

Sub. S.B. 89
As Passed by the Senate

_____ moved to amend as follows:

- In line 2 of the title, after "3314.19" insert ", 3319.112" 1
- In line 9 of the title, after "zones," insert "to prohibit 2
the use of value-added data for evaluations of career-technical 3
educators," 4
- In line 12, after "3314.19" insert ", 3319.112" 5
- After line 778, insert: 6
- "**Sec. 3319.112.** (A) The state board of education shall revise 7
the standards-based state framework for the evaluation of teachers 8
based on the recommendations of the educator standards board 9
established under section 3319.60 of the Revised Code. The state 10
board shall hold at least one public hearing on the revised 11
framework and shall make the full text of the revised framework 12
available at each hearing it holds on the revised framework. Not 13
later than May 1, 2020, the state board shall adopt the revised 14
framework. The state board may update the framework periodically 15
by adoption of a resolution. The framework shall establish an 16
evaluation system that does the following: 17
- (1) Provides for multiple evaluation factors; 18
- (2) Is aligned with the standards for teachers adopted under 19
section 3319.61 of the Revised Code; 20

- (3) Requires observation of the teacher being evaluated, including at least two formal observations by the evaluator of at least thirty minutes each and classroom walk-throughs;
- (4) Assigns a rating on each evaluation in accordance with division (B) of this section;
- (5) Requires each teacher to be provided with a written report of the results of the teacher's evaluation;
- (6) Uses at least two measures of high-quality student data to provide evidence of student learning attributable to the teacher being evaluated. The state board shall define "high-quality student data" for this purpose. When applicable to the grade level or subject area taught by a teacher, high-quality student data shall include the value-added progress dimension established under section 3302.021 of the Revised Code, but the teacher or evaluator shall use at least one other measure of high-quality student data to demonstrate student learning. However, the value-added progress dimension or any other form of value-added data shall not be used as a measure of high-quality student data for an individual who is teaching career-technical education courses at any school district or joint vocational school district. Nor shall the value-added progress dimension or any other form of value-added data be used as a measure of high-quality student data for an individual who is teaching any other subject matter at a joint vocational school district. In accordance with the guidance described in division (D)(3) of this section, high-quality student data may be used as evidence in any component of the evaluation related to the following:
- (a) Knowledge of the students to whom the teacher provides instruction;
- (b) The teacher's use of differentiated instructional

practices based on the needs or abilities of individual students;	51
(c) Assessment of student learning;	52
(d) The teacher's use of assessment data;	53
(e) Professional responsibility and growth.	54
(7) Prohibits the shared attribution of student performance	55
data among all teachers in a district, building, grade, content	56
area, or other group;	57
(8) Includes development of a professional growth plan or	58
improvement plan for the teacher that is based on the results of	59
the evaluation and is aligned to any school district or building	60
improvement plan required for the teacher's district or building	61
under the "Elementary and Secondary Education Act of 1965," as	62
amended by the "Every Student Succeeds Act of 2015," Pub. L. No.	63
114-95, 20 U.S.C. 6301 et seq.;	64
(9) Provides for professional development to accelerate and	65
continue teacher growth and provide support to poorly performing	66
teachers;	67
(10) Provides for the allocation of financial resources to	68
support professional development;	69
(11) Prohibits the use of student learning objectives.	70
(B) For purposes of the framework adopted under this section,	71
the state board also shall do the following:	72
(1) Revise, as necessary, specific standards and criteria	73
that distinguish between the following levels of performance for	74
teachers and principals for the purpose of assigning ratings on	75
the evaluations conducted under sections 3311.80, 3311.84,	76
3319.02, and 3319.111 of the Revised Code:	77
(a) Accomplished;	78

(b) Skilled; 79

(c) Developing; 80

(d) Ineffective. 81

(2) Develop a list of student assessments that measure 82
mastery of the course content for the appropriate grade level, 83
which may include nationally normed standardized assessments, 84
industry certification examinations, or end-of-course 85
examinations. The data from these assessments may be considered 86
high-quality student data. 87

(C) The state board shall consult with experts, teachers and 88
principals employed in public schools, the educator standards 89
board, and representatives of stakeholder groups in revising the 90
standards and criteria required by division (B)(1) of this 91
section. 92

(D) To assist school districts in developing evaluation 93
policies under sections 3311.80, 3311.84, 3319.02, and 3319.111 of 94
the Revised Code, the department shall do all of the following: 95

(1) Serve as a clearinghouse of promising evaluation 96
procedures and evaluation models that districts may use; 97

(2) Provide technical assistance to districts in creating 98
evaluation policies; 99

(3) Provide guidance to districts on how high-quality student 100
data may be used as evidence of student learning attributable to a 101
particular teacher, including examples of appropriate use of that 102
data within the framework adopted under this section; 103

(4) Provide guidance to districts on how information from 104
student surveys, student portfolios, peer review evaluations, 105
teacher self-evaluations, and other components determined 106

appropriate by the district may be used as part of the evaluation process. 107
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(E) Not later than July 1, 2020, the state board, in 109
consultation with state agencies that employ teachers, shall 110
update its standards-based framework for the evaluation of 111
teachers employed by those agencies. Each state agency that 112
employs teachers shall adopt a standards-based teacher evaluation 113
policy to conform with the framework. The policy shall become 114
operative at the expiration of any collective bargaining agreement 115
covering teachers employed by the agency that is in effect on ~~the~~ 116
~~effective date of this amendment~~ November 2, 2018, and shall be 117
included in any renewal or extension of such an agreement. 118
However, this division does not apply to any person who is 119
employed as a substitute teacher or as an instructor of adult 120
education." 121

In line 1991, after "3314.19" insert ", 3319.112" 122

The motion was _____ agreed to.

SYNOPSIS

Evaluation of teachers 123

R.C. 3319.112 124

Specifies that data for the value-added progress dimension or 125
any other form of value-added data shall not be used as a measure 126
of high-quality student data for both of the following: 127

1. An individual who is teaching career-technical education 128
courses at any school district or Joint Vocational School 129
District; and 130

2. An individual teaching any other subject matter (aside	131
from a career-technical education course) at a Joint Vocational	132
School District.	133