

1 ENGROSSED SENATE AMENDMENT
TO

2 ENGROSSED HOUSE
3 BILL NO. 3114

By: Martin and Coody (Ann) of
the House

4 and

5 Griffin of the Senate

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7
8 An Act relating to schools****State Department of
9 Education; allowing school districts to opt out of
10 implementation under certain circumstances; providing
11 for certain appeal; directing the Department to
12 establish criteria and process for approval of
13 certain framework****authorizing the State Board of
14 Education to award teacher leadership supplemental
15 grants; making grants subject to appropriations or
16 funding; limiting use of grants; listing components
17 of a comparable system of career paths and
18 compensation for teachers; listing leadership roles;
19 listing components of a teacher leadership roles
20 selection process****codification; and providing an
21 effective date.

22
23 AMENDMENT NO. 1. Page 1, strike the title, enacting clause and
24 entire bill and insert

"An Act relating to schools; creating the Empowering
Teachers to Lead Act; establishing the requirements
of the Empowering Teachers to Lead framework; listing
initial teacher requirements; listing career teacher
requirements; listing model teacher requirements;
listing mentor teacher requirements; listing lead
teacher requirements; requiring certain salary
supplements to cover additional contract day costs;
directing certain boards of education to appoint a
school-district-based review council; specifying
membership; establishing application acceptance and
review procedures; making certain assignments subject

1 to certain review; prohibiting a reduction in teacher
2 compensation; providing for continuation of certain
3 award for teachers who have National Board
4 Certification; providing for application for approval
5 of a framework or system to the State Department of
6 Education; allowing school districts to opt out of
7 implementation under certain circumstances; providing
8 for certain appeal; directing the Department to
9 establish criteria and process for approval of
10 certain framework or comparable systems; making
11 implementation of certain framework or system apply
12 to certain teachers; authorizing school districts to
13 apply for certain planning grants; making grants
14 subject to appropriations or funding; stating uses of
15 grants; requiring the Department to submit a report
16 and recommendations annually; authorizing the State
17 Board of Education to award teacher leadership
18 supplemental grants; making grants subject to
19 appropriations or funding; limiting use of grants;
20 listing components of a comparable system of career
21 paths and compensation for teachers; listing
22 leadership roles; listing components of a teacher
23 leadership roles selection process; making school
24 districts that implement a comparable system eligible
for certain grants; providing for codification; and
providing an effective date.

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".

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

4 A. The teacher career paths, leadership roles and compensation
5 requirements under the Empowering Teachers to Lead framework shall
6 be as follows:

7 1. Initial teacher:

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

11 (1) intensive supervision or mentoring by a mentor
12 teacher or lead teacher,

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

18 (3) frequent observation, evaluation and professional
19 development opportunities, and

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

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

- 5 a. has successfully completed the initial teacher
6 mentoring and induction program and has successfully
7 completed a comprehensive evaluation,
- 8 b. has demonstrated the competencies of a career teacher
9 as determined under the comprehensive evaluation of
10 the initial teacher,
- 11 c. holds a valid certificate to teach issued by the
12 Board, and
- 13 d. participates in teacher professional development as
14 set forth in this section and demonstrates continuous
15 improvement in teaching;

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

1 teachers shall exceed by five (5) days the terms of teaching
2 contracts issued to career teachers, and the five (5) additional
3 contract days shall be used to strengthen instructional leadership
4 in accordance with this section. A model teacher shall receive an
5 annual salary supplement of at least One Thousand Five Hundred
6 Dollars (\$1,500.00);

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

1 subsection. A mentor teacher shall receive an annual salary
2 supplement of at least Three Thousand Dollars (\$3,000.00); and

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

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

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

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

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

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

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

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

18 D. A teacher employed in a school district shall not receive
19 less compensation in that district than the teacher received in the
20 school year preceding implementation of the framework or a
21 comparable system approved pursuant to this section. A teacher who
22 achieves National Board Certification from the National Board for
23 Professional Teaching Standards and meets the requirements of the
24 Education Leadership Oklahoma Act shall continue to receive the

1 award as specified in Section 6-204.1 of Title 70 of the Oklahoma
2 Statutes in addition to the compensation set forth in this section.

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

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

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

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

4 F. The Department shall establish criteria and a process for
5 application and approval of the framework established under
6 subsection A of this section and shall work with districts to
7 determine requirements for appropriate comparable systems.

8 G. The framework or comparable system approved and implemented
9 by a school district in accordance with this section shall be
10 applicable to teachers in every school site within the school
11 district.

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

23 I. By December 15 annually, the Department shall submit a
24 report and any recommendations including but not limited to any

1 recommendations for changes to the framework established in
2 subsection A of this section to the Board, the Governor, the Speaker
3 of the House of Representatives and the President Pro Tempore of the
4 Senate. The report shall also include information on teacher
5 retention, compensation, academic quality of beginning teachers,
6 evaluation results, student achievement trend and comparative data
7 and recommendations for changes to the framework or comparable
8 systems and teacher leadership supplemental grants.

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

14 2. Monies provided through a teacher leadership supplemental
15 grant shall not be combined with regular wages to create a combined
16 salary.

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

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

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

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

7 a. instructional coaches who engage full-time or part-
8 time in instructional coaching,

9 b. peer coaches who provide additional guidance in one or
10 more aspects of the teaching profession to other
11 teachers during normal noninstructional time. Peer
12 coaches may be used only as one element of a more
13 extensive teacher leadership plan,

14 c. curriculum and professional development leaders who
15 engage full-time or part-time in the planning,
16 development and implementation of curriculum and
17 professional development,

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

20 e. mentor teachers who teach full-time or part-time and
21 also support the professional development of initial
22 and career teachers, and

23 f. lead teachers who teach full-time or part-time and
24 also plan and deliver professional development

1 activities or engage in other activities designed to
2 improve instructional strategies;

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

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

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

14 c. an annual review of the assignment to a teacher
15 leadership role by the administration of the school or
16 school district. The review shall include peer
17 feedback on the effectiveness of the performance of
18 duty of the teacher specific to the leadership role of
19 the teacher. A teacher who completes the time period
20 of assignment to a leadership role may apply to the
21 administration of the school or school district for
22 assignment in a new leadership role, if appropriate,
23 or for reassignment, and
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1 d. a requirement that a teacher assigned to a leadership
2 role shall have at least three (3) years of teaching
3 experience, and at least one (1) year of experience in
4 the school district; and

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

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

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

15 Passed the Senate the 20th day of April, 2016.

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17 _____
18 Presiding Officer of the Senate

19 Passed the House of Representatives the ____ day of _____,
20 2016.

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22 _____
23 Presiding Officer of the House
24 of Representatives

1 ENGROSSED HOUSE
2 BILL NO. 3114

By: Martin and Coody (Ann) of
the House

3 and

4 Griffin of the Senate
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7 An Act relating to schools; creating the Empowering
8 Teachers to Lead Act; providing for establishment of
9 a framework for teacher career paths, leadership
10 roles and compensation; authorizing school district
11 to apply for certain framework or systems; providing
12 for inclusion of certain teachers; allowing use of
13 certain funds; stating goals of the framework;
14 establishing the requirements of the Empowering
15 Teachers to Lead framework; listing initial teacher
16 requirements; listing career teacher requirements;
17 listing model teacher requirements; listing mentor
18 teacher requirements; listing lead teacher
19 requirements; requiring certain salary supplements to
20 cover additional contract day costs; directing
21 certain boards of education to appoint a school-
22 district-based review council; specifying membership;
23 establishing application acceptance and review
24 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
Board of Education to award teacher leadership

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

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

11 SECTION 5. NEW LAW A new section of law to be codified
12 in the Oklahoma Statutes as Section 6-301 of Title 70, unless there
13 is created a duplication in numbering, reads as follows:

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

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

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

1 to implement the framework or a comparable system of career paths
2 and compensation for teachers that contains differentiated, multiple
3 leadership roles as provided in this section and Section 3 of this
4 act. Nothing in the Empowering Teachers to Lead Act shall be
5 construed to require a school district to implement the Empowering
6 Teachers to Lead framework as provided for in this act. A school
7 district implementing the framework may use any available local,
8 state or federal funds to implement the framework. The framework is
9 designed to accomplish the following goals:

10 1. To attract able and promising new teachers by offering
11 competitive starting salaries and offering short-term and long-term
12 professional development and leadership opportunities;

13 2. To retain effective teachers by providing enhanced career
14 opportunities;

15 3. To promote collaboration by developing and supporting
16 opportunities for teachers in schools and school districts statewide
17 to learn from each other;

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

21 5. To improve student achievement by strengthening instruction.

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

1 1. Initial teacher:

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

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

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

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

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

19 2. Career teacher. A career teacher for purposes of this
20 section is a teacher who meets the definition of a career teacher in
21 Section 6-101.3 of Title 70 of the Oklahoma Statutes or who meets
22 all of the following requirements:
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- a. has successfully completed the initial teacher mentoring and induction program and has successfully completed a comprehensive evaluation,
- b. has demonstrated the competencies of a career teacher as determined under the comprehensive evaluation of the initial teacher,
- c. holds a valid certificate to teach issued by the Board, and
- d. participates in teacher professional development as set forth in this section and demonstrates continuous improvement in teaching;

3. Model teacher. A model teacher for purposes of this section is a teacher who meets the requirements of paragraph 2 of this subsection, has met the requirements established by the school district that employs the teacher, is evaluated by the school district as demonstrating the competencies of a model teacher, has participated in a rigorous review process and has been recommended for a one-year assignment as a model teacher by a school-district-based review council appointed pursuant to subsection D of this section. The terms of the teaching contracts issued to model teachers shall exceed by five (5) days the terms of teaching contracts issued to career teachers, and the five (5) additional contract days shall be used to strengthen instructional leadership in accordance with this section. A model teacher shall receive an

1 annual salary supplement of at least One Thousand Five Hundred
2 Dollars (\$1,500.00);

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

23 5. Lead teacher. A lead teacher for purposes of this section
24 is a teacher who holds a valid certificate to teach issued by the

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

1 used to strengthen instructional leadership in accordance with this
2 subsection. A lead teacher shall receive an annual salary
3 supplement of at least Five Thousand Dollars (\$5,000.00).

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

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

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

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

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

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

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

23 F. 1. A school district may apply to the Department for
24 approval to implement the career paths, leadership roles and

1 compensation framework specified in subsection B of this section or
2 a comparable system of career paths and compensation for teachers
3 that contains differentiated multiple leadership roles.
4 Applications shall be submitted by a date established by the
5 Department.

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

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

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

22 G. The Department shall establish criteria and a process for
23 application and approval of the framework established under
24

1 subsection A of this section and shall work with districts to
2 determine requirements for appropriate comparable systems.

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

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

18 J. By December 15 annually, the Department shall submit a
19 report and any recommendations including but not limited to any
20 recommendations for changes to the framework established in
21 subsections A and B of this section to the Board, the Governor, the
22 Speaker of the House of Representatives and the President Pro
23 Tempore of the Senate. The report shall also include information on
24 teacher retention, compensation, academic quality of beginning

1 teachers, evaluation results, student achievement trend and
2 comparative data and recommendations for changes to the framework or
3 comparable systems and teacher leadership supplemental grants.

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

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

12 SECTION 7. NEW LAW A new section of law to be codified
13 in the Oklahoma Statutes as Section 6-303 of Title 70, unless there
14 is created a duplication in numbering, reads as follows:

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

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

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

24

- a. instructional coaches who engage full-time or part-time in instructional coaching,
- b. peer coaches who provide additional guidance in one or more aspects of the teaching profession to other teachers during normal noninstructional time. Peer coaches may be used only as one element of a more extensive teacher leadership plan,
- c. curriculum and professional development leaders who engage full-time or part-time in the planning, development and implementation of curriculum and professional development,
- d. model teachers who teach full-time and serve as models of exemplary teaching practice,
- e. mentor teachers who teach full-time or part-time and also support the professional development of initial and career teachers, and
- f. lead teachers who teach full-time or part-time and also plan and deliver professional development activities or engage in other activities designed to improve instructional strategies;

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

- 1 a. the use of measures of effectiveness and professional
2 growth to determine suitability for the role,
- 3 b. a selection committee that includes teachers and
4 administrators who shall accept and review
5 applications for assignment or reassignment to a
6 teacher leadership role and shall make recommendations
7 regarding the applications to the superintendent of
8 the school district,
- 9 c. an annual review of the assignment to a teacher
10 leadership role by the administration of the school or
11 school district. The review shall include peer
12 feedback on the effectiveness of the performance of
13 duty of the teacher specific to the leadership role of
14 the teacher. A teacher who completes the time period
15 of assignment to a leadership role may apply to the
16 administration of the school or school district for
17 assignment in a new leadership role, if appropriate,
18 or for reassignment, and
- 19 d. a requirement that a teacher assigned to a leadership
20 role shall have at least three (3) years of teaching
21 experience, and at least one (1) year of experience in
22 the school district; and
- 23
24

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

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

10 SECTION 8. This act shall become effective November 1, 2016.

11 Passed the House of Representatives the 7th day of March, 2016.

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Presiding Officer of the House
of Representatives

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Passed the Senate the ___ day of _____, 2016.

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Presiding Officer of the Senate

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