

WEST VIRGINIA LEGISLATURE

2020 REGULAR SESSION

Introduced

House Bill 4804

BY DELEGATES ELLINGTON, ESPINOSA, COWLES,
HOUSEHOLDER, ATKINSON, HARDY, HIGGINBOTHAM,
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[Introduced February 11, 2020; Referred to the
Committee on Education then Finance.]

1 A BILL to amend and reenact §18-9A-10 of the Code of West Virginia, 1931, as amended; and to
2 amend and reenact §18A-3C-3 of said code, all relating to comprehensive systems of
3 support for teacher and leader induction and professional growth; providing for retention
4 of \$100,000 of school aid funds for comprehensive systems of support, each year for five-
5 year period, for use by department of education to assist county boards in design and
6 implementation of teacher leader framework to accomplish teacher induction and growth
7 aspects of comprehensive system; clarifying intent of comprehensive systems of support
8 includes meaningful assistance for beginning teachers and leaders; authorizing state
9 board guidelines for design and implementation of comprehensive systems to include
10 design and implementation of teacher leader framework; clarifying references to
11 appropriations supporting county-level implementation of comprehensive systems of
12 support; removing prohibition on specific level of compensation guarantee to employee
13 service or employment as mentor; authorizing county board adoption of teacher leader
14 framework to accomplish purposes of section for teacher induction and professional
15 growth and apply appropriations to support county salary supplement if adopted and
16 meeting qualifications specified for teacher duties; requiring department to assist county
17 boards with design and implementation of teacher leader framework; stating goals of
18 framework; authorizing formation of networks of schools or systems or both for design and
19 implementation of frameworks with certain objectives; providing minimum components of
20 teacher leader frameworks adopted by county boards; and requiring report to legislative
21 oversight commission.

Be it enacted by the Legislature of West Virginia:

CHAPTER 18. EDUCATION.

ARTICLE 9A. PUBLIC SCHOOL SUPPORT.

§18-9A-10. Foundation allowance to improve instructional programs, instructional technology, and teacher and leader induction and professional growth.

1 (a) The total allowance to improve instructional programs and instructional technology is
2 the sum of the following:

3 (1) For instructional improvement, in accordance with county and school electronic
4 strategic improvement plans required by §18-2E-5 of this code, an amount equal to 10 percent of
5 the increase in the local share amount for the next school year shall be added to the amount of
6 the appropriation for this purpose for the immediately preceding school year. The sum of these
7 amounts shall be allocated to the counties as follows:

8 (A) One hundred fifty thousand dollars shall be allocated to each county; and

9 (B) Allocation to the counties of the remainder of these funds shall be made proportional
10 to the average of each county's average daily attendance for the preceding year and the county's
11 second month net enrollment.

12 Moneys allocated by this subdivision shall be used to improve instructional programs
13 according to the county and school strategic improvement plans required by §18-2E-5 of this code
14 and approved by the state board.

15 Up to 50 percent of this allocation for the improvement of instructional programs may be
16 used to employ professional educators and service personnel in the county. Prior to the use of
17 any funds from this subdivision for personnel costs, the county board must receive authorization
18 from the State Superintendent. The State Superintendent shall require the county board to
19 demonstrate: (1) The need for the allocation; (2) efficiency and fiscal responsibility in staffing; (3)
20 sharing of services with adjoining counties in the use of the total local district board budget; and
21 (4) employment of technology integration specialists to meet the needs for implementation of the
22 West Virginia Strategic Technology Learning Plan. County boards shall make application for the
23 use of funds for personnel for the next fiscal year by May 1 of each year. On or before June 1,
24 the State Superintendent shall review all applications and notify applying county boards of the

25 approval or disapproval of the use of funds for personnel during the fiscal year appropriate. The
26 State Superintendent shall require the county board to demonstrate the need for an allocation for
27 personnel based upon the county's inability to meet the requirements of state law or state board
28 policy.

29 The funds available for personnel under this subdivision may not be used to increase the
30 total number of professional noninstructional personnel in the central office beyond four.

31 The plan shall be made available for distribution to the public at the office of each affected
32 county board; plus

33 (2) For the purposes of improving instructional technology, an amount equal to 20 percent
34 of the increase in the local share amount for the next school year shall be added to the amount
35 of the appropriation for this purpose for the immediately preceding school year. The sum of these
36 amounts shall be allocated to the counties as follows:

37 (A) Thirty thousand dollars shall be allocated to each county; and

38 (B) Allocation to the counties of the remainder of these funds shall be made proportional
39 to the average of each county's average daily attendance for the preceding year and the county's
40 second month net enrollment.

41 Moneys allocated by this subdivision shall be used to improve instructional technology
42 programs according to the county board's strategic technology learning plan.

43 This allocation for the improvement of instructional technology programs may also be used
44 for the employment of technology system specialists essential for the technology systems of the
45 schools of the county to be fully functional and readily available when needed by classroom
46 teachers. The amount of this allocation used for the employment of technology system specialists
47 shall be included and justified in the county board's strategic technology learning plan; plus

48 (3) One percent of the state average per pupil state aid multiplied by the number of
49 students enrolled in dual credit, advanced placement, and international baccalaureate courses,

50 as defined by the state board, distributed to the counties proportionate to enrollment in these
51 courses in each county; plus

52 (4) For the purpose of supporting county-level implementation of the comprehensive
53 systems for teacher and leader induction and professional growth pursuant to §18A-3C-3 of this
54 code, an amount equal to 20 percent of the increase in the local share amount for the next school
55 year shall be added to the amount of the appropriation for this purpose for the immediately
56 preceding school year. The sum of these amounts shall be allocated to the counties in a manner
57 established by the state board which takes into account the following factors:

58 (A) The number of full-time-equivalent teachers employed by the county with zero years
59 of experience;

60 (B) The total number of full-time-equivalent teachers employed by the county with one
61 year of experience, with two years of experience, and with three years of experience;

62 (C) The number of full-time-equivalent principals, assistant principals, and vocational
63 administrators employed by the county who are in their first or second year of employment as a
64 principal, assistant principal, or vocational administrator;

65 (D) The number of full-time-equivalent principals, assistant principals, and vocational
66 administrators employed by the county who are in their first year in an assignment at a school
67 with a programmatic level in which they have not previously served as a principal, assistant
68 principal, or vocational administrator; and

69 (E) Needs identified in the strategic plans for continuous improvement of schools and
70 school systems including those identified through the performance evaluations of professional
71 personnel.

72 ~~Notwithstanding~~ Notwithstanding any provision of this subsection to the contrary, no
73 county may receive an allocation for the purposes of this subdivision which is less than the
74 county's total 2016-2017 allocation from the Teacher Mentor and Principals Mentorship
75 appropriations to the Department of Education. Moneys allocated by this subdivision shall be

76 used for implementation of the comprehensive systems for teacher and leader induction and
77 professional growth pursuant to §18A-3C-3 of this code. Notwithstanding any provision of this
78 subsection to the contrary, for each of the five school years beginning with the school year 2020
79 – 2021 and ending after the school year 2024 – 2025, from funds to be allocated under this
80 subdivision, \$100,000 shall be retained by the Department of Education to assist county boards
81 with the design and implementation of a teacher leader framework to accomplish the teacher
82 induction and professional growth aspects of their comprehensive systems of support for teacher
83 and leader induction and professional growth pursuant to §18A-3C-3 of this code; plus

84 (5) An amount not less than the amount required to meet debt service requirements on
85 any revenue bonds issued prior to January 1, 1994, and the debt service requirements on any
86 revenue bonds issued for the purpose of refunding revenue bonds issued prior to January 1,
87 1994, shall be paid by the Department of Education in accordance with the expenditure schedule
88 approved by the state budget office into the School Building Capital Improvements Fund created
89 by §18-9D-6 of this code and shall be used solely for the purposes of that article. The School
90 Building Capital Improvements Fund shall not be utilized to meet the debt services requirement
91 on any revenue bonds or revenue refunding bonds for which moneys contained within the School
92 Building Debt Service Fund have been pledged for repayment pursuant to that section.

93 (b) Notwithstanding the restrictions on the use of funds pursuant to subdivisions (1) and
94 (2), subsection (a) of this section, a county board may:

95 (1) Utilize up to 25 percent of the allocation for the improvement of instructional programs
96 in any school year for school facility and equipment repair, maintenance, and improvement or
97 replacement and other current expense priorities and for emergency purposes. The amount of
98 this allocation used for any of these purposes shall be included and justified in the county and
99 school strategic improvement plans or amendments thereto; and

100 (2) Utilize up to 50 percent of the allocation for improving instructional technology in any
101 school year for school facility and equipment repair, maintenance, and improvement or

102 replacement and other current expense priorities and for emergency purposes. The amount of
103 this allocation used for any of these purposes shall be included and justified in the county board's
104 strategic technology learning plan or amendments thereto.

105 (c) When the school improvement bonds secured by funds from the School Building
106 Capital Improvements Fund mature, the State Board of Education shall annually deposit an
107 amount equal to \$24 million from the funds allocated in this section into the School Construction
108 Fund created pursuant to the provisions of §18-9D-6 of this code to continue funding school facility
109 construction and improvements.

110 (d) Any project funded by the School Building Authority shall be in accordance with a
111 comprehensive educational facility plan which must be approved by the state board and the
112 School Building Authority.

CHAPTER 18A. SCHOOL PERSONNEL.

ARTICLE 3C. IMPROVING TEACHING AND LEARNING.

§18A-3C-3. Comprehensive system for teacher and leader induction and professional growth.

1 (a) The intent of the Legislature is to allow for local-level implementation of comprehensive
2 systems of support for building professional practice consistent with sound educational practices
3 and resources available. In this regard, it is the intent of the Legislature that the comprehensive
4 systems of support shall incorporate support for improved professional performance that begins
5 with meaningful assistance for beginning teachers and leaders and also is targeted on
6 deficiencies identified through the educator personnel evaluation process and other professional
7 development needs identified in the strategic plans for continuous improvement of schools and
8 school systems. Further, because of significant variability among the counties, not only in the size
9 of their teaching force, distribution of facilities and available resources, but also because of their
10 varying needs, the Legislature intends for the implementation of this section to be accomplished

11 in a manner that provides adequate flexibility to the counties to design and implement a
12 comprehensive system of support for improving professional performance that best achieves the
13 goals of this section within the county. Finally, because of the critical importance of ensuring that
14 all teachers perform at the accomplished level or higher in the delivery of instruction that at least
15 meets the West Virginia Professional Teaching Standards and because achieving this objective
16 at a minimum entails providing assistance to address the needs as indicated by the data informed
17 results of annual performance evaluations, including the self-assessed needs of the teachers
18 themselves, the Legislature expects the highest priority for county and state professional
19 development will be on meeting these needs and that the comprehensive systems of support for
20 improving professional practice will reflect substantial redirection of existing professional
21 development resources toward this highest priority.

22 (b) On or before July 1, 2018, the state board shall publish guidelines on the design and
23 implementation of a county-level comprehensive system of support for improving professional
24 practice. The purpose of the guidelines is to assist the county board with the design and
25 implementation of a system that best achieves the goals of this section within the county. The
26 guidelines may include examples of best practices and resources available to county boards to
27 assist them with the design and implementation of a comprehensive system of support and may
28 include guidelines for the design and implementation of a teacher leader framework committed to
29 improving the quality of instruction.

30 (c) Effective for the school year beginning July 1, 2018, and thereafter, a county board is
31 not eligible to receive state funding appropriated for the purposes of this section or any other
32 provision of law related to beginning teacher and principal internships and mentor teachers and
33 principals unless it has adopted a plan for implementation of a comprehensive system of support
34 for improving professional practice, the plan has been verified by the state board as meeting the
35 requirements of this section and the county is implementing the plan. The plan shall address the
36 following:

37 (1) The manner in which the county will provide the strong school-based support and
38 supervision that will assist beginning teachers in developing instructional and management
39 strategies, procedural and policy expertise, and other professional practices they need to be
40 successful in the classroom and perform at the accomplished level. Nothing in this subdivision
41 prohibits a school or school system that was granted an exception or waiver from §18A-3-2c of
42 this code prior to the effective date of this section from continuing implementation of the program
43 in accordance with the exception or waiver;

44 (2) The manner in which the county will provide the strong support and supervision that
45 will assist beginning principals in developing instructional leadership, supervisory, and
46 management strategies, procedural and policy expertise, and other professional practices they
47 need to be successful in leading continuous school improvement and performing at the
48 accomplished level or above;

49 (3) The manner in which the county in cooperation with the teacher preparation programs
50 in this state will provide strong school-based support and assistance necessary to make student
51 teaching a productive learning experience;

52 (4) The manner in which the county will use the data from the educator performance
53 evaluation system to serve as the basis for providing professional development specifically
54 targeted on the area or areas identified through the evaluation process as needing improvement.
55 If possible, this targeted professional development should be delivered at the school site using
56 collaborative processes, mentoring or coaching or other approaches that maximize use of the
57 instructional setting;

58 (5) The manner in which the county will use the data from the educator performance
59 evaluation system to serve as the basis for establishing priorities for the provision of county-level
60 professional development when aggregate evaluation data from the county's schools indicates
61 an area or areas of needed improvement;

62 (6) If a county uses master teachers, mentors, academic coaches, or any other
63 approaches using individual employees to provide support, supervision, or other professional
64 development or training to other employees for the purpose of improving their professional
65 practice, the manner in which the county will select each of these individual employees based
66 upon demonstrated superior performance and competence as well as the manner in which the
67 county will coordinate support for these employees. If the duties of the position are to provide
68 mentoring to an individual teacher at only one school, then priority shall be given to applicants
69 employed at the school at which those duties will be performed;

70 (7) The manner in which the county will use local resources available, including, but not
71 limited to, funds for professional development and academic coaches, to focus on the priority
72 professional development goals of this section;

73 (8) The manner in which the county will adjust its scheduling, use of substitutes,
74 collaborative planning time, calendar, or other measures as may be necessary to provide
75 sufficient time for professional personnel to accomplish the goals of this section as set forth in the
76 county's plan; and

77 (9) The manner in which the county will monitor and evaluate the effectiveness of
78 implementation and outcomes of the county system of support for improving professional practice.

79 (d) Effective the school year beginning ~~July 1, 2018~~ July 1, 2020, and thereafter,
80 appropriations for ~~beginning teacher and principal mentors and internships~~ supporting county
81 level implementation of the comprehensive systems of support for teacher and leader induction
82 and professional growth pursuant to §18-9A-10 of this code and any new appropriation which
83 may be made for the purposes of this section shall be expended by county boards only to
84 accomplish the activities as set forth in their county plan pursuant to this section. Effective the
85 school year beginning ~~July 1, 2018~~ July 1, 2020, and thereafter, ~~no specific level of compensation~~
86 ~~is guaranteed for any employee service or employment as a mentor and such service or~~
87 ~~employment~~ is not subject to the provisions of this code governing extra duty contracts. A county

88 board may adopt a teacher leader framework designed to accomplish the purposes of this section
89 related to teacher induction and professional growth and, if the county board adopts a county
90 salary supplement pursuant to §18A-4-5a of this code to provide additional compensation to
91 teachers who, in addition to teaching duties, are assigned other duties for new teacher induction,
92 improving professional practice and furthering professional growth among teachers as set forth in
93 the county's comprehensive system of support, then appropriations made for supporting the
94 purposes of this section may be applied to that salary supplement and other associated costs
95 which may include a reduction in the teaching load of the teacher leader.

96 (e) The Department of Education shall assist county boards with the design and
97 implementation of a teacher leader framework to accomplish the teacher induction and
98 professional growth aspects of their comprehensive systems of support pursuant to this section.

99 The goals of a teacher leader framework are to achieve:

100 (1) Increased student achievement and growth through the development of a shared
101 leadership structure at the school level;

102 (2) Broader dissemination and use of effective teacher strategies through an increase in
103 teacher collaboration; and

104 (3) Stronger and more positive school and district culture through the development and
105 retention of highly effective teachers.

106 (f) The Department of Education may form networks among schools or school systems,
107 or both, of comparable size and interests for the design and implementation of teacher leader
108 frameworks that are:

109 (A) Driven by varying district and school needs;

110 (B) Related to existing state and district initiatives;

111 (C) Designed to improve student achievement and growth; and

112 (D) Designed to fit district size, current culture for collaboration, and funding capacity.

113 (g) A teacher leader framework adopted by a county board must:

114 (1) Create specific roles and responsibilities, eligibility requirements, and compensation
115 plans for each teacher leader position, and clearly communicate these to teacher leaders,
116 administrators, and other stakeholders;

117 (2) Provide regular, targeted professional learning opportunities for teacher leaders, and
118 encourage redelivery within their respective schools;

119 (3) Provide time and opportunities for teacher leaders to collaborate with administrators,
120 curriculum staff, other teacher leaders, and teachers;

121 (4) Monitor and evaluate the effectiveness of the teacher leader program through surveys
122 from school administrators and school faculty; and

123 (5) Include teacher leaders in the school improvement planning process.

124 ~~(e)~~ (h) The Legislative Oversight Commission on Education Accountability shall review the
125 progress of the implementation of ~~this article~~ the comprehensive systems of support for teacher
126 and leader induction and professional growth and may make any recommendations it considers
127 necessary to the Legislature during the 2019 next regular legislative session.

NOTE: The purpose of this bill is to permit county boards of education to adopt a teacher leader framework to accomplish purposes of their comprehensive systems of support related to teacher induction and professional growth and to apply appropriations for the systems to support a county salary supplement if adopted and meeting the qualifications specified for teacher duties. The bill provides for the retention of \$100,000 of school aid funds for comprehensive systems of support, each year for five-year period, for use by Department of Education to assist county boards in the design and implementation of a teacher leader framework. It also authorizes the state board to include guidelines for the design and implementation of teacher leader framework in its guidance for the comprehensive systems. The bill states the goals of the teacher leader frameworks along with the objectives and minimum components of teacher leader frameworks adopted by county boards.

Strike-throughs indicate language that would be stricken from a heading or the present law and underscoring indicates new language that would be added.