

Regular Session, 2014

HOUSE BILL NO. 1129

BY REPRESENTATIVE THIERRY

TEACHERS: Provides relative to professional development for teachers

1 AN ACT

2 To amend and reenact R.S. 17:3885, relative to professional development for teachers; to
3 authorize public school governing authorities to provide certain components of
4 professional development and assistance to certain teachers according to their years
5 of service and other criteria; to provide relative to the compensation of certain
6 teachers; to provide relative to definitions; and to provide for related matters.

7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:3885 is hereby amended and reenacted to read as follows:

9 §3885. Beginning and continuing teacher assistance

10 A. ~~During the first three years of employment, beginning teachers shall be~~
11 ~~provided by the local board~~ The governing authority of each public elementary and
12 secondary school may provide teachers with professional development opportunities
13 and assistance designed to enhance teaching competencies in accordance with rules
14 and regulations promulgated by the board.

15 B. ~~The local board shall provide targeted professional development to~~
16 ~~teachers to address deficiencies identified in the evaluation process.~~ For the
17 purposes of this Section, a "transfer teacher" is a teacher who was previously
18 employed as a teacher by a public school governing authority in the state or as a
19 tenured or permanent teacher in a public school in another state.

1 C.(1) For the purposes of this Section, a "novice teacher" is a teacher who has
2 been employed by the governing authority of a public elementary or secondary
3 school for less than one year and who does not meet the definition of emerging
4 teacher, provisional teacher, professional teacher, or master teacher. The term
5 "novice teacher" includes a transfer teacher who has not completed a one-year term
6 as a novice teacher.

7 (2) The governing authority of each public elementary and secondary school
8 may provide each novice teacher with the following:

9 (a) An assigned mentor who is a master teacher and who shall provide the
10 novice teacher with guidance in his professional growth and induction into the
11 teaching profession.

12 (b) Training for a minimum of two weeks prior to the start of the school year
13 and paid for by the public school governing authority, in the components of effective
14 teaching.

15 (c) A biweekly review of his effectiveness as a teacher by the assigned
16 mentor who shall use a variety of assessment tools.

17 (d) A bimonthly review of his effectiveness as a teacher by an evaluator who
18 shall use a variety of assessment tools including but not limited to the following:

19 (i) Video tape, which shall be the exclusive property of the novice teacher.

20 (ii) An electronic portfolio.

21 (iii) Observations of his effectiveness as a teacher.

22 (iv) Model lesson plans by his mentor and peers.

23 (v) Feedback loops using walk through and other informal review methods.

24 (vi) Participation in professional learning groups.

25 D.(1) For the purposes of this Section, an "emerging teacher" is a teacher
26 who has successfully completed a one-year term as a novice teacher, who has been
27 employed by a public school governing authority for fewer than three years, and who
28 does not meet the definition of provisional, professional, or master teacher. The term
29 "emerging teacher" shall include a transfer teacher who has successfully completed

1 a one-year term as a novice teacher and a transfer teacher who was previously
2 employed as a permanent or tenured teacher in a public school in another state.

3 (2) The governing authority of each public elementary and secondary school
4 may provide each emerging teacher with the following:

5 (a) An assigned mentor who is a master teacher and who shall provide the
6 emerging teacher with guidance in his professional growth and attainment of tenure
7 or due process rights as a teacher.

8 (b) A monthly review of his effectiveness as a teacher by the assigned
9 mentor and an evaluator using a variety of assessment tools including but not limited
10 to the following:

11 (i) Video tape, which shall be the exclusive property of the emerging teacher.

12 (ii) An electronic portfolio.

13 (iii) Observations of his effectiveness as a teacher.

14 (iv) Model lesson plans by his mentor and peers.

15 (v) Feedback loops using walk through and other informal review methods.

16 (c) Assistance with testing, measurement, and assessment of cognitive
17 growth, lesson plans, and test preparation. Multiple measures of student performance
18 shall be used to inform the assessment team as part of the review of the teacher's
19 growth in lesson planning and test preparation skills.

20 (d) Assistance with the reading, analysis, and interpretation of student data.

21 (e) Assistance with using curriculum and how to interface grade and subject
22 content.

23 (f) Subject to the availability of funds for such purpose, a maximum three-
24 week summer institute at a public postsecondary education institution in the state at
25 the state's expense for credit toward a master's degree.

26 (g) Standards of performance, which shall be measured based upon a
27 multiple-step scale that shall range for each standard from "highly effective" to
28 "ineffective".

1 E.(1) For the purposes of this Section, a "provisional teacher" is a teacher
2 who has been employed by a public school governing authority for more than three
3 years but fewer than four years and who has not attained at least the mid-range of
4 effectiveness in all areas evaluated by the public school governing authority by the
5 second semester of his third year of employment with such governing authority. The
6 term "provisional teacher" shall include a transfer teacher if the transfer teacher was
7 previously employed as a teacher by another public school governing authority in the
8 state and attained tenure or due process rights.

9 (2) The governing authority of each public elementary and secondary school
10 may provide each provisional teacher with the same assistance provided to an
11 emerging teacher pursuant to Paragraph (D)(2) of this Section.

12 F.(1) For the purposes of this Section, a "professional teacher" is a teacher
13 who has been employed for more than three years by the governing authority of a
14 public elementary or secondary school, who has been evaluated by the governing
15 authority at or above the effective rating for the duration of his first three years of
16 employment, and who has been granted tenure or due process rights by the governing
17 authority at the beginning of his fourth year or the beginning of his fifth year after
18 successfully completing his fourth provisional year. A teacher shall retain his status
19 as a professional teacher as long as he attains at least an effective rating in all areas
20 evaluated by the public school governing authority and when he becomes a master
21 teacher.

22 (2) The governing authority of each public elementary and secondary school
23 may provide each professional teacher with the following:

24 (a) Continuous and ongoing training in the components of effective teaching
25 by a master teacher.

26 (b) An evaluation framework that allows the professional teacher to continue
27 to be evaluated by his primary evaluator.

1 (c) The opportunity to become part of a teacher peer assistance team for
2 novice teachers, emerging teachers, and provisional teachers in his grade level or
3 subject area.

4 (i) Such peer assistance teams shall work independently and apart from
5 primary evaluators; however, the primary evaluator may seek input from the peer
6 assistance team for any professional teacher during his fourth, fifth, or sixth year of
7 teaching.

8 (ii) The input from the peer assistance team shall be considered advisory, and
9 any use of peer information shall be substantiated from evidence obtained by the
10 primary evaluator.

11 (iii) Peer assistance teams shall focus upon aiding their peers in content
12 curriculum interfacing, appropriate cognitive growth strategies, currency of
13 methodology and technology, personal portfolio management, review of student
14 data, and effective classroom management strategies.

15 G.(1) For the purposes of this Section, a "master teacher" is a teacher who
16 has been employed as a classroom teacher for more than seven years, who has been
17 rated "effective" to "highly effective" for four of seven years, who has retained
18 "effective accomplished" or "highly effective" ratings while classified as a master
19 teacher, who has earned a master's degree, a doctorate degree, or National Board
20 Certification that is continuous and current, and who has demonstrated service to the
21 teaching profession, professional organizations, and the community in which he is
22 employed.

23 (2) Master teachers shall maintain proficiency in the components of effective
24 teaching, and public school governing authorities may require that they mentor and
25 train other teachers as provided in Subsections C through F of this Section.

26 (3) Notwithstanding any provision of law to the contrary, a master teacher
27 may be compensated by the public school governing authority at a rate that is up to
28 one hundred twenty-five percent of the compensation of teachers with equivalent
29 education and experience.

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)]

Thierry

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) Subject to the availability of funds for such purpose, a maximum three-week summer institute at a public postsecondary education institution in the state at the state's expense for credit toward a master's degree.
 - (g) 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.