Regular Session, 2014

HOUSE BILL NO. 995

BY REPRESENTATIVE ALFRED WILLIAMS

TEACHERS/EVALUATION: Provides relative to teacher evaluations

1	AN ACT
2	To amend and reenact R.S. 17:10.1(B), 3881(A), and 3902(B)(5) and (C)(1) and (2)(a) and
3	(b)(v) and to enact R.S. 17:3902.1, relative to elementary and secondary education;
4	to provide with respect to the school and district accountability system; to provide
5	relative to the evaluation of teachers and administrators; to provide for effectiveness;
6	and to provide for related matters.
7	Be it enacted by the Legislature of Louisiana:
8	Section 1. R.S. 17:10.1(B), 3881(A), and 3902(B)(5) and (C)(1) and (2)(a) and (b)(v)
9	are hereby amended and reenacted and R.S. 17:3902.1 is hereby enacted to read as follows:
10	§10.1. School and district accountability system; purpose; responsibilities of state
11	board
12	* * *
13	B.(1) The State Board of Elementary and Secondary Education, hereafter
14	referred to as the "state board", shall provide for a statewide system of accountability
15	for schools and school districts based on multiple indicators of student growth and
16	achievement from multiple data sources and minimum standards for the approval of
17	schools pursuant to R.S. 17:10.
18	(2) Beginning with the $\frac{2011-2012}{2015-2016}$ school year, such system shall
19	be based, in part, on multiple indicators of student growth in student and

1	achievement using a value-added assessment model as determined by the state board
2	the Teacher Effectiveness and Measurement system as provided in R.S. 17:3902.1.
3	(3) The program shall include, at a minimum, clear and appropriate standards
4	for schools and school districts, indicators for the assessment of schools and school
5	districts, student achievement baselines, student growth targets, and appropriate
6	minimum levels of student achievement for each public school and school district,
7	rewards and corrective actions, specific intervals for assessment and reassessment
8	of schools and school districts, a review process for evaluating growth targets, and
9	technical assistance. The accountability program developed by the state board shall
10	at all times utilize data from multiple sources to measure the level of and growth in
11	student achievement and the effectiveness of teachers, administrators, schools, and
12	school districts.
13	* * *
14	§3881. Purpose
15	A. It is the purpose of this Part to establish periodic evaluations of
16	performance and effectiveness, based in part on multiple indicators of student growth
17	and achievement, including but not limited to growth in student achievement using
18	the use of a value-added assessment model as determined by the board, provided in
19	R.S. 17:3902 and continuous professional development as integral aspects of
20	professional careers in education.
21	* * *
22	§3902. Evaluation program; process
23	* * *
24	B. The elements of evaluation and standards for effectiveness shall be defined
25	by the board pursuant to rules and regulations promulgated for such purpose. Such
26	rules and regulations shall require that, at a minimum, local evaluation plans contain
27	the following elements:
28	* * *

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1	(5) Measure <u>Multiple measures</u> of effectiveness. By the beginning of the
2	2012-2013 2015-2016 school year, fifty percent of such evaluations shall be based
3	on evidence of multiple indicators of student growth in student and achievement
4	using a value-added assessment model as determined by the board for grade levels
5	and subjects for which value-added data is available. For grade levels and subjects
6	for which value-added data is not available and for personnel for whom value-added
7	data is not available, the board shall establish measures of student growth. The
8	model shall take into account important student factors, including but not limited to
9	special education, eligibility for free or reduced price meals, student attendance, and
10	student discipline. The state board shall develop and adopt a policy to invalidate such
11	student growth data for any teacher for any school year in which there is a natural
12	disaster or any other unexpected event that results in the temporary closure of the
13	school the Teacher Effectiveness and Measurement system as provided in R.S.
14	<u>17:1902.1</u> .
15	C.(1) At the conclusion of each year's evaluation cycle, the evaluator or
16	evaluators shall determine whether the teacher or administrator is effective or
17	ineffective pursuant to the evaluation plan. Such determination shall be transmitted
18	to the local board.
10	(2)(a) Any teacher or administrator who fails to meet the standard of

(2)(a) Any teacher or administrator who fails to meet the standard of
performance with regard to effectiveness <u>at the end of the evaluation cycle</u> shall be
placed in an intensive assistance program designed to address the complexity of the
teacher's deficiencies and shall be formally re-evaluated <u>within the next school year</u>.
A teacher or administrator shall be informed in writing, <u>as part of the evaluation</u>
<u>process</u>, of placement in an intensive assistance program and provided in writing
with the reasons for such placement.

(b) Each intensive assistance program shall be designed for the individual
teacher or administrator involving the evaluator or evaluators and the teacher or
administrator and shall include at a minimum:

29 * * *

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1	(v) If the intensive assistance program required pursuant to this Paragraph
2	is not completed in conformity with its provisions or if the teacher or administrator
3	is determined to be ineffective after a formal evaluation conducted immediately upon
4	completion of the program, then the local board shall timely may initiate termination
5	proceedings pursuant to Part II of Chapter 2 of this Title.
6	* * *
7	§3902.1. The Teacher Effectiveness and Measurement (TEAM) system;
8	development; teacher education programs
9	A. The State Board of Elementary and Secondary Education shall develop
10	and implement the Teacher Effectiveness and Measurement (TEAM) system which
11	shall be used by each local board to measure the effectiveness of teachers and
12	administrators.
13	B. The TEAM system, at a minimum, shall require every teacher and
14	administrator to:
15	(1) Apply the components of effective teaching as prescribed by the state
16	board.
17	(2) Demonstrate knowledge of cognitive development stages appropriate for
18	their grade/subject area.
19	(3) Engage in curriculum reading and interfacing specific content to student
20	cognitive growth.
21	(4) Engage in ongoing training and practice in testing and measurement of
22	student achievement.
23	(5) Demonstrate the ability to perform data analysis of norm-referenced and
24	criterion-referenced tests.
25	C. No teacher or administrator shall be evaluated based primarily upon the
26	results of a single test.
27	D. The TEAM system shall require each school board to provide in-service
28	training regarding team building, collaboration, fostering parent-teacher
29	relationships, laws governing teacher and administrator professional behavior.

1	E. Every teacher and administrator shall be provided with a professional
2	electronic teacher portfolio to support and facilitate the evaluation process.
3	F. The TEAM system shall provide for peer assistance teams which support
4	teachers and administrators in key professional areas, including but not limited to,
5	curriculum development, development of critical thinking skills, and effective
6	student assessment.
7	Section 2. This Act shall become effective upon signature by the governor or, if not
8	signed by the governor, upon expiration of the time for bills to become law without signature
9	by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
10	vetoed by the governor and subsequently approved by the legislature, this Act shall become
11	effective on the day following such approval.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

Alfred Williams

HB No. 995

Abstract: Provides for the Teacher Effectiveness and Measurement (TEAM) system to measure the effectiveness of teachers and administrators; eliminates the use of a value-added assessment model.

<u>Present law</u> requires the State Board of Elementary and Secondary Education (BESE) to provide for a statewide school and district accountability system based on student achievement and minimum standards for the approval of schools. Further provides that such system be based in part on growth in student achievement using a value-added assessment model.

<u>Proposed law</u> deletes the requirement for use of a value-added assessment model and provides instead that, beginning with 2015-2016 school year, the school and district accountability system be based upon multiple indicators of student growth and achievement from multiple data sources as provided in the Teacher Effectiveness and Measurement (TEAM) system as provided in <u>proposed law</u>.

<u>Present law</u> requires that a teacher or administrator who is rated "ineffective" pursuant to the teacher and administrator evaluation system shall be placed in an intensive assistance program designed to remedy the teacher's deficiencies. Provides that the teacher be re-evaluated after placement in an intensive assistance program. If the teacher receives a second "ineffective" rating after being re-evaluated, the local school board is required to initiate termination proceedings.

<u>Proposed law</u> retains <u>present law</u> but requires that the second evaluation be performed within the next school year following the "ineffective" rating and placement of the teacher in an intensive assistance program. Provides that if the teacher receives a second "ineffective" rating, the local board <u>may</u> initiate termination proceedings, but is not required to do so.

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<u>Proposed law</u> requires BESE to develop and implement the Teacher Effectiveness and Measurement (TEAM) system to be used by local school boards to measure teacher and administrator effectiveness. Further provides that the TEAM system, at a minimum, shall require teachers and administrators to:

- (1) Apply the components of effective teaching as prescribed by the state board.
- (2) Demonstrate knowledge of cognitive development stages appropriate for their grade/subject area.
- (3) Engage in curriculum reading and interfacing specific content to student cognitive growth.
- (4) Engage in ongoing training and practice in testing and measurement of student achievement.
- (5) Demonstrate the ability to perform data analysis of norm-referenced and criterion-referenced tests.

<u>Proposed law</u> further provides that:

- (1) No teacher or administrator shall be evaluated based primarily upon the results of a single test.
- (2) The TEAM system shall require each school board to provide in-service training regarding team building, collaboration, fostering parent-teacher relationships, laws governing teacher and administrator professional behavior.
- (3) Every teacher and administrator shall be provided with a professional electronic teacher portfolio to support and facilitate the evaluation process.
- (4) The TEAM system shall provide for peer assistance teams which support teachers and administrators in key professional areas, including but not limited to curriculum development, development of critical thinking skills, and effective student assessment.

Effective upon signature of the governor or lapse of time for gubernatorial action.

(Amends R.S. 17:10.1(B), 3881(A), and 3902(B)(5) and (C)(1) and (2)(a) and (b)(v); Adds R.S. 17:3902.1)