

**LEGISLATIVE EDUCATION STUDY COMMITTEE
BILL ANALYSIS**

Bill Number: SB 111a

49th Legislature, 2nd Session, 2010

Tracking Number: .180279.1

Short Title: Additional Teacher Evaluation Standards

Sponsor(s): Senator Cynthia Nava and Representative Sheryl Williams Stapleton

Analyst: James Ball

Date: February 5, 2010

FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE

AS AMENDED

The Senate Education Committee amendment:

- **changes language to require that the documentation related to the impact of professional development activities in which teachers have engaged be encompassed within teachers' annual professional development plans rather than being a component of their annual performance evaluations; and**
- **deletes language requiring documentation on how teachers have shared the results of their professional development with other teachers in the school district or charter school.**

Original Bill Summary:

SB 111 amends the *School Personnel Act* in the *Public School Code* to require that the annual performance evaluation of a teacher include documentation showing how a teacher who receives required professional development incorporates the results of that professional development in the classroom and shares it with other teachers in the district or charter school.

SB 111 is the subject of Senate Executive Message 50.

Fiscal Impact:

SB 111 makes no appropriation.

Substantive Issues:

According to the Public Education Department (PED), SB 111 aligns well with emerging federal accountability requirements regarding professional development that require states to incorporate and demonstrate increased student achievement as reflected in the annual teacher evaluation process. The requirements in SB 111 can serve to solidify that connection relative to the annual professional development that a teacher receives by incorporating documentation in teachers' annual professional development plans (PDPs) that teachers have connected their professional development experiences with classroom practice. PED also states that approximately 24,000 teachers statewide develop PDPs with their supervisors annually.

Background:

The Office of Education Accountability notes in its analysis of SB 111 that, despite the resources devoted to professional development efforts, it is often difficult to determine the quality of those experiences or the impact they have on teachers and students. This analysis also states that it can be difficult to determine exactly what constitutes high-quality professional development. SB 111 attempts to address the impact of professional development activities on actual classroom practice by requiring teachers to demonstrate how they have made use of what they have learned.

Related Bill(s):

None as of 02-05-2010.