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## DIGEST

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HB No. 995

**Abstract:** Requires the convening of an advisory subcommittee of the Accountability Commission to report on and make recommendations relative to the evaluation of teachers and administrators and authorizes school boards to develop and implement the Teacher Effectiveness and Measurement (TEAM) system to support teacher and administrator effectiveness.

### Advisory subcommittee

#### Convening

Present law requires the annual, formal evaluation of public school teachers and administrators through the professional employee evaluation program and requires the State Board of Elementary and Secondary Education (BESE) to require the state superintendent to appoint and convene an Educator Evaluation Advisory Committee (EEAC) for the purpose of making recommendations relative to such program.

Proposed law requires BESE to require the BESE-established Accountability Commission to convene an advisory subcommittee of the commission to report on and make recommendations relative to such program.

#### Recommendations and reports

Present law requires the EEAC to make recommendations to BESE and the House and Senate education committees by April 30, 2012, regarding the development of a value-added assessment model (commonly known as VAM), the identification of measures of student growth for grades and subjects for which value-added data are not available and for personnel for which value-added data are not available, and the adoption of standards of effectiveness.

Proposed law requires the Accountability Commission subcommittee to report on and make recommendations regarding the overall effectiveness of the evaluation program, including but not limited to any recommendations for changes to BESE policy or present law relative to VAM, student growth measures, elements of evaluation, and standards of effectiveness. Requires the subcommittee to hold its first meeting by Sept. 30, 2014, and to submit its initial report by not later than 60 days prior to the 2015 R.S. Requires a subsequent report by not later than 60 days prior to the 2016 R.S.

## Membership

Present law requires the following membership for the EEAC: at least 50% practicing classroom educators; at least two parents of public school students; two members of each legislative education committee appointed by the respective chairmen; one member appointed by each BESE member; and one member appointed by the Associated Professional Educators of La., La. Assoc. of Educators, La. Federation of Teachers, La. Assoc. of School Superintendents, La. Assoc. of Principals, and La. Assoc. of Public Charter Schools.

Proposed law requires the Accountability Commission subcommittee to have the following members:

- (1) One member of the House of Representatives appointed by the House speaker.
- (2) One member of the Senate appointed by the Senate president.
- (3) At least six members who are public school teachers; requires the House speaker and Senate president to each appoint three teachers and collaborate to ensure that the following requirements are met:
  - (a) Two shall teach grades three, four, or five; two shall teach grades six, seven, or eight; and two shall teach grades nine, 10, 11, or 12.
  - (b) All shall teach subjects for which value-added data are available.
  - (c) One shall be appointed from each congressional district of the state.
- (4) Each member of the Accountability Commission.

## Compensation

Present law provides for the EEAC members to serve without compensation. Proposed law provides the same for the Accountability Commission subcommittee members.

### Teacher Effectiveness and Measurement (TEAM) system

Proposed law authorizes school boards to develop and implement the Teacher Effectiveness and Measurement (TEAM) system to support teacher and administrator effectiveness. Further provides that the TEAM system, at a minimum, shall require teachers and administrators to apply the components of effective teaching as prescribed by BESE; demonstrate knowledge of cognitive development stages appropriate for their grade and subject area; engage in curriculum reading and interfacing specific content to student cognitive growth; engage in ongoing training and practice in testing and measurement of student achievement; demonstrate the ability to perform data analysis of norm-referenced and criterion-referenced tests.

Proposed law also provides the following:

- (1) The requirements that the TEAM system:
  - (a) Require each school board to provide in-service training regarding team building, collaboration, fostering parent-teacher relationships, and laws governing teacher and administrator professional behavior.
  - (b) Provide for peer assistance teams which support teachers and administrators in key professional areas, including curriculum development, development of critical thinking skills, and effective student assessment.
- (2) The requirement that teachers and administrators employed by a school board that has implemented the TEAM system be provided with an electronic teacher portfolio to support and facilitate the evaluation process.

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

(Amends R.S. 17:3883(A)(6); Adds R.S. 17:3902.1)

#### Summary of Amendments Adopted by House

Committee Amendments Proposed by House Committee on Education to the original bill.

1. Adds the requirement that BESE require the BESE-established Accountability Commission to convene an advisory subcommittee of the commission to report on and make recommendations relative to teacher and administrator evaluation.
2. Instead of requiring BESE to develop and implement the Teacher Effectiveness and Measurement (TEAM) system to be used by school boards to measure teacher and administrator effectiveness, authorizes school boards to develop and implement such system to support such effectiveness.
3. Deletes the following proposed law:
  - (a) Requirement that the school and district accountability system be based on multiple indicators of student growth and achievement from multiple data sources as provided in the TEAM system instead of on a value-added assessment model.
  - (b) Requirement that a second evaluation be performed within the next school year following a teacher's "ineffective" rating and provision that if the teacher receives a second "ineffective" rating, the local board is authorized rather than required to initiate termination proceedings.

- (c) Prohibition against the evaluation of teachers and administrators based primarily upon the results of a single test.