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**HOUSE BILL NO. 1093**

Offered January 12, 2022

Prefiled January 12, 2022

*A BILL to amend and reenact §§ 22.1-253.13:5 and 22.1-298.7 of the Code of Virginia, relating to public elementary and secondary education; school boards and employees; cultural competency training; evaluations.*

Patrons—Batten (By Request), McNamara and Williams

Referred to Committee on Education

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

**1. That §§ 22.1-253.13:5 and 22.1-298.7 of the Code of Virginia are amended and reenacted as follows:**

**§ 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. ~~Evaluations~~ *Each evaluation* shall include an evaluation of cultural competency *if the relevant local school board has adopted and implemented policies to require cultural competency training pursuant to § 22.1-298.7.*

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 governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

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

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59 In addition, each local school board shall also provide teachers and principals with high-quality  
60 professional development programs each year in (a) instructional content; (b) the preparation of tests and  
61 other assessment measures; (c) methods for assessing the progress of individual students, including  
62 Standards of Learning assessment materials or other criterion-referenced tests that match locally  
63 developed objectives; (d) instruction and remediation techniques in English, mathematics, science, and  
64 history and social science; (e) interpreting test data for instructional purposes; (f) technology applications  
65 to implement the Standards of Learning; and (g) effective classroom management.

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

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

73 **§ 22.1-298.7. Teachers and other licensed school board employees; cultural competency training.**

74 ~~Each~~ Any school board ~~shall~~ *may* adopt and implement policies that require each teacher and any  
75 other school board employee holding a license issued by the Board to complete cultural competency  
76 training, in accordance with guidance issued by the Board, at least every two years. *A local school*  
77 *board may adopt and implement such policies only after providing 30 days' advanced written notice of*  
78 *and holding a public hearing regarding the adoption and implementation of such policies.*