

AMENDED IN SENATE JULY 5, 2012

AMENDED IN ASSEMBLY MAY 25, 2012

CALIFORNIA LEGISLATURE—2011–12 REGULAR SESSION

ASSEMBLY BILL

No. 1765

Introduced by Assembly Member Brownley
(Coauthors: Assembly Members Ammiano, Silva, and Solorio)

February 17, 2012

An act to add Section 44259.4 to the Education Code, relating to teachers.

LEGISLATIVE COUNSEL'S DIGEST

AB 1765, as amended, Brownley. ~~Teacher leaders.~~ *leaders: advisory panel.*

Existing law establishes the Commission on Teacher Credentialing to, among other things, establish professional standards, assessments, and examinations for entry and advancement in the education profession.

This bill would require the commission to convene an advisory panel to explore the recognition of leadership roles within the teaching career pathway, as specified. The commission would be required to consider the findings of the advisory panel and report to the Governor and the Legislature on recommendations for the recognition of teacher leaders within one year of the ~~implementation of these provisions~~ *advisory panel being convened*. The bill would require the commission to use private funds to support the advisory panel ~~on teacher leadership~~, and would prohibit the use of General Fund moneys for this purpose. The bill would ~~further prohibit the implementation of these provisions unless the commission certifies that it has received private funding for this purpose~~ *require the advisory panel to be convened only after the*

Department of Finance determines that private funds, in an amount sufficient to fully support the activities of the advisory panel, have been deposited with the state. The bill would require the department to file a written statement that the determination has been made with specified persons.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. (a) The Legislature finds and declares all of the
2 following:

3 (1) Given the profound educational changes that have taken
4 place over the past decade, there has been a statewide increase in
5 the use of experienced teachers as mentors, support providers,
6 master teachers, teacher leaders, and providers of professional
7 development services.

8 (2) The increased use of the knowledge, skills, and abilities of
9 experienced teachers as peer developers and supporters is largely
10 the result of programs such as teacher induction and internship
11 programs, as well as local efforts to improve teacher quality in
12 order to improve pupil achievement.

13 (3) Questions have been raised as to whether teachers are
14 appropriately prepared and recognized for these types of roles
15 within the existing teaching certification and professional
16 development mechanisms.

17 (4) Teachers continue to develop in their professions throughout
18 their careers. However, the current structure provides limited
19 choices for veteran teachers looking for new opportunities to apply
20 their experience and expertise without leaving the classroom.

21 (5) Highly qualified teachers are seeking increased opportunities
22 for career advancement that keep them involved in pupil
23 instruction, and not necessarily on the administrator ladder.

24 (b) It is the intent of the Legislature to examine differentiated
25 career opportunities for teachers to promote teacher quality and
26 increase pupil achievement and school improvement.

27 SEC. 2. Section 44259.4 is added to the Education Code, to
28 read:

29 44259.4. (a) The commission shall convene an advisory panel
30 of stakeholders with expertise in the field of teacher leadership to

1 explore the recognition of leadership roles within the teaching
2 career pathway. The advisory panel shall consider issues related
3 to teacher leadership, including, but not limited to, the following:

4 (1) The various roles of teacher leaders in today’s public schools
5 such as master teachers, mentors, induction support providers and
6 fieldwork supervisors, instructional leaders, department chairs,
7 curriculum coordinators, peer coaches, literacy or mathematics
8 coordinators, assessment coordinators, and accreditation
9 coordinators.

10 (2) The use of teachers as instructional leaders and peer role
11 models to foster innovation needed to effect change in turnaround
12 schools.

13 (3) How recognition of teacher leaders may promote teacher
14 retention.

15 (4) Formal preparation and recognition of the leadership roles
16 that teachers assume.

17 (5) Application of adult learning theories to improve the
18 instruction of teacher peers.

19 (6) Processes and procedures in other states for recognition of
20 teacher leaders.

21 (7) The nexus of recognition of teacher leaders with the national
22 board certification process.

23 (8) How recognition, including, but not limited to, an
24 authorization, credential, recognition of study, special recognition,
25 emphasis or specialization, could be developed and realized while
26 maintaining local flexibility in hiring and staffing needs.

27 (9) The feasibility of teacher leader career ladders that could be
28 used by school districts to align salary schedules or alternative
29 salary structures.

30 (10) Current research and practices in teacher leader and mentor
31 programs, including, but not limited to, the Beginning Teacher
32 Support and Assessment System standards for support provider
33 and assessor training, statewide subject matter projects, and the
34 Certificated Staff Mentoring Program.

35 (b) The advisory panel shall include, but is not limited to,
36 representatives of the following:

37 (1) Teachers who are performing school leadership duties.

38 (2) Teacher and administrator organizations.

39 (3) The Superintendent.

40 (4) Commission-approved teacher preparation programs.

1 (5) School boards and school districts.

2 (6) Other organizations deemed appropriate by the commission.

3 (c) The commission shall consider the findings of the advisory
4 panel and report to the Governor and Legislature on
5 recommendations for the recognition of teacher leaders within one
6 year of the ~~implementation of~~ *advisory panel being convened*
7 *pursuant to this section.*

8 (d) The commission shall use private funds to support the
9 advisory panel ~~on teacher leadership~~ described in this section.
10 General Fund moneys shall not be used for this purpose.

11 (e) (1) The requirement for submitting a report imposed under
12 subdivision (c) is inoperative on January 1, 2017, pursuant to
13 Section 10231.5 of the Government Code.

14 (2) A report submitted pursuant to subdivision (c) shall be
15 submitted in compliance with Section 9795 of the Government
16 Code.

17 ~~(f) This section shall not be implemented unless the commission~~
18 ~~certifies that it has received private funding pursuant to subdivision~~
19 ~~(d) to complete the work of the~~ *The advisory panel on teacher*
20 *leadership shall be convened pursuant to this section only after*
21 *the Department of Finance determines that private funds, in an*
22 *amount sufficient to fully support the activities of the advisory*
23 *panel, have been deposited with the state. If the Department of*
24 *Finance determines that sufficient funding has been secured to*
25 *establish and support the activities of the advisory panel, the*
26 *Department of Finance shall file a written statement with the*
27 *Secretary of the Senate, the Chief Clerk of the Assembly, and the*
28 *Legislative Counsel memorializing that this determination has*
29 *been made.*