

1 STATE OF OKLAHOMA

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

3 HOUSE BILL 1027

By: Ranson

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5
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,
8 Sections 6-187, as last amended by Section 1, Chapter
9 139, O.S.L. 2020 and 6-194, as last amended by
10 Section 1, Chapter 16, O.S.L. 2019 (70 O.S. Supp.
11 2020, Sections 6-187 and 6-194), which relate to the
12 Oklahoma Teacher Preparation Act; requiring violence
13 de-escalation training for certified teachers;
14 requiring violence de-escalation training for
15 emergency teachers; and providing an effective date.

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

17 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-187, as
18 last amended by Section 1, Chapter 139, O.S.L. 2020 (70 O.S. Supp.
19 2020, Section 6-187), is amended to read as follows:

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

1 teacher in the subject area the person is seeking certification to
2 teach which shall also include certification as an administrator, as
3 prescribed by the 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 general education,
19 professional education or subject area portions of the examination
20 subject to any 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.

5 Any teacher who is certified to teach elementary education may
6 be certified in early childhood education upon meeting the
7 requirements provided in law and successful completion of the
8 appropriate subject area portion of the examination. Any teacher
9 who is certified to teach early childhood education may be certified
10 in elementary education upon meeting the requirements provided in
11 law and successful completion of the appropriate subject area
12 portion of the examination. Any special education teacher who
13 becomes certified to teach through completion of an accredited
14 teacher preparation program may be certified in early childhood or
15 elementary education upon meeting the requirements provided in law
16 and successful completion of the appropriate subject portion of the
17 examination. Any teacher who becomes certified to teach through
18 completion of an accredited teacher preparation program or becomes
19 alternatively certified to teach through the Troops to Teachers
20 program may be certified in special education upon meeting the
21 requirements provided in law and successful completion of the
22 appropriate subject area portion of the examination. Any special
23 education teacher who has not completed a Commission-approved
24 teacher education program in elementary education or early childhood

1 education but who has successfully completed the subject area
2 portion of the examination may be certified in elementary education
3 or early childhood education for the purpose of providing direct
4 instruction and serving as the teacher of record for grading
5 purposes in special education settings only.

6 D. The Commission shall offer the competency examination at
7 least four times per calendar year on dates to be established by the
8 Commission.

9 E. If a teacher candidate or teacher is a non-native-English
10 speaker, the Commission shall offer the subject area competency
11 examination in the native language of the teacher candidate or
12 teacher only if the teacher candidate or teacher is employed or has
13 been offered employment by a school district as a teacher in a
14 foreign language immersion program offered by the school district.
15 If a non-native-English speaker who has received certification in a
16 subject area after taking the subject area competency examination in
17 the native language of the speaker seeks to add a certification area
18 in the future and that person is no longer employed as a teacher in
19 a foreign language immersion program, the examination for the
20 additional certification area shall be taken in English. The State
21 Board of Education shall issue a restricted license or certificate
22 to any teacher who has completed a subject area competency
23 examination in the native language of the teacher as provided for in
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1 this subsection restricting the teacher to teaching only in a
2 foreign language immersion program.

3 F. 1. Nothing in the Oklahoma Teacher Preparation Act shall
4 restrict the right of the State Board of Education to issue an
5 emergency or provisional certificate, as needed. Provided, however,
6 prior to the issuance of an emergency certificate, the district
7 shall document substantial efforts to employ a teacher who holds a
8 provisional or standard certificate. In the event a district is
9 unable to hire an individual meeting this criteria, the district
10 shall document efforts to employ an individual with a provisional or
11 standard certificate in another curricular area with academic
12 preparation in the field of need. Only after these alternatives
13 have been exhausted shall the district be allowed to employ an
14 individual meeting minimum standards as established by the State
15 Board of Education for the issuance of emergency certificates.

16 2. The State Board of Education may renew the emergency or
17 provisional certificate of an individual who has been employed by a
18 school district board of education for at least two (2) years if the
19 following criteria are met:

- 20 a. the individual has been granted an emergency or
21 provisional certificate pursuant to paragraph 1 of
22 this subsection for two (2) years,
- 23 b. the individual has not successfully completed the
24 competency examinations required by this section,

- 1 c. the individual submits a portfolio of his or her work
2 to the State Board of Education, which shall include
3 evidence of progress toward standard certification,
4 d. the employing school district board of education
5 agrees to renew the individual's contract to teach for
6 the ensuing fiscal year, and
7 e. the superintendent of the employing school district
8 submits to the State Board of Education the reason the
9 emergency or provisional certificate should be renewed
10 and provides evidence of the district's inability to
11 hire a teacher who holds a standard certificate.

12 3. Individuals employed by a school district under an emergency
13 or provisional certificate shall not be considered career teachers
14 and therefore not entitled to the protections of the Teacher Due
15 Process Act of 1990.

16 G. Beginning in the 2022-2023 school year, the State Board of
17 Education shall require that for each year an individual holds a
18 provisional or emergency certificate, a violence de-escalation
19 program shall be offered. At a minimum, the program shall include:

20 1. Training in evidence-based, trauma-informed teaching
21 involving brain research, including trauma's impact on development
22 and triggers;

23 2. Procedures for setting up and maintaining a safe environment
24 through self-regulation practices for both students and staff; and

1 3. Establishing and reviewing trauma-informed response protocol
2 for the classroom and school to address behavior with positive and
3 compassionate approaches.

4 SECTION 2. AMENDATORY 70 O.S. 2011, Section 6-194, as
5 last amended by Section 1, Chapter 16, O.S.L. 2019 (70 O.S. Supp.
6 2020, Section 6-194), is amended to read as follows:

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

21 B. Each professional development committee shall include
22 classroom teachers, administrators, school counselors or licensed
23 mental health providers, and parents, guardians or custodians of
24 children in the school district and shall consult with a higher

1 education faculty. A majority of the members of the professional
2 development committee shall be composed of classroom teachers. The
3 teacher members shall be selected by a designated administrator of
4 the school district from a list of names submitted by the teachers
5 in the school district. The members selected shall be subject to
6 the approval of a majority vote of the teachers in the district.

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 program may also include components on classroom management
22 and student discipline strategies, outreach to parents, guardians or
23 custodians of students, special education, and racial and ethnic
24 education, which all personnel defined as teachers in Section 1-116

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

5 D. At a minimum of once an academic year a program shall be
6 offered which includes the following:

- 7 1. Training on recognition of child abuse and neglect;
- 8 2. Recognition of child sexual abuse;
- 9 3. Proper reporting of suspected abuse; and
- 10 4. Available resources.

11 E. One time per year, beginning in the 2009-2010 school year,
12 training in the area of autism shall be offered and all resident
13 teachers of students in early childhood programs through grade three
14 shall be required to complete the autism training during the
15 resident year and at least one time every three (3) years
16 thereafter. All other teachers and education support professionals
17 of students in early childhood programs through grade three shall be
18 required to complete the autism training at least one time every
19 three (3) years. The autism training shall include a minimum
20 awareness of the characteristics of autistic children, resources
21 available and an introduction to positive behavior supports to
22 challenging behavior. Each adopted program shall allow school
23 counselors to receive at least one-third (1/3) of the hours or

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1 credit required each year through programs or courses specifically
2 designed for school counselors.

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

7 F. One time per year, beginning in the 2020-2021 school year, a
8 dyslexia awareness program shall be offered. At a minimum, the
9 program shall include:

10 1. Training in awareness of dyslexia characteristics in
11 students;

12 2. Training in effective classroom instruction to meet the
13 needs of students with dyslexia; and

14 3. Available dyslexia resources for teachers, students and
15 parents.

16 G. Beginning in the 2021-2022 school year, a violence de-
17 escalation program shall be offered. At a minimum, the program
18 shall include:

19 1. Training in evidence-based, trauma-informed teaching
20 involving brain research, including trauma's impact on development
21 and triggers;

22 2. Procedures for setting up and maintaining a safe environment
23 through self-regulation practices for both students and staff; and
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1 3. Establishing and reviewing trauma-informed response protocol
2 for the classroom and school to address behavior with positive and
3 compassionate approaches.

4 H. Except as otherwise provided for in this subsection, each
5 certified teacher in this state shall be required by the district
6 board of education to meet the professional development requirements
7 established by the board, or established through the negotiation
8 process. Except as otherwise provided for in this subsection, the
9 professional development requirements established by each board of
10 education shall require every teacher to annually complete a minimum
11 number of the total number of points required to maintain
12 employment. Failure of any teacher to meet district board of
13 education professional development requirements may be grounds for
14 nonrenewal of such teacher's contract by the board. Such failure
15 may also be grounds for nonconsideration of salary increments
16 affecting the teacher. For the fiscal years ending June 30, 2011,
17 and June 30, 2012, a certified teacher shall not be required to
18 complete any points of the total number of professional development
19 points required. Provided, a teacher may elect to complete some or
20 all of the minimum number of points required for the two (2) fiscal
21 years and any points completed shall be counted toward the total
22 number of points required to maintain employment. If a teacher does
23 not complete some or all of the minimum number of points required
24 for one (1) or both fiscal years, the total number of points

1 required to maintain employment shall be adjusted and reduced by the
2 number of points not completed.

3 ~~H.~~ I. Each district shall annually submit a report to the State
4 Department of Education on the district level professional
5 development needs, activities completed, expenditures, and results
6 achieved for each school year by each goal as provided in subsection
7 C of this section. If a school district elects not to adopt and
8 offer a professional development program as provided for in
9 subsection A of this section, the district shall not be required to
10 submit an annual report as required pursuant to this subsection but
11 shall report to the State Department of Education its election not
12 to offer a program and all professional development activities
13 completed by teachers and administrators of the school district.

14 ~~I.~~ J. Subject to the availability of funds, the Department
15 shall develop an online system for reporting as required in
16 subsection ~~H~~ I of this section. The Department shall also make such
17 information available on its website.

18 SECTION 3. This act shall become effective November 1, 2021.

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