

An Act

ENROLLED SENATE
BILL NO. 841

By: Pugh of the Senate

and

Hasenbeck of the House

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 6-187, as last amended by Section 164, Chapter 452, O.S.L. 2024 (70 O.S. Supp. 2024, Section 6-187), which relates to teacher certification; requiring individuals seeking certification in early childhood, elementary, or special education to successfully complete certain assessment beginning on certain date; amending 70 O.S. 2021, Section 1210.508C, as amended by Section 5, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508C), which relates to reading assessments; modifying purpose for administration of certain screening instruments; amending 70 O.S. 2021, Section 1210.508F, as amended by Section 8, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508F), which relates to reading competencies for teachers; adding adjuncts; removing requirement that certain teacher candidates pass certain assessment prior to graduation; requiring persons seeking certification in certain areas to successfully complete certain assessment as a condition for certification; removing certain reporting requirements; adding adjuncts to required instruction; amending Section 1, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508I), which relates to the Statewide Literacy Revolving Fund; modifying use of the fund; modifying requirement for teacher preparation program students to complete certain training; providing an effective date; and declaring an emergency.

SUBJECT: Reading

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-187, as last amended by Section 164, Chapter 452, O.S.L. 2024 (70 O.S. Supp. 2024, Section 6-187), is amended to read as follows:

Section 6-187. A. Prior to July 1, 2014, a competency examination shall be adopted by the Oklahoma Commission for Teacher Preparation and beginning July 1, 2014, a competency examination shall be adopted by the Commission for Educational Quality and Accountability for the professional education and various subject areas and grade levels for purposes of ensuring academic achievement and competency of each teacher candidate or teacher in the subject area the person is seeking certification to teach which shall also include certification as an administrator, as prescribed by the State Board of Education.

The Commission, consistent with the purposes of this section, shall promulgate rules and procedures to guarantee the confidentiality of examinations.

B. No teacher candidate shall be eligible for certification until successfully completing the competency examination except those candidates who make application to the State Board and meet the criteria for the alternative placement program pursuant to Section 6-122.3 of this title. Certification shall be limited to areas of approval in which the certified teacher has successfully completed the examination. Subject to the provisions of subsection C of this section, testing for certification for subjects in which a teacher candidate or teacher is seeking a minor teaching assignment or an endorsement to teach shall be limited to the specific subject area test.

A teacher candidate or teacher may take the professional education or subject area portions of the examination subject to any limit imposed by the Commission.

C. 1. Except as otherwise provided for in this subsection, a teacher may be certified in as many areas as the teacher meets the

necessary requirements provided by law and has successfully completed the subject area portion of the examination.

2. Except as otherwise provided for in this paragraph, certification in early childhood, elementary, or special education shall require completion of an appropriate teacher education program approved by the Commission and effective July 1, 2025, successful completion of a comprehensive reading instruction assessment as provided for in Section 1210.508F of this title.

Any teacher who is certified to teach elementary education may be certified in early childhood education upon meeting the requirements provided in law and successful completion of the appropriate subject area portion of the examination. Any teacher who is certified to teach early childhood education may be certified in elementary education upon meeting the requirements provided in law and successful completion of the appropriate subject area portion of the examination. Any special education teacher who becomes certified to teach through completion of an accredited teacher preparation program may be certified in early childhood or elementary education upon meeting the requirements provided in law and successful completion of the appropriate subject portion of the examination. Any teacher who becomes certified to teach through completion of an accredited teacher preparation program or becomes alternatively certified to teach through the Troops to Teachers program may be certified in special education upon meeting the requirements provided in law and successful completion of the appropriate subject area portion of the examination. Any special education teacher who has not completed a Commission-approved teacher education program in elementary education or early childhood education but who has successfully completed the subject area portion of the examination may be certified in elementary education or early childhood education for the purpose of providing direct instruction and serving as the teacher of record for grading purposes in special education settings only.

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

E. If a teacher candidate or teacher is a non-native-English speaker, the Commission shall offer the subject area competency

examination in the native language of the teacher candidate or teacher only if the teacher candidate or teacher is employed or has been offered employment by a school district as a teacher in a foreign language immersion program offered by the school district. If a non-native-English speaker who has received certification in a subject area after taking the subject area competency examination in the native language of the speaker seeks to add a certification area in the future and that person is no longer employed as a teacher in a foreign language immersion program, the examination for the additional certification area shall be taken in English. The State Board of Education shall issue a restricted license or certificate to any teacher who has completed a subject area competency examination in the native language of the teacher as provided for in this subsection restricting the teacher to teaching only in a foreign language immersion program.

F. The State Board of Education, in consultation with the Commission for Educational Quality and Accountability, may grant an exception to the requirement to complete a subject area examination for initial certification in a field which does not require an advanced degree if the candidate has an advanced degree in a subject that is substantially comparable to the content assessed on a subject area examination. The advanced degree shall be from an institution accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education. The Commission shall provide the Board with the necessary information to determine comparability.

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

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

- a. the individual has been granted an emergency or provisional certificate pursuant to paragraph 1 of this subsection for two (2) years,
- b. the individual has not successfully completed the competency examinations required by this section,
- c. the individual submits a portfolio of his or her work to the State Board of Education, which shall include evidence of progress toward standard certification,
- d. the employing school district board of education agrees to renew the individual's contract to teach for the ensuing fiscal year, and
- e. the superintendent of the employing school district submits to the State Board of Education the reason the emergency or provisional certificate should be renewed and provides evidence of the district's inability to hire a teacher who holds a standard certificate.

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

H. The State Board of Education may grant an exception to the requirements for all certification examinations for teacher candidates who are "deaf", which for the purposes of this section shall mean having a hearing loss so severe that the person cannot process auditory linguistic information with or without accommodation and whose primary language and teaching environment is American Sign Language. The Board may grant an exception upon:

1. Verification by a licensed audiologist of a hearing loss so severe that the teacher candidate cannot process auditory linguistic information with or without accommodation;

2. Demonstration of fluency in American Sign Language;
3. Demonstration of competency in the subject area of specialization as approved by the Board in lieu of certification examinations; and
4. Sponsorship by a certified deaf education teacher for a mentorship program.

The Board may promulgate rules and other requirements as necessary to grant the exceptions described in this subsection. Applicable teaching environments may include American Sign Language immersion programs, the Oklahoma School for the Deaf, programs for the deaf, or other classroom settings in which American Sign Language is the language of instruction.

SECTION 2. AMENDATORY 70 O.S. 2021, Section 1210.508C, as amended by Section 5, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508C), is amended to read as follows:

Section 1210.508C. A. To identify students who have ~~a reading deficiency including identifying students with~~ characteristics of dyslexia that lead to or cause reading difficulty, each student enrolled in kindergarten and first, second, and third grade in a public school in this state shall be screened at the beginning, middle, and end of each school year for reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. A screening instrument approved by the State Board of Education, in consultation with the Commission for Educational Quality and Accountability and the Secretary of Education, shall be utilized for the purposes of this section. In determining which screening instrument to approve, the State Board of Education, the Commission for Educational Quality and Accountability, and the Secretary of Education shall take into consideration at a minimum the following factors:

1. The time required to conduct the screening instrument with the intention of minimizing the impact on instructional time;

2. The timeliness in reporting screening instrument results to teachers, administrators, and parents and legal guardians of students; and

3. The integration of the screening instrument into reading curriculum.

B. Beginning in the 2025-2026 school year, the State Board of Education shall approve no fewer than three ~~(3)~~ screening instruments for use at the beginning, middle, and end of the school year for monitoring of progress and for measurement of reading skills as required in subsection A of this section. The screening instruments shall meet the following criteria:

1. Assess for phonological awareness, decoding, fluency, vocabulary, and comprehension;

2. Document the validity and reliability of each assessment;

3. Can be used for identifying students who are at risk for reading deficiency and progress monitoring throughout the school year;

4. Can be used to assess students with disabilities and English language learners; and

5. Accompanied by a data management system that provides profiles of ~~students~~ each student, class, grade level, and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure.

C. 1. Exemptions to the screening requirements of this section may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction:

a. the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods,

- b. the student's primary expressive or receptive communication is sign language,
- c. the student's primary form of written or read text is Braille, or
- d. the student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

2. A public school that grants an exemption pursuant to paragraph 1 of this subsection shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments. Evidence may include, but not be limited to, student progression toward OAAP reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.

D. 1. Students who are administered a screening instrument pursuant to subsection A of this section and are found not to be meeting grade-level targets shall be provided a program of reading instruction designed to enable students to acquire the appropriate grade-level reading skills. The program of reading instruction shall be based on scientific reading research and align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall include:

- a. sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension,
- b. if necessary and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-thousand-eighty-hour school year required in Section 1-109 of this title,

- c. assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction,
- d. high-quality instructional materials grounded in scientifically based reading research, and
- e. a means of providing every family of a student in prekindergarten, kindergarten, and first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

2. A student enrolled in kindergarten or first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to subsection A of this section shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

- a. describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- b. provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, as applicable,
- c. monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and
- d. continue until the student is determined to be meeting grade-level targets in reading based on screening instruments administered pursuant to subsection A of this section or assessments identified for diagnostic

purposes and periodic monitoring pursuant to subparagraph c of paragraph 1 of this subsection.

3. The reading intervention plan for each student identified with a deficiency in reading shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- a. the parent or legal guardian of the student,
- b. the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- c. a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
- d. a certified reading specialist or an individual with advanced training or specialization in literacy instruction, if one is available.

4. A school district shall notify the parent or legal guardian of any student in kindergarten or first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to subsection A of this section. The notification shall occur no later than thirty (30) days after the identification of the deficiency in reading.

E. 1. Every school district shall adopt and implement a district strong readers plan which has had input from school administrators, teachers, and parents and legal guardians and if possible a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted to the Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs, and Saturday school programs. If any expenditure for the program is deleted or changed or any other type of expenditure for the program

is implemented, the school district shall be required to submit the latest annual update to the Board for approval. The district strong readers plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as required in this section, and which outlines how each school site will comply with the provisions of the Strong Readers Act.

2. The State Board of Education shall adopt rules for the implementation and evaluation of the provisions of the Strong Readers Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection L of this section.

F. 1. Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading through a grade-level appropriate screening instrument approved pursuant to subsection B of this section shall not require a program of reading instruction or an individual reading intervention plan. After a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or legal guardian of the student that he or she has satisfied the requirements of the Strong Readers Act. The district shall continue to monitor the student in the next successive grade level to ensure he or she maintains proficiency.

2. Beginning with the 2025-2026 school year, if a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting grade-level targets on a screening instrument administered pursuant to subsection A of this section, the district shall provide the student with intensive intervention services for the appropriate amount of the instructional day consistent with the individual reading intervention plan developed pursuant to paragraph 2 of subsection D of this section and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at his or her grade level based on a screening instrument administered pursuant to subsection A of this section.

G. Each school district shall annually report in an electronic format to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of

Education the number of students in kindergarten through third grade per grade level who exhibit grade-level reading proficiency, the number of students per grade level who received intensive intervention services pursuant to paragraph 2 of subsection F of this section, the number of students per grade level who attended a summer academy as provided for in Section 1210.508E of this title, the number of students per grade level who exhibited improved reading proficiency after completion of intensive intervention services, and the number of students per grade level who are still in need of intensive intervention services. The State Department of Education shall publicly report the aggregate and district-specific numbers submitted pursuant to this subsection on its website and shall provide electronic copies of the report to the Governor, Secretary of Education, President Pro Tempore of the Senate, Speaker of the House of Representatives, and to the respective chairs of the committees with responsibility for common education policy in each legislative chamber.

H. The parent of any student who is found to have a reading deficiency and is not meeting grade-level reading targets and has been provided a program of reading instruction as provided for in paragraph 1 of subsection D of this section shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the current services that are provided to the student pursuant to subsection D of this section;
3. A description of the proposed intensive intervention services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency as provided for in paragraph 2 of subsection F of this section;
4. That a student who is promoted to the fourth grade shall receive supplemental intensive intervention services;
5. Strategies for parents to use in helping their child succeed in reading proficiency; and
6. The grade-level performance scores of the student.

I. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

J. 1. Each school district board of education shall annually publish on the school website and report electronically to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of Education by September 1 of each year the following information on the prior school year:

- a. the policies and procedures adopted by the school district board of education to implement the provisions of this section. The information submitted shall include expenditures related to implementing the provisions of this section, the number of staff implementing the provisions of this section, and average daily classroom time devoted to implementing the provisions of this section,
- b. by grade, the number and percentage of all students in kindergarten through third grade who did not meet grade-level targets based on a screening instrument administered pursuant to subsection A of this section,
- c. by grade, the number and percentage of all students in kindergarten through third grade who have been enrolled in the district for fewer than two (2) years,
- d. by grade, the number and percentage of students in kindergarten through third grade who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section, and
- e. by grade, the number and percentage of students in kindergarten through third grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) and who demonstrated grade-level proficiency based on a screening instrument administered pursuant to subsection A of this section or an alternative assessment prescribed by the student's IEP.

2. The State Department of Education shall establish a uniform format for school districts to report the information required in this subsection. The format shall be developed with input from school districts and shall be provided not later than ninety (90) days prior to the annual due date. The Department shall annually compile the information required, along with state-level summary information, and electronically report the information to the public, the Governor, the Secretary of Education, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

K. The State Department of Education shall provide technical assistance as needed to aid school districts in administering the provisions of the Strong Readers Act.

L. On or before January 31 of each year, the State Department of Education shall electronically submit to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and members of the committees with responsibility over common education in both houses of the Legislature a Strong Readers Report which shall include, but is not limited to, trend data detailing three (3) years of data, disaggregated by student subgroups to include economically disadvantaged, major racial or ethnic groups, students with disabilities, and English language learners, as appropriate for the following:

1. The statewide aggregate number and percentage of students in kindergarten through third grade determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade;

2. The statewide aggregate number and percentage of students in kindergarten who continue to be at risk for reading difficulties as determined by the year-end administration of the screening instrument required in subsection A of this section;

3. The statewide aggregate number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level as determined by the results of screening instruments administered pursuant to subsection A of this section;

4. The statewide aggregate and district-specific number and percentage of students that meet or do not meet grade-level targets for reading based on screening instruments administered pursuant to subsection A of this section;
5. The amount of funds received by each district for implementation of the Strong Readers Act;
6. An evaluation and narrative interpretation of the report data analyzing the impact of the Strong Readers Act on students' ability to read at grade level;
7. The type of reading instruction practices and methods currently being used by school districts in the state;
8. Socioeconomic information, access to reading resources outside of school, and screening for and identification of learning disabilities for students not reading at the appropriate grade level in kindergarten and first through third grade;
9. By grade level, the types of intensive intervention efforts being conducted by school districts for students who are not on an IEP and who are not reading at the appropriate grade level and for students who are on an IEP and who are not reading at the appropriate grade level; and
10. Any recommendations for improvements or amendments to the Strong Readers Act.

The State Department of Education may contract with an independent entity for the reporting and analysis requirements of this subsection.

M. Copies of the results of the screening instruments administered pursuant to subsection A of this section shall be made a part of the permanent record of each student.

SECTION 3. AMENDATORY 70 O.S. 2021, Section 1210.508F, as amended by Section 8, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508F), is amended to read as follows:

Section 1210.508F. A. The Commission for Educational Quality and Accountability shall ensure that the reading competencies for elementary teachers are included in the competencies for special education teachers.

B. The Commission for Educational Quality and Accountability in collaboration with the Oklahoma State Regents for Higher Education shall ensure that all teachers and adjuncts of early childhood education, elementary education, and special education are provided quality training in intervention, instruction, and remediation strategies in the science of reading to provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension and implement reading strategies that research has shown to be successful in improving reading among students with reading difficulties. In addition, quality education for prospective teachers shall be provided in research-based instructional strategies for instruction, assessment, and intervention for literacy development for all students including advanced readers, typically developing readers, and struggling readers who are coping with a range of challenges including, but not limited to, English learners and learners with handicapping conditions and learning disabilities, including dyslexia. Quality training shall include guidance from professional resources such as the Report of the National Reading Panel, Response to Intervention guidelines, and professional organizations such as the Council for Exceptional Children, International Dyslexia Association, International Literacy Association, National Council of Teachers of English, and National Association for the Education of Young Children.

C. All institutions within The Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education programs approved by the Commission for Educational Quality and Accountability shall incorporate into those programs the requirement that teacher candidates study the five elements of reading instruction which are phonological awareness, decoding, fluency, vocabulary, and comprehension. Teacher candidates shall study strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal (reading, writing, speaking, listening, hands-on, etc.), multidisciplinary, and reflective to adapt for individual learners.

D. Effective July 1, 2025, teacher candidates enrolled in an institution within The Oklahoma State System of Higher Education any person seeking initial certification in a special education, early childhood education, or elementary education program in this state shall be required to successfully complete a comprehensive reading instruction assessment approved by the Commission for Educational Quality and Accountability shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction as a condition for certification. The assessment shall be developed and administered by the Commission for Educational Quality and Accountability. The assessment shall measure evaluate the certification applicant's knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction which are phonological awareness, decoding, fluency, vocabulary, and comprehension. The results of the assessment shall be included in the Commission's required annual report for each institution. The Commission shall include the data in the annual report to the Legislature as required pursuant to Section 6-186 of this title. It is the intent of the Legislature to ensure that teachers graduating from institutions within The Oklahoma State System of Higher Education have the knowledge and skills to effectively teach reading to all children.

E. Candidates applying for adjunct positions, an alternative placement teaching certificate, or an emergency teaching certificate in elementary education shall complete instruction in the science of reading as determined by the Commission for Educational Quality and Accountability and the State Board of Education.

SECTION 4. AMENDATORY Section 1, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2024, Section 1210.508I), is amended to read as follows:

Section 1210.508I. A. There is hereby created in the State Treasury a revolving fund for the Oklahoma State Regents for Higher Education to be designated the "Statewide Literacy Revolving Fund". The fund shall be a continuing fund, not subject to fiscal year limitations, and shall consist of all monies received by the State Regents from state appropriations provided for the purpose of implementing the provisions of subsection B of this section. All monies accruing to the credit of the fund are hereby appropriated and may be budgeted and expended by the State Regents for the

purpose provided for in this subsection. Expenditures from the fund shall be made upon warrants issued by the State Treasurer against claims filed as prescribed by law with the Director of the Office of Management and Enterprise Services for approval and payment.

B. Subject to the availability of funding, the Oklahoma State Regents for Higher Education shall utilize the Statewide Literacy Revolving Fund created in subsection A of this section to:

1. Implement training in the science of reading in early childhood education, elementary education, and special education teacher preparation programs accredited by the Commission for Educational Quality and Accountability. For the purposes of this section, training in the science of reading includes providing explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension and implementing reading strategies that research has shown to be successful in improving reading among students with reading difficulties. Beginning with students entering a an early childhood education, elementary education, or special education teacher preparation program accredited by the Commission for Educational Quality and Accountability in the 2025-2026 academic year, completion of training required by this paragraph shall lead to a micro-credential in the science of reading which shall be reflected on teaching certificates awarded to such individuals; and

2. Support teacher preparation programs accredited by the Commission for Educational Quality and Accountability in developing and implementing a micro-credential in the science of reading for certified teachers employed by school districts and charter schools in this state. A micro-credential awarded pursuant to this paragraph shall be reflected on a teacher's certificate to teach.

SECTION 5. This act shall become effective July 1, 2025.

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

Passed the Senate the 21st day of May, 2025.

Presiding Officer of the Senate

Passed the House of Representatives the 29th day of April, 2025.

Presiding Officer of the House
of Representatives

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: _____