SENATE BILL NO. 391

96TH GENERAL ASSEMBLY

INTRODUCED BY SENATOR LAGER.

Read 1st time March 1, 2011, and ordered printed.

TERRY L. SPIELER, Secretary.

1853S.01I

AN ACT

To repeal section 168.128, RSMo, and to enact in lieu thereof two new sections relating to teacher evaluation.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section A. Section 168.128, RSMo, is repealed and two new sections
2 enacted in lieu thereof, to be known as sections 168.128 and 168.310, to read as
3 follows:

168.128. **1. As used in this section, the following terms shall**
2 **mean:**

3 **(1) "Teacher effectiveness", teacher effects on student learning,**
4 **graduation rates, and student attitudes, behavior, motivation, and well-**
5 **being;**

6 **(2) "Teacher performance", classroom activities, interaction**
7 **between students and teachers, learning activities outside the**
8 **classroom, and teacher activities in the school and the community;**

9 **(3) "Teacher quality", personal traits, skills, and understandings,**
10 **including education, experience, credentials, content knowledge,**
11 **pedagogical knowledge, and understanding of learners and their**
12 **learning and development.**

13 **2.** The board of education of each school district shall maintain records
14 showing periods of service, dates of appointment, and other necessary information
15 for the enforcement of sections 168.102 to 168.130. **[**In addition, the board of
16 education of each school district shall cause a comprehensive, performance-based

EXPLANATION–Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.

17 evaluation for each teacher employed by the district. Such evaluations shall be

18 ongoing and of sufficient specificity and frequency to provide for demonstrated

19 standards of competency and academic ability.]

20   **3. The board of education of each school district and each**

21 **charter school shall establish and maintain a high-quality, productive**

22 **evaluation system for teachers and teaching. The evaluation system**

23 **shall be established in collaboration with evaluators of instruction and**

24 **teachers in the district or charter school. The board of each district or**

25 **public charter school shall adopt and maintain a plan to commit**

26 **sufficient resources to properly implement the evaluations.**

27   **4. The evaluation system shall include formative performance**

28 **reviews to provide feedback to teachers focused on instructional**

29 **improvement and shall include summative evaluations. The system**

30 **may include annual formative performance reviews for all teachers and**

31 **shall include annual summative evaluations for probationary teachers**

32 **and summative evaluations of all teachers no less often than once every**

33 **three years.**

34   **5. The evaluation system shall evaluate teacher quality, teacher**

35 **performance, and teacher effectiveness and use multiple, valid, reliable,**

36 **and objective measures that are well understood by teachers and**

37 **evaluators. The evaluation system shall place emphasis on**

38 **demonstrating achievement of the district's teaching standards as**

39 **prescribed in section 160.045.**

40   **6. The board of education shall provide sufficient high-quality,**

41 **ongoing training for evaluators and routinely calibrate their efforts**

42 **using independent evaluators to ensure consistent application of**

43 **criteria.**

44   **7.** All evaluations shall be maintained in the teacher's personnel file at

45 the office of the board of education. A copy of each evaluation shall be provided

46 to the teacher and appropriate administrator. **[**The state department of

47 elementary and secondary education shall provide suggested procedures for such

48 an evaluation.**] A district shall be prohibited from disclosing individual**

49 **teacher and administrator evaluation information to any state or**

50 **federal agency.**

168.310. 1. Each local school district and charter school shall

2   **develop guidelines for professional improvement plans for teachers and**

3   **principals no later than June 30, 2012. The standards shall be**

4   **applicable to all public schools including charter schools and shall be**

5   **developed to promote the ongoing development of knowledge and skills**

6   **of teachers and principals. In developing such guidelines, the districts**

7   **and charter schools shall involve teachers chosen by the district**

8   **teaching staff, administrators, and others.**

9   **2. The purpose of the professional improvement plan is to assist**

10 **the teacher in obtaining a satisfactory level of performance on any**

11 **criterion as identified in subdivision (1) of subsection 3 of this section.**

12   **3. The process for development and implementation of**

13 **improvement plans shall include but not be limited to the following:**

14   **(1) Identification of the performance-based teacher evaluation**

15 **standard that needs improvement. Evaluation guidelines shall include**

16 **but not be limited to the following criteria:**

17   **(a) Students of the teacher demonstrate appropriate progress**

18 **that results in increased achievement;**

19   **(b) The teacher delivers the district curriculum utilizing**

20 **effective instructional strategies;**

21   **(c) The teacher creates an effective learning environment that**

22 **results in student engagement; and**

23   **(d) The teacher demonstrates reflective and positive**

24 **collaborative practices resulting in improved instructional practice and**

25 **attainment of board of education goals;**

26   **(2) Selection of specific criteria that the teacher needs to**

27 **improve. These criteria shall be taken from the locally developed**

28 **performance-based teacher evaluation required under section 168.128;**

29   **(3) Clearly defined obtainable goals based on SMART principles:**

30   **(a) S -- specific, sustainable;**

31   **(b) M -- measurable, meaningful;**

32   **(c) A -- attainable, agreed upon;**

33   **(d) R -- results-oriented, realistic;**

34   **(e) T -- time-based, trackable;**

35   **(4) Clearly defined obtainable objectives and procedures for**

36   **achieving the objectives. The procedures for obtaining objectives shall**

37   **include but not be limited to:**

38   **(a) A plan to expand the teacher's knowledge base;**

39   **(b) A plan for implementation;**

40   **(c) An analysis of the plan's impact on the teacher's performance**

41   **and student success; and**

42   **(d) Target dates.**