

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 ~~2011-2012~~ 2015-2016 school year, such system shall
19 be based, in part, on multiple indicators of student growth ~~in student and~~ 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 * * *

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.

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) and (2)(a) and (b)(v); Adds R.S. 17:3902.1)