
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)