

Regular Session, 2014

SENATE BILL NO. 364

BY SENATOR NEVERS

TEACHERS. Provides relative to the evaluation of teachers and administrators. (gov sig)

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AN ACT

To amend and reenact R.S. 17:10.1(B), 3881(A) and 3902(B)(5) and (C)(1), (2)(a) and (b)(v) and to enact R.S. 17:3902.1, relative to elementary and secondary education; to provide with respect to the school and district accountability system; to provide relative to the evaluation of teachers and administrators; to provide for effectiveness; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1 R.S. 17: 10.1(B), 3881(A) and 3902(B)(5) and (C)(1), (2)(a) and (b)(v) are hereby amended and reenacted and R.S. 17:3902.1 is hereby enacted to read as follows:

§10.1. School and district accountability system; purpose; responsibilities of state board

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B.(1) The State Board of Elementary and Secondary Education, hereafter referred to as the "state board", shall provide for a statewide system of accountability for schools and school districts based on multiple indicators of student growth and achievement from multiple data sources and minimum standards for the approval of schools pursuant to R.S. 17:10.

1 (2) Beginning with the ~~2011-2012~~ **2015-2016** school year, such system shall
 2 be based, in part, on **multiple indicators of student** growth ~~in student~~ **and**
 3 achievement using a ~~value-added assessment model as determined by the state board~~
 4 **the Teacher Effectiveness and Measurement system as provided in R.S.**
 5 **17:3902.1.**

6 (3) The program shall include, at a minimum, clear and appropriate standards
 7 for schools and school districts, indicators for the assessment of schools and school
 8 districts, student achievement baselines, student growth targets, and appropriate
 9 minimum levels of student achievement for each public school and school district,
 10 rewards and corrective actions, specific intervals for assessment and reassessment
 11 of schools and school districts, a review process for evaluating growth targets, and
 12 technical assistance. **The accountability program developed by the state board**
 13 **shall at all times utilize data from multiple sources to measure the level of and**
 14 **growth in student achievement and the effectiveness of teachers, administrators,**
 15 **schools, and school districts.**

* * *

§3881. Purpose

18 A. It is the purpose of this Part to establish periodic evaluations of
 19 performance and effectiveness, based ~~in part~~ on **multiple indicators of student**
 20 **growth and achievement, including but not limited to,** ~~growth in student~~
 21 ~~achievement using~~ **the use of** a value-added assessment model as ~~determined by the~~
 22 ~~board,~~ **provided in R.S. 17:3902** and continuous professional development as
 23 integral aspects of professional careers in education.

* * *

§3902. Evaluation program; process

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27 B. The elements of evaluation and standards for effectiveness shall be defined
 28 by the board pursuant to rules and regulations promulgated for such purpose. Such
 29 rules and regulations shall require that, at a minimum, local evaluation plans contain

1 the following elements:

2 * * *

3 (5) ~~Measure~~ **Multiple measures** of effectiveness. By the beginning of the
 4 ~~2012-2013~~ **2015-2016** school year, ~~fifty percent~~ of such evaluations shall be based
 5 on ~~evidence of~~ **multiple indicators of student** growth in student **and** achievement
 6 using a ~~value-added assessment model as determined by the board for grade levels~~
 7 ~~and subjects for which value-added data is available. For grade levels and subjects~~
 8 ~~for which value-added data is not available and for personnel for whom value-added~~
 9 ~~data is not available, the board shall establish measures of student growth. The model~~
 10 ~~shall take into account important student factors, including but not limited to special~~
 11 ~~education, eligibility for free or reduced price meals, student attendance, and student~~
 12 ~~discipline. The state board shall develop and adopt a policy to invalidate such student~~
 13 ~~growth data for any teacher for any school year in which there is a natural disaster~~
 14 ~~or any other unexpected event that results in the temporary closure of the school~~ **the**
 15 **Teacher Effectiveness and Measurement system as provided in R.S. 17:1902.1.**

16 C.(1) At the conclusion of each ~~year's~~ evaluation **cycle**, the evaluator or
 17 evaluators shall determine whether the teacher or administrator is effective or
 18 ineffective pursuant to the evaluation plan. Such determination shall be transmitted
 19 to the local board.

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

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

* * *

(v) If the intensive assistance program required pursuant to this Paragraph is not completed in conformity with its provisions or if the teacher or administrator is determined to be ineffective after a formal evaluation conducted immediately upon completion of the program, then the local board ~~shall timely~~ **may** initiate termination proceedings pursuant to Part II of Chapter 2 of this Title.

* * *

§3902.1. The Teacher Effectiveness and Measurement (TEAM) system; development; teacher education programs

A. The State Board of Elementary and Secondary Education shall develop and implement the Teacher Effectiveness and Measurement (TEAM) system which shall be used by each local board to measure the effectiveness of teachers and administrators.

B. The TEAM system, at a minimum, shall require every teacher and administrator 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.

C. No teacher or administrator shall be evaluated based primarily upon the results of a single test.

D. The TEAM system shall require each school board to provide in-service training regarding team building, collaboration, fostering parent-

1 **teacher relationships, laws governing teacher and administrator professional**
2 **behavior.**

3 **E. Every teacher and administrator shall be provided with a**
4 **professional electronic teacher portfolio to support and facilitate the evaluation**
5 **process.**

6 **F. The TEAM system shall provide for peer assistance teams which**
7 **support teachers and administrators in key professional areas, including but not**
8 **limited to, curriculum development, development of critical thinking skills, and**
9 **effective student assessment.**

10 Section 2. This Act shall become effective upon signature by the governor or, if not
11 signed by the governor, upon expiration of the time for bills to become law without signature
12 by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If
13 vetoed by the governor and subsequently approved by the legislature, this Act shall become
14 effective on the day following such approval.

The original instrument and the following digest, which constitutes no part
of the legislative instrument, were prepared by Jeanne C. Johnston.

DIGEST

Nevers (SB 364)

Present law 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.

Proposed law 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 proposed law.

Present law 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.

Proposed law retains present law 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 may initiate termination proceedings, but is not required to do so.

Proposed law 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.

Proposed law 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), (2)(a) and (b)(v); adds R.S. 17:3902.1)