trauma on
20 student learning and trauma-informed responsive
21 instruction,

22 d. require teacher candidates to study the individuality
23 of students, the capacity of students to learn and the
24 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

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

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

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3 COMMITTEE REPORT BY: COMMITTEE ON HIGHER EDUCATION AND CAREER TECH,
4 dated 02/09/2021 - DO PASS, As Amended and Coauthored.
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