

ENGROSSED

House Bill No. 2928

As Amended

ENGROSSED HOUSE BILL NO. 2928 - By: Coody, McDaniel (Jeannie) and Tibbs of the House and Ford, Eason McIntyre and Stanislawski of the Senate.

(schools - written policy of evaluation - teacher competencies - requirements of an evaluation policy - emergency)

~~BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:~~

SECTION 1. AMENDATORY 70 O.S. 2001, Section 6-101.10, is amended to read as follows:

Section 6-101.10 A. Each board of education shall adopt, maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. Beginning with the 2013-2014 school year, each written policy of evaluation for all teachers and administrators shall be based upon measures of teacher and leader effectiveness that include quantitative data regarding growth of student learning and an evidence-based performance rubric. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating

1 members of the negotiations unit and any standards of performance
2 and conduct proposed for adoption beyond those established by the
3 State Board of Education shall be negotiable items. Nothing in this
4 act shall be construed to annul, modify or to preclude the renewal
5 or continuing of any existing agreement heretofore entered into
6 between any school district and any organizational representative of
7 its employees. Every policy ~~se~~ adopted by a board of education
8 shall:

9 1. Be Prior to the 2013-2014 school year, be based upon a set
10 of minimum criteria developed by the State Board of Education;

11 2. Beginning with the 2013-2014 school year, be based upon
12 teacher and principal competencies adopted by the State Board of
13 Education for Oklahoma, which competencies shall be adopted with
14 oversight from the commission created by the Governor through
15 executive order which is charged to manage, coordinate, monitor and
16 report on efforts to implement the federal "Race to the Top" program
17 in the state or any other oversight group or committee which may be
18 created to meet the funding requirements of the "Race to the Top"
19 federal program. The teacher and principal competencies shall
20 include but not be limited to measures of teacher and principal
21 effectiveness that incorporate quantitative data regarding growth of
22 student learning and an evidence-based performance rubric;

1 3. Beginning with the 2013-2014 school year, the evidence-based
2 teacher performance rubric which is to be incorporated into the
3 teacher competencies as set forth in paragraph 2 of this subsection
4 shall include the following general professional teaching
5 competencies:

6 a. understands the central concepts and methods of
7 inquiry of the subject matter and can create learning
8 experiences that make these aspects of subject matter
9 meaningful for students,

10 b. understands how students learn and develop, and can
11 provide learning opportunities that support the
12 intellectual, social and physical development of
13 students at all grade levels including early
14 childhood, elementary, middle level, and secondary,

15 c. understands that students vary in their approaches to
16 learning and creates instructional opportunities that
17 are adaptable to individual differences of learners,

18 d. understands the curriculum integration processes and
19 uses a variety of instructional strategies to
20 encourage development of critical thinking, problem
21 solving, and performance skills by students and
22 effective use of technology,

- 1 e. uses best practices related to motivation and behavior
2 to create learning environments that encourage
3 positive social interaction, self-motivation and
4 active engagement learning, thus, providing
5 opportunities for success,
- 6 f. develops a knowledge of and uses communication
7 techniques to foster active inquiry, collaboration,
8 and supportive interaction in the classroom,
- 9 g. plans instruction based upon curriculum goals,
10 knowledge of the teaching and learning process,
11 subject matter, abilities of students and differences,
12 and the community, and adapts instruction based upon
13 assessment and reflection,
- 14 h. understands and uses a variety of assessment
15 strategies to evaluate and modify the teaching and
16 learning process ensuring the continuous intellectual,
17 social and physical development of the learner,
- 18 i. evaluates the effects of choices and actions on
19 others, modifies those actions when needed, and
20 actively seeks opportunities for continued
21 professional growth,
- 22 j. fosters positive interaction with school colleagues,
23 parents, families, and organizations in the community

- 1 to actively engage them in support of the learning and
2 well-being of students,
- 3 k. understands the importance of assisting students with
4 career awareness and the application of career
5 concepts to the academic curriculum,
- 6 l. understands the process of continuous lifelong
7 learning, the concept of making learning enjoyable,
8 and the need for a willingness to change when the
9 change leads to greater student learning and
10 development,
- 11 m. understands the legal aspects of teaching including
12 the rights of students, parents and families, as well
13 as the legal rights and responsibilities of the
14 teacher, and
- 15 n. understands, and is able to develop instructional
16 strategies and plans based on the Oklahoma core
17 curriculum;

18 4. Be prescribed in writing at the time of adoption and at all
19 times when amendments ~~thereto~~ to the policy are adopted. The
20 original policy and all amendments to the policy shall be promptly
21 made available to all persons subject to the policy;

1 ~~3-~~ 5. Provide that all evaluations be made in writing and that
2 evaluation documents and responses ~~thereto~~ to the evaluation be
3 maintained in a personnel file for each evaluated person;

4 ~~4-~~ 6. Provide that every probationary teacher be evaluated at
5 least two times per school year, once prior to November 15 and once
6 prior to February 10 of each year;

7 ~~5-~~ 7. Provide that every teacher be evaluated once every year,
8 except as otherwise provided by law. Beginning with the 2013-2014
9 school year, evaluations shall consist, at a minimum, of:

- 10 a. two classroom observations by principals or assistant
11 principals,
12 b. a completed evaluation form that measures the progress
13 of the teacher toward meeting performance goals, based
14 on the performance rubric, and
15 c. a plan for continuous professional growth, to be
16 agreed upon by the teacher and evaluator; and

17 ~~6-~~ 8. Provide that, except for superintendents of independent
18 and elementary school districts and superintendents of area school
19 districts, who shall be evaluated by the ~~local school board~~ of
20 education, all certified personnel, ~~including administrators,~~ shall
21 be evaluated by ~~certified administrative personnel~~ a principal,
22 assistant principal, or other trained certified individual
23 designated by the ~~local school board~~ of education.

1 B. All personnel designated by the local board to conduct the
2 personnel evaluations shall be required to participate in either
3 training conducted by the State Department of Education or training
4 provided by the local school district using guidelines and materials
5 developed by the State Department of Education prior to conducting
6 ~~such~~ evaluations.

7 C. The State Department of Education shall develop and conduct
8 workshops pursuant to statewide criteria which train ~~such~~
9 ~~administrative~~ personnel in conducting evaluations.

10 D. The State Board of Education shall monitor compliance with
11 the provisions of this section by local school districts.

12 E. Refusal by a local school district to comply with the
13 provisions of this section shall be grounds for withholding State
14 Aid funds until ~~such~~ compliance occurs.

15 SECTION 2. It being immediately necessary for the preservation
16 of the public peace, health and safety, an emergency is hereby
17 declared to exist, by reason whereof this act shall take effect and
18 be in full force from and after its passage and approval.

19 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION, dated 3-29-10 - DO
20 PASS, As Amended and Coauthored.