

1 STATE OF OKLAHOMA

2 2nd Session of the 58th Legislature (2022)

3 COMMITTEE SUBSTITUTE
4 FOR

5 SENATE BILL 1191

By: Stanley of the Senate

and

6 Baker of the House

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9 COMMITTEE SUBSTITUTE

10 An Act relating to schools; creating the Oklahoma
11 Principal Leadership Program to provide professional
12 development to school principals; providing
13 definitions; directing the State Department of
14 Education to identify providers; directing an
15 institute to identify certain principals and provide
16 certain opportunity; providing application processes
17 for providers and principals; directing a provider to
18 receive certain funding subject to availability;
19 requiring providers to submit certain report to the
20 State Department of Education by certain date;
21 providing contents of report; requiring compilation
22 of reports and submission to certain committee
23 chairs; providing for promulgation of rules;
24 providing for codification; providing an effective
date; and declaring an emergency.

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

SECTION 1. NEW LAW A new section of law to be codified
in the Oklahoma Statutes as Section 6-101.18 of Title 70, unless
there is created a duplication in numbering, reads as follows:

1 A. There is hereby created the Oklahoma Principal Leadership
2 Program to provide institutes with embedded, experiential
3 professional development to improve the quality of school principals
4 and encourage them to lead collaboration among professional
5 educators within a school site.

6 B. As used in this section:

7 1. "Institute" means an institute created pursuant to the
8 Oklahoma Principal Leadership Program created by this section to
9 provide embedded, experiential professional development to school
10 principals;

11 2. "Principal" has the same meaning as provided for in Section
12 1-116 of Title 70 of the Oklahoma Statutes; and

13 3. "Provider" means an Oklahoma-based nonprofit organization
14 that represents and trains school administrators in partnership with
15 an institution within The Oklahoma State System of Higher Education
16 or a private institution of higher learning located within this
17 state and accredited pursuant to Section 4103 of Title 70 of the
18 Oklahoma Statutes with a teacher education program accredited by the
19 Commission for Educational Quality and Accountability.

20 C. The State Department of Education shall identify providers
21 to design and implement an institute to improve the quality of
22 leadership in public schools. An institute shall identify high-
23 quality principals and provide an opportunity for principals from
24 school districts throughout the state to observe and interact with

1 the identified high-quality principals and receive professional
2 development in leadership skills to learn the critical practices of
3 high-quality principals in successful public schools in this state.

4 D. Providers seeking to design and implement an institute shall
5 submit applications to the State Department of Education. Provider
6 applications shall include:

7 1. The method for identifying high-quality principals and
8 selecting a cohort of principals from public elementary, middle, and
9 high schools in this state who apply to participate in the
10 professional development provided by the institute;

11 2. The learning objectives and goals of the institute, which
12 shall include at a minimum improving and enhancing positive school
13 climate and culture and implementing distributive and collaborative
14 leadership among educators within a school;

15 3. The methods for achieving the institute's learning
16 objectives and goals, which shall include direct observation of and
17 interaction with identified high-quality principals and experiential
18 professional development in implementing distributive and
19 collaborative leadership, developing collaboration among educators
20 within a school, and other leadership skills; and

21 4. The method for evaluating the success of the institute in
22 meeting the learning objectives and goals and in meeting the purpose
23 of the institute, which includes increasing educator retention,
24 improving the school climate and culture, and improving student

1 academic outcomes. A school climate survey administered prior to
2 and after completion of an institute shall be one tool to evaluate
3 the success of an institute.

4 E. 1. A principal who seeks to receive training through an
5 institute shall submit an application to the provider in accordance
6 with the procedures and deadlines adopted by the provider. The
7 application shall at a minimum include evidence that the principal's
8 employer and school site staff support his or her participation.

9 2. A provider shall select the principals to receive
10 professional development through an institute for the 2022-2023 and
11 2023-2024 school years. The provider shall, to the extent possible,
12 select principals employed in public elementary, middle, and high
13 schools located in rural, suburban, and urban school districts
14 throughout the state that are representative of the racial and
15 gender demographics of the state.

16 F. Subject to availability of funding, a provider shall receive
17 funding to design and implement an institute and to provide a
18 stipend to the employing school district of a high-quality principal
19 to defray some of the costs the school district incurs as a result
20 of his or her participation in the institute.

21 G. By July 1, 2024, each provider shall submit a report to the
22 State Department of Education on implementation of its institute.
23 Each provider's report shall include:
24

1 1. The method for identifying high-quality principals to
2 participate in the institute and the number of principals who
3 participated in the institute;

4 2. The criteria for selecting principals to receive
5 professional development through the institute and the number of
6 principals who received professional development through the
7 institute;

8 3. The methodology for providing interaction between high-
9 quality principals and the school principals who received
10 professional development through the institute;

11 4. The institute's learning objectives and goals and whether
12 the institute achieved those objectives and goals; and

13 5. The manner in which the provider measured success of the
14 institute including improved educator retention, improvements in
15 school culture and climate, and improved student outcomes. The
16 report shall include results of a climate survey administered prior
17 to and after completion of an institute.

18 H. The State Department of Education shall compile the reports
19 required by subsection G of this section and submit them to the
20 chairs of the education committees in the Senate and the House of
21 Representatives. The submission shall include the State Department
22 of Education's evaluation of the institutes, a recommendation
23 regarding continuation of the institutes, recommended changes to the
24 institutes, and the estimated cost of continuing the institutes.

1 I. The State Board of Education may promulgate rules to
2 implement the provisions of this act.

3 SECTION 2. This act shall become effective July 1, 2022.

4 SECTION 3. It being immediately necessary for the preservation
5 of the public peace, health or 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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