

First Regular Session of the 120th General Assembly (2017)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2016 Regular Session of the General Assembly.

HOUSE ENROLLED ACT No. 1449

AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

SECTION 1. IC 20-20-42.2-5, AS ADDED BY P.L.106-2016, SECTION 1, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 5. (a) A governing body may apply to the state board to participate in the program by submitting to the state board in a manner prescribed by the state board a proposed plan approved by the governing body that is developed by two (2) or more teachers and:

- (1) a principal;
- (2) a superintendent **or the superintendent's designee**; or
- (3) any combination of individuals described in either subdivision (1) or (2);

who are currently employed by the school corporation.

(b) The proposed plan must focus on the leadership capacity and commitment of the school corporation to develop career pathways and mentoring. In considering whether to approve a plan submitted, the state board, in consultation with, and with assistance as necessary from, the department, shall consider the following:

- (1) Whether the plan increases salaries of career pathway teachers.
- (2) Whether the plan improves overall teacher job development, leadership, or leadership design.
- (3) Whether the plan improves the quality of classroom instruction.

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(4) Whether the governing body's compensation plan works in conjunction with the plan's proposed program to improve the quality of classroom instruction.

(5) Whether the plan increases the attractiveness of teaching.

(6) Whether the plan offers structured induction and mentorship for newer teachers.

(7) Whether the plan encourages the recognition, effectiveness, and retention of high quality teachers, particularly in using high quality teachers in roles that maximize a high quality teacher's instructional influence and expertise with:

(A) mentored teachers;

(B) a team of teachers; or

(C) students.

(8) Whether the plan is financially sustainable.

(c) A career pathways plan submitted under subsection (a) must enable qualified teachers to progress within their careers and become career pathway teachers by doing any of the following:

(1) Being assigned additional duties that include accountability for student growth across a team of teachers.

(2) Being assigned additional duties in developing curricula and instructional training across a team of teachers.

(3) Being assigned additional duties that include accountability as the teacher of record for more students.

(4) Being assigned additional duties in mentoring newer teachers.

(d) A career pathways plan submitted under subsection (a) must ensure that a career pathway teacher is afforded protected time for teaching.

(e) If a governing body includes a mentoring program in its proposed plan, the plan must focus on establishing a structured induction and mentorship program for newer teachers. If a structured induction and mentorship program is established under this chapter, a mentored teacher may not be paid less than a teacher with the same years of experience in accordance with the school corporation's salary schedule. Except as otherwise provided in this chapter, a mentored teacher has the same rights under IC 20-28 and IC 20-29 as a teacher who does not participate in a program established under this chapter.

(f) A plan approved under this chapter must comply with requirements established in IC 20-20-42.3-5.

SECTION 2. IC 20-20-42.3 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]:

Chapter 42.3. Indiana New Educator Induction Pilot Program



Sec. 1. As used in this chapter, "fund" refers to the system for teacher and student advancement grant fund established under IC 20-20-43-3.

Sec. 2. As used in this chapter, "new teacher" refers to a teacher with an initial practitioner license under IC 20-28-5-12.

Sec. 3. As used in this chapter, "program" refers to the Indiana new educator induction pilot program established by section 4 of this chapter.

Sec. 4. The Indiana new educator induction pilot program is established to provide grants from the fund to school corporations to implement a plan selected by the department and approved by the state board under section 5 of this chapter. The state board shall establish a cap on the number of plans the state board will approve under this chapter.

Sec. 5. (a) A governing body of a school corporation may apply to the department to participate in the program by submitting to the department in a manner prescribed by the department a proposed plan approved by the governing body that is developed by two (2) or more teachers and:

- (1) a principal;
- (2) a superintendent; or
- (3) any combination of individuals described in subdivisions (1) and (2);

who are currently employed by the school corporation.

(b) A proposed plan must require:

- (1) teachers, principals, and administrators who are assigned staff mentors to receive induction support during their first two (2) years in the profession;
- (2) a rigorous staff mentor selection process, which includes an annual application window for educators who apply to be staff mentors;
- (3) foundational training and ongoing professional development for staff mentors;
- (4) criteria for how and when staff mentors are assigned to new teachers, which must include input from the staff mentors;
- (5) manageable workload for new teachers and staff mentors;
- (6) time for staff mentors, including dedicated time for collaboration between the staff mentor and the new teacher;
- (7) regular observation of new teachers by staff mentors followed by instructional feedback and opportunities for new teachers to observe experienced teachers provide classroom



instruction;

(8) a mechanism to encourage new teachers to participate in a learning community or peer network; and

(9) an evaluation model for staff mentors.

(c) The department shall:

(1) prescribe the manner in which a school corporation may apply to participate in the program under this chapter; and

(2) award grants under this chapter in a manner determined by the state board.

The department, with the approval of the state board, shall select participating school corporations after reviewing plans submitted under subsection (a).

(d) The state board may adopt standards for teaching and learning conditions for participating school corporations and conduct regular assessments of the implementation of the standards and learning conditions in the participating school corporations.

(e) Upon completion of an induction program provided by a participating school corporation under this chapter, a new teacher shall receive a practitioner license that includes a micro-credential of having completed an induction program selected under this chapter. A micro-credential awarded under this chapter may be used as a factor in a staff evaluation plan developed by a participating school corporation under IC 20-28-11.5-4.

(f) Upon being selected as a staff mentor, the mentor shall receive a micro-credential on the mentor's practitioner license. An education related micro-credential may be used as a factor in a staff evaluation plan developed by a participating school corporation under IC 20-28-11.5-4.

Sec. 6. A school corporation may enter into an agreement with a postsecondary educational institution to authorize the postsecondary educational institution to collaborate in the consideration and approval of a staff mentor to a new teacher who attended the postsecondary educational institution.

Sec. 7. Not later than July 1, 2018, and each July thereafter, the department shall submit a report to the governor and, in an electronic format under IC 5-14-6, to the general assembly. The report must:

(1) provide a detailed status summary of the program;

(2) include a description of the plans selected; and

(3) make any legislative recommendations.

Sec. 8. This chapter expires July 1, 2027.



SECTION 3. IC 20-20-43-4, AS ADDED BY P.L.106-2016, SECTION 2, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]: Sec. 4. (a) After June 30, 2017, a school corporation may receive a grant to implement the **following**:

(1) The System for Teacher and Student Advancement (TAP) teacher performance model program or a teacher performance model program that includes the implementation of all the following elements:

(1) (A) Multiple career paths for teachers that include additional responsibilities, leadership opportunities, and compensation.

(2) (B) Ongoing applied professional growth opportunities for teachers tied to feedback from the teacher evaluation process and student achievement data.

(3) (C) Instruction focused accountability through an evaluation system based on multiple measures, including evidence of student learning growth.

(4) (D) Performance based compensation for teachers and school leaders based on multiple measures.

(2) A plan selected under the Indiana new educator induction pilot program established by IC 20-20-42.3-4.

(3) The Indiana education residency pilot program established in IC 20-20-44.

(b) To receive a grant, a school corporation shall apply for the grant in a manner prescribed by the state board in consultation with the department. The state board shall establish eligibility requirements. The amount of the grant may not exceed the costs incurred by the school corporation to implement the program. A school corporation may receive a matching grant from a corporation, foundation, or any other entity in addition to a grant awarded under this chapter.

SECTION 4. IC 20-20-44 IS ADDED TO THE INDIANA CODE AS A NEW CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2017]:

Chapter 44. Indiana Education Residency Pilot Program

Sec. 1. As used in this chapter, "fund" refers to the system for teacher and student advancement grant fund established under IC 20-20-43-3.

Sec. 2. As used in this chapter, "new teacher" has the meaning set forth in IC 20-20-42.3-2.

Sec. 3. As used in this chapter, "prospective teacher" refers to a student pursuing a degree or certification to become a new teacher.



Sec. 4. As used in this chapter, "education residency pilot program" means a program that provides prospective teachers, for at least one (1) academic year:

- (1) significant teaching experience working alongside a highly effective or effective teacher of record; and
- (2) instruction and mentoring of the prospective teacher by school corporation personnel or faculty of the teacher preparation program in the content area in which the prospective teacher will become certified or licensed.

Sec. 5. (a) Not later than July 1, 2018, the department shall implement the Indiana education residency pilot program. The education residency pilot program shall allow a school corporation to apply to the state board, in a manner prescribed by the state board, to use a portion of the fund, or any other funds available, to implement the education residency pilot program. The state board may establish a cap on the number of applications the state board may approve under this chapter.

(b) The education residency pilot program must provide prospective teachers with effective teaching skills, as demonstrated through completion of the education residency pilot program or other indicators as determined by the department.

Sec. 6. This chapter expires July 1, 2027.

SECTION 5. [EFFECTIVE JULY 1, 2017] **(a)** The general assembly urges the legislative council to assign to the education interim study committee established by IC 2-5-1.3-4(5) for study during the 2017 legislative interim the topic of new teacher induction programs.

(b) This SECTION expires November 1, 2017.

SECTION 6. [EFFECTIVE JULY 1, 2017] **(a)** The general assembly urges the legislative council to assign to the education interim study committee established by IC 2-5-1.3-4(5) for study during the 2017 legislative interim the topic of teacher residency programs.

(b) This SECTION expires November 1, 2017.



Speaker of the House of Representatives

President of the Senate

President Pro Tempore

Governor of the State of Indiana

Date: _____ Time: _____

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