

1 STATE OF OKLAHOMA

2 2nd Session of the 58th Legislature (2022)

3 HOUSE BILL 3506

By: Provenzano

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6 AS INTRODUCED

7 An Act relating to teachers; amending 70 O.S. 2021,  
8 Section 6-101.10, which relates to teacher evaluation  
9 and professional development; providing exemption  
10 from Professional Learning Focus for teacher who  
11 exceeds certain amount of professional development;  
12 and providing an effective date.

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

14 SECTION 1. AMENDATORY 70 O.S. 2021, Section 6-101.10, is  
15 amended to read as follows:

16 Section 6-101.10 A. Each school district board of education  
17 shall maintain and annually review, following consultation with or  
18 involvement of representatives selected by local teachers, a written  
19 policy of evaluation and corresponding professional development for  
20 all teachers and administrators. In those school districts in which  
21 there exists a professional negotiations agreement made in  
22 accordance with Section 509.1 et seq. of this title, the procedure  
23 for evaluating members of the negotiations unit and any standards of  
24 performance and conduct proposed for adoption beyond those

1 established by the State Board of Education shall be negotiable  
2 items. Nothing in this section shall be construed to annul, modify  
3 or to preclude the renewal or continuing of any existing agreement  
4 heretofore entered into between any school district and any  
5 organizational representative of its employees. Every policy of  
6 evaluation adopted by a board of education shall:

7 1. Be based upon a set of minimum criteria developed by the  
8 State Board of Education, which shall be revised and based upon the  
9 Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE)  
10 developed by the State Board of Education as provided in Section 6-  
11 101.16 of this title. The revisions to each policy of evaluation  
12 shall be phased in according to the following schedule:

13 a. for the 2014-2015, 2015-2016 and 2016-2017 school  
14 years, the evaluation rating of teachers and  
15 administrators shall be based on the qualitative  
16 component of the TLE. For the 2016-2017 school year,  
17 the State Department of Education shall work with  
18 school districts to develop individualized programs of  
19 professional development as described in subsection B  
20 of this section. However, nothing in this  
21 subparagraph shall preclude a school district with an  
22 average daily attendance of more than thirty-five  
23 thousand (35,000) from continuing to use quantitative  
24 components which the district has incorporated at its

- own expense prior to the 2015-2016 school year into its evaluation system of teachers and administrators, as defined by the district's written policy,
- b. for evaluations of teachers and administrators conducted during the 2017-2018 school year, and each school year thereafter, school districts shall incorporate and put into operation the qualitative component of the TLE as provided for in subsection B of Section 6-101.16 of this title into the evaluations used in all school sites within the district. For the 2017-2018 school year, and each school year thereafter, teachers and administrators shall receive a district evaluation rating based on the components of the TLE as set forth in subsection B of Section 6-101.16 of this title. For the 2017-2018 school year, school districts shall incorporate the individualized programs of professional development as described in subsection B of this section on a pilot program basis, and
- c. for evaluations of teachers and administrators conducted during the 2018-2019 school year, and each school year thereafter, school districts shall fully incorporate and put into operation the individualized

1 programs of professional development as described in  
2 subsection B of this section;

3 2. Be prescribed in writing at the time of adoption and at all  
4 times when amendments to the policy are adopted. The original  
5 policy and all amendments to the policy shall be promptly made  
6 available to all persons subject to the policy;

7 3. Provide that all evaluations be made in writing and that  
8 evaluation documents and responses thereto be maintained in a  
9 personnel file for each evaluated person;

10 4. Provide that every probationary teacher receive formative  
11 feedback from the evaluation process at least two times per school  
12 year, once during the fall semester and once during the spring  
13 semester;

14 5. Provide that every teacher be evaluated once every year,  
15 except for career teachers receiving a district evaluation rating of  
16 "superior" or "highly effective" under the TLE who may be evaluated  
17 once every three (3) years; and

18 6. Provide that, except for superintendents of independent and  
19 elementary school districts and superintendents of area school  
20 districts who shall be evaluated by the school district board of  
21 education, all certified personnel shall be evaluated by a  
22 principal, assistant principal, designee of the principal,  
23 supervisor, content expert, department chair, peer committee or  
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1 other trained persons or groups of persons designated by the school  
2 district board of education.

3 B. 1. Every policy of professional development adopted by a  
4 school district board of education shall provide for the development  
5 of a focused and individualized program of professional development  
6 for the teacher or administrator that is consistent with the  
7 qualitative component of the TLE. The policy of professional  
8 development shall:

9 a. establish an annual professional growth goal for the  
10 teacher or administrator that is developed by the  
11 teacher or administrator in collaboration with the  
12 evaluator,

13 b. be tailored to address a specific area or criteria  
14 identified through the qualitative component of the  
15 TLE,

16 c. allow the teacher or administrator to actively engage  
17 with learning practices that are evidence-based,  
18 researched practices that are correlated with  
19 increased student achievement, and

20 d. be supported by resources that are easily available  
21 and supplied by the school district and the State  
22 Department of Education.

23 2. School districts shall monitor compliance with each  
24 individualized program of professional development implemented

pursuant to this subsection. All professional development completed pursuant to an individualized program of professional development shall count toward the total number of points a teacher or administrator is required to complete as established by a school district board of education pursuant to Section 6-194 of this title. The implementation of the individualized program of professional development required by this subsection shall not be construed as increasing the professional development points requirements.

3. Individualized programs of professional development required by this subsection may include but are not limited to the following learning practices:

- a. presenter-led workshops,
- b. individual or faculty studies of books, scholarly articles and video productions,
- c. peer observations,
- d. committee studies to address student achievement issues,
- e. work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification,
- f. action research projects designed to improve student achievement, and

1           g. participation in local, regional or state initiatives  
2           associated with the development or implementation of  
3           curriculum standards.

4           4. If the total amount of required federal, state, and local  
5 school district professional development for a teacher exceeds  
6 twenty-four (24) hours in a single school year, the teacher shall be  
7 exempt from completing the Professional Learning Focus requirement  
8 for the school year.

9           C. All individuals designated by the school district board of  
10 education to conduct the personnel evaluations shall be required to  
11 participate in training conducted by the State Department of  
12 Education or training provided by the school district using  
13 guidelines and materials developed by the State Department of  
14 Education prior to conducting evaluations.

15           D. The State Department of Education shall develop and conduct  
16 workshops pursuant to statewide criteria which train individuals in  
17 conducting evaluations.

18           E. The State Board of Education shall monitor compliance with  
19 the provisions of this section by school districts.

20           F. The State Board of Education shall study continued  
21 implementation of the TLE to produce a system that promotes  
22 reflection and professional growth for teachers and leaders.

1 G. Refusal by a school district to comply with the provisions  
2 of this section shall be grounds for withholding State Aid funds  
3 until compliance occurs.

4 H. Data collected pursuant to this section shall not be subject  
5 to the Oklahoma Open Meeting Act or the Oklahoma Open Records Act.

6 SECTION 2. This act shall become effective November 1, 2022.

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