

1 STATE OF OKLAHOMA

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

3 SUBCOMMITTEE RECOMMENDATION
4 FOR

5 HOUSE BILL NO. 3114

6 By: Martin

7 SUBCOMMITTEE RECOMMENDATION

8 An Act relating to schools; creating the Empowering
9 Teachers to Lead Act; providing for establishment of
10 a framework for teacher career paths, leadership
11 roles and compensation; authorizing school district
12 to apply for certain framework or systems; providing
13 for inclusion of certain teachers; allowing use of
14 certain funds; stating goals of the framework;
15 establishing the requirements of the Empowering
16 Teachers to Lead 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 school-
23 district-based review council; specifying membership;
24 establishing 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

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

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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 6-301 of Title 70, unless there
is created a duplication in numbering, reads as follows:

This act shall be known and may be cited as the "Empowering
Teachers to Lead Act".

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

A. To promote continuous improvement in the quality teaching
workforce in Oklahoma and to give Oklahoma teachers the opportunity
for career recognition that reflects the various roles teachers play
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. Nothing in the Empowering Teachers to Lead Act shall be
6 construed to require a school district to implement the Empowering
7 Teachers to Lead framework as provided for in this act. A school
8 district implementing the framework may use any available local,
9 state or federal funds to implement the framework. The framework is
10 designed to accomplish the following goals:

- 11 1. To attract able and promising new teachers by offering
12 competitive starting salaries and offering short-term and long-term
13 professional development and leadership opportunities;
- 14 2. To retain effective teachers by providing enhanced career
15 opportunities;
- 16 3. To promote collaboration by developing and supporting
17 opportunities for teachers in schools and school districts statewide
18 to learn from each other;
- 19 4. To reward professional growth and effective teaching by
20 providing pathways for career opportunities that come with increased
21 leadership responsibilities and involve increased compensation; and
- 22 5. To improve student achievement by strengthening instruction.

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1 B. The teacher career paths, leadership roles and compensation
2 requirements under the Empowering Teachers to Lead framework shall
3 be as follows:

4 1. Initial teacher:

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

- 8 (1) intensive supervision or mentoring by a mentor
9 teacher or lead teacher,
10 (2) sufficient collaboration time for the initial
11 teacher in the residency year to be able to
12 observe and learn from model teachers, mentor
13 teachers and lead teachers employed by school
14 districts located in this state, and
15 (3) frequent observation, evaluation and professional
16 development opportunities, and

17 b. an initial teacher who completes the requirements of
18 subparagraph a of this paragraph shall be deemed to
19 have satisfied the teacher residency requirements set
20 forth in Section 6-195 of Title 70 of the Oklahoma
21 Statutes;

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

3 a. has successfully completed the initial teacher
4 mentoring and induction program and has successfully
5 completed a comprehensive evaluation,

6 b. has demonstrated the competencies of a career teacher
7 as determined under the comprehensive evaluation of
8 the initial teacher,

9 c. holds a valid certificate to teach issued by the
10 Board, and

11 d. participates in teacher professional development as
12 set forth in this section and demonstrates continuous
13 improvement in teaching;

14 3. Model teacher. A model teacher for purposes of this section
15 is a teacher who meets the requirements of paragraph 2 of this
16 subsection, has met the requirements established by the school
17 district that employs the teacher, is evaluated by the school
18 district as demonstrating the competencies of a model teacher, has
19 participated in a rigorous review process and has been recommended
20 for a one-year assignment as a model teacher by a school-district-
21 based review council appointed pursuant to subsection D of this
22 section. The terms of the teaching contracts issued to model
23 teachers shall exceed by five (5) days the terms of teaching
24 contracts issued to career teachers, and the five (5) additional

1 contract days shall be used to strengthen instructional leadership
2 in accordance with this section. A model teacher shall receive an
3 annual salary supplement of at least One Thousand Five Hundred
4 Dollars (\$1,500.00);

5 4. Mentor teacher. A mentor teacher for purposes of this
6 section is a teacher who is evaluated by the school district as
7 demonstrating the competencies and superior teaching skills of a
8 mentor teacher and has been recommended for a one-year assignment as
9 a mentor teacher by a school-district-based review council appointed
10 pursuant to subsection D of this section. In addition, a mentor
11 teacher shall hold a valid certificate to teach issued by the State
12 Board of Education, have a minimum of five (5) years of experience
13 as a classroom teacher, participate in teacher professional
14 development as outlined in this section, demonstrate continuous
15 improvement in teaching and possess the skills and qualifications to
16 assume leadership roles. A mentor teacher shall have a teaching
17 load of not more than seventy-five percent (75%) student instruction
18 to allow the teacher to mentor other teachers. The terms of the
19 teaching contracts issued to mentor teachers shall exceed by ten
20 (10) days the terms of teaching contracts issued to career teachers,
21 and the ten (10) additional contract days shall be used to
22 strengthen instructional leadership in accordance with this
23 subsection. A mentor teacher shall receive an annual salary
24 supplement of at least Three Thousand Dollars (\$3,000.00); and

1 5. Lead teacher. A lead teacher for purposes of this section
2 is a teacher who holds a valid certificate to teach issued by the
3 Board, has a minimum of five (5) years of experience as a classroom
4 teacher, has completed a mentor or coaching training program and has
5 been recommended for a one-year assignment as a lead teacher by a
6 school-district-based review council appointed pursuant to
7 subsection D of this section. The recommendation from the council
8 shall assert that the teacher possesses superior teaching skills and
9 the ability to lead adult learners. A lead teacher shall assume
10 leadership roles that may include but are not limited to the
11 planning and delivery of professional development activities
12 designed to improve instructional strategies, the facilitation of an
13 instructional leadership team within the building in which the lead
14 teacher is assigned, the school district or other school districts,
15 the mentoring of other teachers and participation in the evaluation
16 of student teachers. A lead teacher shall have a teaching load of
17 not more than fifty percent (50%) student instruction to allow the
18 lead teacher to spend time on coteaching, coplanning, peer reviews,
19 observing career teachers, model teachers and mentor teachers and
20 other duties mutually agreed upon by the superintendent and the lead
21 teacher. The duties of a lead teacher may satisfy the qualitative
22 evaluation component for teachers as required in the Oklahoma
23 Teacher and Leader Effectiveness Evaluation System. The terms of
24 the teaching contracts issued to lead teachers shall exceed by

1 fifteen (15) days the terms of teaching contracts issued to career
2 teachers, and the fifteen (15) additional contract days shall be
3 used to strengthen instructional leadership in accordance with this
4 subsection. A lead teacher shall receive an annual salary
5 supplement of at least Five Thousand Dollars (\$5,000.00).

6 C. The salary supplement received by a teacher assigned to a
7 leadership role shall fully cover the salary costs of the additional
8 contract days required of teachers in those leadership roles.

9 Notwithstanding any provision of law to the contrary, the
10 determinations of salary supplements paid pursuant to this section
11 shall not be subject to appeal. A teacher in a leadership role may
12 only receive the salary supplement for the duration of time served
13 in that role.

14 D. 1. The board of education of a school district approved to
15 implement the framework as described in this section or a comparable
16 system of career paths shall appoint a school-district-based review
17 council. School-district-based review councils shall be composed of
18 both teachers and administrators.

19 2. The council shall accept and review applications submitted
20 to the administration of the school or school district for
21 assignment or reassignment in a teacher leadership role and shall
22 make recommendations regarding the applications to the
23 superintendent of the school district. In developing
24 recommendations, the council shall utilize measures of teacher

1 effectiveness and professional growth, consider the needs of the
2 school district and review the performance and professional
3 development of the applicants. Any teacher recommended for
4 assignment or reassignment in a teacher leadership role shall have
5 demonstrated competency on the Oklahoma teaching standards to the
6 satisfaction of the council.

7 3. An assignment in a teacher leadership role under an approved
8 framework or comparable system shall be subject to review by the
9 administration of the school or school district at least annually.
10 The review shall include peer feedback on the effectiveness of the
11 performance of duty by the teacher specific to the career path of
12 the teacher. A teacher who completes the time period of assignment
13 in a teacher leadership role may apply to the administration of the
14 school or school district for assignment in a new role, if
15 appropriate, or for reassignment.

16 E. A teacher employed in a school district shall not receive
17 less compensation in that district than the teacher received in the
18 school year preceding implementation of the framework or a
19 comparable system approved pursuant to this section. A teacher who
20 achieves National Board Certification from the National Board for
21 Professional Teaching Standards and meets the requirements of the
22 Education Leadership Oklahoma Act shall continue to receive the
23 award as specified in Section 6-204.1 of Title 70 of the Oklahoma
24 Statutes in addition to the compensation set forth in this section.

1 F. 1. A school district may apply to the Department for
2 approval to implement the career paths, leadership roles and
3 compensation framework specified in subsection B of this section or
4 a comparable system of career paths and compensation for teachers
5 that contains differentiated multiple leadership roles.
6 Applications shall be submitted by a date established by the
7 Department.

8 2. A school district approved to implement the framework or a
9 comparable system pursuant to this subsection shall apply to the
10 Department prior to May 1 of the preceding school year for any
11 proposed change to the framework or comparable system.

12 3. By March 15 of the school year preceding implementation, a
13 school district that has been approved to implement the framework or
14 a comparable system pursuant to this subsection may opt out of
15 implementation of the framework or comparable system by notifying
16 the Department of its intent to withdraw from implementation. A
17 school district that has opted out of implementation of the
18 framework or comparable system shall not be eligible to receive
19 teacher leadership supplement foundation aid as provided for in this
20 section.

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

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1 G. The Department shall establish criteria and a process for
2 application and approval of the framework established under
3 subsection A of this section and shall work with districts to
4 determine requirements for appropriate comparable systems.

5 H. The framework or comparable system approved and implemented
6 by a school district in accordance with this section shall be
7 applicable to teachers in every school site within the school
8 district.

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

20 J. By December 15 annually, the Department shall submit a
21 report and any recommendations including but not limited to any
22 recommendations for changes to the framework established in
23 subsections A and B of this section to the Board, the Governor, the
24 Speaker of the House of Representatives and the President Pro

1 Tempore of the Senate. The report shall also include information on
2 teacher retention, compensation, academic quality of beginning
3 teachers, evaluation results, student achievement trend and
4 comparative data and recommendations for changes to the framework or
5 comparable systems and teacher leadership supplemental grants.

6 K. 1. Subject to the appropriation of funds or the
7 availability of federal funds, the Board may award teacher
8 leadership supplemental grants to school districts to be used to
9 implement a framework or a comparable system in accordance with this
10 act.

11 2. Monies provided through a teacher leadership supplemental
12 grant shall not be combined with regular wages to create a combined
13 salary.

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

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

20 1. Increased support for new teachers and career teachers where
21 appropriate, such as additional coaching, mentoring and
22 opportunities for observing exceptional instructional practice;
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1 2. Differentiated, multiple teacher leadership roles beyond the
2 initial teacher and career teacher levels. These leadership roles
3 may include but shall not be limited to the following:

- 4 a. instructional coaches who engage full-time or part-
5 time in instructional coaching,
- 6 b. peer coaches who provide additional guidance in one or
7 more aspects of the teaching profession to other
8 teachers during normal noninstructional time. Peer
9 coaches may be used only as one element of a more
10 extensive teacher leadership plan,
- 11 c. curriculum and professional development leaders who
12 engage full-time or part-time in the planning,
13 development and implementation of curriculum and
14 professional development,
- 15 d. model teachers who teach full-time and serve as models
16 of exemplary teaching practice,
- 17 e. mentor teachers who teach full-time or part-time and
18 also support the professional development of initial
19 and career teachers, and
- 20 f. lead teachers who teach full-time or part-time and
21 also plan and deliver professional development
22 activities or engage in other activities designed to
23 improve instructional strategies;

1 3. A rigorous selection process for placement into and
2 retention in teacher leadership roles. The process shall include
3 all of the following components:

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

6 b. a selection committee that includes teachers and
7 administrators who shall accept and review
8 applications for assignment or reassignment to a
9 teacher leadership role and shall make recommendations
10 regarding the applications to the superintendent of
11 the school district,

12 c. an annual review of the assignment to a teacher
13 leadership role by the administration of the school or
14 school district. The review shall include peer
15 feedback on the effectiveness of the performance of
16 duty of the teacher specific to the leadership role of
17 the teacher. A teacher who completes the time period
18 of assignment to a leadership role may apply to the
19 administration of the school or school district for
20 assignment in a new leadership role, if appropriate,
21 or for reassignment, and

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

3 4. A professional development system facilitated by teachers
4 and other education experts and aligned with the professional
5 development standards adopted by the Board.

6 B. Subject to the appropriation of funds or availability of
7 federal funds, a school district approved to implement a comparable
8 system pursuant to Section 2 of this act and which meets the
9 requirements of this section shall be eligible to receive teacher
10 leadership supplemental grants as provided for in Section 2 of this
11 act.

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

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