

**ASSEMBLY BILL**

**No. 1765**

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**Introduced by Assembly Member Brownley**

February 17, 2012

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

LEGISLATIVE COUNSEL'S DIGEST

AB 1765, as introduced, Brownley. Teacher leaders.

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. The commission would be required to consider the findings of the advisory panel and report to the Governor and the Legislature by January 1, 2014, on recommendations for the recognition of teacher leaders.

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,

1 master teachers, teacher leaders, and providers of professional  
2 development services.

3 (2) The increased use of the knowledge, skills, and abilities of  
4 experienced teachers as peer developers and supporters is largely  
5 the result of programs such as teacher induction and internship  
6 programs, as well as local efforts to improve teacher quality in  
7 order to improve pupil achievement.

8 (3) Questions have been raised as to whether teachers are  
9 appropriately prepared and recognized for these types of roles  
10 within the existing teaching certification and professional  
11 development mechanisms.

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

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

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

22 SEC. 2. Section 44259.4 is added to the Education Code, to  
23 read:

24 44259.4. (a) The commission shall convene an advisory panel  
25 of stakeholders with expertise in the field of teacher leadership to  
26 explore the recognition of leadership roles within the teaching  
27 career pathway. The advisory panel will consider issues related to  
28 teacher leadership including, but not limited to, the following:

29 (1) The various roles of teacher leaders in today's public schools  
30 such as master teachers, mentors, induction support providers and  
31 fieldwork supervisors, instructional leaders, department chairs,  
32 curriculum coordinators, peer coaches, literacy or mathematics  
33 coordinators, assessment coordinators, and accreditation  
34 coordinators.

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

38 (3) How recognition of teacher leaders may promote teacher  
39 retention.

1 (4) Formal preparation and recognition of the leadership roles  
2 that teachers assume.

3 (5) Application of adult learning theories to improve the  
4 instruction of teacher peers.

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

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

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

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

16 (10) Current research and practices in teacher leader and mentor  
17 programs, including, but not limited to, the Beginning Teacher  
18 Support and Assessment System standards for support provider  
19 and assessor training, statewide subject matter projects, and the  
20 Certificated Staff Mentoring Program.

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

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

24 (2) Teacher and administrator organizations.

25 (3) The Superintendent of Public Instruction.

26 (4) Commission-approved teacher preparation programs.

27 (5) School boards and school districts.

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

29 (c) The commission shall consider the findings of the advisory  
30 panel and report to the Governor and Legislature by January 1,  
31 2014, on recommendations for the recognition of teacher leaders.

32 (d) (1) The requirement for submitting a report imposed under  
33 subdivision (c) is inoperative on January 1, 2018, pursuant to  
34 Section 10231.5 of the Government Code.

35 (2) A report submitted pursuant to subdivision (c) shall be  
36 submitted in compliance with Section 9795 of the Government  
37 Code.