



# *First Choice*

*Oklahoma Teacher Empowerment Program*

# OKCPS Vision

By providing **equitable access** to a *world class education*, every Oklahoma City Public Schools student will *graduate ready* to fulfill their unique purpose in a *healthy, vibrant community*.





# What is the Teacher Empowerment Program?

HB 4388 was passed during Legislative Session in May 2022. Written by Representatives Hilbert and Baker of the House and Senator Pugh of the Senate, this bill created the Teacher Empowerment Revolving Fund to provide progression incentive bonuses to eligible teachers in Oklahoma. This was amended 3A O.S. 2021, Section 713, relating to the Oklahoma Education Lottery Act. **HB 4388 required districts to match the required progressive incentive bonuses, which was cost prohibitive to districts across the state.**



# What is the Teacher Empowerment Program?

SB 1256 was passed during the Legislative Session in May 2024. Written by Senator Pugh, this bill allows the Oklahoma State Department of Education to establish *advanced*, *lead*, and *master* teacher certificates and to establish minimum salary increases for the corresponding certificate levels. The bill removed the barrier that districts must match funds when designating high-quality teachers for the program. Teachers will receive a \$3,000 to \$10,000 pay increase depending on the designation level. Teachers employed at a school with economically disadvantaged students (40% or more), or at a district with enrollment below 1,000 students, will receive an additional one-time award of \$1,500 to \$5,000 depending on their designation.



# What is the Teacher Empowerment Program?

The Oklahoma Teacher Empowerment Program (OTEP) allows excellent educators to elevate their professional growth and pay without moving into an administrative role. Oklahoma's Education Lottery Trust Fund has placed an additional 21 million dollars into the Teacher Empowerment Revolving Fund. This brings the Teacher Empowerment Revolving Fund total to nearly \$45M as year two of the program begins. These funds allow districts to identify and designate up to 10% of their excellent teachers as advanced, lead, or master teachers.

Depending on the designation level, teacher contracts will include additional days and a \$3,000 - \$10,000 salary increase provided by Teacher Empowerment Funds. Teachers employed at an economically disadvantaged school (40% or more) or teachers at a district with enrollment below 1,000 students will receive an additional one-time award of \$1,500 - \$5,000 depending on their designation.



# OKCPS Teacher Empowerment Designations

Required Criteria	Master	Lead	Advanced
Type of Teaching Certificate	Standard, Alternative Standard (5 year certification)	Standard, Alternative Standard (5 year certification)	Standard, Alternative Standard (5 year certification)
Years of Experience	Minimum of seven (7) years of classroom teaching experience, with the most recent year in OKCPS	Minimum of five (5) years of classroom teaching experience, with the most recent year in OKCPS	Minimum of three (3) years of classroom teaching experience, with the most recent year in OKCPS
Evaluation Results	Earned a superior rating on most recent Final TLE evaluation score	Earned a superior and highly effective rating on most recent Final TLE evaluation score	Earned a superior and highly effective rating on most recent Final TLE evaluation score
Student Performance**	Shows evidence of quantitative growth for more than 80% of the previous years students based on screeners, district, and/or state assessments	Shows evidence of quantitative growth for more than 70% of the previous years students based on screeners, district, and/or state assessments	Teacher shows evidence where their median growth percentile meets or exceeds 60% (Fall 2023 to Spring 2024) of the previous years students based on screeners, district, and/or state assessments

\*Educators must meet the minimum requirements above per designation and then minimum rubric score on the next slide for each designation.

\*\*non core teachers will need to build their case (Ex. music, grown program, take students to OSSAA competitions, etc.)



# OKCPS Teacher Empowerment Rubric

Category	4	3	2	1	0
<b>Teacher Attendance</b>	0-4 days absent in the previous year	5-9 days absent in the previous year	10-13 days absent in the previous year	14-17 days absent in the previous year	18 or more days absent in the previous year
<b>Professional Development</b>	Leads professional development at the state or national level, thereby resulting in significant impact on instructional practice of a broad range of educators and communities	Leads professional development at the district level or local community level thereby having a significant impact on instructional practice within the organization	Leads professional development at the site level therefore resulting in a moderate change in instructional practice at the site level	Leads professional development primarily at the PLC level therefore resulting in a minor change in instructional practice at the site level	Does not lead professional development in any capacity
<b>Awards/ Recognitions</b>	Receives awards and formal recognition from beyond the district level for effective teaching practices which resulted in positive impact to the organization	Receives awards and formal recognition from the district which resulted in positive impact to the organization	Receives awards and formal recognition from the site which resulted in positive impact to the organization	Receives informal recognition at the site level	No evidence of awards or informal/formal recognition



## OKCPS Teacher Empowerment Rubric continued

Category	4	3	2	1	0
<b>Teacher Leadership</b>	Leads or serves on committees at the state or national level therefore making a positive impact on a broad range of educators	Leads or serves on committees at the district or community level thereby having a positive impact on district educators	Leads or serves on committees at the site level thereby having a positive impact on site educators	Informally serves and provides feedback resulting in positive impact at the site level	No evidence of teacher leadership
<b>Teacher Mentorship</b>	Formally serves as a new teacher mentor with regular, documented meetings and evidence of feedback. Supports district/university partnerships by mentoring student observers and student teachers	Formally serves as a new teacher mentor with regular, documented meetings and evidence of feedback	Formally serves as a new teacher mentor teacher with regular, documented meetings	Informally serves as a new teacher mentor teacher at the site level resulting in minor impacts on instructional practices	No evidence of mentoring other teachers





## OKCPS Teacher Empowerment Rubric

	<b>Master</b>	<b>Lead</b>	<b>Advanced</b>
Rubric Score	17-20	14-16	11-13
Extra Days	15	10	5

- *Educators must meet the minimum requirements above per designation and then minimum rubric score below for each designation.*
- *If selected for a designation, extra days will be added to the contract of the designated year.*

Teachers must meet the minimum criteria for each designation and then, in addition, they must meet the minimum rubric score. If they meet the minimum criteria for a higher designation but do not meet the rubric score, they will only qualify for the level of the rubric score. If more than 10% of district teachers qualify, priority will be given based on rubric score, years of experience in OKCPS, years of experience total, and student performance.



# Application Process for OKCPS TEP

- Teachers will be required to apply to consideration for the OTEP.
- Applications will be submitted via Frontline and documentation will be required to support the application.
- Teachers must meet the minimum criteria for each designation and then, in addition, they must meet the minimum rubric score in order to qualify for OTEP.
- If a teacher meets the minimum criteria for a higher designation but does not meet the rubric score, they will only qualify for the level of the rubric score.
- If more than 10% of district teachers qualify, priority will be given based on rubric score, years of experience in OKCPS, years of experience total, and student performance.
- Teachers will be required to work the additional days depending on the level of their designation (5,10,15 day).



# Application Process for OKCPS TEP

- Job descriptions and work requirement for each designation level will be communicated to applicants during the application process.
- Program participants will lead professional development efforts for emergency-certified teachers in test preparation and other district-developed topics. Assigned service days may include:
  - Content training for emergency-certified teachers preparing for certification tests.
  - Professional development sessions during district-wide PD days.
  - Curriculum development in collaboration with district teams.
  - High-intensity tutoring for targeted students.
  - Preparation of emergency-certified teachers based on district pacing guides.
- OSDE will provide up to 6 hours of asynchronous leadership PD to the designated teachers

***Questions?***



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