
DIGEST

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HB No. 1129

Abstract: Authorizes school boards to provide professional development for certain categories of teachers based on their years of service and other criteria; defines transfer, novice, emerging, provisional, professional, and master teachers; provides for compensation of master teachers.

Present law requires local school boards to provide professional development opportunities and assistance designed to enhance teaching competencies in accordance with State Bd. of Elementary and Secondary Education rules to beginning teachers during their first three years of employment. Proposed law authorizes rather than requires public school governing authorities to provide such opportunities and assistance and provides generally with respect to teachers rather than only beginning teachers.

Present law requires local school boards to provide targeted professional development to teachers to address deficiencies identified in the evaluation process. Proposed law deletes present law and provides the following:

Transfer teachers

Defines a "transfer teacher" as a teacher who was previously employed as a teacher by a public school governing authority in the state or as a tenured or permanent teacher in a public school in another state.

Novice teachers

- (1) Defines "novice teacher" as a teacher who has been employed by a public school governing authority for less than one year and who does not meet the proposed law definition of emerging, provisional, professional, or master teacher. Includes a transfer teacher who has not completed a one-year term as a novice teacher.
- (2) Authorizes public school governing authorities to provide the following to novice teachers:
 - (a) An assigned "master teacher" mentor to provide the novice teacher guidance in his professional growth and induction into the profession.
 - (b) Training in the components of effective teaching for at least two weeks before the

start of the school year.

- (c) A biweekly review of his effectiveness by the assigned mentor and a bimonthly review of his effectiveness by an evaluator, both of whom shall use a variety of assessment tools.

Emerging teachers

- (1) Defines an "emerging teacher" as a teacher who has successfully completed a one-year term as a novice teacher, has been employed by a public school governing authority for fewer than three years, and does not meet the proposed law definition of provisional, professional, or master teacher. Includes a transfer teacher who has successfully completed a one-year term as a novice teacher and a transfer teacher who was previously employed as a permanent or tenured teacher in a public school in another state.
- (2) Authorizes that public school governing authorities provide the following to emerging teachers:
 - (a) An assigned "master teacher" mentor to provide the emerging teacher guidance in his professional growth and attainment of tenure or due process rights.
 - (b) A monthly review of his effectiveness by the assigned mentor and an evaluator using a variety of assessment tools.
 - (c) Assistance with testing, measurement, and assessment of cognitive growth planning and skill development. Multiple measures of student performance shall be used to inform the assessment team as part of the review of the teacher's growth in lesson planning and test preparation skills.
 - (d) Assistance with the reading, analysis, and interpretation of student data.
 - (e) Assistance with using curriculum and how to interface grade and subject content.
 - (f) Standards of performance, which shall be measured based upon a multiple-step scale that shall range for each standard from "highly effective" to "ineffective".

Provisional teachers

- (1) Defines a "provisional teacher" as a teacher who has been employed by a public school governing authority between three and four years and who has not attained at least the mid-range of effectiveness in all areas evaluated by the governing authority by the second semester of his third year of employment. Includes a transfer teacher if the transfer teacher was previously employed as a teacher by another public school governing authority in the state and attained tenure or due process rights.

- (2) Authorizes public school governing authorities to provide provisional teachers with the same assistance provided to emerging teachers.

Professional teachers

- (1) Defines a "professional teacher" as a teacher who has been employed for more than three years by a public school governing authority, has been evaluated by the governing authority at or above the effective rating for the duration of his first three years of employment, and who has been granted tenure or due process rights by the governing authority at the beginning of his fourth year or the beginning of his fifth year after successfully completing his fourth provisional year.
- (2) Provides that a "professional" teacher shall retain this status as long as he attains at least a rating of effective in all areas evaluated by the public school governing authority and when he becomes a master teacher.
- (3) Authorizes public school governing authorities to provide the following to professional teachers:
 - (a) Continuous and ongoing training in the components of effective teaching by a master teacher.
 - (b) An evaluation framework that allows the professional teacher to continue to be evaluated by his primary evaluator.
 - (c) The opportunity to become part of a teacher peer assistance team for novice teachers, emerging teachers, and provisional teachers in his grade level or subject area.

Master teachers

- (1) Defines a "master teacher" as a teacher who has been employed as a classroom teacher for more than seven years, has earned "effective" to "highly effective" ratings for four of those years, has retained "effective accomplished" or "highly effective" ratings while classified as a master teacher, has earned a master's degree, a doctorate degree, or National Board Certification that is continuous and current, and has demonstrated service to the teaching profession, professional organizations, and the community in which he is employed.
- (2) Requires master teachers to maintain proficiency in the components of effective teaching and authorizes public school governing authorities to require that they mentor and train other teachers as provided in proposed law.
- (3) Provides that notwithstanding any present law to the contrary, a master teacher may be compensated by the public school governing authority at a rate that is up to 125% of the

compensation of teachers with equivalent education and experience.

(Amends R.S. 17:3885)

Summary of Amendments Adopted by House

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

1. Changes present law and proposed law to authorize rather than require public school governing authorities to do the following:
 - (a) Provide teachers with professional development opportunities and assistance.
 - (b) Compensate master teachers at a rate relative to the compensation of other teachers with equivalent education and experience. Provides that such rate, if applicable, shall be up to rather than equal to 125% of the compensation of such teachers.
2. Instead of requiring master teachers to perform proposed law duties with respect to mentoring and training other teachers, authorizes public school governing authorities to require that they do so.

Committee Amendments Proposed by House Committee on Appropriations to the engrossed bill.

1. Deletes provision regarding a three-week summer institute for emerging and provisional teachers.