

1 STATE OF OKLAHOMA

2 1st Session of the 55th Legislature (2015)

3 HOUSE BILL 1513

By: Kern

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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 11, Chapter
9 124, O.S.L. 2014 (70 O.S. Supp. 2014, Section 6-185),
10 which relates to competencies and methods to be
11 incorporated into teacher preparation systems;
12 requiring teacher candidates to study certain methods
13 and strategies for English Language Learners;
14 prohibiting school districts from employing or
15 assigning English Language Learner teachers without
16 certain license or certification; amending 70 O.S.
2011, Section 6-194, as amended by Section 19,
Chapter 124, O.S.L. 2014 (70 O.S. Supp. 2014, Section
6-194), which relates to school district professional
development programs; clarifying statutory language;
requiring school districts to offer teacher training
in English Language Learner instructional services
for certain teachers; providing for codification;
providing an effective date; and declaring an
emergency.

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

20 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-185, as
21 last amended by Section 11, Chapter 124, O.S.L. 2014 (70 O.S. Supp.
22 2014, Section 6-185), is amended to read as follows:

23 Section 6-185. A. The following competencies and methods shall
24 be incorporated into the programs approved by the Oklahoma

1 Commission for Teacher Preparation until July 1, 2014, and approved
2 by the Commission for Educational Quality and Accountability
3 beginning July 1, 2014, for the competency-based teacher preparation
4 system provided for the Oklahoma Teacher Preparation Act:

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

- 7 a. excellence in the arts and sciences,
- 8 b. an in-depth knowledge of the subject matter to be
9 taught,
- 10 c. the ability to identify and cultivate talent and
11 potential in students,
- 12 d. an understanding of child and human development,
- 13 e. teaching skills developed through a variety of
14 learning experiences,
- 15 f. the ability to interact effectively with all students,
- 16 g. skills necessary for working with parents, guardians
17 and custodians of students in the education process,
- 18 h. skills necessary to involve the community in
19 education,
- 20 i. skills to foster teamwork within and among schools,
- 21 j. for administrators, skills necessary to be an
22 effective leader of a school or school district, and
- 23 k. skills in effective classroom management and student
24 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 to study the individuality
13 of students, the capacity of students to learn and the
14 process of learning,
- 15 d. integrate curriculum from other disciplines with the
16 education curriculum,
- 17 e. require teacher candidates to have training
18 experiences and personal contact with parents,
19 guardians or custodians of school-age children,
- 20 f. require teacher candidates to have community
21 involvement experience,
- 22 g. structure courses so as to require teamwork
23 activities, and

- 1 h. require teacher candidates to study, in existing
2 coursework, substance abuse symptoms identification
3 and prevention, mental illness symptoms identification
4 and mental health issues, classroom management skills,
5 and classroom safety and discipline techniques, and
6 i. require teacher candidates to study English Language
7 acquisition and teaching methods and strategies for
8 the instruction of English Language Learners;

9 3. Until July 1, 2014, the Oklahoma Commission for Teacher
10 Preparation and beginning July 1, 2014, the Commission for
11 Educational Quality and Accountability shall not require more than a
12 four-year program of one hundred twenty-four (124) semester hours to
13 complete a teacher education degree.

14 B. It is the intent of the Legislature that institutions of
15 higher education which offer teacher education programs hold such
16 programs accountable for meeting the certification competencies
17 approved by the State Board of Education. It is the intent of the
18 Legislature that the teacher education programs incorporate a
19 curriculum to achieve the competency-based system and include
20 integration of the teacher preparation curricula with the arts and
21 sciences departments curricula. Each institution of higher
22 education which seeks accreditation or approval for its teacher
23 education program shall develop an institution plan which follows
24 the State Board of Education competencies for certification. In

1 developing such institution plans, the higher education institution
2 shall establish a process which seeks information and input from
3 teacher preparation faculty, faculty from arts and sciences and
4 other programs and disciplines which are appropriate, students
5 within the teacher education program, teachers, administrators,
6 parents, guardians or custodians of students and business and
7 community leaders. Until July 1, 2014, each institution shall
8 report annually to the Oklahoma Commission for Teacher Preparation
9 and beginning July 1, 2013, to the Commission for Educational
10 Quality and Accountability the procedures used to inform the public
11 regarding the institution's teacher education program and the manner
12 through which public input is solicited and received. The
13 institution's plan shall be accessible to any interested party under
14 the Oklahoma Open Records Act. No institution of higher education's
15 teacher education program shall be approved by the Commission unless
16 the institution plan has been approved by that institution's
17 governing board. The Oklahoma State Regents for Higher Education
18 may facilitate the development of institution plans to assist
19 institutions of higher education.

20 SECTION 2. NEW LAW A new section of law to be codified
21 in the Oklahoma Statutes as Section 6-189.3 of Title 70, unless
22 there is created a duplication in numbering, reads as follows:

23 Beginning July 1, 2016, no school district shall employ or
24 assign any teacher to serve as an English as a Second Language or

1 English Language Learner teacher unless the teacher is licensed or
2 certified to teach English as a Second Language.

3 SECTION 3. AMENDATORY 70 O.S. 2011, Section 6-194, as
4 last amended by Section 19, Chapter 124, O.S.L. 2014 (70 O.S. Supp.
5 2014, Section 6-194), is amended to read as follows:

6 Section 6-194. A. The district boards of education of this
7 state shall establish professional development programs for the
8 certified teachers and administrators of the district. Programs
9 shall be adopted by each board based upon recommendations of a
10 professional development committee appointed by the board of
11 education for the district. For the fiscal years ending June 30,
12 2011, and June 30, 2012, a school district board of education may
13 elect not to adopt and offer a professional development program for
14 certified teachers and administrators of the district. If a school
15 district elects not to adopt and offer a professional development
16 program, the district may expend any monies allocated for
17 professional development for any purpose related to the support and
18 maintenance of the school district as determined by the board of
19 education of the school district.

20 B. Each professional development committee shall include
21 classroom teachers, administrators and parents, guardians or
22 custodians of children in the school district and shall consult with
23 a higher education faculty. A majority of the members of the
24 professional development committee shall be composed of classroom

1 teachers. The teacher members shall be selected by a designated
2 administrator of the school district from a list of names submitted
3 by the teachers in the school district. The members selected shall
4 be subject to the approval of a majority vote of the teachers in the
5 district. At a minimum, once every four (4) years the committee
6 shall include at least one school counselor in its membership.

7 C. In developing program recommendations, each professional
8 development committee shall annually utilize a data-driven approach
9 to analyze student data and determine district and school
10 professional development needs. The professional development
11 programs adopted shall be directed toward development of
12 competencies and instructional strategies in the core curriculum
13 areas for the following goals:

- 14 1. Increasing the academic performance data scores for the
15 district and each school site;
- 16 2. Closing achievement gaps among student subgroups;
- 17 3. Increasing student achievement as demonstrated on state-
18 mandated tests and the ACT;
- 19 4. Increasing high school graduation rates; and
- 20 5. Decreasing college remediation rates.

21 Each professional development program may also include
22 components on classroom management and student discipline
23 strategies, outreach to parents, guardians or custodians of
24 students, special education, and racial and ethnic education, which

1 all personnel defined as teachers in Section 1-116 of this title
2 shall be required to complete on a periodic basis. The State Board
3 of Education shall provide guidelines to assist school districts in
4 developing and implementing racial and ethnic education components
5 into professional development programs.

6 D. At least once a year a professional development program
7 shall be offered which includes a component of teacher training on
8 recognition and reporting of child abuse and neglect which all
9 teachers shall be required to complete. ~~Additionally at~~

10 E. At least one time per year, ~~beginning in the 2009-2010~~
11 ~~school year,~~ training in the area of autism shall be offered and all
12 resident teachers of students in early childhood programs through
13 grade three shall be required to complete the autism training during
14 the resident year and at least one time every three (3) years
15 thereafter. All other teachers and education support professionals
16 of students in early childhood programs through grade three shall be
17 required to complete the autism training at least one time every
18 three (3) years. The autism training shall include a minimum
19 awareness of the characteristics of autistic children, resources
20 available and an introduction to positive behavior supports to
21 challenging behavior.

22 F. At least once a year in school districts which have English
23 Language Learners enrolled in the district, a professional
24 development program shall be offered which includes a component of

1 teacher training in providing language instruction services for
2 English Language Learners which all teachers employed or assigned to
3 serve as an English as a Second Language or English Language Learner
4 teacher shall be required to complete.

5 G. Each adopted program shall allow school counselors to
6 receive at least one-third (1/3) of the hours or credit required
7 each year through programs or courses specifically designed for
8 school counselors.

9 Districts are authorized to utilize any means for professional
10 development that is not prohibited by law including, but not limited
11 to, professional development provided by the district, any state
12 agency, institution of higher education, or any private entity.

13 ~~D.~~ H. Except as otherwise provided for in this subsection, each
14 certified teacher in this state shall be required by the district
15 board of education to meet the professional development requirements
16 established by the board, or established through the negotiation
17 process. Except as otherwise provided for in this subsection, the
18 professional development requirements established by each board of
19 education shall require every teacher to annually complete a minimum
20 number of the total number of points required to maintain
21 employment. Failure of any teacher to meet district board of
22 education professional development requirements may be grounds for
23 nonrenewal of such teacher's contract by the board. Such failure
24 may also be grounds for nonconsideration of salary increments

1 affecting the teacher. For the fiscal years ending June 30, 2011,
2 and June 30, 2012, a certified teacher shall not be required to
3 complete any points of the total number of professional development
4 points required. Provided, a teacher may elect to complete some or
5 all of the minimum number of points required for the two (2) fiscal
6 years and any points completed shall be counted toward the total
7 number of points required to maintain employment. If a teacher does
8 not complete some or all of the minimum number of points required
9 for one (1) or both fiscal years, the total number of points
10 required to maintain employment shall be adjusted and reduced by the
11 number of points not completed.

12 ~~E.~~ I. Each district shall annually submit a report to the State
13 Department of Education on the district level professional
14 development needs, activities completed, expenditures, and results
15 achieved for each school year by each goal as provided in subsection
16 C of this section. If a school district elects not to adopt and
17 offer a professional development program as provided for in
18 subsection A of this section, the district shall not be required to
19 submit an annual report as required pursuant to this subsection but
20 shall report to the State Department of Education its election not
21 to offer a program and all professional development activities
22 completed by teachers and administrators of the school district.

23 ~~F.~~ J. Subject to the availability of funds, the Department
24 shall develop an online system for reporting as required in

1 subsection ~~E~~ I of this section. The Department shall also make such
2 information available on its website.

3 SECTION 4. This act shall become effective July 1, 2015.

4 SECTION 5. It being immediately necessary for the preservation
5 of the public peace, health and safety, an emergency is hereby
6 declared to exist, by reason whereof this act shall take effect and
7 be in full force from and after its passage and approval.

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