

1 STATE OF OKLAHOMA

2 2nd Session of the 55th Legislature (2016)

3 HOUSE BILL 3114

By: Martin

4  
5  
6 AS INTRODUCED

7 An Act relating to schools; creating Oklahoma Teacher  
8 Career Paths, Leadership Roles and Compensation  
9 Framework Act; providing for establishment of a  
10 framework for teacher career paths, leadership roles  
11 and compensation; authorizing school district to  
12 apply for certain framework or systems; providing for  
13 inclusion of certain teachers; stating goals of the  
14 framework; establishing the requirements of the  
15 Oklahoma Teacher Career Paths, Leadership Roles and  
16 Compensation Framework; listing initial teacher  
17 requirements; listing career teacher requirements;  
18 listing model teacher requirements; listing mentor  
19 teacher requirements; listing lead teacher  
20 requirements; requiring certain salary supplements to  
21 cover additional contract day costs; directing  
22 certain boards of education to appoint a site-based  
23 review council; specifying membership; establishing  
24 application acceptance and review procedures; making  
certain assignments subject to certain review;  
prohibiting a reduction in teacher compensation;  
providing for continuation of certain award for  
teachers who have National Board Certification;  
providing for application for approval of a framework  
or system to the State Department of Education;  
allowing school districts to opt out of  
implementation under certain circumstances; providing  
for certain appeal; directing the Department to  
establish criteria and process for approval of  
certain framework or comparable systems; making  
implementation of certain framework or system apply  
to certain teachers; authorizing school districts to  
apply for certain planning grants; making grants  
subject to appropriations or funding; stating uses of  
grants; requiring the Department to submit a report  
and recommendations annually; authorizing the State

1 Board of Education to award teacher leadership  
2 supplemental grants; making grants subject to  
3 appropriations or funding; limiting use of grants;  
4 listing components of a comparable system of career  
5 paths and compensation for teachers; listing  
6 leadership roles; listing components of a teacher  
7 leadership roles selection process; making school  
8 districts that implement a comparable system eligible  
9 for certain grants; providing for codification; and  
10 providing an effective date.

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

12 SECTION 1. NEW LAW A new section of law to be codified  
13 in the Oklahoma Statutes as Section 6-301 of Title 70, unless there  
14 is created a duplication in numbering, reads as follows:

15 This act shall be known and may be cited as the "Oklahoma  
16 Teacher Career Paths, Leadership Roles and Compensation Framework  
17 Act".

18 SECTION 2. NEW LAW A new section of law to be codified  
19 in the Oklahoma Statutes as Section 6-302 of Title 70, unless there  
20 is created a duplication in numbering, reads as follows:

21 A. To promote continuous improvement in the quality teaching  
22 workforce in Oklahoma and to give Oklahoma teachers the opportunity  
23 for career recognition that reflects the various roles teachers play  
24 as educational leaders, a framework for Oklahoma teacher career  
paths, leadership roles and compensation is established under  
subsection B of this section for teachers employed by school  
districts. Pursuant to subsection F of this section, a school

1 district may apply to the State Department of Education for approval  
2 to implement the framework or a comparable system of career paths  
3 and compensation for teachers that contains differentiated, multiple  
4 leadership roles as provided in this section and Section 3 of this  
5 act. The framework is designed to accomplish the following goals:

6 1. To attract able and promising new teachers by offering  
7 competitive starting salaries and offering short-term and long-term  
8 professional development and leadership opportunities;

9 2. To retain effective teachers by providing enhanced career  
10 opportunities;

11 3. To promote collaboration by developing and supporting  
12 opportunities for teachers in schools and school districts statewide  
13 to learn from each other;

14 4. To reward professional growth and effective teaching by  
15 providing pathways for career opportunities that come with increased  
16 leadership responsibilities and involve increased compensation; and

17 5. To improve student achievement by strengthening instruction.

18 B. The teacher career paths, leadership roles and compensation  
19 requirements under the Oklahoma Teacher Career Paths, Leadership  
20 Roles and Compensation Framework shall be as follows:

21 1. Initial teacher:

22 a. the salary for an initial teacher who has successfully  
23 completed an approved teacher preparation program as  
24 defined in the Oklahoma Teacher Preparation Act and

1 holds a teacher certificate issued by the State Board  
2 of Education, and who participates in the initial  
3 teacher mentoring and induction program as provided in  
4 this section, shall be at least Thirty-three Thousand  
5 Five Hundred Dollars (\$33,500.00),

6 b. an initial teacher shall complete a teacher residency  
7 during the first year of employment that has all of  
8 the following characteristics:

9 (1) intensive supervision or mentoring by a mentor  
10 teacher or lead teacher,

11 (2) sufficient collaboration time for the initial  
12 teacher in the residency year to be able to  
13 observe and learn from model teachers, mentor  
14 teachers and lead teachers employed by school  
15 districts located in this state,

16 (3) a teaching contract issued under Section 6-101 of  
17 Title 70 of the Oklahoma Statutes that  
18 establishes an employment period which is five  
19 (5) days longer than that required for career  
20 teachers employed by the school district of  
21 employment. The five (5) additional contract  
22 days shall be used to strengthen instructional  
23 leadership in accordance with this subsection,  
24 and

1 (4) frequent observation, evaluation and professional  
2 development opportunities, and

3 c. an initial teacher who completes the requirements of  
4 subparagraph b of this paragraph shall be deemed to  
5 have satisfied the teacher residency requirements set  
6 forth in Section 6-195 of Title 70 of the Oklahoma  
7 Statutes;

8 2. Career teacher. A career teacher for purposes of this  
9 section is a teacher who meets the definition of a career teacher in  
10 Section 6-101.3 of Title 70 of the Oklahoma Statutes or who meets  
11 all of the following requirements:

- 12 a. has successfully completed the initial teacher  
13 mentoring and induction program and has successfully  
14 completed a comprehensive evaluation,
- 15 b. has demonstrated the competencies of a career teacher  
16 as determined under the comprehensive evaluation of  
17 the initial teacher,
- 18 c. holds a valid certificate to teach issued by the  
19 Board, and
- 20 d. participates in teacher professional development as  
21 set forth in this section and demonstrates continuous  
22 improvement in teaching;

23 3. Model teacher. A model teacher for purposes of this section  
24 is a teacher who meets the requirements of paragraph 2 of this

1 subsection, has met the requirements established by the school  
2 district that employs the teacher, is evaluated by the school  
3 district as demonstrating the competencies of a model teacher, has  
4 participated in a rigorous review process, and has been recommended  
5 for a one-year assignment as a model teacher by a site-based review  
6 council appointed pursuant to subsection D of this section. The  
7 terms of the teaching contracts issued to model teachers shall  
8 exceed by five (5) days the terms of teaching contracts issued to  
9 career teachers, and the five (5) additional contract days shall be  
10 used to strengthen instructional leadership in accordance with this  
11 section. A model teacher shall receive an annual salary supplement  
12 of at least One Thousand Five Hundred Dollars (\$1,500.00);

13 4. Mentor teacher. A mentor teacher for purposes of this  
14 section is a teacher who is evaluated by the school district as  
15 demonstrating the competencies and superior teaching skills of a  
16 mentor teacher, and has been recommended for a one-year assignment  
17 as a mentor teacher by a site-based review council appointed  
18 pursuant to subsection D of this section. In addition, a mentor  
19 teacher shall hold a valid certificate to teach issued by the Board,  
20 have a minimum of five (5) years of experience as a classroom  
21 teacher, participate in teacher professional development as outlined  
22 in this section, demonstrate continuous improvement in teaching, and  
23 possess the skills and qualifications to assume leadership roles. A  
24 mentor teacher shall have a teaching load of not more than seventy-

1 five percent (75%) student instruction to allow the teacher to  
2 mentor other teachers. The terms of the teaching contracts issued  
3 to mentor teachers shall exceed by ten (10) days the terms of  
4 teaching contracts issued to career teachers, and the ten (10)  
5 additional contract days shall be used to strengthen instructional  
6 leadership in accordance with this subsection. A mentor teacher  
7 shall receive an annual salary supplement of at least Three Thousand  
8 Dollars (\$3,000.00); and

9 5. Lead teacher. A lead teacher for purposes of this section  
10 is a teacher who holds a valid certificate to teach issued by the  
11 Board, has a minimum of five (5) years of experience as a classroom  
12 teacher, has completed a mentor or coaching training program and has  
13 been recommended for a one-year assignment as a lead teacher by a  
14 site-based review council appointed pursuant to subsection D of this  
15 section. The recommendation from the council shall assert that the  
16 teacher possesses superior teaching skills and the ability to lead  
17 adult learners. A lead teacher shall assume leadership roles that  
18 may include but are not limited to the planning and delivery of  
19 professional development activities designed to improve  
20 instructional strategies, the facilitation of an instructional  
21 leadership team within the building in which the lead teacher is  
22 assigned, the school district or other school districts, the  
23 mentoring of other teachers and participation in the evaluation of  
24 student teachers. A lead teacher shall have a teaching load of not

1 more than fifty percent (50%) student instruction to allow the lead  
2 teacher to spend time on coteaching, coplanning, peer reviews,  
3 observing career teachers, model teachers and mentor teachers, and  
4 other duties mutually agreed upon by the superintendent and the lead  
5 teacher. The duties of a lead teacher may satisfy the qualitative  
6 evaluation component for teachers as required in the Oklahoma  
7 Teacher and Leader Effectiveness Evaluation System. The terms of  
8 the teaching contracts issued to lead teachers shall exceed by  
9 fifteen (15) days the terms of teaching contracts issued to career  
10 teachers, and the fifteen (15) additional contract days shall be  
11 used to strengthen instructional leadership in accordance with this  
12 subsection. A lead teacher shall receive an annual salary  
13 supplement of at least Five Thousand Dollars (\$5,000.00).

14 C. The salary supplement received by a teacher assigned to a  
15 leadership role shall fully cover the salary costs of the additional  
16 contract days required of teachers in those leadership roles.  
17 Notwithstanding any provision of law to the contrary, the  
18 determinations of salary supplements paid pursuant to this section  
19 shall not be subject to appeal. A teacher in a leadership role may  
20 only receive the salary supplement for the duration of time served  
21 in that role.

22 D. 1. The board of education of a school district approved to  
23 implement the framework as described in this section or a comparable  
24 system of career paths shall appoint a site-based review council for



1 each school site within the district. Site-based review councils  
2 shall be comprised of both teachers and administrators.

3 2. The council shall accept and review applications submitted  
4 to the administration of the school or school district for  
5 assignment or reassignment in a teacher leadership role, and shall  
6 make recommendations regarding the applications to the  
7 superintendent of the school district. In developing  
8 recommendations, the council shall utilize measures of teacher  
9 effectiveness and professional growth, consider the needs of the  
10 school district, and review the performance and professional  
11 development of the applicants. Any teacher recommended for  
12 assignment or reassignment in a teacher leadership role shall have  
13 demonstrated to the satisfaction of the council competency on the  
14 Oklahoma teaching standards.

15 3. An assignment in a teacher leadership role under an approved  
16 framework or comparable system shall be subject to review by the  
17 administration of the school or school district at least annually.  
18 The review shall include peer feedback on the effectiveness of the  
19 performance of duty by the teacher specific to the career path of  
20 the teacher. A teacher who completes the time period of assignment  
21 in a teacher leadership role may apply to the administration of the  
22 school or school district for assignment in a new role, if  
23 appropriate, or for reassignment.

24

1 E. A teacher employed in a school district shall not receive  
2 less compensation in that district than the teacher received in the  
3 school year preceding implementation of the framework or a  
4 comparable system approved pursuant to this section. A teacher who  
5 achieves National Board Certification from the National Board for  
6 Professional Teaching Standards and meets the requirements of the  
7 Education Leadership Oklahoma Act shall continue to receive the  
8 award as specified in Section 6-204.1 of Title 70 of the Oklahoma  
9 Statutes in addition to the compensation set forth in this section.

10 F. 1. A school district may apply to the Department for  
11 approval to implement the career paths, leadership roles and  
12 compensation framework specified in subsection B of this section or  
13 a comparable system of career paths and compensation for teachers  
14 that contains differentiated multiple leadership roles.

15 2. A school district approved to implement the framework or a  
16 comparable system pursuant to this subsection shall apply to the  
17 Department prior to May 1 of the preceding school year for any  
18 proposed change to the framework or comparable system.

19 3. By March 1 of the school year preceding implementation, a  
20 school district that has been approved to implement the framework or  
21 a comparable system pursuant to this subsection may opt out of  
22 implementation of the framework or comparable system by notifying  
23 the Department of its intent to withdraw from implementation. A  
24 school district that has opted out of implementation of the

1 framework or comparable system shall not be eligible to receive  
2 teacher leadership supplement foundation aid as provided for in this  
3 section.

4 4. A school district whose application for approval to  
5 implement a comparable system or modified comparable system is  
6 denied may appeal the decision of the Department to the State Board.

7 G. The Department shall establish criteria and a process for  
8 application and approval of the framework established under  
9 subsection A of this section and shall work with districts to  
10 determine requirements for appropriate comparable systems.

11 H. The framework or comparable system approved and implemented  
12 by a school district in accordance with this section shall be  
13 applicable to teachers in every school site within the school  
14 district.

15 I. Subject to the appropriation of funds or the availability of  
16 federal funds for purposes of this subsection, a school district may  
17 apply to the Department for a planning grant to design an  
18 implementation strategy for the framework established pursuant to  
19 subsection B of this section or a comparable system of career paths  
20 and compensation for teachers that contains differentiated multiple  
21 leadership roles. The planning grant shall be used to facilitate a  
22 local decision-making process that includes representation of  
23 administrators, teachers, and parents and guardians of students.

24

1 The Department shall establish and make available an application for  
2 planning grants for purposes of this subsection.

3 J. By December 15 annually, the Department shall submit a  
4 report and any recommendations including but not limited to any  
5 recommendations for changes to the framework established in  
6 subsections A and B of this section to the Board, the Governor, the  
7 Speaker of the House of Representatives and the President Pro  
8 Tempore of the Senate. The report shall also include information on  
9 teacher retention, compensation, academic quality of beginning  
10 teachers, evaluation results, student achievement trend and  
11 comparative data, and recommendations for changes to the framework  
12 or comparable systems and teacher leadership supplemental grants.

13 K. 1. Subject to the appropriation of funds or the  
14 availability of federal funds, the Board may award teacher  
15 leadership supplemental grants to school districts to be used to  
16 implement a framework or a comparable system in accordance with this  
17 act.

18 2. Monies provided through a teacher leadership supplemental  
19 grant shall not be combined with regular wages to create a combined  
20 salary.

21 SECTION 3. NEW LAW A new section of law to be codified  
22 in the Oklahoma Statutes as Section 6-303 of Title 70, unless there  
23 is created a duplication in numbering, reads as follows:

24

1 A. Any comparable system of career paths and compensation for  
2 teachers approved pursuant to Section 2 of this act shall include,  
3 at a minimum, all of the following components:

4 1. A minimum salary of Thirty-three Thousand Five Hundred  
5 Dollars (\$33,500.00) for a full-time teacher;

6 2. Increased support for new teachers and career teachers where  
7 appropriate, such as additional coaching, mentoring and  
8 opportunities for observing exceptional instructional practice;

9 3. Differentiated, multiple teacher leadership roles beyond the  
10 initial teacher and career teacher levels. These leadership roles  
11 may include but shall not be limited to the following:

12 a. instructional coaches who engage full-time or part-  
13 time in instructional coaching,

14 b. peer coaches who provide additional guidance in one or  
15 more aspects of the teaching profession to other  
16 teachers during normal noninstructional time. Peer  
17 coaches may be used only as one element of a more  
18 extensive teacher leadership plan,

19 c. curriculum and professional development leaders who  
20 engage full-time or part-time in the planning,  
21 development and implementation of curriculum and  
22 professional development,

23 d. model teachers who teach full-time and serve as models  
24 of exemplary teaching practice,

1 e. mentor teachers who teach full-time or part-time and  
2 also support the professional development of initial  
3 and career teachers, and

4 f. lead teachers who teach full-time or part-time and  
5 also plan and deliver professional development  
6 activities or engage in other activities designed to  
7 improve instructional strategies;

8 4. A rigorous selection process for placement into and  
9 retention in teacher leadership roles. The process shall include  
10 all of the following components:

11 a. the use of measures of effectiveness and professional  
12 growth to determine suitability for the role,

13 b. a selection committee that includes teachers and  
14 administrators who shall accept and review  
15 applications for assignment or reassignment to a  
16 teacher leadership role and shall make recommendations  
17 regarding the applications to the superintendent of  
18 the school district,

19 c. an annual review of the assignment to a teacher  
20 leadership role by the administration of the school or  
21 school district. The review shall include peer  
22 feedback on the effectiveness of the performance of  
23 duty of the teacher specific to the leadership role of  
24 the teacher. A teacher who completes the time period

1 of assignment to a leadership role may apply to the  
2 administration of the school or school district for  
3 assignment in a new leadership role, if appropriate,  
4 or for reassignment, and

5 d. a requirement that a teacher assigned to a leadership  
6 role shall have at least three (3) years of teaching  
7 experience, and at least one (1) year of experience in  
8 the school district; and

9 5. A professional development system facilitated by teachers  
10 and other education experts and aligned with the professional  
11 development standards adopted by the Board.

12 B. Subject to the appropriation of funds or availability of  
13 federal funds, a school district approved to implement a comparable  
14 system pursuant to Section 2 of this act and which meets the  
15 requirements of this section shall be eligible to receive teacher  
16 leadership supplemental grants as provided for in Section 2 of this  
17 act.

18 SECTION 4. This act shall become effective November 1, 2016.

19  
20 55-2-8846 KB 01/21/16  
21  
22  
23  
24