

A-Engrossed
Senate Bill 290

Ordered by the Senate April 13
Including Senate Amendments dated April 13

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education and General Government)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Directs State Board of Education to adopt [*statewide performance standards to determine effectiveness of teachers and administrators*], **no later than January 1, 2012, core teaching standards to improve student academic growth and learning.**

Requires school district board, on and after July 1, 2013, to include core teaching standards for all evaluations of teachers and administrators of school district.

Declares emergency, effective July 1, 2011.

A BILL FOR AN ACT

1
2 Relating to performance standards for educators; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. Section 2 of this 2011 Act is added to and made a part of ORS 342.805 to**
5 **342.937.**

6 **SECTION 2. (1) The State Board of Education, in consultation with the Teacher Stan-**
7 **dards and Practices Commission, shall adopt core teaching standards to improve student**
8 **academic growth and learning by:**

9 (a) **Assisting school districts in determining the effectiveness of teachers and adminis-**
10 **trators and in making human resource decisions; and**

11 (b) **Improving the professional development and the classroom and administrative prac-**
12 **tices of teachers and administrators.**

13 (2) **The core teaching standards adopted under this section must:**

14 (a) **Take into consideration multiple measures of teacher effectiveness, based on widely**
15 **accepted standards of teaching that encompass a range of appropriate teaching behaviors**
16 **and that use multiple evaluation methods;**

17 (b) **Take into consideration evidence of student academic growth and learning based on**
18 **multiple measures of student progress, including performance data of students, schools and**
19 **school districts;**

20 (c) **Be research-based;**

21 (d) **Be separately developed for teachers and administrators; and**

22 (e) **Be able to be customized for each school district, which may include individualized**
23 **weighting and application of standards.**

24 (3) **The core teaching standards adopted under this section must attempt to:**

25 (a) **Strengthen the knowledge, skills, disposition and classroom and administrative prac-**

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 tices of teachers and administrators in public schools;

2 (b) Refine the support, assistance and professional growth opportunities offered to a
3 teacher or an administrator, based on the individual needs of the teacher or administrator
4 and the needs of the students, the school and the school district of the teacher or adminis-
5 trator;

6 (c) Allow each teacher or administrator to establish a set of classroom or administrative
7 practices and student learning objectives that are based on the individual circumstances of
8 the teacher or administrator, including the classroom or other assignments of the teacher
9 or administrator;

10 (d) Establish a formative growth process for each teacher and administrator that sup-
11 ports professional learning and collaboration with other teachers and administrators; and

12 (e) Use evaluation methods and professional development, support and other activities
13 that are based on curricular standards and that are targeted to the needs of each teacher
14 and administrator.

15 **SECTION 3.** (1) No later than January 1, 2012, the State Board of Education shall adopt
16 core teaching standards that comply with the requirements described in section 2 of this 2011
17 Act.

18 (2) The State Board of Education shall adopt the standards as required by subsection (1)
19 of this section after receiving the input of teachers, administrators, members of school dis-
20 trict boards, professional organizations for teachers and administrators and any other entity
21 that the state board or Teacher Standards and Practices Commission determines has an in-
22 terest or expertise related to the standards.

23 **SECTION 4.** Section 2 of this 2011 Act is amended to read:

24 **Sec. 2.** (1) The State Board of Education, in consultation with the Teacher Standards and
25 Practices Commission, shall adopt core teaching standards to improve student academic growth and
26 learning by:

27 (a) Assisting school districts in determining the effectiveness of teachers and administrators; and

28 (b) Improving the professional development and the classroom and administrative practices of
29 teachers and administrators.

30 (2) The core teaching standards adopted under this section must:

31 (a) Take into consideration multiple measures of teacher effectiveness, based on widely accepted
32 standards of teaching that encompass a range of appropriate teaching behaviors and that use mul-
33 tiple evaluation methods;

34 (b) Take into consideration evidence of student academic growth and learning based on multiple
35 measures of student progress, including performance data of students, schools and school districts;

36 (c) Be research-based;

37 (d) Be separately developed for teachers and administrators; and

38 (e) Be able to be customized for each school district, which may include individualized weighting
39 and application of standards.

40 (3) The core teaching standards adopted under this section must attempt to:

41 (a) Strengthen the knowledge, skills, disposition and classroom and administrative practices of
42 teachers and administrators in public schools;

43 (b) Refine the support, assistance and professional growth opportunities offered to a teacher or
44 an administrator, based on the individual needs of the teacher or administrator and the needs of the
45 students, the school and the school district of the teacher or administrator;

1 (c) Allow each teacher or administrator to establish a set of classroom or administrative prac-
2 tices and student learning objectives that are based on the individual circumstances of the teacher
3 or administrator, including the classroom or other assignments of the teacher or administrator;

4 (d) Establish a formative growth process for each teacher and administrator that supports pro-
5 fessional learning and collaboration with other teachers and administrators; and

6 (e) Use evaluation methods and professional development, support and other activities that are
7 based on curricular standards and that are targeted to the needs of each teacher and administrator.

8 **(4) A school district board must include the core teaching standards adopted under this**
9 **section for all evaluations of teachers and administrators of the school district. The stan-**
10 **dards shall be customized based on the collaborative efforts of the teachers and administra-**
11 **tors of the school district and the exclusive bargaining representative of the employees of**
12 **the school district.**

13 **SECTION 5. (1) The amendments to section 2 of this 2011 Act by section 4 of this 2011**
14 **Act become operative on July 1, 2013.**

15 **(2) The requirements of section 2 (4) of this 2011 Act apply to all evaluations of teachers**
16 **and administrators occurring on or after July 1, 2013.**

17 **SECTION 6. This 2011 Act being necessary for the immediate preservation of the public**
18 **peace, health and safety, an emergency is declared to exist, and this 2011 Act takes effect**
19 **July 1, 2011.**

20