

1 State of Arkansas
2 88th General Assembly
3 Regular Session, 2011
4

A Bill

HOUSE BILL 2178

5 By: Representatives J. Roebuck, Summers, Westerman, Tyler, Cheatham, J. Brown
6 By: Senator Salmon
7

For An Act To Be Entitled

9 AN ACT TO RESTRUCTURE THE CURRENT METHOD OF
10 EVALUATING ARKANSAS PUBLIC SCHOOL TEACHERS; TO
11 ESTABLISH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM;
12 TO ALIGN PROVISIONS OF THE ARKANSAS CODE CONCERNING
13 PROFESSIONAL DEVELOPMENT AND TEACHER FAIR DISMISSAL
14 WITH THE TEACHER EXCELLENCE AND SUPPORT SYSTEM; TO
15 INCREASE PUBLIC AWARENESS OF EFFECTIVE TEACHERS; AND
16 FOR OTHER PURPOSES.
17
18

Subtitle

19 TO ESTABLISH THE TEACHER EXCELLENCE AND
20 SUPPORT SYSTEM AND ALIGN CURRENT LAW
21 CONCERNING PROFESSIONAL DEVELOPMENT AND
22 TEACHER FAIR DISMISSAL WITH THE SYSTEM.
23
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25

26 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
27

28 SECTION 1. Arkansas Code § 6-13-1305, concerning site-based decision
29 making policies for school districts, is amended to add an additional
30 subdivision to read as follows:

31 (10) Teacher evaluations, professional learning plans, and
32 teacher support under the Teacher Excellence and Support System, § 6-17-2801
33 et seq.
34

35 SECTION 2. Arkansas Code § 6-15-1004(c)(1), concerning qualified
36 teachers, is amended to read as follows:



1 (c)(1) ~~In order for teachers to be able to renew a license, they must~~
 2 ~~have participated in a continuing education and professional development~~
 3 ~~program based on their school improvement plans, performance evaluation~~
 4 ~~results, and student achievement scores~~ To renew a teaching license, a
 5 teacher shall participate in continuing education and professional
 6 development:

7 (A) Based on the teacher's evaluation and professional
 8 learning plan under the Teacher Excellence and Support System, § 6-17-2801 et
 9 seq.;

10 (B) As required under § 6-17-704 and other law; and

11 (C) As required by rule of the State Board of Education.

12
 13 SECTION 3. Arkansas Code § 6-15-1402(b), concerning the contents of
 14 annual school performance reports, is amended to add an additional
 15 subdivision to read as follows:

16 (4) For the school year covered by a school performance report
 17 the report shall include:

18 (A) The total number of teachers who are employed in the
 19 public school; and

20 (B) Of that total, the number who meet each of the
 21 following criteria:

22 (i) Highly qualified teacher;

23 (ii) Identified as proficient or above under the
 24 Teacher Excellence and Support System for the school; and

25 (iii) Certified by the National Board for
 26 Professional Teaching Standards.

27
 28 SECTION 4. Arkansas Code § 6-17-704(e)(1), concerning professional
 29 development plans of school districts, is amended to read as follows:

30 (e)(1) The professional development offerings may meet the objectives
 31 of subdivision (e)(2) of this section developed by the National Staff
 32 Development Council and shall comply with the rules of the ~~Department~~ State
 33 Board of Education governing professional development.

34
 35 SECTION 5. Arkansas Code § 6-17-704, concerning professional
 36 development plans of school districts, is amended to add additional

1 subsections to read as follows:

2 (f) A teacher shall complete any missed hours of professional
3 development through professional development that is:

4 (1) Substantially similar to the professional development
5 missed, as approved by the person responsible for the teacher's summative
6 evaluation under the Teacher Excellence and Support System, § 6-17-2801 et
7 seq.; and

8 (2) Delivered by any method, online or otherwise, approved by
9 the Department of Education under the State Board of Education rules.

10 (g) Accreditation for or approval of professional development for
11 public school teachers and administrators is governed by the rules of the
12 state board.

13
14 SECTION 6. Arkansas Code § 6-17-705(c), concerning professional
15 development credit, is amended to read as follows:

16 (c) Licensed personnel may earn the twelve (12) hours of professional
17 development credit required under subsection (a) of this section through
18 online professional development credit approved by the Department of
19 Education and related to the:

20 (1) School district's Arkansas Comprehensive School Improvement
21 Plan; or

22 (2) Teacher's professional ~~growth~~ learning plan under the
23 Teacher Excellence and Support System, § 6-17-2801 et seq.

24
25 SECTION 7. Arkansas Code § 6-17-1504 is amended to read as follows:
26 6-17-1504. Evaluation – Effect.

27 (a) Each teacher employed by the board of directors of a school
28 district shall be evaluated in writing ~~annually~~ under the Teacher Excellence
29 and Support System, § 6-17-2801 et seq.

30 (b) ~~When~~ At a time other than an evaluation conducted under the
31 Teacher Excellence and Support System, if a superintendent or other school
32 administrator charged with the supervision of a teacher believes or has
33 reason to believe that ~~a~~ the teacher is having difficulties or problems
34 meeting the expectations of the school district or its administration and the
35 administrator believes or has reason to believe that the problems could lead
36 to termination or nonrenewal of contract, the superintendent or other school

1 administrator shall:

2 (1) Bring in writing the problems and difficulties to the
3 attention of the teacher involved; and

4 (2) Document the efforts that have been undertaken to
5 assist the teacher to correct whatever appears to be the cause for potential
6 termination or nonrenewal.

7
8 SECTION 8. Arkansas Code Title 6, Chapter 17 is amended to add an
9 additional subchapter to read as follows:

10
11 Subchapter 28 – Teacher Excellence and Support System

12
13 6-17-2801. Title.

14 This subchapter shall be known and may be cited as the "Teacher
15 Excellence and Support System".

16
17 6-17-2802. Legislative intent.

18 It is the intent of the General Assembly to:

19 (1) Provide a program affording public school districts and
20 public charter schools a transparent and consistent teacher evaluation system
21 that ensures effective teaching and promotes professional learning;

22 (2) Provide an evaluation, feedback, and support system that
23 will encourage teachers to improve their knowledge and instructional skills
24 in order to improve student learning;

25 (3) Provide a basis for making teacher employment decisions;

26 (4) Provide an integrated system that links evaluation
27 procedures with curricular standards, professional development activities,
28 targeted support, and human capital decisions;

29 (5) Encourage highly effective teachers to undertake challenging
30 assignments;

31 (6) Support teachers' roles in improving students' educational
32 achievements;

33 (7) Inform policymakers regarding the benefits of a consistent
34 evaluation and support system in regard to improving student achievement
35 across the state;

36 (8) Replace the use of seniority as a primary factor in teacher

1 employment decisions; and

2 (9) Increase the awareness of parents and guardians of public
 3 school students concerning the effectiveness of public school teachers.

4
 5 6-17-2803. Definitions.

6 As used in this subchapter:

7 (1) "Artifact" means a documented piece of evidence chosen by
 8 the teacher being evaluated, the evaluator, or both, that:

9 (A) Relates to the evaluation rubric; and

10 (B) Represents output from one (1) or more of the
 11 following, without limitation:

12 (i) Lesson plans or pacing guides aligned with the
 13 state standards;

14 (ii) Self-directed or collaborative research
 15 approved by an evaluator;

16 (iii) Participation in professional development;

17 (iv) Contributions to parent, community, or
 18 professional meetings;

19 (v) Classroom assessments including:

20 (a) Unit tests;

21 (b) Samples of student work, portfolios,
 22 writing, and projects;

23 (c) Pre-assessments and post-assessments; and

24 (d) Classroom-based formative assessments;

25 (vi) District-level assessments including:

26 (a) Formative assessments;

27 (b) Grade or subject level assessments;

28 (c) Department-level assessments; and

29 (d) Common assessments;

30 (vii) State-level assessments including:

31 (a) End-of-course assessments;

32 (b) Statewide assessments of student
 33 achievement; and

34 (c) Career and technical assessments; and

35 (viii) National assessments including:

36 (a) Advanced placement assessments;

1 (b) Norm-referenced assessments; and

2 (c) Career and technical assessments;

3 (2)(A) "Evaluation" means the process under this subchapter used
4 to:

5 (i) Assess with evidence what a teacher should know
6 and be able to do as measured by the categories and performance levels of an
7 evaluation framework; and

8 (ii) Promote teacher growth through professional
9 learning.

10 (B) "Evaluation" does not include a teacher's performance
11 relating to competitive athletics and competitive extracurricular activities;

12 (3) "Evaluation framework" means a standardized set of teacher
13 evaluation categories that provide the overall basis for an evaluation;

14 (4) "Evaluation rubric" means a set of performance descriptors
15 for each teacher evaluation category in the evaluation framework;

16 (5) "Evaluator" means a person licensed by the State Board of
17 Education as an administrator who is designated as the person responsible for
18 evaluating teachers;

19 (6) "External assessment measure" means a measure of student
20 achievement or growth that is administered, developed, and scored by a person
21 or entity other than the teacher being evaluated;

22 (7) "Formal classroom observation" means an announced visit to a
23 classroom that:

24 (A) Is preceded by a pre-observation conference to discuss
25 the lesson plan and objectives;

26 (B)(i) Is conducted by an evaluator for at least seventy-
27 five percent (75%) of the class period either by observing the teacher in the
28 classroom or through the use of three-hundred-sixty-degree (360°) video
29 technology.

30 (ii) The length of time for a formal classroom
31 observation of a teacher teaching in a block schedule or in a class period
32 lasting longer than sixty (60) minutes may be adjusted to allow for an
33 observation for forty-five (45) minutes or more of the teacher's class
34 period;

35 (C) Facilitates a professional dialogue for the teacher
36 and evaluator; and

1 (D) Provides essential evidence of the teacher's classroom
2 practices;

3 (8) "Formative assessment" means an evaluation of a student's
4 learning that is given before the student completes a course of instruction
5 to foster the student's development and improvement on a specific strand
6 within the course of instruction;

7 (9) "Informal classroom observation" means an observation
8 conducted by an evaluator for the same purpose as a formal classroom
9 observation but may be:

10 (A) Unannounced; or

11 (B) For a shorter period of time than a formal classroom
12 observation;

13 (10) "Intensive support status" means the employment status
14 administered under this subchapter that is assigned to a teacher under § 6-
15 17-2807;

16 (11) "Interim teacher appraisal" means a form of evaluation,
17 other than a summative evaluation, that:

18 (A) Provides support for teaching practices; and

19 (B) Uses standards for teacher growth and performance that
20 are consistent with the evaluation rubrics for the teacher evaluation
21 categories of a summative evaluation;

22 (12) "Novice teacher" means a teacher having less than one (1)
23 school year of public school classroom teaching experience;

24 (13) "Post-observation conference" means a conference between
25 the teacher and evaluator following a formal classroom observation to
26 discuss:

27 (A) The evaluator's observations; and

28 (B) Artifacts presented by the teacher after the formal
29 classroom observation;

30 (14) "Pre-observation conference" means a conference between the
31 teacher and evaluator to discuss goals and planned outcomes for a classroom
32 lesson before a formal classroom observation;

33 (15) "Probationary teacher" means the same as probationary
34 teacher under § 6-17-1502;

35 (16) "Statewide assessment of student achievement" means a
36 statewide benchmark exam, end-of-course assessment, or a summative assessment

1 of student achievement administered through:

2 (A) The Arkansas Comprehensive Testing, Assessment, and
3 Accountability Program, § 6-15-401 et seq.; or

4 (B) A program of common core assessments administered
5 under rules of the State Board of Education;

6 (17) "Summative assessment" means an evaluation of student
7 achievement given at the completion of a course of instruction that
8 cumulatively measures whether the student met long-term learning goals for
9 the course;

10 (18) "Summative evaluation" means an evaluation of a teacher's
11 performance that evaluates all categories of the evaluation framework that
12 supports:

13 (A) Improvement in the teacher's teaching practices and
14 student achievement; and

15 (B) A school district's employment decision concerning the
16 teacher;

17 (19)(A) "Teacher" means a person who is:

18 (i) Required to hold and holds a teaching license
19 from the State Board of Education as a condition of employment; and

20 (ii) Employed in a public school as a:

21 (a) Classroom teacher engaged directly in
22 instruction with students in a classroom setting;

23 (b) Guidance counselor;

24 (c) Library media specialist;

25 (d) Special education teacher; or

26 (e) Teacher in another position identified by
27 the state board.

28 (B) "Teacher" also includes a nonlicensed classroom
29 teacher employed at a public charter school under a waiver of teacher
30 licensure requirements granted by the state board in the charter.

31 (C) "Teacher" does not include a person who is employed
32 full time by a school district or public school solely as a superintendent or
33 administrator; and

34 (20) "Tested content area" means a teaching content area that is
35 tested under a statewide assessment of student achievement.

36

1 6-17-2804. Administrative agency responsibilities.

2 (a) The State Board of Education shall promulgate rules for the Teacher
3 Excellence and Support System consistent with this subchapter.

4 (b) The rules shall, without limitation:

5 (1) Recognize that student learning is the foundation of teacher
6 effectiveness and many factors impact student learning, not all of which are
7 under the control of the teacher or the school, and that evidence of student
8 learning should not be limited to a single assessment;

9 (2) Provide that the goals of the Teacher Excellence and Support
10 System are quality assurance and teacher growth;

11 (3) Reflect evidence-based or proven practices that improve
12 student learning;

13 (4) Utilize clear, concise, evidentiary data for teacher
14 professional growth and development to improve student achievement;

15 (5) Recognize that evidence of student growth is a significant
16 part of the Teacher Excellence and Support System;

17 (6) Ensure that student growth is analyzed at every level of the
18 evaluation system to illustrate teacher effectiveness;

19 (7) Require annual evidence of student growth from artifacts and
20 external assessment measures;

21 (8) Include clearly defined teacher evaluation categories,
22 performance levels, and evaluation rubric descriptors for the evaluation
23 framework;

24 (9) Include procedures for implementing each component of the
25 Teacher Excellence and Support System; and

26 (10) Include the professional development requirements for all
27 superintendents, administrators, evaluators, and teachers to obtain the
28 training necessary to be able to understand and successfully implement a
29 Teacher Excellence and Support System under this subchapter.

30
31 6-17-2805. Summative evaluations.

32 (a) The evaluation framework for a summative evaluation for a
33 classroom teacher shall include:

34 (1) The following teacher evaluation categories:

35 (A) Planning and preparation;

36 (B) Classroom environment;

1 (C) Instruction; and

2 (D) Professional responsibilities; and

3 (2) An evaluation rubric using nationally accepted descriptors
4 that consists of the following four (4) performance levels:

5 (A) Distinguished;

6 (B) Proficient;

7 (C) Basic; and

8 (D) Unsatisfactory.

9 (b) A summative evaluation shall result in a written:

10 (1) Evaluation determination for the teacher's performance level
11 on each teacher evaluation category; and

12 (2) Summative evaluation determination of the teacher's
13 performance level on all teacher evaluation categories as a whole.

14 (c)(1) A summative evaluation shall use an appropriate evaluation
15 framework, evaluation rubric, and external assessment measurements for a
16 teacher who is not a classroom teacher including without limitation a:

17 (A) Guidance counselor;

18 (B) Library media specialist;

19 (C) Special education teacher; or

20 (D) Teacher in another position identified by the State
21 Board of Education.

22 (2) One-half (1/2) of the artifacts considered by the teacher
23 and evaluator shall be external assessment measures chosen by the teacher and
24 evaluator, or by the evaluator if the teacher and evaluator are unable to
25 agree.

26 (d) A summative evaluation process shall include:

27 (1) A pre-observation conference and post-observation
28 conference;

29 (2)(A) A formal classroom observation and informal classroom
30 observation.

31 (B) Classroom observations may be compared to student
32 perceptions from a confidential student survey;

33 (3) Presentations of artifacts chosen by the teacher, the
34 evaluator, or both;

35 (4) An opportunity for the evaluator and teacher to discuss the
36 review of external assessment measures used in the evaluation;

1 (5) A written evaluation determination for each teacher
2 evaluation category and a written summative evaluation determination;

3 (6) Feedback based on the evaluation rubric that the teacher can
4 use to improve teaching skills and student learning; and

5 (7) Confidential feedback from the teacher concerning the
6 evaluation process and evaluator.

7
8 6-17-2806. Teacher support components.

9 (a)(1) Except as provided in subdivision (a)(3) of this section, a
10 teacher being evaluated and the evaluator, working together, shall develop a
11 professional learning plan for the teacher that:

12 (A) Identifies professional learning outcomes to advance
13 the teacher's professional skills; and

14 (B) Clearly links professional development activities and
15 the teacher's individual professional learning needs identified through the
16 Teacher Excellence and Support System.

17 (2) The professional learning plan shall require that at least
18 one-half (1/2) of the professional development hours required by law or rule
19 for teachers are directly related to the teacher's content area.

20 (3)(A) For a teacher in intensive support status, the evaluator
21 or an administrator designated by the evaluator shall have final approval of
22 the teacher's professional learning plan.

23 (B) Until the teacher is removed from intensive support
24 status, all professional development identified in the professional learning
25 plan, except professional development that is required by law or by the
26 public school where the teacher is employed, shall be directly related to the
27 individual teacher's needs and content area.

28 (b)(1) Interim teacher appraisals shall be used to support teachers on
29 an ongoing basis throughout the school year and:

30 (A) Provide a teacher with immediate feedback about the
31 teacher's teaching practices;

32 (B) Engage the teacher in a collaborative, supportive
33 learning process; and

34 (C) Help the teacher use formative assessments to inform
35 the teacher of student progress and adapt teaching practices based on the
36 formative assessments.

1 (2) Interim teacher appraisals may be conducted in whole or in
2 part by an evaluator or by one (1) or more of the following persons
3 designated by the evaluator:

4 (A) A teacher designated by an administrator as a leader
5 for the teaching content area of a teacher who is being evaluated;

6 (B) An instructional facilitator;

7 (C) A curriculum specialist; or

8 (D) An academic coach for the teacher's content area.

9 (c) The Teacher Excellence and Support System also shall include
10 novice teacher mentoring and induction for each novice teacher employed at
11 the public school that:

12 (1) Provides training, support, and follow-up to novice teachers
13 to increase teacher retention;

14 (2) Establishes norms of professionalism; and

15 (3) Leads to improved student achievement by increasing
16 effective teacher performance.

17
18 6-17-2807. Intensive support status.

19 (a)(1) An evaluator shall place a teacher in intensive support status
20 if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher
21 evaluation category of the evaluation framework.

22 (2) An evaluator may place a teacher in intensive support status
23 if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of
24 descriptors in a teacher evaluation category.

25 (b) If a teacher is placed in intensive support status, the evaluator
26 shall:

27 (A) Establish the time period for the intensive support
28 status; and

29 (B)(i) Provide a written notice to the teacher that the
30 teacher is placed in intensive support status.

31 (ii) The notice shall state that if the teacher's
32 contract is renewed while the teacher is in intensive support status, the
33 fulfillment of the contract term is subject to the teacher's accomplishment
34 of the goals established and completion of the tasks assigned in the
35 intensive support status.

36 (c)(1) The period of time specified by the evaluator for intensive

1 support status shall afford the teacher a meaningful opportunity to
2 accomplish the goals of and complete the tasks assigned in the intensive
3 support status.

4 (2) Intensive support status shall not last for more than two
5 (2) consecutive semesters, unless the teacher has substantially progressed
6 and the evaluator elects to extend the intensive support status for one (1)
7 additional consecutive semester.

8 (d) The evaluator shall work with the teacher to:

9 (1) Develop a clear set of goals and tasks that correlate to:

10 (A) The professional learning plan; and

11 (B) Evidence-based research concerning the evaluation
12 category that forms the basis for the intensive support status; and

13 (2) Ensure the teacher is offered the support that the evaluator
14 deems necessary for the teacher to accomplish the goals developed and
15 complete the tasks assigned while the teacher is in intensive support status.

16 (e)(1) If the intensive support status is related to student
17 performance, the teacher shall use formative assessments to gauge student
18 progress throughout the period of intensive support status.

19 (2) The teacher shall be offered the support necessary to
20 understand and use formative assessments under this subsection during the
21 intensive support status.

22 (f) At the end of the specified period of time for intensive support
23 status, the evaluator shall:

24 (1) Evaluate whether the teacher has met the goals developed and
25 completed the tasks assigned for the intensive support status; and

26 (2) Provide written notice to the teacher that the teacher is
27 either:

28 (A) Removed from intensive support status; or

29 (B) Failed to meet the goals and complete the tasks of the
30 intensive support status.

31 (g)(1) If a teacher does not accomplish the goals and complete the
32 tasks established for the intensive support status during the period of
33 intensive support status, the evaluator shall notify the superintendent of
34 the school district where the teacher is employed and provide the
35 superintendent with documentation of the intensive support status.

36 (2)(A) Upon review and approval of the documentation, the

1 superintendent shall recommend termination or nonrenewal of the teacher's
2 contract.

3 (B) A recommendation for termination or nonrenewal of a
4 teacher's contract under this section shall be made pursuant to the authority
5 granted to a superintendent for recommending termination or nonrenewal under
6 the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

7 (3) When a superintendent makes a recommendation for termination
8 or nonrenewal of a teacher's contract under subdivision (g)(2) of this
9 section, the public school:

10 (A) Shall provide the notice required under the Teacher
11 Fair Dismissal Act of 1983, § 6-17-1501 et seq., but is exempt from the
12 provisions of § 6-17-1504(b); and

13 (B)(i) If the public school has substantially complied
14 with the requirements of § 6-17-2807, is entitled to a rebuttable presumption
15 that the public school has a substantive basis for the termination or
16 nonrenewal of the teacher's contract under the applicable standard for
17 termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, § 6-
18 17-1501 et seq.

19 (ii) The presumption may be rebutted by the teacher
20 during an appeal under the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et
21 seq.

22 (4) This section does not preclude a public school
23 superintendent from:

24 (A) Making a recommendation for the termination or
25 nonrenewal of a teacher's contract for any lawful reason under the Teacher
26 Fair Dismissal Act of 1983, § 6-17-1501 et seq.; or

27 (B) Including in a recommendation for termination or
28 nonrenewal of a teacher's contract under this section any other lawful reason
29 for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, §
30 6-17-1501 et seq.

31
32 6-17-2808. Implementation - Applicability.

33 (a) Beginning in the 2014-2015 school year, a public school shall
34 implement the Teacher Excellence and Support System for all teachers employed
35 at the public school under the rules established by the State Board of
36 Education.

1 (b)(1) Annually during a school year, a public school shall conduct a
2 summative evaluation for every teacher employed in the public school who is
3 a:

4 (A) Novice teacher;

5 (B) Probationary teacher; or

6 (C) Teacher who successfully completed intensive support
7 status within the current or immediately preceding school year.

8 (2)(A) At least one (1) time every three (3) school years, a
9 public school shall conduct a summative evaluation for a teacher who is not
10 in a status under subdivision (b)(1) of this section.

11 (B) In a school year in which a summative evaluation is
12 not required for a teacher under this subdivision (b)(2), the teacher:

13 (i) Shall focus on elements of the teacher's
14 professional learning plan that are designed to help the teacher improve his
15 or her teaching practices; and

16 (ii) With the evaluator's approval may:

17 (a) Collaborate with a team of teachers on a
18 shared plan that benefits the whole school, a content area, or a grade level;
19 or

20 (b) Conduct self-directed research related to
21 the teacher's professional learning plan under § 6-17-2806.

22 (C) During the two (2) years in which a summative
23 evaluation is not required, a public school may conduct an evaluation that is
24 lesser in scope than a summative evaluation but uses the portions of the
25 evaluation framework and evaluation rubrics that are relevant to the
26 evaluation.

27 (c)(1) A teacher shall:

28 (A) Participate in the Teacher Excellence and Support
29 System under this subchapter, including without limitation in:

30 (i) Classroom observations; and

31 (ii) Pre-observation and post-observation
32 conferences; and

33 (B) Collaborate in good faith with the evaluator to
34 develop the teacher's professional learning plan under § 6-17-2806(a).

35 (2) A failure to comply with this subsection may be reflected in
36 the teacher's evaluation.

1 (d) Every teacher contract renewed or entered into after the effective
2 date of this subchapter is subject to and shall reference this subchapter.

3 (e) A public school that for the three (3) years immediately preceding
4 the effective date of this section has used a nationally recognized system of
5 teacher evaluation and support that is substantially similar to the Teacher
6 Excellence and Support System may continue to use that system and is deemed
7 to have met the requirements of this section.

8
9 6-17-2809. Confidential teacher survey.

10 (a) The Department of Education shall develop a confidential web-based
11 survey of teachers for responses to be collected annually by July 1, 2015,
12 through July 1, 2017, and by July 1 of every third year thereafter, on the
13 following topics:

14 (1) The evaluation process under the Teacher Excellence and
15 Support System;

16 (2) The quality of feedback received from the teacher's
17 summative evaluation, interim teacher appraisal, or other evaluation;

18 (3) The teacher's teaching assignment;

19 (4) The teacher's working conditions;

20 (5) Leadership of the public school where the teacher is
21 employed;

22 (6) Leadership of the school district where the teacher is
23 employed;

24 (7) Leadership and professional growth opportunities available
25 to the teacher;

26 (8) Availability of professional development the teacher needs
27 to comply with the teacher's professional learning plan; and

28 (9) The quality and relevancy of the professional development
29 obtained by the teacher.

30 (b) The department may include other topics as it or the State Board
31 of Education deems necessary.

32 (c) The department shall not publish survey responses received under
33 this section in a manner that makes it possible to identify an individual
34 teacher or administrator.

35
36

1 6-17-2810. Administrator evaluations.

2 The Department of Education shall provide technical assistance to
 3 school districts for developing and implementing instruments to evaluate
 4 administrators that weight an administrator evaluation on student performance
 5 and growth to the same extent as provided for teachers under the Teacher
 6 Excellence and Support System.

7
 8 SECTION 9. Arkansas Code § 6-20-2305(b)(5)(B), concerning public
 9 school funding for professional development, is amended to read as follows:

10 (B) Funding for professional development for teachers in
 11 Arkansas public schools required under the Teacher Excellence and Support
 12 System, § 6-17-2801 et seq., other law or rule, or by the school district
 13 shall be used for professional development activities and materials that:

14 (i) ~~improve~~ Improve the knowledge, skills, and
 15 effectiveness of teachers;

16 (ii) Address the knowledge and skills of
 17 administrators, and paraprofessionals concerning effective instructional
 18 strategies, methods, and skills ~~for improving teaching practices and;~~

19 (iii) Lead to improved student academic achievement;

20 and

21 (iv) Provide training for school bus drivers as
 22 outlined in rules promulgated by the State Board of Education.

23
 24 SECTION 10. DO NOT CODIFY.

25 (a) By September 1, 2012, the State Board of Education shall develop
 26 the evaluation framework, evaluation rubric, and all rules for implementation
 27 of this act.

28 (b)(1) Between September 1, 2012, and August 31, 2013, the Department
 29 of Education, or any educational association approved by the department,
 30 shall conduct training sessions for all superintendents, administrators,
 31 evaluators, and teachers on the Teacher Excellence and Support System.

32 (2) The department shall ensure that the participants have more
 33 than one (1) opportunity to participate in the training.

34 (c) In the 2013-2014 school year, the department shall implement a
 35 one-year pilot program using the Teacher Excellence and Support System in one
 36 (1) or more school districts and shall obtain feedback from the

1 superintendents, administrators, evaluators, and teachers involved in the
2 pilot program to inform the department concerning needed amendments to state
3 board rules.

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