HB3114 SUBPCS1 Scott Martin-KB
2/9/2016 5:59:04 pm

SUBCOMMITTEE AMENDMENT

HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB3114 _____
Of the printed Bill

Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Amendment submitted by: Scott Martin

Adopted: _____

_____
Reading Clerk

STATE OF OKLAHOMA

2nd Session of the 55th Legislature (2016)

PROPOSED SUBCOMMITTEE
SUBSTITUTE
FOR
HOUSE BILL NO. 3114 By: Martin

PROPOSED SUBCOMMITTEE SUBSTITUTE

An Act relating to schools; creating the Empowering Teachers to Lead Act; providing for establishment of a framework for teacher career paths, leadership roles and compensation; authorizing school district to apply for certain framework or systems; providing for inclusion of certain teachers; allowing use of certain funds; stating goals of the framework; 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 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 supplemental grants; making grants subject to appropriations or funding; limiting use of grants; listing components of a comparable system of career paths and compensation for teachers; listing leadership roles; listing components of a teacher leadership roles selection process; making school 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".

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

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

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

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

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

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

5. To improve student achievement by strengthening instruction.

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

1. Initial teacher:

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

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

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

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

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

2. Career teacher. A career teacher for purposes of this section is a teacher who meets the definition of a career teacher in

Section 6-101.3 of Title 70 of the Oklahoma Statutes or who meets all of the following requirements:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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:

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

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

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

d. a requirement that a teacher assigned to a leadership role shall have at least three (3) years of teaching

experience, and at least one (1) year of experience in the school district; and

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

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

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

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