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## HOUSE BILL NO. 1962

House Amendments in [ ] - February 9, 2015

A BILL to amend and reenact §§ 22.1-77 and 22.1-253.13:5 of the Code of Virginia, relating to local school board members; professional development.

Patron Prior to Engrossment—Delegate Landes

Referred to Committee on Education

**Be it enacted by the General Assembly of Virginia:**

**1. That §§ 22.1-77 and 22.1-253.13:5 of the Code of Virginia are amended and reenacted as follows:**

**§ 22.1-77. Duties of clerk.**

The clerk of the school board shall keep in a separate volume the minutes of the meetings of the school board, including all bids submitted on any building, material, supplies, work, or project to be let to contract by such school board, and in another volume a receipt and disbursement record as prescribed by the Board of Education ~~and. The clerk shall record in the minutes for the first school board meeting of the calendar year each school board member's compliance or noncompliance with the professional development activities required by subsection D of § 22.1-253.13:5 for the previous calendar year. The clerk shall keep on file vouchers, contracts, certifications provided annually by school board members in accordance with subsection D of § 22.1-253.13.5, and other official papers. They~~ Such files shall be subject to such periodic examinations as shall be prescribed or approved by the Board of Education. The clerk shall discharge, under the general direction of the division superintendent, such other duties in connection with the business of the school division as may be required of him by the school board or the Board of Education.

**§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require ~~(i)~~ its members to participate annually in high-quality professional development activities at the state, local, or national levels on leadership, governance, ~~including, but not limited to, strategic planning and policy development, and effective supervision of schools, in accordance with criteria established by the Board of Education. Such professional development activities shall include the powers conferred and duties imposed on local school boards by statute, regulation, and the Constitution of Virginia; personnel policies and practices; the program evaluation of personnel, curriculum, and instruction; use of data in planning and decision making and measuring academic performance; socioeconomic risk factors and best practices to address external effects on student achievement; the Freedom of Information Act (§ 2.2-3700 et seq.); the federal Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) and related regulations; and current issues in education as part of their service on the local board. Each local school board member shall certify his compliance with the training requirements of this subsection to the clerk of his school board no later than December 31 of each year, in a form prescribed by the Board of Education.~~

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59 ~~and (ii)~~ E. Each local school board shall require the division superintendent to participate annually  
60 in high-quality professional development activities at the local, state, or national levels, including the  
61 Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance  
62 Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

63 ~~E.~~ F. Each local school board shall provide a program of high-quality professional development (i) in  
64 the use and documentation of performance standards and evaluation criteria based on student academic  
65 progress and skills for teachers, principals, and superintendents to clarify roles and performance  
66 expectations and to facilitate the successful implementation of instructional programs that promote  
67 student achievement at the school and classroom levels; (ii) as part of the license renewal process, to  
68 assist teachers and principals in acquiring the skills needed to work with gifted students, students with  
69 disabilities, and students who have been identified as having limited English proficiency and to increase  
70 student achievement and expand the knowledge and skills students require to meet the standards for  
71 academic performance set by the Board of Education; (iii) in educational technology for all instructional  
72 personnel which is designed to facilitate integration of computer skills and related technology into the  
73 curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional  
74 leadership and management, including training in the evaluation and documentation of teacher and  
75 principal performance based on student academic progress and the skills and knowledge of such  
76 instructional or administrative personnel.

77 In addition, each local school board [ ; *in consultation with the Department of Education as needed,*  
78 ] shall also provide teachers and principals with high-quality professional development programs each  
79 year in (a) instructional content; (b) the preparation of tests and other assessment measures; (c) methods  
80 for assessing the progress of individual students, including Standards of Learning assessment materials  
81 or other criterion-referenced tests that match locally developed objectives; (d) instruction and  
82 remediation techniques in English, mathematics, science, and history and social science; (e) interpreting  
83 test data for instructional purposes; (f) technology applications to implement the Standards of Learning; [ ~~and~~ ]  
84 (g) effective classroom management [ ; *and (h) addressing the issues that are unique to*  
85 *high-needs students* ] .

86 ~~F.~~ G. Schools and school divisions shall include as an integral component of their comprehensive  
87 plans required by § 22.1-253.13:6, high-quality professional development programs that support the  
88 recruitment, employment, and retention of qualified teachers and principals. Each school board shall  
89 require all instructional personnel to participate each year in these professional development programs.

90 ~~G.~~ H. Each local school board shall annually review its professional development program for  
91 quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of  
92 teachers and the academic achievement needs of the students in the school division.

93 **2. That the Board of Education, in conjunction with the Virginia School Boards Association, shall**  
94 **establish criteria for the professional development and training of local school board members. At**  
95 **a minimum, such criteria shall (i) differentiate training requirements for newly elected or**  
96 **appointed members and members who have completed one or more years of service; (ii) set a**  
97 **process for approving providers of such training; (iii) include a model professional development**  
98 **framework that emphasizes the content areas specified in subsection D of § 22.1-253.13:5 and**  
99 **identifies additional content areas critical to the effective supervision of schools; (iv) include a**  
100 **training needs assessment instrument for use by local school boards in assessing their particular**  
101 **training needs; and (v) specify a format for the annual certification required by subsection D of**  
102 **§ 22.1-253.13:5.**

103 **3. That the provisions of the first enactment clause of this act shall be effective July 1, 2016.**