

HB 631 -- Educator Quality

Sponsor: Elmer

This bill revises the laws regarding educator quality. In its main provisions, the bill:

- (1) Adds definitions of "student growth" and "value-added model" as they relate to teacher evaluations;
- (2) Revises the definition of "incompetency", one of the grounds for teacher dismissal, to include two consecutive teacher evaluation ratings of "ineffective";
- (3) Requires multiple specified measures of effectiveness for the granting of permanent status, usually referred to as "tenure," which will be part of a formal review and conferral process rather than it being automatically granted after five years of teaching;
- (4) Revises the "last-in, first-out" rule for placing teachers on leave of absence, so that all staffing decisions will be made primarily on the results of annual performance evaluations instead of length of service;
- (5) Changes the requirements for the evaluation of teachers and principals by:
 - (a) Requiring the contract and collective bargaining agreement, where applicable, to authorize the use of the annual formative and summative evaluation;
 - (b) Requiring each district to develop and implement an evaluation system consistent with the requirements of the bill, in consultation with teachers, principals, and parents, that uses multiple, fair, rigorous, transparent, and valid measures;
 - (c) Using four rating levels: "highly effective", "effective", "minimally effective" or "ineffective" based in significant part on measures related to student growth;
 - (d) Placing a permanent teacher who receives a rating of "ineffective" or "minimally effective" on an individualized development plan during a remediation period and revoking the teacher's permanent status if the next annual evaluation rating is not "effective" or higher, which makes the teacher eligible for dismissal or demotion;
 - (e) Requiring the Department of Elementary and Secondary Education to promulgate rules to determine the teacher of record, standards

for rating levels, and value-added model processes and requirements; and to be responsible for development and implementation of a student growth model and a value-added model, technical assistance, developing a model evaluation system, and establishing a process to approve assessments and monitor compliance;

(f) Requiring that the contract of a probationary teacher who has been rated "ineffective" for two consecutive school years not be renewed;

(6) Requires, by the beginning of the 2014-15 school year, each local school district to develop guidelines for professional improvement plans for teachers, principals, and administrators to assist in attaining a satisfactory level of performance, that include:

(a) Identification of the standard that needs improvement;

(b) Selection of specific criteria for improvement; and

(c) Obtainable goals and objectives that are clearly defined, which will include an implementation plan and an analysis of the plan's impact on the teacher's performance and student success; and

(7) Repeals provisions that require school districts to develop their own teaching standards; the process for remediating the work of a probationary teacher who is deemed to be doing unsatisfactory work; and the evaluation standards for school administrators.