

STATE OF OKLAHOMA

2nd Session of the 55th Legislature (2016)

HOUSE BILL 2269

By: Wood

AS INTRODUCED

An Act relating to schools; amending 70 O.S. 2011, Section 6-101.16, as last amended by Section 4, Chapter 365, O.S.L. 2015 (70 O.S. Supp. 2015, Section 6-101.16), which relates to the Oklahoma Teacher and Leader Effectiveness Evaluation System; extending year in which TLE shall be implemented; prohibiting value-added modeling in measuring student academic growth for quantitative components; extending date in which certain components shall be adopted; and providing an effective date.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-101.16, as last amended by Section 4, Chapter 365, O.S.L. 2015 (70 O.S. Supp. 2015, Section 6-101.16), is amended to read as follows:

Section 6-101.16 A. By December 15, 2011, the State Board of Education shall adopt a new statewide system of evaluation to be known as the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE). The Board shall work cooperatively with school districts to fully implement both the quantitative and qualitative components of the TLE in all school districts by the ~~2016-2017~~ 2017-

1 2018 school year as provided for in Section 6-101.10 of this title,  
2 including determining the final calculation of the student academic  
3 growth measurement as provided for in subparagraph a of paragraph 4  
4 of subsection B of this section and developing a teacher/student  
5 assignment verification system.

6 B. The TLE shall include the following components:

7 1. Annual evaluations that provide feedback to improve student  
8 learning and outcomes, except as provided for in subsection C of  
9 this section;

10 2. Comprehensive remediation plans and instructional coaching  
11 for all teachers who receive qualitative or quantitative ratings of  
12 "needs improvement" or "ineffective" in accordance with the rating  
13 system established in paragraph 3 of this subsection;

14 3. A five-tier rating system for both the qualitative and  
15 quantitative components set forth in paragraph 4 of this subsection  
16 as follows:

- 17 a. superior,
- 18 b. highly effective,
- 19 c. effective,
- 20 d. needs improvement, and
- 21 e. ineffective;

22 4. a. The quantitative ratings of teachers and leaders shall  
23 be based on quantitative components which shall  
24 include performance measures of a teacher and leader

1 that are based on student academic growth using  
2 multiple years of standardized test data, as  
3 available, and performance measures for teachers in  
4 grades and subjects for which there is no state-  
5 mandated testing measure, as approved by the State  
6 Board of Education pursuant to subsection E of this  
7 section, ~~and~~.

8 b. Value-added modeling shall not be used as a measure of  
9 student academic growth for purposes of the  
10 quantitative components.

11 c. The qualitative ratings of teachers and leaders shall  
12 be based on rigorous and fair qualitative assessment  
13 components;

14 5. An evidence-based qualitative assessment tool for the  
15 teacher qualitative portion of the TLE that will include observable  
16 and measurable characteristics of personnel and classroom practices  
17 that are correlated to student performance success, including, but  
18 not limited to:

- 19 a. organizational and classroom management skills,
- 20 b. ability to provide effective instruction,
- 21 c. focus on continuous improvement and professional  
22 growth,
- 23 d. interpersonal skills, and
- 24 e. leadership skills;

1        6. An evidence-based qualitative assessment tool for the leader  
2 qualitative portion of the TLE that will include observable and  
3 measurable characteristics of personnel and site management  
4 practices that are correlated to student performance success,  
5 including, but not limited to:

- 6            a. organizational and school management, including  
7                      retention and development of effective teachers and  
8                      dismissal of ineffective teachers,
- 9            b. instructional leadership,
- 10           c. professional growth and responsibility,
- 11           d. interpersonal skills,
- 12           e. leadership skills, and
- 13           f. stakeholder perceptions;

14        7. For those teachers in grades and subjects for which there is  
15 no state-mandated testing measure to create a quantitative  
16 assessment for the quantitative portion of the TLE, local school  
17 district boards of education shall choose evaluation methods from a  
18 list of reliable, research-based options approved by the State Board  
19 of Education pursuant to subsection E of this section. Emphasis  
20 shall be placed on the observed qualitative assessment as well as  
21 contribution to the overall school academic growth. For those  
22 teachers who have at least one tested grade or subject, school  
23 districts shall have the option of basing up to fifty percent (50%)  
24 of the quantitative rating on evaluation methods chosen from a list

1 of reliable, research-based options approved by the State Board of  
2 Education pursuant to subsection E of this section;

3 8. For first-year and second-year teachers, evaluations shall  
4 be based solely on qualitative components set forth in subparagraph  
5 b of paragraph 4 of this subsection; and

6 9. For teachers who were previously employed by a different  
7 public school district and for teachers who enter into post-  
8 retirement employment with a public school, school districts shall  
9 have the option of basing those evaluations solely on the  
10 qualitative components set forth in subparagraph b of paragraph 4 of  
11 this subsection during their first year of employment.

12 C. Career teachers receiving a qualitative rating of "superior"  
13 or "highly effective" and a quantitative rating of "superior" or  
14 "highly effective" under the TLE may be evaluated once every two (2)  
15 years.

16 D. The Teacher and Leader Effectiveness Commission shall adopt  
17 the student academic growth quantitative components of the TLE as  
18 provided for in subparagraph a of paragraph 4 of subsection B of  
19 this section by ~~May 1, 2014~~ December 1, 2016. The Commission shall  
20 provide oversight and advise the State Board of Education on the  
21 development and implementation of the TLE.

22 E. By December 1, 2015, the Teacher and Leader Effectiveness  
23 Commission shall recommend to the State Board of Education multiple  
24 reliable, research-based measures for providing a quantitative

1 evaluation component for teachers in grades and subjects for which  
2 there is no state-mandated testing measure. The State Board of  
3 Education shall approve and publish a list of approved measures by  
4 February 1, 2016.

5 F. A school district with an average daily attendance of more  
6 than thirty-five thousand (35,000) which has incorporated  
7 quantitative components of the TLE into its evaluation system of  
8 teachers and administrators prior to the 2015-2016 school year may  
9 continue using its evaluation system, as defined by the school  
10 district's written policies, notwithstanding the provisions of this  
11 section and regardless of the State Board of Education's adoption of  
12 quantitative components pursuant to this section.

13 G. The State Department of Education shall provide to the  
14 Oklahoma State Regents for Higher Education and the Oklahoma  
15 Commission for Educational Quality and Accountability timely  
16 electronic data linked to teachers and leaders derived from the TLE  
17 for purposes of providing a basis for the development of  
18 accountability and quality improvements of the teacher preparation  
19 system. The data shall be provided in a manner and at such times as  
20 agreed upon between the Department, the State Regents and the  
21 Commission.

22 H. For purposes of this section, "leader" means a principal,  
23 assistant principal or any other school administrator who is  
24 responsible for supervising classroom teachers.

1 I. The State Department of Education shall keep all data  
2 collected pursuant to the TLE and records of annual evaluations  
3 received pursuant to this section confidential. Records created  
4 pursuant to this section which identify, in any way, a current or  
5 former public employee shall not be subject to disclosure under the  
6 Oklahoma Open Records Act. Nothing in this subsection shall be  
7 construed to prohibit disclosure otherwise required by this section;  
8 provided, however, any provisions requiring disclosure of TLE  
9 records shall be construed narrowly and all individually identifying  
10 information shall be removed from such records to the fullest extent  
11 possible.

12 SECTION 2. This act shall become effective November 1, 2016.

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