

1 **SENATE FLOOR VERSION**

2 April 6, 2016

3 COMMITTEE SUBSTITUTE
4 FOR ENGROSSED
5 HOUSE BILL NO. 3114

By: Martin and Coody (Ann) of
the House

and

Griffin of the Senate

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9 [schools - Empowering Teachers to Lead Act -
10 codification - effective date]

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

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

16 This act shall be known and may be cited as the "Empowering
17 Teachers to Lead 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. The teacher career paths, leadership roles and compensation
22 requirements under the Empowering Teachers to Lead framework shall
23 be as follows:

24 1. Initial teacher:

1 a. an initial teacher shall complete a teacher residency
2 during the first year of employment that has all of
3 the following characteristics:

4 (1) intensive supervision or mentoring by a mentor
5 teacher or lead teacher,

6 (2) sufficient collaboration time for the initial
7 teacher in the residency year to be able to
8 observe and learn from model teachers, mentor
9 teachers and lead teachers employed by school
10 districts located in this state, and

11 (3) frequent observation, evaluation and professional
12 development opportunities, and

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

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

22 a. has successfully completed the initial teacher
23 mentoring and induction program and has successfully
24 completed a comprehensive evaluation,

- 1 b. has demonstrated the competencies of a career teacher
2 as determined under the comprehensive evaluation of
3 the initial teacher,
4 c. holds a valid certificate to teach issued by the
5 Board, and
6 d. participates in teacher professional development as
7 set forth in this section and demonstrates continuous
8 improvement in teaching;

9 3. Model teacher. A model teacher for purposes of this section
10 is a teacher who meets the requirements of paragraph 2 of this
11 subsection, has met the requirements established by the school
12 district that employs the teacher, is evaluated by the school
13 district as demonstrating the competencies of a model teacher, has
14 participated in a rigorous review process and has been recommended
15 for a one-year assignment as a model teacher by a school-district-
16 based review council appointed pursuant to subsection C of this
17 section. The terms of the teaching contracts issued to model
18 teachers shall exceed by five (5) days the terms of teaching
19 contracts issued to career teachers, and the five (5) additional
20 contract days shall be used to strengthen instructional leadership
21 in accordance with this section. A model teacher shall receive an
22 annual salary supplement of at least One Thousand Five Hundred
23 Dollars (\$1,500.00);

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

21 5. Lead teacher. A lead teacher for purposes of this section
22 is a teacher who holds a valid certificate to teach issued by the
23 Board, has a minimum of five (5) years of experience as a classroom
24 teacher, has completed a mentor or coaching training program and has

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

1 subsection. A lead teacher shall receive an annual salary
2 supplement of at least Five Thousand Dollars (\$5,000.00).

3 B. The salary supplement received by a teacher assigned to a
4 leadership role shall fully cover the salary costs of the additional
5 contract days required of teachers in those leadership roles.

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

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

16 2. The council shall accept and review applications submitted
17 to the administration of the school or school district for
18 assignment or reassignment in a teacher leadership role and shall
19 make recommendations regarding the applications to the
20 superintendent of the school district. In developing
21 recommendations, the council shall utilize measures of teacher
22 effectiveness and professional growth, consider the needs of the
23 school district and review the performance and professional
24 development of the applicants. Any teacher recommended for

1 assignment or reassignment in a teacher leadership role shall have
2 demonstrated competency on the Oklahoma teaching standards to the
3 satisfaction of the council.

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

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

22 E. 1. A school district may apply to the Department for
23 approval to implement the career paths, leadership roles and
24 compensation framework specified in subsection A of this section or

1 a comparable system of career paths and compensation for teachers
2 that contains differentiated multiple leadership roles.
3 Applications shall be submitted by a date established by the
4 Department.

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

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

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

21 F. The Department shall establish criteria and a process for
22 application and approval of the framework established under
23 subsection A of this section and shall work with districts to
24 determine requirements for appropriate comparable systems.

1 G. The framework or comparable system approved and implemented
2 by a school district in accordance with this section shall be
3 applicable to teachers in every school site within the school
4 district.

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

16 I. By December 15 annually, the Department shall submit a
17 report and any recommendations including but not limited to any
18 recommendations for changes to the framework established in
19 subsection A of this section to the Board, the Governor, the Speaker
20 of the House of Representatives and the President Pro Tempore of the
21 Senate. The report shall also include information on teacher
22 retention, compensation, academic quality of beginning teachers,
23 evaluation results, student achievement trend and comparative data
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1 and recommendations for changes to the framework or comparable
2 systems and teacher leadership supplemental grants.

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

8 2. Monies provided through a teacher leadership supplemental
9 grant shall not be combined with regular wages to create a combined
10 salary.

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

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

17 1. Increased support for new teachers and career teachers where
18 appropriate, such as additional coaching, mentoring and
19 opportunities for observing exceptional instructional practice;

20 2. Differentiated, multiple teacher leadership roles beyond the
21 initial teacher and career teacher levels. These leadership roles
22 may include but shall not be limited to the following:

23 a. instructional coaches who engage full-time or part-
24 time in instructional coaching,

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

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

- 22 a. the use of measures of effectiveness and professional
23 growth to determine suitability for the role,
- 24

- 1 b. a selection committee that includes teachers and
2 administrators who shall accept and review
3 applications for assignment or reassignment to a
4 teacher leadership role and shall make recommendations
5 regarding the applications to the superintendent of
6 the school district,
- 7 c. an annual review of the assignment to a teacher
8 leadership role by the administration of the school or
9 school district. The review shall include peer
10 feedback on the effectiveness of the performance of
11 duty of the teacher specific to the leadership role of
12 the teacher. A teacher who completes the time period
13 of assignment to a leadership role may apply to the
14 administration of the school or school district for
15 assignment in a new leadership role, if appropriate,
16 or for reassignment, and
- 17 d. a requirement that a teacher assigned to a leadership
18 role shall have at least three (3) years of teaching
19 experience, and at least one (1) year of experience in
20 the school district; and

21 4. A professional development system facilitated by teachers
22 and other education experts and aligned with the professional
23 development standards adopted by the Board.
24

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

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

8 COMMITTEE REPORT BY: COMMITTEE ON APPROPRIATIONS
9 April 6, 2016 - DO PASS AS AMENDED

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