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

DIGEST

Present law requires 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 the school and district accountability system be based upon multiple indicators of student growth and achievement from multiple data sources.

Present law defines "teacher" as any employee of a local school board who holds a teacher's certificate and whose legal employment requires a teacher's certificate.

Proposed law retains present law and provides for related definitions of "teacher" as follows:

1. "Beginning teacher" means a teacher who is in his first year of employment with a local public school board.
2. "Emerging teacher" means a teacher who is in his second or third year of employment with a local public school board.
3. "Provisional teacher" means a teacher who is his fourth year of employment with a local public school board and who did not acquire regular and permanent status at the end of his second year as an emerging teacher.

Present law provides for a 3-year probationary term for teachers. A teacher may be dismissed or discharged by the employing school board upon the written recommendation of the local school superintendent at any time during the probationary period. At the end of the probationary period, any teacher found unsatisfactory by the school board shall be notified in writing that he has been dismissed or discharged; absent such notification, the teacher becomes a regular and permanent employee of the school board (tenure) and may only be removed from office in accordance with the due process provisions established in present law.

Proposed law provides with respect to tenure as follows:

1. Eliminates the three-year probationary period for the acquisition of tenure.
2. Provides that a teacher who has acquired tenure before July 1, 2012 retains tenure and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure provisions in present law.

3. Provides for the following with respect to tenure, effective July 1, 2012:
- (a) Each teacher shall serve one year as a beginning teacher and two years as an emerging teacher.
 - (b) The employing school board may dismiss or discharge a beginning or emerging teacher upon the written recommendation of the local school superintendent.
 - (c) A teacher found unsatisfactory by the local school board prior to the expiration of his second year as an emerging teacher shall be notified in writing that he has been dismissed or discharged.
 - (d) An emerging teacher who has not been found unsatisfactory by the local school board and has attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his third year of employment shall automatically become a regular and permanent employee of the employing school board and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure provisions in present law.
 - (e) An emerging teacher who has not attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his third year of employment may be dismissed or discharged or retained by the employing school board and employed for one year as a provisional teacher.
 - (f) A provisional teacher who has attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his fourth year of employment shall automatically become a regular and permanent employee of the employing school board and shall not be dismissed, discharged, demoted, or otherwise disciplined except in accordance with the tenure provisions in present law.
 - (g) A provisional teacher who has not attained at least the mid-range of effectiveness in all areas evaluated by the board prior to the end of his fourth year of employment shall be dismissed or discharged.

Present law requires that public school teachers and administrators be evaluated annually in accordance with the rules and procedures established by BESE and that such evaluations be based, in part, upon growth in student achievement using a value-added assessment model.

Proposed law deletes the requirement for use of a value-added assessment model and instead provides that such system be based on multiple indicators of student growth and achievement using multiple data sources as determined by BESE.

Present law includes in BESE's powers and duties with respect to the evaluation of public school teachers and administrators the responsibility to establish the components of effective teaching.

Proposed law retains these provisions but provides for the "principles" of effective teaching instead of the "components" of effective teaching and provides that the principles of effective teaching shall include, at a minimum, the following standards and indicators:

1. Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
 - (a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
 - (b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develops differentiated and enhanced learning experiences, and improves future instruction.
 - (c) Analysis indicator: Analyzes data from assessments, draws conclusions, and shares them appropriately.

2. Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
 - (a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 - (b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
 - (c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
 - (d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

3. Family and Community Engagement standard: Promotes the learning and growth of all students through effective partnerships with families, care givers, community members, and organizations.

- (a) Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.
 - (b) Collaboration indicator: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
 - (c) Communication indicator: Engages in regular, two-way, and culturally proficient communication with families regarding student learning and performance.
4. Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- (a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
 - (b) Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
 - (c) Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.
 - (d) Decision-making indicator: Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.
 - (e) Shared Responsibility indicator: Shares responsibility for the performance of all students within the school.
 - (f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.

Present law requires the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations regarding the development of a value-added assessment model and identify measures of student growth for grades and subjects for which value-added data is not available. Provides for the composition of the committee and for reporting dates.

Proposed law instead requires the state superintendent of education to appoint and convene a Teacher Effectiveness and Evaluation Advisory Committee to make recommendations regarding the development of the principles of effective teaching and a teacher and administrator evaluation program based upon multiple indicators and data sources and the adoption of standards of effectiveness. Provides that the advisory committee include at least to public school parents and

the following groups or organizations as follows:

1. Four members appointed by the Associated Professional Educators of Louisiana.
2. Eight members appointed by the Louisiana Association of Educators.
3. Eight members appointed by the Louisiana Federation of Teachers.
4. Three members appointed by the Louisiana Association of School Superintendents.
5. Five members appointed by the Louisiana Association of Principals.
6. Two members appointed by the Louisiana Association of Public Charter Schools.
7. One member of the Senate Committee on Education, appointed by the chairman thereof.
8. One member of the House Committee on Education, appointed by the chairman thereof.
9. The dean of the college of education from each public four-year postsecondary institution and one faculty member from each such college of education appointed by the dean thereof who shall serve as ex officio members.

Provides that members of the committee shall serve without compensation.

Provides that the initial meeting of the committee shall be held not later than August 30, 2012.

Present law requires BESE to submit a written report to the Senate and House committees on education by March first of each year regarding the implementation, results, and effectiveness of the value-added assessment model.

Proposed law deletes the reference to the value-added assessment model and requires that the report be made relative to the teacher and administrator evaluation program as provided in proposed law.

Present law makes a teacher's effectiveness using value-added data as a factor in determining whether a teacher meets the requirements for initial teacher certification or certificate renewal.

Proposed law deletes the requirement that use of value-added data be a factor in determining teacher effectiveness for certification purposes.

Present law requires that by the beginning of the 2012-2013 school year, that 50% of a teacher or administrator's annual evaluation be based on growth in student achievement using a value-added assessment model for grades and subjects for which value-added data is available. Requires BESE to establish measures of student growth for grades and subjects for which value-added data is not available.

Proposed law deletes the requirement for use of value-added data to measure teacher effectiveness and instead provides for multiple measures of effectiveness based on multiple indicators of student growth and achievement using multiple data sources.

Present law provides that teachers and administrators employed by charter schools be annually evaluated using the value-added assessment model developed by BESE. Further provides that by the beginning of the 2012-2013 school year, 50% of each teacher and administrator's annual evaluation be based upon growth in student achievement using the value-added assessment model.

Proposed law deletes the requirement for use of a value-added assessment model and instead provides that such employees be evaluated by using multiple indicators of student growth and achievement using multiple data sources as determined by BESE.

Proposed law provides that any and all funds and sources of funding that have been designated or utilized by BESE or DOE to develop, implement, and administer teacher and administrator evaluation programs prior to the effective date of proposed law shall continue to be used to implement the provisions of proposed law.

Effective upon signature by the governor or on July 1, 2012, whichever date occurs first. If vetoed by the governor and subsequently approved by the legislature, proposed law shall become effective on the day following such approval.

(Amends R.S. 17:10.1(B) and (C), 441, 442, 3881(A), 3882(2) and (5), 3883(A)(1), (6) and (8), 3886(A), 3902(B)(3) and (5), and 3997(D)(1)(a) and (2); repeals R.S. 17:3883(A)(7))