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CADDO PARISH SCHOOL BOARD PERSONNEL EVALUATION PLAN

INTRODUCTION

Complying with legislative requirements, the State Board of Elementary and Secondary Education adopted Guidelines for Personnel Evaluation, Bulletin 1525. The purpose of these guidelines is to standardize:

- *the philosophy and purposes of personnel evaluation,*
- *the criteria used to evaluate teacher performance, and*
- *procedures to be followed in the evaluation program.*

Caddo Parish School Board will administer this Personnel Evaluation Plan in compliance with provisions of the legislation and the guidelines.

1.0 FOCUS ON EDUCATIONAL IMPROVEMENT

The philosophy and purposes of personnel evaluation as stated by the Louisiana Department of Education are as follows:

It is clear that public schools must provide high quality education that prepares our youth for the demands of the 21st century. In order to meet these challenges, educators must focus on providing the best educational opportunities for all children. Recognizing this, the SBESE has established uniform guidelines for personnel evaluation.

Personnel evaluation is directed toward the continued enhancement of learning through a process of encouraging professional growth for all educators by establishing a system of professional accountability. It is an ongoing, shared process aimed at improving the instruction and learning environment for all students.

Supplementing many of the traditional concepts of personnel evaluation, the LDE affirms and supports the belief that evaluation is a humanistic process directed toward the growth and development of all professional personnel who determine the educational programs in the state. This vast human potential will ultimately determine the direction the educational programs will follow. Therefore, it is crucial that every effort possible be expended toward the identification and retention of the most competent and qualified personnel.

The purposes for which personnel evaluation will be used in Louisiana are as follows:

1. to assure the public that
 - a) the educational system is providing the best opportunities for all children to learn,
 - b) the best qualified personnel are employed in every position, and
 - c) effective teaching continues in the classroom;
2. to foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators;
3. to provide support for the professional development of beginning/new teachers during their first year of teaching;
4. to provide procedures necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment;
5. to provide procedures for self-evaluation, personal reflection and peer collaboration, and
6. to promote positive interpersonal relationships among all school personnel to continually increase professional competency.

Caddo Parish School Board's educational philosophy and its goals and objectives are consistent with the state's philosophy and purposes of personnel evaluation.

Caddo's educational philosophy states:

Public education is one of the most important functions of government and its purpose is to provide a continuous flow of competent citizens prepared for productive and satisfying lives. The public school is the only institution that provides an environment in which children from homes that vary widely in religious, political, social and economic beliefs can come together in spirit of mutual respect, acceptance and understanding.

We are keenly aware that each individual has unique attributes that make respect for the individual mandatory.

We believe it is our responsibility to provide the means necessary to permit the maximum development of all pupils in all of their many interests and abilities.

We believe education is a continuing process that involves pupils, teachers, parents and the community.

We believe parents and other citizens must be kept informed of the needs, objectives and progress of their schools.

We believe we should continuously reevaluate our educational policies, practices and personnel to maintain excellence.

Our primary emphasis is the education of children for gainful employment, productive and meaningful living and service to their community and country.

Our goal is the development of responsible citizens who can and will preserve a free society.

In addition the School Board periodically adopts goals and objectives directed toward improving student learning and personal development through effective teaching and support services. Recognizing the importance of personnel evaluation as a means to strengthen employee accomplishments and to achieve district-wide goals, the Board has adopted this goal for personnel evaluation:

To use the Caddo Personnel Evaluation Plan as a tool to improve instructional and administrative performance in support of the district's goals and objectives

Implementing this goal, the Board involves individual instructional and other professional employees at the school building and department levels in the coalescent efforts to achieve district-wide goals with these objectives:

1. The Superintendent and administrative staff will communicate the goals and objectives developed and adopted by the School Board to all employees at the beginning of the school year.
2. Evaluators will instruct each covered employee to develop an individual professional growth plan in support of the district's goals according to the plan's time schedule. The professional growth plan will contain performance-based objectives.
3. Throughout the school year evaluators and observers will use the covered employee's individual growth plan to observe and evaluate performance as it contributes to the achievement of district goals.
4. The Superintendent and administrative staff will evaluate the overall results of the district in achieving the goals and objectives and will establish plans to develop the strengths and correct the weaknesses identified by implementation of the district's personnel evaluation plan.

Caddo Parish School Board affirms its support for personnel evaluation as a program that promotes the mission of public education to maximize learning and development for every student.

2.0 STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PROGRAM

Caddo Parish School Board formed a personnel evaluation steering committee that represents administrators and instructional and support services employees. As a minimum the committee will include one member representing each of the following employee positions:

- Elementary school teachers
- Middle school teachers
- High school teachers
- Elementary school principals
- Middle school principals or assistant principals
- High school principals or assistant principals
- Special education professional employees
- School support services employees
(librarians, guidance counselors, elementary coordinators, or others)
- Professional administrative employees

If any of the present members representing these groups cannot continue to serve, the group represented will select a replacement.

The Superintendent can appoint additional members of the committee as needed provided the committee has balanced representation of administrators, instructional employees and support services employees.

The steering committee is a standing committee and is responsible for evaluating the strengths and weaknesses of the district's personnel evaluation program as it complies with requirements established by the State Board of Elementary and Secondary Education on an annual basis.

The steering committee evaluates the effectiveness of the evaluation program in achieving the district's purposes as stated in this plan. Based on these evaluations, the steering committee will recommend to the Board any revisions needed to strengthen the personnel evaluation program. The steering committee will develop plans to implement any program changes.

The steering committee must meet annually. At least triennially, the steering committee will conduct a formal evaluation of the personnel evaluation plan purposes, the plan procedures, and plan documents to assess their effectiveness in fulfilling the state and district educational philosophy and in achieving the district's long and short-term goals. The committee can conduct such formal evaluation more frequently as needed.

3.0 PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION

The basic tenet of education is that every student can learn.

Philosophy

It is the function of school systems to organize and direct what, when and how students learn. While a student learns from many sources - - parents, peers, other people and nature itself - - we believe the most constructive learning is founded in effective teaching conducted by teachers specially trained in sound instructional principles that are supported by contemporary research.

It is the mission of Caddo Parish School Board to engender excellence in education and we intend to employ a comprehensive personnel evaluation program to improve the education of children. The School Board also endorses personnel evaluation as assurance to the entire school community and the public that instructional and other professional employees are accountable for their performance.

A broad range of human resources, including certified and professional employees, are required to achieve the ultimate goal of student learning and personal growth. Each employee contributes to these goals by performing at professional levels of competence.

The encouragement of creativity and innovation in the planning and implementation of teaching strategies should include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes.

Schools of all types and in all settings must have effective leaders and instructional staffs to accomplish the mission of the school system and the unique mission of each school. The Caddo personnel evaluation program provides the means for school leaders to identify a broad range of school needs and professional growth opportunities. It promotes action to enhance learning in the essential curriculum areas, to provide a safe and orderly environment and improve all other school operations.

Historically, the process of identifying critical needs, initiating action and assessing progress and results has been effective in improving student performance in the ever-changing educational environment.

The Caddo Parish School Board affirms and supports the intent of personnel evaluation to be a humanistic process promoting the growth and development of certified and professional employees. Therefore, every effort possible should be made to identify and retain the most competent and qualified employees.

Personnel evaluation should also identify employees who need special assistance and assure multiple opportunities to receive assistance in order to meet professional standards. The collaborative process of developing professional growth plans and evaluating results inherently promotes shared accountability producing an education system that meets the needs of each student and society as a whole.

Purposes

Purposes of personnel evaluation in the Caddo school district are

- To improve school programs that promote learning and enhance the personal development of every student by continually improving the performance of all instructional and professional employees
- To promote improvement in instructional and professional performance by encouraging excellence and identifying weaknesses that can be strengthened through assistance programs available for all employees
- To fill all positions with effective certified and other professional employees whose performance meets the standards of the position
- To provide support for the professional development of experienced certified and other professional employees as well as for beginning/new teachers during their first year of teaching.
- To provide procedures needed to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles and to ensure the strengthening of the formal learning environment
- To provide procedures for self-evaluation, personal reflection and peer collaboration
- To promote positive interpersonal relationships among all instructional and professional employees to continually increase professional competence
- To obtain the support of parents, students, employees and the public through assurances that the educational system is effective

The purposes reflect sound principles of effective contemporary research with respect to the principles of administrative leadership, effective classroom instruction, and improved student performance.

The purposes support the improvement of the teaching-learning process including fostering parental involvement, integrating the use of technology, developing student assessment practices, and planning for continuous professional growth and development for all personnel while employing school improvement practices that are consistent with contemporary research.

Each evaluator will explain and discuss personnel evaluation philosophy and purposes with covered employees during the annual plan orientation described in section 6.2.A.

4.0 CADDO PERSONNEL EVALUATION GLOSSARY

- 1) Accountability - shared responsibility for actions relating to the education of children
- 2) Administrator – any person whose employment requires professional certification issued under the rules of the board in Bulletin 746, or who is employed in a professional capacity other than a teacher.
- 3) Assessment - the process by which the Louisiana Department of Education determines whether a beginning/new teacher who is seeking to retain or to acquire a regular teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.
- 4) Assistance level - Level one assistance is prescribed initially when an employee's performance is less than satisfactory. Level two assistance occurs when the employee has not made necessary improvements through assistance in level one. (Refer to 6.8).
- 5) Beginning/new teacher – any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting; one who is not an administrator and who is employed for the first time in a public school in this state after August 1, 1994; and one who holds a regular teaching certificate which when issued was valid for three years, or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.
- 6) Certified employee - an employee whose position requires SDE certification
- 7) Certified school employee - (See Certified employee)
- 8) Covered employee - each certified or professional employee of Caddo Parish School Board
- 9) Criteria - demonstrable levels of performance upon which judgments or decisions are based
- 10) Due process - fair and impartial treatment as guaranteed under the law, including, but not limited to, the 1st, 5th, and 14th Amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements
- 11) Duties - actions and functions an employee normally performs as assigned or described in the job description for the employee's position
- 12) Educational accountability - the respective shared responsibilities and duties of the following groups:
 - a) Local school boards, administrators, principals, teachers, or other employees
 - b) The State Department of Education
 - c) Parents and students
 - d) Other governing authorities as specified by the Constitution and laws of the state
- 13) Evaluatee -- (See Covered employee)
- 14) Evaluation - the assessments describing the professional accomplishments and performance of a covered employee based on broad knowledge of the duties and functions of the employee's position and observations of performance and progress toward or achievement of professional growth plan.
- 15) Evaluation Period – the period of time during each school year during which the evaluation program will be conducted.
- 16) Evaluator - one who completes the Caddo evaluation process
- 17) Goal - a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period

- 18) Instructional employees - employees who provide classroom instruction (e.g. classroom teacher, special education teacher, special projects teacher)
- 19) Instructional personnel - (see Instructional employees)
- 20) Intensive Assistance Plan - the plan that is implemented when an experienced employee does not meet the Caddo school system's standards of performance as determined through the personnel evaluation process (This plan specifies the activities a covered employee must follow to strengthen his/her performance, the assistance/support that is provided by the Caddo school system, the timelines and procedures for monitoring progress and the action that will be taken if improvement is not demonstrated.)
- 21) Job description - a statement of the position title, duties, qualifications, supervisor, supervisory responsibilities, job tasks, and standard performance criteria that specify the level of skill required (The Louisiana Components of Effective Teaching is included in the job description for instructional personnel, and the Standards for Principals in Louisiana is included for building-level administrators.) Space is provided for signature and date.
- 22) LEA - local education agency; parish school board; local school system
- 23) LEA Steering Committee - the school district committee representing instructional, and other professional employees responsible for reviewing the personnel evaluation program
- 24) LDE - Louisiana Department of Education
- 25) Multiple occurrence - more than one time that intensive assistance is prescribed for below-standard performance for the same reason either in level one or in level two (Refer to 6.8)
- 26) Multiple opportunities -at least one opportunity to make prescribed improvements at level one and at least one opportunity to make prescribed improvements at level two (Refer to 6.8)
- 27) New covered employee - a covered employee who is not a beginning/new teacher but who is in his/her first three years of continuous employment beginning with the employee's latest date of hire
- 28) Non-instructional certified and other professional employees - employees who do not provide classroom instruction but who are covered by the personnel evaluation plan
- 29) Non-instructional certified and other professional school employees - (See Non-instructional certified and other professional employees)
- 30) Objective - proposed action to accomplish a task or achieve a result that includes specific identification of who, when, what and how and that can be verified by identifiable results
- 31) Observation - the process of gathering facts, noting occurrences and documenting evidence of performance.
- 32) Observation/evaluation - a year when both observations and an evaluation are required
- 33) Observer - a supervisory or administrative employee who makes assessments of professional performance through personal observation and interaction with a covered employee
- 34) Other professional employee - an employee in a professional or administrative position that does not require certification by SDE
- 35) Performance-base objective – objectives that are measurable, observable, and evidenced by supportive data.

- 36) Performance criteria - general and specific standards by which employees may be evaluated or on which judgments and decision-making may be based
- 37) Period of evaluation - that time determined by the Caddo school system which has been designated for conducting a systematic evaluation and assessment of a covered employee's performance
- 38) Personnel file - single personnel file maintained in the Caddo Parish School Board Personnel Department. At minimum, the contents of the single official personnel file must include: 1) documentation of the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long term growth plans.
- 39) Philosophy - a composite statement of the relationship between the individual and society based upon beliefs, concepts and attitudes from which the goals and objectives of the district are derived
- 40) Preobservation conference - the meeting to review the lesson plan and other information related to an observation which is required before an observation of an instructional employee takes place (refer to 6.4.B.2)
- 41) Present position - the same position, or another position of equal rank, the starting date of which begins with the employee's latest date of hire or date of promotion
- 42) Probationary period - the term of three years beginning with the date of first appointment of a certified employee in Caddo Parish as it relates to discharge procedures
- 43) Professional growth plan - a written plan used to strengthen or enhance an employee's performance that is developed collaboratively by the employee with the evaluator. The plan includes specific goal(s), objective(s), action plans, timelines and evaluation criteria. The plan will contain performance-based objectives.
- 44) Professional support staff (also, support staff) - counselors, coordinators, librarians and other certified and professional school staff members.
- 45) Public schools - public elementary and secondary schools governed by parish or city school boards under the supervision of the State Board of Elementary and Secondary Education
- 46) Regular or permanent status - the status a certified employee gains upon completion of the probationary period as it relates to discharge procedures
- 47) School board - parish or city school board governing public elementary and secondary schools
- 48) School district - the area of each parish or municipality under the jurisdiction of a local school board
- 49) School personnel - teachers, librarians, counselors, administrators, and other professional employees of the public schools including members of the professional staff of the SDE.
- 50) SDE - State Department of Education
- 51) Self-evaluation - an employee's own judgment of his/her professional performance based on the employee's knowledge of the duties and performance criteria of his/her position and actions and skills needed to accomplish the employee's professional growth plan. A self-evaluation is submitted by the employee to his/her evaluator for inclusion in the employee's evaluation report.
- 52) Single official personnel file - (See Personnel file)
- 53) Staff development - training, education and personal development programs provided by the Caddo school system on a continuing basis

- 54) Standard - that which is set up and established by an authority or mutual acceptance as a basis for the measure of quantity, value or quality
- 55) Standard of performance - an authoritative or mutually established level of accomplishment
- 56) Teacher – any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, and who has successfully completed the Teacher Assistance and Assessment Program or who is not required to participate in the Teacher Assistance and Assessment Program.
- 57) Technology – the application of science to commercial, educational, health related, military, or industrial objectives including computers, calculators, communications devices (telephone, video-conference devices), or other entities and methodologies used to achieve those objectives.
- 58) Triennially - every third year
- 59) Unencumbered time - time in which the teacher is not actively involved in other duties.
- 60) Uniform evaluation system - a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified employees, as well as other professional employees
- 61) Worksite/Classroom Visitation – a visit made to the worksite or classroom by an authorized evaluator or observers on their own initiative or upon the request of the employee to gather facts and document evidence of performance. This visit may be either announced or unannounced.

5.0 IMPACT OF PERSONNEL EVALUATION

The principal, instructional staff and other professional employees at each school will document and discuss the impact of the personnel evaluation program in relation to progress in learning and teaching and other school community programs.

Other evaluators and their staff of professional employees will document and discuss the impact of the personnel evaluation program on departmental and district goals.

Principals and other evaluators will submit a report summarizing results, progress and improvements to the Superintendent no later than May 15 each year.

The Superintendent and administrative staff will evaluate the overall results of the district in making progress toward achieving its goals and objectives. The Superintendent and staff will develop plans to enhance the strengths and correct the weaknesses identified by implementation of the district's personnel evaluation plan.

Principals and other evaluators will celebrate and share with the school system and community the accomplishments of certified and other professional employees throughout the year. Individual, school and district accomplishments will be publicized using the following:

- Recognition by the School Board
- Articles and information provided to the media
- Newsletters
- Parent/Teacher Association awards and announcements
- Other recognition, awards and communications programs

The Superintendent and administrative staff will use results of district-wide performance to strengthen employee and public perception of the school system and its efforts to improve learning and teaching.

6.0. EVALUATION PROCESS DESCRIPTION

The professional performance of each covered employee is evaluated on a continuing basis. Covered employees are observed and evaluated according to the procedures described in Sections 6.0 through 6.10. Beginning/new teachers are assessed according to procedures that are contained in the state Teacher Assistance and Assessment Program, unless an evaluator deems it necessary to evaluate the beginning/new teacher according to terms of this plan for employment considerations.

Evaluation of the professional performance of each covered employee is based on the following:

1. The evaluator's assessment of professional performance based on the duties, tasks, responsibilities, assignments and standard performance criteria stated in the job description (The job description for instructional employees includes the Louisiana Components of Effective Teaching. The job description for school principals includes the Standards for School Principals in Louisiana.)
2. The evaluator's assessment of progress the employee has made or is making toward achieving objectives included in the employee's professional growth plan
3. The employee's self-evaluation of professional performance including the employee's assessment of progress toward achieving objectives stated in his/her professional growth plan

6.1. EVALUATION CRITERIA

The evaluation criteria for each covered employee are defined in the employee's job description. Caddo Parish School Board provides evaluation plan descriptions, documents, forms and other instruments including observation and evaluation forms for every covered employee. (See Section 6.4 for additional definition regarding use of evaluation criteria. See Section 6.8 for the evaluation criteria.)

6.1A INSTRUCTIONAL PERSONNEL

The job description for instructional employees contains the evaluation criteria, including the Louisiana Components of Effective Teaching.

These evaluation criteria are intended to provide the framework for descriptive review and analysis of teaching performance and progress toward achieving professional growth plans. Therefore, each observation and evaluation must include written comments in addition to the performance ratings. Evaluators and observers should relate written comments on observation and evaluation forms to the evaluation criteria of the job descriptions.

6.1B NON-INSTRUCTIONAL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

The job descriptions for non-instructional certified and other professional personnel include the evaluation criteria for each position, including the requirement for a professional growth plan. These criteria are intended to provide the framework for descriptive review and analysis of professional performance and progress toward achieving professional growth plans. Therefore, each observation and evaluation must include written comments in addition to the performance ratings. Evaluators and observers should relate written comments on observation and evaluation forms to the evaluation criteria of the job description.

Appropriate instruments have been designed for use in the evaluation of non-instructional certified and other professional personnel. The design of the instruments provides for the evaluation of standard criteria (the job description for which non-instructional personnel are held responsible) and the specific Professional Growth Plan designed by the evaluatee and the evaluator.

The design of the instrument conforms to the guidelines listed below:

- 1) Provides for the standard criteria that are addressed in the job description and includes a description of the standards for satisfactory performance.
- 2) Includes the Standards for School Principals in Louisiana as criteria for the evaluation for all building-level administrators.
- 3) Provides for the evaluation of the criteria that are addressed in the specific Professional Growth Plan.

6.2 ACCOUNTABILITY RELATIONSHIPS

6.2A. Evaluation Plan Orientation and Personal File

Each evaluator conducts an evaluation plan orientation with all covered employees reporting to the evaluator each year. The evaluator gives each employee a copy of the latest revision of the Caddo Personnel Evaluation Plan booklet and reviews the philosophy, purposes, evaluation criteria and evaluation procedures with the employee.

The evaluator makes sure each covered employee has a personal file containing the following items:

1. The Caddo Performance Evaluation Plan booklet (latest revision)
2. A copy of the Professional Growth Plan form, copies of the observation and evaluation forms for the employee's position and a copy of the Employee Self-Evaluation form
3. A copy of the Intensive Assistance Schedule form
4. A signed copy of the employee's current job description
5. The employee's copies of his/her written professional growth plan, observations, evaluations, self-evaluations and intensive assistance forms for the current period

6.2B. Principal Assignment of Selected Covered Employees to an Alternate Evaluator

The faculty and professional staff in some schools is so large that it makes evaluating every covered employee in a thorough and professional manner prohibitive, especially in light of the time burdens imposed by the state Teacher Assistance and Assessment Program. As a means to provide more complete professional attention and support to all school-based covered employees, an alternate evaluator can be assigned using the following procedures.

1. The principal has the option to assign an assistant principal to be the evaluator for selected classroom teachers and professional support staff at his/her school.
2. The principal will conduct the evaluation plan orientation described in 6.2.A above for all members of the school staff. At that time, the principal will notify the selected teachers and support staff that they are being assigned to the assistant principal/evaluator for evaluation. Those teachers and support staff will sign an acknowledgement that their evaluator for the duration of that school year is the assistant principal/evaluator.
3. The assistant principal/evaluator will perform all of the functions and complete the evaluation procedures of an evaluator as described in the plan. The principal can serve as an observer for teachers and support staff assigned to the assistant principal/evaluator. The assistant principal/evaluator can serve as an observer for covered employees evaluated by the principal
4. The assignment of the selected teachers and support staff is for the current school year only. The principal must follow the procedures listed above to select and assign teachers and support staff each new school year, or in the event the assistant principal/evaluator changes during the school year. If the principal changes during the school year, the assistant principal/evaluator will remain as the evaluator for the previously assigned teachers and support staff.

6.2C. Evaluator-Covered Employee Register

<u>Evaluator</u>	<u>for the following</u>	<u>Positions of Covered Employees</u>
Caddo Parish School Board		Superintendent
Superintendent		Assistant to the Superintendent-Communication, External Relations and Special Projects Director of Auditing and Risk Management Assistant to the Superintendent-Grants, Community/Family Relations and Special Projects Assistant to the Superintendent-Personnel Relations and Policy Assistant Superintendent-Chief Operating Officer Assistant Superintendent-Chief Support Officer Director of General Education Director of Special Education Director of Special Services Director of Title I Director of Professional Development Director of Career, Adult, and Alternative Education
Assistant Superintendent-Chief Support Officer		Director of Finance Director of Classified Personnel Director of Transportation Technology Manager Director of Child Nutrition Programs Director of Construction and Capital Projects Director of School Plant
Assistant Superintendent-Chief Operating Officer		Director of Certified Personnel Director of Attendance and Census Executive Area Directors
Director of General Education		Administrator, Drug Education Guidance and Counseling Specialist Supervisor of Elementary Education Supervisor of Libraries Specialist, K-8 Physical Education Supervisors (Math, English, Science, Social Studies) Health, Physical Education, Athletics, Driver Education Supervisor (9-12) Supervisor of Art Supervisor of Music Supervisor of JROTC LEAP Remediation Specialist Supervisor of Math (6-12) Supervisor of English and Foreign Language (6-12) Testing and Evaluation Specialist Director of Security
Director of Auditing and Risk Management		Risk Manager Finance/Operations Auditor Internal Auditor

<u>Evaluator</u>	<u>for the following</u>	<u>Positions of Covered Employees</u>
Executive Area Director		Director of Elementary Schools Cluster Director of Secondary Schools Cluster
Director of Special Education		Special Education Instructional Supervisor Supervisor of Pupil Appraisal Supervisor of Gifted and Talented Supervisor of Special Education Compliance, Complaint Management and Parent/ Community Involvement School Principal (Special Education Schools)
Special Education Instructional Supervisor		Special Education Instructional Team Facilitator Related Services and Activities Team Facilitator Special Education Placement Facilitator
Special Education Instructional Team Facilitator		Instructional Specialist, Instructional Teams Vocational/Work Study Specialist Pre-school Coordinator Vocational Transitional Curriculum Specialist
Special Education Placement Facilitator		Instructional Specialist, IEP Development and Placement
Related Services and Activities Team Facilitator		Special Education Computer-Technology and Research Specialist Instructional Specialist -- Emotionally Disturbed Sensorially Impaired Speech and Language Related Services Adapted Physical Education Least Restrictive Environment Coordinator
Instructional Specialist, Adapted Physical Education		Adapted Physical Education Specialist
Instructional Specialist, Related Services		Physical Therapist Occupational Therapist
Supervisor of Pupil Appraisal		Pupil Appraisal Facilitator Assigned School Psychologists Assigned School Social Workers Assigned Educational Diagnosticians Vocational Assessment Specialist
Pupil Appraisal Facilitator		Assigned Educational Diagnosticians Assigned School Psychologists Assigned School Social Workers Child Search Coordinator for Infants/Toddlers Speech/Hearing/Language Specialist
Supervisor of Gifted and Talented		Instructional Specialist-Gifted and Talented
Instructional Specialist-Speech and Language		Speech and Language Specialist

<u>Evaluator</u>	<u>for the following</u>	<u>Positions of Covered Employees</u>
Director of Special Services		504/ADA/Dyslexia Specialist 504 Specialist 504 Facilitator Head Nurse Hospital/Homebound Teachers Act 1120 Program Manager
Head Nurse		School Nurse School Nurse, Title XIX
Director of Title I		Supervisor, Auxiliary Services – Title I Supervisor-Early Childhood/Kindergarten Education Supervisor-Title I Title I Program Researcher and Evaluator School Principal (Title I Schools) Title I Parental Involvement Educator Parent Resource Center Coordinator Home Instruction Program for Preschool Youngsters (Hippy) Coordinator Assistant Technology Specialist–Title I Coordinator, Project Lift
Supervisor-Early Childhood/Kindergarten Education		Homeless Education Coordinator School Social Worker (Homeless Program)
Director or Professional Development		Professional Development/School Improvement Specialist Professional Development Specialist Professional Development/Teaching Specialist
Director of Career, Adult, and Alternative Education		School Principals (Vocational and Alternative Schools) Classroom Teachers (Adult Education) Supervisor of Vocational Education
Director of Finance		Budgetary Accountant Insurance Manager Purchasing Agent Supervisor of Accounting and Accounts Payable Payroll Manager
Purchasing Agent		Senior Buyer
Supervisor of Accounting and Accounts Payable		Assistant Supervisor of Accounting and Accounts Payable Chief Accountant Senior Accountant
Director of Classified Personnel		Personnel Administrator - Classified Personnel Personnel Administrator - Information Services
Director of Security		Security Manager
Director of Transportation		Supervisor of Transportation – Routing Specialist

Evaluator	for the following	Positions of Covered Employees
Director of Data Processing		Data Processing Technical Manager Data Processing Operations Manager Data Processing Systems Design Manager Data Processing Systems Analyst Data Processing Services Specialist Data Processing Systems Programmer Data Processing Programmer - Analyst Systems Analyst - Child Nutrition Programs
Instructional Technology Specialist		Assistant Technology Specialist
Director of Child Nutrition Programs		Child Nutrition Programs Supervisor – Menu Planning and Development Child Nutrition Programs Supervisor-Operations and Development Assistant Supervisor Employee Training & Education Assistant Supervisor Nutrition Education Child Nutrition Programs Senior Buyer
Director of Construction and Capital Projects		Project Manager Supervisor of Construction Projects
Director of School Plant		Supervisor of Building and Grounds Custodial Supervisor
Director of Certified Personnel		Personnel Administrator, Recruiter Personnel Administrator, Elementary Education Personnel Administrator, Secondary Education Administrator, Employee Assistance Program
Director of Attendance and Census		Supervisor of Attendance Supervisor of Attendance and Child Welfare-Title I School Social Worker (Child Welfare and Attendance) Attendance Facilitator
Director of Elementary Schools Cluster		School Principals (Elementary Schools)
Director of Secondary Schools Cluster		School Principals (Middle and Secondary Schools)
School Principal (or assigned evaluator)		Classroom Teachers
Assistant Principal		Assigned Classroom Teachers Assigned Professional Support Staff
Elementary Instructional Coordinator		Assigned Classroom Teachers Assigned Professional Support Staff
Assistant Principal		Assigned Teachers Assigned Professional Support Staff

Evaluator	for the following	Positions of Covered Employees
School Principal (as assigned to a school)		Elementary Coordinator Elementary Instructional Coordinator Librarian Guidance Counselor Assistant Principal for Instruction Assistant Principal for Discipline/Administration Assistant Principal for Elementary School Administrative Assistant Parishwide Telecommunications Specialist Medical Careers Magnet Coordinator Medical Careers Center Assistant Coordinator Coordinator of Junior ROTC Career Academy Teaching Profession Magnet Instructional Coordinator Law/Business Magnet Instructional Coordinator Cities in School Coordinator School-to-work Coordinator Art Coordinator

6.3

PROGRAM INSTRUMENTS REGISTER

CPSB-1	Professional Growth Plan Form
CPSB-2	Superintendent - Observation Form
CPSB-3A	Assistant to the Superintendent-Grants, Community/Family Relations and Special Projects - Observation Form
CPSB-3C	Assistant Superintendent-Chief Operating Officer - Observation Form
CPSB-3D	Assistant Superintendent-Chief Support Officer - Observation Form
CPSB-4	Administrative/Supervisory - Observation Form
CPSB-4A	Assistant to the Superintendent-Communication, External Relations and Special Projects - Observation Form
CPSB-4C	Director of Elementary Schools Cluster - Observation Form
CPSB-4D	Elementary Supervisor - Observation Form
CPSB-4E	Director of Title I - Observation Form
CPSB-4F	Supervisor - Title I - Observation Form
CPSB-4F1	Supervisor – Early Childhood/Kindergarten Education - Observation Form
CPSB-4F2	Supervisor of Auxiliary Services - Title I - Observation Form
CPSB-4G	Director of Middle School Administration - Observation Form
CPSB-4I	Middle School Supervisor (English, Science, Social Studies, Math) - Observation Form
CPSB-4J	Director of Secondary Schools Cluster - Observation Form
CPSB-4L	Secondary Supervisor (English, Science, Social Studies, Math) - Observation Form
CPSB-4M	Supervisor of Art (K-12) - Observation Form
CPSB-4N	Supervisor of Music - Observation Form
CPSB-4O	Supervisor of Libraries - Observation Form
CPSB-4P	Supervisor of JROTC - Observation Form
CPSB-4Q	Supervisor of Health, Physical Education, Athletics and Driver Education - Senior High School - Observation Form
CPSB-4R	Director of Career, Adult, and Alternative Education - Observation Form
CPSB-4S	Supervisor of Occupational/Adult Education - Observation Form
CPSB-4T	Technology Manager-Observation Form
CPSB-4V	Director of Professional Development - Observation Form
CPSB-4V1	Professional Development Specialist - Observation Form
CPSB-4W	Director (Human Resources Services, Chief Support Officer, Chief Operating Officer) - Observation Form
CPSB-4Y	Head Nurse - Observation Form
CPSB-4Y1	School Nurse - Observation Form
CPBS-5	School Principal - Observation Form
CPSB-6	Assistant Principal - Observation Form
CPSB-7	Classroom Teacher - Observation Form
CPSB-8	Professional Support Personnel - Observation Form
CPSB-9	Librarian - Observation Form
CPSB-10A	Director of Special Education - Observation Form
CPSB-10B	Pupil Appraisal Supervisor - Observation Form
CPSB-10B1	Pupil Appraisal Services - Observation Form
CPSB-10C	Pupil Appraisal Facilitator - Observation Form
CPSB-10E	Supervisor of Special Education Compliance, Complaint Management, and Parent/Community Involvement--Observation Form
CPSB-10F	Special Education Instructional Supervisor - Observation Form
CPSB-10G	Special Education Placement Facilitator - Observation Form
CPSB-10H	Special Education Instructional Team Facilitator - Observation Form
CPSB-10I	Related Services and Activity Team Facilitator - Observation Form
CPSB-10I2	Special Education Computer - Technology & Research Specialist - Observation Form

CPSB-10J	Special Education Instructional Specialist - Observation Form
CPSB-10Q	Gifted/Talented Supervisor - Observation Form
CPSB-11	Superintendent - Evaluation Form
CPSB-12A	Assistant to the Superintendent - Evaluation Form
CPSB-12D	Assistant Superintendent-Chief Support Officer - Evaluation Form
CPSB-13	Administrative/Supervisory - Evaluation Form
CPSB-13A	Assistant to the Superintendent-Communication, External Relations and Special Projects - Observation Form
CPSB-13C	Director of Elementary Schools Cluster - Observation Form
CPSB-13D	Elementary Supervisor - Evaluation Form
CPSB-13E	Director of Title I - Evaluation Form
CPSB-13F	Supervisor - Title I - Evaluation Form
CPSB-13F1	Supervisor - Early Childhood/Kindergarten Education - Evaluation Form
CPSB-13F2	Supervisor of Auxiliary Services - Title I - Evaluation Form
CPSB-13I	Middle School Supervisor (English, Science, Social Studies, Math) - Evaluation Form
CPSB-13J	Director of Secondary Schools Cluster - Observation Form
CPSB-13L	Secondary Supervisor (English, Science, Social Studies, Math) - Evaluation Form
CPSB-13M	Supervisor of Art (K-12) - Evaluation Form
CPSB-13N	Supervisor of Music - Evaluation Form
CPSB-13O	Supervisor of Libraries - Evaluation Form
CPSB-13P	Supervisor of JROTC - Evaluation Form
CPSB-13Q	Supervisor of Health, Physical Education, Athletics and Driver Education - Senior High School - Evaluation Form
CPSB-13R	Director of Career, Adult, and Alternative Education - Observation Form
CPSB-13S	Supervisor of Occupational/Adult Education - Evaluation Form
CPSB-13T	Technology Manager-Evaluation Form
CPSB-13V	Director of Professional Development - Observation Form
CPSB-13V1	Professional Development Specialist - Evaluation Form
CPSB-13W	Director (Human Resources Services, Chief Support Officer, Chief Operating Officer) - Observation Form
CPSB-13Y	Head Nurse - Evaluation Form
CPSB-13Y1	School Nurse - Evaluation Form
CPSB-14	School Principal - Evaluation Form
CPSB-15	Assistant Principal - Evaluation Form
CPSB-16	Classroom Teacher - Evaluation Form
CPSB-17	Professional Support Personnel - Evaluation Form
CPSB-18	Librarian - Evaluation Form
CPSB-19A	Director of Special Education - Evaluation Form
CPSB-19B	Pupil Appraisal Supervisor - Evaluation Form
CPSB-19B1	Pupil Appraisal Services - Evaluation Form
CPSB-19C	Pupil Appraisal Facilitator - Evaluation Form
CPSB-19E	Supervisor of Special Education Compliance, Complaint Management, and Parent/Community Involvement - Evaluation Form
CPSB-19F	Special Education Instructional Supervisor - Evaluation Form
CPSB-19G	Special Education Placement Facilitator - Evaluation Form
CPSB-19H	Special Education Instructional Team Facilitator - Evaluation Form
CPSB-19I	Related Services and Activity Team Facilitator - Evaluation Form
CPSB-19I2	Special Education Computer - Technology & Research Specialist - Evaluation Form
CPSB-19J	Special Education Instructional Specialist - Evaluation Form
CPSB-19Q	Gifted/Talented Supervisor - Evaluation Form
CPSB-20	Intensive Assistance Schedule
CPSB-21	Employee Self-Evaluation Form
CPSB-22	Worksite/Classroom Visitation Form

6.4 OBSERVATION PROCESS

6.4A. All Covered Employees

The purpose of the observation process is to determine how well the employee is performing based on the criteria in the job description and progress toward achieving the objectives in the employee's professional growth plan. The observer or evaluator should use the observations as communication and management tools to recognize excellence and to promote improvement. As such, it is imperative that the observer or evaluator write narrative descriptions identifying things the employee is doing well and recommending ways performance can be improved. Examples should be included in the narrative comments. A rating alone will not be considered to be a satisfactory observation and will be returned to the observer or evaluator for narrative amplification.

1. The evaluator and other assigned supervisory and administrative employees will observe the performance of covered employees. The evaluator must conduct at least one of the required observations.
2. Each new covered employee hired before March 1 each fiscal year will be observed at least twice in that year and at least once each year for the next two years. A new covered employee hired on or after March 1 will be observed at least twice during the next school year and at least once for each of the next two school years. These employees are in the 0-3 experience category.

Each covered employee promoted before March 1 each fiscal year is observed at least twice in that year and at least once each year for the next two years. A covered employee promoted on or after March 1 is observed at least twice during the next school year and at least once for each of the next two school years. These employees are in the 0-3 experience category.

When possible at least one observation should be made in the first semester and one in second semester.

Observations of a covered employee in the 0-3 experience category are based on criteria specified in the job description and the observer's assessment of progress toward achieving objectives in the employee's professional growth plan each year.

Each covered employee who has been evaluated annually for three years in his/her present position starting with the latest date of hire or promotion thereafter is in the 4+ experience category.

In the three-year evaluation cycle, the formal observation/evaluation of a covered employee in the 4+ experience category is based on criteria specified in the job description, on the evaluator's assessment of progress toward achieving objectives in the employee's professional growth plan, on at least one formal observation conducted by the evaluator, and on the employee's self-evaluation.

For the school year 2000-2001 a formal observation/evaluation will be conducted on every employee in the 4+ experience category for the purpose of establishing a baseline for future evaluation cycles. Based on the results of the evaluation at the end of the 2000-2001 school year, the evaluator will determine the type of observation (peer to peer, observation by someone other than the evaluator, or formal observation/evaluation by the evaluator) that will be conducted for each employee for the next two years of the three-year evaluation cycle. In subsequent years, each time a formal observation/evaluation is conducted, the evaluator will make a determination concerning the type of observation that will be conducted for the next two years of the three-year evaluation cycle. This does not preclude the evaluator from conducting observations and evaluations any time it is deemed necessary.

In each year when a formal observation/evaluation is not conducted on a covered employee in the 4+ experience category, at least one conference is held where the evaluator assesses the employee's progress toward achieving objectives in the professional growth plan. Other observers also can conduct conferences assessing progress toward completing objectives in an employee's professional growth plan. Also, at least one observation of the employee will be conducted by someone other than the evaluator.

An employee who was promoted to another position in a regular or acting capacity and is subsequently returned to his/her previous position is observed according to the schedule he/she would have been on in the previous position.

For principals, the evaluator conducts a formal monitoring conference/observation before the end of the first semester, preferably in October or November. A second formal monitoring/observation conference is held before the end of the second semester.

The evaluator can conduct an observation of a covered employee any time the evaluator deems it necessary. The evaluator can also conduct a worksite or classroom visitation of a covered employee any time the evaluator deems it necessary.

Beginning/new teachers are assessed according to the procedures established by the state in the Teacher Assistance and Assessment Program. (See 11.0)

The evaluator can conduct an observation or observations of a beginning/new teacher any time the evaluator deems it necessary. The evaluator can also conduct unannounced classroom visitations at any time the evaluator deems it necessary. Such classroom visitations combined with observations and subsequent evaluation or evaluations could eventually lead to a recommendation for discharge.

The evaluator or authorized observer conducts observations more frequently for employees on intensive assistance.

3. The observer must notify the employee in advance when an observation will occur. (No prior notice is required for a worksite/classroom visitation.) The observer of each covered employee conducts a preobservation conference during which the covered employee provides the observer with relevant information. Each observation is documented in writing on the official form. The observation forms are listed in Appendix B. As soon as possible after the observation, but no later than fifteen school days following the observation, the observer holds a post-observation conference to discuss the observation results and comments. The observation form must contain any recommendation for improvement. Both the observer and employee must sign and date the form. The employee's signature means he/she read the form. It does not mean the employee agrees or disagrees with the rating or conclusion. Should the employee refuse to sign the observation form, this should be documented on the form and witnessed by a third party.
4. The original copy of the signed observation form is forwarded to personnel department for placement in the employee's personnel file. The observer retains the yellow copy and the employee keeps the pink copy in his/her personal file. If the observer is not the evaluator, the yellow copy is given to the evaluator and the observer keeps the goldenrod copy. **If any observation indicates the employee's performance needs improvement or is unsatisfactory then a copy must be forwarded to the next higher level of supervision for review.**
5. If intensive assistance is needed, the evaluator initiates it at the post-observation conference. The intensive assistance procedure is described in 6.8.

6.4B. Instructional Employees

In addition to the guidelines stated in 6.4.A, the following observation procedures also relate to instructional employees:

1. Teaching is evaluated through periodic classroom observations.
2. The observer holds a preobservation conference to review the teacher's lesson plan. This does not preclude the observer from making unannounced classroom visitations. The preobservation conference must be held during unencumbered time for the teacher.
3. The observer plans the observation in order to see a lesson begin, develop and culminate.
4. As soon as possible after the observation, but no later than fifteen school days following the observation, the observer holds a post-observation conference to discuss and analyze the lesson as well as to prepare an observation report.

5. The primary purpose of classroom observations is to afford a basis for reaching a consensus on the commendable strengths and areas identified as needing improvements. Observers consider classroom observations in preparing the written observation report using the criteria stated in 6.4.A.2. Observations will also include performance ratings.
6. Follow-up classroom visits and observations are conducted to reinforce positive practice and to determine how recommendations have impacted the quality of the teaching-learning process.

6.5 DEVELOPING THE PROFESSIONAL GROWTH PLAN

Each covered employee develops a professional growth plan (also referred to as a “professional development plan” or “plan”) using the Professional Growth Plan Form. It is the responsibility of the evaluator to make sure that each covered employee prepares a professional growth plan. Plans are developed at the beginning of evaluation period (beginning of the school year) and are based on a descriptive analysis of job performance rather than only on the results of a checklist or a rating scale. Plans will cover a period of one year. Individual professional growth plans will support the district’s goals and contain performance-based objectives.

Post-evaluation conferences are used in part to analyze and discuss job performance for the purpose of developing individual professional growth plans as a means to strengthen and enhance performance. The evaluator and employee evaluate the employee’s performance considering evaluation criteria and progress toward or completing objectives in an existing plan. This evaluation serves as a basis for developing objectives in a new professional growth plan.

School principals develop professional growth plans that address the dual objectives of (1) school improvement needs and (2) individual professional growth needs. The performance-based objectives of the principal’s professional growth plan will address the issues of student achievement, student attendance, school discipline and climate, and community/parent involvement.

When identifying school improvement needs, it is important for the principal and the evaluator to utilize a wide range of resources including parents, students, teachers, professional and support employees and members of the school’s community. From a range of identified issues the principal and evaluator rank individual concerns according to goals set by the School Board and other priorities.

When identifying professional growth needs, the principal considers what performance standards, as described in the principal job description, need to be strengthened. Such professional growth needs usually are identified by the principal through personal reflections and discussions with the evaluator. Principals also are encouraged to survey the school staff as part of the process to determine professional growth needs. Personal reflection, evaluator input and feedback from the staff help the principal identify a set of potential professional growth needs which are then ranked according to their perceived impact on the principal’s effectiveness.

6.5A. Schedules for Developing Plans

Each employee in the 0-3 experience category and the 4+ experience category prepares a plan each year covering a period of one year. A new covered employee must prepare his/her professional growth plan by October 31st or within 30 working days from the date of hire if he/she is employed after the beginning of school. An employee who is promoted will prepare a new professional growth plan within 30 working days from the date of promotion.

A beginning/new teacher will not be required to prepare a professional growth plan but will prepare a Professional Development Plan according to the Teacher Assistance and Assessment Program.

A plan can be amended or revised before completion with the collaborative agreement of the employee and the evaluator.

For principals timing is critical for identifying school improvement and professional growth needs and preparing the professional growth plan. The process should begin in March and April, and the plan should be prepared by the

end of April. This will give other members of the school staff an opportunity to prepare their professional growth plans with an objective or objectives supporting the school improvement needs addressed in the principal's plan. The principal's professional growth plan must be prepared within 20 school days after the beginning of the school year, if it is not prepared earlier.

Newly appointed principals and principals who transfer to a different school are given a period of time to become oriented and to assess school improvement needs before they are required to prepare a professional growth plan. This period will be no longer than a school semester.

For all professional growth plans, the evaluator and evaluatee must sign and date each Professional Growth Plan form when it is initiated, updated, reviewed, or completed. All forms must be signed and dated prior to dissemination and filing.

6.5B. Components of the Plan

Typically, a plan contains objectives designed to enhance or improve the employee's professional performance. A plan may contain more or fewer objectives as each individual's needs are evaluated. The employee and evaluator develop objectives collaboratively to meet the needs of each individual and the district's goals and priorities. The successful teacher or other professional personnel shall not be mandated to participate in any one specific growth activity.

For less-experienced teachers or any employee whose performance needs to be strengthened the objectives should be directed at professional improvement. For experienced, successful employees, objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects. Each objective must include a plan of action to guide the employee's professional development. The objectives must contain observable evaluation criteria that can be used to measure the extent to which each objective has been achieved. The criteria for evaluating completion of an objective should show clearly how achievement of the objective would impact the quality of job performance.

For principals the first step in formulating a professional growth plan is deciding collaboratively with the evaluator what needs will be used as the basis for the professional growth plan. Careful consideration must be given to this decision, since the principal and evaluator are choosing from a broad range of worthwhile school improvement and professional growth needs. Performance-based objectives are selected to focus the principal's efforts to achieve the most effective outcomes to improve the quality of the school's mission.

The principal then translates the selected needs into performance-based objectives stating the specific outcomes the principal expects to be achieved, states the rationale, describes a plan of action including the length of time that will be needed to achieve the outcomes and specifies the criteria that will provide evidence that the objective has been completed.

6.5C. Completing and Distributing Professional Growth Plans

When the employee and the evaluator agree on a written plan for the employee's professional development, both sign and date the plan form.

The evaluator retains the original packet and the employee is given an updated copy for his/her personal file. When the evaluator prepares an evaluation and the employee prepares a self-evaluation, both analyze achievement of objectives in the plan and the impact of professional development on the employee. Progress made in professional development is described on the Professional Growth Plan form and both the evaluator and employee sign the completed form. During the annual review, documentation must be presented to support completion of the professional growth plan activities. (This documentation does not have to be forwarded to the personnel file in the central office.)

The originals of all completed Professional Growth Plan forms are forwarded to the personnel department at the Caddo Parish School Board central office with updated copies retained by the evaluator and the employee.

6.5D. Completing Principal Professional Growth Plans and Monitoring Process

When the principal through collaboration with the evaluator has written the professional growth plan using several critical objectives, both the principal and evaluator date and sign the plan. Both keep copies for later review.

Throughout the implementation of the plan, the principal and evaluator must continue to work collaboratively to review progress and to adjust activities to meet new and changing conditions to meet desired outcomes. The evaluator conducts a formal review of the principal's progress by the end of the first semester--preferably in October or November. Necessary modifications in the growth plan are made during these formal reviews.

6.6 **EMPLOYEE SELF-EVALUATION**

Each covered employee must assume significant responsibility for evaluation and improvement of his/her performance. We accept the tenet of education that every child can learn. In like manner we need to accept the tenet of professional development that every employee can improve his/her performance by improving knowledge, skills and techniques.

The Staff Development Center should provide training courses for all covered employees in understanding and applying techniques for personal reflection and self-evaluation. The Staff Development Center provides additional courses for instructional employees who want to serve as peer coaches or in other peer support and assistance roles (i.e., mentors and peer support persons in intensive assistance programs). Employees serving in peer support roles are not evaluators and such participation is voluntary.

The evaluator instructs each covered employee that he/she will have ample opportunity for personal reflection, self-evaluation and peer collaboration throughout the evaluation process. The evaluator encourages personal reflection and self-evaluation in developing objectives for the professional growth plan. Periodically, the evaluator schedules meetings where employees who wish to can discuss as peers ways they can improve professional performance and strengthen school improvement initiatives. During observation and evaluation conferences, the evaluator requests the employee to reflect verbally on his/her job performance and professional growth.

As a component of the observation/evaluation procedure every year each covered employee prepares a written self-evaluation on the Employee Self-Evaluation Form. Both the employee and evaluator sign the completed Employee Self-Evaluation Form.

The originals of all completed Self-Evaluation forms are forwarded to the personnel department at the Caddo Parish School Board central office with copies retained by the evaluator and the employee.

An employee, including a beginning/new teacher, can prepare a self-evaluation at any time at the employee's election and have the evaluation placed in his/her personnel file.

6.7 **THE EVALUATION PROCESS**

Every covered employee must be evaluated in writing every year.

Caddo Parish School Board employee evaluations are of two types: 1. that are based on written observations (referred to as observation/evaluation), and 2. that are not based on written observations (based on a professional growth plan conference with the employee). The criteria for evaluations are based on the experience and success of each employee. Successful, experienced employees are evaluated on professional growth plans and school improvement initiatives. Principals are evaluated continuously through evaluator collaboration, mid-year monitoring and written evaluations.

1. Only one evaluator determines the overall rating on the evaluation form. If the covered employee is itinerant, the evaluator is the assigned supervisor or specialist. The evaluator for each position is listed in Appendix B. Should the assigned evaluator become unable to perform the evaluation, this will become the duty of the next level of supervision or their designee.

2. The evaluator conducts an evaluation plan orientation with all covered employees reporting to the evaluator each year (see 6.2.A). Also the evaluator collaborates with each employee in preparing a new professional growth plan each year (see 6.5). In the process of developing and updating these plans, the evaluator reviews with the employee the criteria that will be used for evaluation that year.
3. Annual written evaluations are based on the following schedule (see 6.4.A.2):
 - a) An employee in the 0-3 experience category is evaluated based on at least two observations the first year and at least one observation for the next two years. The observations and evaluation are based on criteria specified in the job description, on the evaluator's assessment of the employee's achievement of objectives in the employee's professional growth plan and on the employee's self-evaluation (see 6.6).
 - b) An employee in the 4+ experience category is evaluated in writing each year. For the school year 2000-2001 a formal observation/evaluation will be conducted on every employee in the 4+ experience category for the purpose of establishing a baseline for future evaluation cycles. Based on the results of the evaluation at the end of the 2000-2001 school year, the evaluator will determine the type of observation (peer to peer, observation by someone other than the evaluator, or formal observation/evaluation by the evaluator) that will be conducted for each employee for the next two years of the three-year evaluation cycle. In subsequent years, each time a formal observation/evaluation is conducted, the evaluator will make a determination concerning the type of observation that will be conducted for the next two years of the three-year evaluation cycle. This does not preclude the evaluator from conducting observations and evaluations any time it is deemed necessary.
 - c) The evaluator can conduct a written evaluation of a covered employee any time the evaluator deems it necessary. The evaluator can conduct a written evaluation of a beginning/new teacher any time the evaluator deems it necessary. Such evaluation could eventually lead to a recommendation for discharge.
 - d) Principals are evaluated each year. Preferably in March or April, but no later than May 15, the principal prepares an evaluation report which documents the progress he/she has made toward accomplishing the objectives in the professional growth plan. The emphasis of the report is on outcomes and results rather than on the activities that were pursued. The report is given to the evaluator.

As soon as possible after the report is completed, but no later than May 15, the evaluator holds an observation/conference to discuss progress and results. At this conference the principal and evaluator review and update the professional growth plan. Collaboratively, the principal and evaluator plan new objectives to replace completed ones or they modify existing objectives and activities to make them more productive. The process of planning, monitoring, reviewing, evaluating and updating is continuous. As objectives are completed and desired results are achieved, the principal's professional growth plan moves forward to new areas of school improvement and professional growth.

The evaluator then prepares a written evaluation based on the report and conference.

4. The evaluator must consider all observations, including observations by other authorized observers, in the evaluation of an employee. If conflicting observation reports exist on an employee, the evaluator and observer must conduct a conference to resolve the differences. If no agreement is reached at this conference, the matter is submitted to the next level of supervision.

Each new covered employee hired before March 1 each fiscal year is evaluated in that year and each year for the next two years. A new covered employee hired on or after March 1 is evaluated annually for three years beginning with the next fiscal (school) year.

An employee who was promoted to another position in a regular or acting capacity and is subsequently returned to his/her previous position is evaluated according to the schedule he or she would have been on in the previous position.

An evaluator evaluates an employee who needs intensive assistance more often than the minimum requirements.

5. Each evaluation is made in writing on the official form. The evaluation forms are listed in Appendix B.

Written evaluations are the culmination of the professional development and performance observation process for the covered period. Like observations, each evaluation should be used as a communication and management tool to motivate each employee to improve and strengthen his/her performance. Using observations conducted during the covered period or review of progress on the employee's professional growth plan, the evaluator should summarize the employee's performance over the entire covered period. It is imperative that the evaluator writes narrative descriptions recognizing things the employee is doing well and identifying performance areas that need to be improved or strengthened. A rating alone will not be considered satisfactory and the evaluation will be returned to the evaluator for appropriate narrative comments.

6. The evaluator conducts a post-evaluation conference with each evaluated employee as soon as possible after the evaluator and the employee have completed their written evaluations but no later than May 15th. The purpose of this conference is to review the observations that are the basis of the conclusions and the rating. At the end of the conference the evaluator and employee sign the evaluation form. The employee's signature means he/she read the form. It does not mean the employee agrees or disagrees with the rating or conclusions.

The entire evaluation procedure must be completed by May 15 each year. EXCEPTION: The entire evaluation procedure for year-round schools must be completed by June 15 each year.

7. The original signed copy of the evaluation will be forwarded to the personnel department at the Caddo Parish School Board central office with copies retained by the evaluator and the employee. **Copies of evaluations with less than satisfactory ratings are sent to the next level of supervision for review.**
8. If intensive assistance is needed, the evaluator will initiate it according to the procedures in 6.8.

6.8 INTENSIVE ASSISTANCE PROGRAM

A wide range of opportunities for self-improvement is available to all employees of the Caddo school system. In addition to educational and training programs offered by public and private organizations, Caddo Parish School Board provides multiple programs for continuing professional development.

If observations and/or an evaluation indicate that an employee needs intensive assistance to bring his/her performance to a satisfactory level, an intensive assistance program will be designed by the evaluator specifying appropriate self-improvement and professional development resources. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists.

Prior to an employee on intensive assistance changing location or changing job assignment, the employee will meet with a committee composed of the following individuals or their designees to determine the future status of the intensive assistance:

- Previous Evaluator
- New Evaluator
- Appropriate Cluster Director
- Executive Area Director

A record of the determination made by the above committee will be placed in the employees personnel file.

Should an employee who has been placed in intensive assistance terminate employment for any reason, the incomplete intensive assistance form will be placed in the employee's personnel file. A notation will be made on the form to indicate the intensive assistance was not completed due to the termination of employment.

1. PERFORMANCE REQUIRING INTENSIVE ASSISTANCE

Performance Identified As Needs Improvement

When "needs improvement" is indicated on the first observation, it is not necessary to design an intensive assistance program. If the observation indicates the employee's performance "needs improvement," the observer will specify recommendations for improvement on the narrative side of the observation form.

If the second observation indicates the employee's performance "needs improvement" in the same performance area, the evaluator will design an intensive assistance program using form CPSB-20.

Performance Identified as Unsatisfactory

If any observation and/or evaluation indicates an employee's performance is "unsatisfactory," the evaluator will design an intensive assistance program using form CPSB-20.

Beginning/new Teachers

Beginning/new teachers assessed under the state Teacher Assistance and Assessment Program will not be subject to this intensive assistance program.

2. RESPONSIBILITY FOR DESIGNING ASSISTANCE PROGRAMS

The evaluator is responsible for designing the intensive assistance program and for reviewing the provisions with the employee. The evaluator will prepare the assistance program schedule with the assistance of appropriate observers. The evaluator will design the intensive assistance program to meet the specific needs of the employee and will base it on the performance areas needing improvement. The Intensive Assistance Schedule will describe the assistance program, the level of assistance, recommended activities and the beginning and ending dates of the program.

When an employee's performance is less than satisfactory, the following steps are taken:

- a) The evaluator informs his/her supervisor that an observation indicates that a covered employee needs intensive assistance.
- b) The evaluator informs the employee in writing that the employee will be placed in a level one intensive assistance program and the reason for it. The written notice and reasons can be included on the observation form. The evaluator also informs the employee that a conference for level one assistance will

be conducted. The conference will be held as soon as possible, but no later than 15 days, following the post-observation conference.

STEPS TO INITIATE THE ASSISTANCE PROGRAM

The evaluator designs an Intensive Assistance Schedule in consultation with the appropriate observer. Prior to the conference with the employee for level one assistance the following persons will review the observation form and the assistance schedule that indicated assistance is needed:

- Appropriate Cluster Director
- The evaluator
- The observer

These three persons will conduct the formal level one assistance conference with the employee. If the evaluator and observer is the same person then another certified observer will be included in the conference. In the conference, the employee will be informed of areas needing improvement and will have an opportunity to make suggestions for activities for inclusion in the Intensive Assistance Schedule. The evaluator and the employee will sign the assistance schedule.

The intensive assistance form will be signed by the evaluator and the employee and copies given to all parties present in the conference. The evaluator will retain the intensive assistance form until the end of the process. At that time the original will be sent to the personnel department at the Caddo Parish School Board central office to be placed in the personnel file with copies given to the evaluator and the employee.

The Intensive Assistance Schedule must include the following information:

- The names and positions of the employee and the evaluator.
- The level of assistance.
- The dates the program is scheduled to begin and end.
- A description of what the employee needs to do to strengthen or correct his/her performance, including a statement of the objectives to be accomplished and the expected level of performance that will be acceptable.
- The courses of study, training and activities that the employee must complete as a means to achieve improvement along with a timeline for monitoring the employee's progress.
- The signatures of the employee and evaluator and the date they signed the schedule to begin the program.
- A description of the results of the assistance when the program is completed.
- The signatures of the employee and evaluator and the date the results are reviewed.

Types of Resources Available for Intensive Assistance

The following types of assistance resources are examples of those that may be considered for use:

- Assistance by supervisor, coordinator, or resource person
- Inter/intra school visitation
- Individual study
- School sponsored in-service education
- System sponsored in-service education
- College courses
- Training films
- Other

3. COMPLETING THE ASSISTANCE PROGRAM

The evaluator or appropriate observer will conduct a formal observation within five working days after the assistance ending date to ascertain the results of the prescribed assistance.

If the observation shows that the employee has not made the necessary improvements, another conference will be held within 15 working days of the latest post-observation conference and the process beginning with 6.8.2 will be repeated using a different assistance program. This could be either a multiple occurrence of level one assistance or the initiation of level two assistance.

Completed intensive assistance plans and all supporting documents, such as observations, correspondences, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's personnel file at the central office.

Multiple Opportunities to Improve

An employee whose performance is assessed as less than satisfactory will be given multiple opportunities to make improvements. The multiple opportunities will include as a minimum assistance level one and assistance level two programs. An employee who fails to improve his/her performance after multiple opportunities may be subject to termination.

Multiple occurrences of either level one or level two assistance may be used in an intensive assistance program for an employee. For example, an employee may repeat level one assistance for the same deficiency using different resources and activities, which would be multiple occurrences of level one assistance. Multiple occurrences are not required and an employee can be placed in level two assistance directly from the first occurrence of level one assistance.

An employee must have had at least one opportunity to make improvements in level one and in level two assistance before a recommendation for termination is made.

At the initiation of the procedures for level two assistance, the evaluator will notify the Executive Area Director who will attend the conference. The evaluator will also notify the Assistant Superintendent-Chief Operating Officer who may also participate in the conference. If level two assistance is required for a Chief Support Officer division employee, the evaluator will notify the Assistant Superintendent-Chief Support Officer who may attend the meeting.

If, during the course of either a level one or level two assistance program, a formal observation indicates that an employee's performance in another performance responsibility area has become less than satisfactory, the evaluator will initiate procedures to modify the existing Intensive Assistance Schedule.

- a) The evaluator will notify his/her supervisor that the employee's assistance schedule will be modified to include additional intensive assistance activities.
- b) The evaluator will notify the employee that a conference to modify the level one assistance schedule will be conducted within five working days following the observation.
- c) The evaluator will modify the existing Intensive Assistance Schedule to include activities specifically designed to meet the additional needs of the employee. The ending date for completing the program may also be modified as needed for the new activities.
- d) The appropriate level one or level two committee will conduct a conference with the employee within five working days after the observation.
- e) The procedure will continue as outlined in the steps for level one or level two assistance.

4. ACTION WHEN PERFORMANCE CONTINUES TO BE LESS THAN SATISFACTORY

If an employee's performance does not show improvement after level two assistance, a recommendation to discharge the employee will be considered. The timeline to complete intensive assistance cannot exceed two years.

The procedure leading to discharge will depend on the status of the employee.

When an employee does not demonstrate improvement in performance areas that were identified as being less than satisfactory after multiple opportunities for intensive assistance, the evaluator will notify the employee in writing that his/her performance continues to be less than satisfactory. This notice may be in the form of an official evaluation on the prescribed form. The employee then has the right to request a meeting with the evaluator and the Personnel Review Committee to review the data in the case. The Personnel Review Committee will include the following officials:

Executive Area Director
Director of Certified Personnel
Director of the department of the employee involved

If the results are still listed as less than satisfactory after a review by the Personnel Review Committee, the evaluator or other appropriate official will initiate the appropriate discharge procedures as follows:

a) The procedures for discharging an employee who is covered by the Louisiana tenure statutes are stated below:

1. Employee in the 0-3 years of experience probationary period

The evaluator or other appropriate official will make a recommendation to the Superintendent that the employee be discharged.

2. Employee with four or more years of service who has gained "regular or permanent" status

The evaluator or other appropriate official will make a recommendation to the Superintendent that discharge proceedings be instituted against the employee.

3. Steps for this discharge process are as follows:

- (a) The Superintendent informs the employee in writing of the charges against the employee and the recommendation for discharge. The charges will be specific and based on documentation and testimony.
- (b) The employee has the right to a hearing before the School Board on all charges. He/she must be notified of the charges at least 20 days before the hearing. The employee has the right to appear before the Board with witnesses on his/her behalf and with counsel of his/her selection, all of whom will be heard by the Board.
- (c) No charges other than those specified in the Superintendent's written notice will be heard before the Board.
- (d) If the employee is found guilty of the charges by the School Board, the employee may be discharged or otherwise disciplined by the Board.
- (e) The employee will have the right to appeal the ruling of the Board to a court of competent jurisdiction within one year of the date of the Board's decision.

b) An employee who is not covered by the Louisiana tenure statutes will be notified by the evaluator or other appropriate official that the employee's performance continues to be less than satisfactory and that the employee is being discharged. The employee has the right to pursue the grievance procedures described in 6.10.

6.9 INDUCTION OF BEGINNING/NEW TEACHERS

The Caddo school system assigns a mentor teacher to each beginning/new teacher to assist with his/her induction and professional growth. The mentor teacher guides the beginning/new in becoming socialized in a professional manner and assists him/her in experiencing success in the classroom. The induction process will include such elements as holding conferences, inter-classroom visits to observe teaching practices, counsel on administrative requirements and others.

The Louisiana Components of Effective Teaching are the focus of performance assessment for beginning/new teachers.

Assistance programs that are available through the Personnel Evaluation Plan are coordinated with the state assistance and assessment program for beginning/new teachers.

6.10 PROCEDURES FOR RESOLVING CONFLICT - - DUE PROCESS

In the event a disagreement arises from the personnel evaluation program, each employee can use the following procedures to resolve the conflict in a fair, efficient, effective and professional manner. Employees are protected by due process mandates in R.S.17:3883, R.S. 17:3884, R.S. 17:3902 and Caddo Parish School Board policies. When a disagreement over the results of an observation or evaluation arises, the employee and Caddo Parish School Board use the following steps:

1. The evaluator provides a copy of the observation or evaluation results within 15 working days after the observation occurred or the evaluation is completed.
2. The evaluator holds a post-observation or post-evaluation conference with the employee within 15 working days after the observation occurred or the evaluation was written. For teachers this conference must be held prior to the end of the school year.
3. The employee has the opportunity to file a written response to the observation or evaluation within 10 working days of the conference described in 2 above. The written response can be a self-evaluation on the Employee Self-Evaluation form or a signed statement clarifying or rebutting the issue in question. Any written and signed response becomes a permanent attachment to the employee's personnel file.
4. If an employee's performance is less than satisfactory, the evaluator will inform the employee in writing of that determination. The written notice can be in the form of an observation or evaluation.
5. The employee has the right to receive proof by documentation of any item contained in the observation or evaluation that he/she believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the observation or evaluation.
6. The employee is provided with multiple opportunities for intensive assistance to improve noted performances according to the Intensive Assistance Program (see 6.8).
7. The employee may request that an evaluation be conducted by another source from the Caddo school system. The source will be the evaluator who is the next higher level of supervision.
8. The confidentiality of evaluation results must be maintained as prescribed by law (see 10.0). Copies of all evaluation forms and documentation of performance must be filed:
 - a) in the employee's personnel file (the single official file in the Personnel Department),
 - b) in the evaluator's file, and
 - c) in the employee's personal file.
9. These forms do not constitute a public record and should not be released or shown to any person with the following exceptions:
 - a) to said employee or his representative
 - b) to authorized school district officers and employees for all personnel matters and for any hearing which relates to personnel matters (These positions will be Superintendent, Executive Area Director, Director of Certified Personnel, and appropriate designee [s].)
 - c) to introduce as evidence or discovery in any court action between the Board and the covered employee in which (1) the competency of the employee is at issue or (2) the evaluations were exhibits at a hearing, the result of which is being challenged
10. The Caddo Parish School Board Grievance Procedure

The following grievance procedure is established to provide a way for CPSB and its employees to resolve grievances that may occur between them. It is the intent of this procedure to provide ~~in~~ a simple, straightforward and easily understood way for the resolution of grievances at the lowest possible administrative level, as fairly and as expeditiously as possible.

No reprisals of any kind shall be taken by the board or by any member of the administration against the grievant or any other participant in the grievance procedure by reason of such participation.

Part I. Definitions

- A. Board - Board shall mean the Caddo Parish School Board.
- B. Employee - Employee shall mean any person regularly employed by the Caddo Parish School Board, either full or part-time.
- C. Grievance - Grievance shall mean a claim by an employee of a violation, misinterpretation, or inequitable application of any of the board policies, rules or regulations under which such employee works. The term "grievance" shall not apply in any manner in which (1) a method of review is not prescribed by law, or (2) the board is without authority to act.
- D. Days - Days shall mean school days or work days.
- E. Immediate Supervisor - Immediate supervisor means the principal or that employee possessing supervisory and administrative authority next in rank above any grievant.
- F. Transcript - A written synopsis or summary of the testimony and other evidence presented in a hearing.

Part II. Procedure

The employee who has a grievance should first attempt to have it settled through a conference with his/her immediate supervisor. The time limit specified at each of the following levels should be observed. By mutual agreement, the parties involved may extend the specified time. If the grievant so desires, a fellow employee or another person of the grievant's choosing, may accompany him/her at level one and all subsequent levels of this procedure.

All decisions rendered at all levels of the grievance procedure, except at the informal stage, shall be in writing, setting forth the decision and the reasons therefore. The decision rendered shall be transmitted promptly to all interested parties.

Grievances should be processed in a manner that does not interfere with the employee's work and the normal operation of the school system. Grievances shall first be discussed by the grievant informally with his immediate supervisor.

It is understood that employees have legitimate questions that pertain to their jobs and are not necessarily grievances. The personnel department is the listening post for employees and this department always stands ready to assist employees in finding solutions to their problems. If an employee, while attempting to resolve such a concern, puts in writing his/her concern to his/her supervisor or the personnel department, the recipient of the written request will respond, in writing, within twenty (20) working days.

Informal Level

Every effort should be made to resolve the grievance on an informal basis between the principal or immediate supervisor and the grievant.

Level One

In the event that the grievance is not resolved informally then the employee must lodge a formal grievance with the employee's immediate supervisor in writing. Such grievance shall be so lodged within ten days of the occurrence of the event upon which it is based, or the grievance shall not be considered at any level.

If the grievance is not satisfactorily resolved within ten days at this level, the aggrieved may proceed to level two.

Level Two

The grievance and the written decision of the immediate supervisor shall be presented to the superintendent or his designee who at this level shall be the Executive Area Director. He shall schedule a conference with the grievant employee as soon as possible after receiving notification from the employee. He shall investigate the grievance, conferring with the parties involved and other administrative staff. He shall advise the grievant employee and other parties involved of his findings and decision in the matter.

If the grievance is not satisfactorily resolved within ten days, the grievant may proceed to level three by making a request, in writing, for a full hearing on the grievance before the superintendent or his designee.

Level Three

Upon receipt of such written request, the superintendent or his designee will conduct a full hearing, maintaining a transcript and audio recording of the proceedings, and make a written recommendation for the disposition of the grievance with a copy to the grievant. The superintendent will provide the written recommendation and the transcript to the school board at the next regularly scheduled board meeting, which is no earlier than fifteen calendar days following the conclusion of the hearing.

If the grievance is not satisfactorily resolved at this level, the grievant may proceed to level four by making a written request within ten working days for a hearing before the full board. If there is a disagreement of parties on either side as to the synopsis of the level three hearing, a verbatim transcript may be required.

Level Four

The school board shall then dispose of this grievance. The school board shall affirm, reverse or modify the recommendation of the superintendent.

7.0 STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN TEACHER EVALUATION

The key to the effectiveness of any personnel evaluation program is the proficiency of the observer and the evaluator. A successful program requires substantial interaction between observers and evaluators and the employee. In order to achieve improved performance from an employee, the observer and evaluator must guide, coach, supervise, stimulate, and motivate as well as make value judgments about the quality of the performance. The observer and evaluator also should continue to grow in proficiency by incorporating new ideas and potential solutions to problems into subsequent evaluation practices. Continual training is required to infuse new research that enhances and corrects the validity of observer and evaluator knowledge, ability and practices.

Caddo Parish School Board provides training on a continuing basis for evaluators, observers and others directly involved in evaluating performance of employees. The State Department of Education Regional Service Center is a resource providing assistance for these training programs.

The initial training, which is covered in annual administrator meetings and the annual plan orientation meetings for employees, includes the following elements:

1. Developing positive, constructive attitudes toward personnel evaluation
2. Reviewing state laws and Caddo Parish School Board policies governing personnel evaluation and due process procedures
3. Understanding the Louisiana Components of Effective Teaching
4. Understanding the Standards for School Principals in Louisiana
5. Understanding the philosophy and purposes of personnel evaluation, observation and evaluation criteria and the specific steps and procedures used in the program

Additional training focuses on developing skills and techniques needed to diagnose, strengthen and enhance effective performance. The Staff Development Center establishes training schedules and curricula so that on a continuing basis every evaluator and observer receives information about the plan philosophy and purposes and

training in the skills and techniques needed to make the plan effective. This training covers these specific proficiencies:

1. Data collection skills needed to document accurately an employee's performance
2. Data analysis skills needed to make professional judgments about an employee's performance
3. Conferencing skills needed to communicate clearly and constructively about the employee's performance
4. Guidance skills needed to assist employees in developing meaningful professional growth plans that strengthen performance and produce improvement
5. Writing skills needed to prepare effective reports that document how evaluation of employee performance has impacted student learning and development

8.0 PROCESS INSTRUMENTS

The personnel evaluation process uses the following instruments (see Appendix B for the Program Instruments Register). Process instruments are filed with the SDE.

Professional Growth Plan Form This form is used by all covered employees. The form includes space for objectives and a plan of action for each objective including the criteria for evaluating achievement of the plan.

Observation Form This form is used for each formal observation and complements the evaluation form. It provides space for comments, commendations and recommendations as well as ratings.

Evaluation Form This form is used for each formal evaluation and complements the observation form. It provides space for comments, commendations and recommendations as well as ratings.

Self-Evaluation Form This form is used by all covered employees to assess their own performance. It includes evaluation criteria and space for comments about the employee's performance.

Intensive Assistance Plan Form This form is used to design an intensive assistance plan. It includes space to describe performance expectations and activities specified to strengthen or correct the employee's performance. It also includes information about the support that will be provided, time schedules and procedures for evaluating progress.

9.0 JOB DESCRIPTIONS

The Caddo Parish School Board job description, as written, meets SDE guidelines and include the following components:

1. Position title
2. Position qualifications are the minimum requirements as stated in SDE Bulletin 746 as revised.
3. Position to which the individual reports
4. Positions the individual supervises
5. Performance responsibilities of the individual
6. Space for the individual's signature and date
7. Louisiana Components of Effective Teaching in instructional employee job descriptions.
8. Standards for School Principals in Louisiana in building-level administrators job descriptions.

Job descriptions must be reviewed annually. Current signatures must be on file in the evaluator's office to document annual review and/or receipt.

All certified and other personnel shall be provided with their job descriptions prior to the beginning of his/her employment in the school system in their position and each time their job description is revised.

Each covered employee must keep a signed copy of his/her job description in the employee's personal file. Also, one signed copy must be sent to the Personnel Department where it will be placed in the employee's official personnel file.

Job descriptions for all current positions that have been approved by the Caddo Parish School Board are listed in Appendix A.

10.0 EMPLOYMENT REQUIREMENTS

R.S. 17:3884(D) requires that any school board wishing to hire a person who has been evaluated pursuant to Act I of 1994, whether that person is already employed by that school system or not, shall request such person's assessment and/or evaluation results as part of the application process. The board to which application is being made shall inform the applicant that as part of the mandated process, the applicant's assessment and/or evaluation results will be requested. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

It is the policy of Caddo Parish School Board to request assessment and/or evaluation results for any applicant for a certified or other professional position who has been employed previously by a school district in Louisiana and evaluated pursuant to Act I of 1994. The Personnel Department will request assessment and/or evaluation results on a form provided for that purpose. When results are received, the Personnel Department will notify the applicant. Each applicant is then provided an opportunity to review the evaluation results furnished by another district and to respond in writing with any information the applicant deems appropriate. The response becomes a permanent attachment to the application.

It is the policy of Caddo Parish School Board to furnish assessment and/or evaluation results of any previous employee to any other school district requesting it as part of its applicant requirements.

Evaluation results furnished to other districts will be in the form of a rating: satisfactory, needs improvement or unsatisfactory. Evaluation forms will remain confidential (see 6.10, 7 and 8).

11.0 EVALUATION EXEMPTION

Beginning in 1994-95, a beginning/new teacher (as defined) who is assessed under the state Teacher Assistance and Assessment Program will not be evaluated on a regular basis according to provisions and procedures of the Caddo Personnel Evaluation Plan. This exemption does not supersede the right and duty of an evaluator to observe and evaluate a beginning/new teacher at any time the evaluator deems it necessary.

Any new covered employee, including a new teacher who is not a beginning/new teacher (as defined), is evaluated according to the provisions and procedures of the Caddo Personnel Evaluation Plan.

Caddo Parish School Board reserves the right to make employment decisions as provided by state laws.

12.0 STATEMENT OF ASSURANCE

The Caddo Parish School Board provides assurance that this Caddo Personnel Evaluation Plan has been revised to conform to the requirements of Bulletin 1525 (Revised 1994) and the plan has been reviewed and approved. Caddo Parish School Board will implement and administer the plan as written.

May 17, 2000

Approved Date

Dr. Robert Schiller
Superintendent

Mike Powell
President, Caddo Parish School Board

CADDO PERSONNEL EVALUATION PLAN

APPENDICES

APPENDIX A JOB DESCRIPTIONS

I. Superintendent's Division

1. Superintendent
2. Assistant to the Superintendent-Communications, External Relations and Special Projects
3. Assistant to the Superintendent-Grants, Community/Family Relations and Special Projects
4. Assistant to the Superintendent-Personnel Relations and Policy
5. Director of Auditing and Risk Management
6. Assistant Superintendent-Chief Operating Officer
7. Assistant Superintendent-Chief Support Officer
8. Director of General Education
9. Director of Special Education
10. Director of Special Services
11. Director of Title I
12. Director of Professional Development
13. Director of Career, Adult, and Alternative Education

Auditing Department

1. Internal Auditor
2. Financial/Operations Auditor
3. Risk Manager

General Education Department

1. Administrator, Drug Education
2. Guidance and Counseling Specialist
3. Supervisor of Elementary Education
4. Supervisor of Libraries
5. Specialist, K-8 Physical Education
6. Supervisors (Math, English, Science, Social Studies)
7. Health, Physical Education, Athletics, Driver Education Supervisor (9-12)
8. Supervisor of Art
9. Supervisor of Music
10. Supervisor of JROTC
11. LEAP Remediation Supervisor
12. Supervisor of Math (6-12)
13. Supervisor of English and Foreign Language (6-12)
14. Testing and Evaluation Specialist
15. Director of Security

Drug Education Department

1. Coordinator, Drug Education
2. Coordinator, Drug Prevention

Special Education Department

3. Supervisor of Pupil Appraisal
4. Special Education Instructional Supervisor
5. Supervisor of Gifted/Talented
6. Pupil Appraisal Facilitator (Pupil Appraisal Teams)
7. Special Education Placement Facilitator
8. Special Education Instructional Team Facilitator
9. Related Services and Activity Team Facilitator
10. Least Restrictive Environment Coordinator
11. Special Education Computer - Technology and Research Specialist
12. Special Education Instructional Specialist
13. Vocational Transitional Curriculum Coordinator
14. Vocational/Work Study Specialist
15. Pre-School Coordinator
16. School Psychologist

17. School Social Worker
18. Educational Diagnostician
19. Vocational Assessment Specialist
20. Physical Therapist
21. Occupational Therapist
22. Speech and Language Specialist
23. School Nurse, Special Education
24. Speech/Hearing/Language Specialist
25. Instructional Specialist, Gifted and Talented
26. Child Search Coordinator for Infants/Toddlers
27. Supervisor of Special Education Compliance, Complaint Management and Parent/Community Involvement

Special Services Department

1. 504/ADA/Dyslexia Specialist
2. 504 Specialist
3. 504 Facilitator
4. Head Nurse
5. Hospital/Homebound Teachers
6. Act 1120 Program Manager

Head Nurse Department

1. School Nurse
2. School Nurse – Title XIX

Title I Department

1. Director of Title I
2. Supervisor - Title I
3. Supervisor - Early Childhood/Kindergarten Education
4. Supervisor of Auxiliary Services - Title I
5. Title I Parental Involvement Educator
6. Title I Program Researcher and Evaluator
7. Assistant Technology Specialist – Title I
8. Health Nurse, Title I
9. Project Lift/Lead Educator
10. Parent Resource Center Coordinator
11. Coordinator, Project Lift
12. Home Instruction Program for Preschool Youngsters (Hippy) Coordinator

Professional Development Department

1. Professional Development Specialist

Career, Adult, and Alternative Education Department

1. Supervisor of Vocational Education

II. Chief Support Officer Division

1. Energy Manager

Finance Department

1. Director of Finance
2. Supervisor of Accounting and Accounts Payable
3. Assistant Supervisor of Accounting and Accounts Payable
4. Payroll Manager
5. Chief Accountant
6. Budgetary Accountant
7. Insurance Manager
8. Purchasing Agent
9. Senior Buyer

Classified Personnel Department

1. Director of Classified Personnel
2. Personnel Administrator - Classified Personnel
3. Administrator - Information Services

Transportation Department

1. Director of Transportation

2. Supervisor of Transportation - Routing Specialist
Information Technology Department

1. Technology Manager
2. Instructional Technology Specialist

Data Processing Department

1. Director of Data Processing
2. Data Processing Systems Design Manager
3. Data Processing Operations Manager
4. Data Processing Technical Manager
5. Data Processing Systems Programmer
6. Data Processing Services Specialist
7. Data Processing Systems Analyst
8. Data Processing Programmer/Analyst
9. Data Processing Systems Analyst - Child Nutrition Programs

Instructional Technology Department

1. Assistant Technology Specialist

Child Nutrition Programs Department

1. Director of Child Nutrition Programs
2. Child Nutrition Programs Supervisor - Operations and Development
3. Child Nutrition Programs Supervisor - Menu Planning and Development
4. Assistant Supervisor Employee Training & Education
5. Assistant Supervisor Nutrition Education
6. Child Nutrition Programs Senior Buyer

Construction and Capital Projects Department

1. Director of Construction and Capital Projects
2. Project Manager
3. Supervisor of Construction Projects

School Plant Department

1. Director of School Plant
2. Supervisor of Buildings and Grounds

III. Chief Operating Officer Division

Certified Personnel Department

1. Director of Certified Personnel
2. Personnel Administrator, Elementary Education
3. Personnel Administrator, Secondary Education
4. Personnel Administrator, Recruiter
5. Administrator, Employee Assistance Program
1. Deputy Superintendent

Attendance and Census Department

1. Director of Attendance and Census
2. Supervisor of Attendance
3. Supervisor of Attendance and Child Welfare - Title I
4. School Social Worker (Child Welfare and Attendance)
5. Attendance Facilitator

Executive Area Director Department

1. Executive Area Director
2. Director of Elementary Schools Cluster
3. Director of Secondary Schools Cluster

Elementary Schools Cluster

1. School Principals (Elementary Schools)

Secondary Schools Cluster

1. School Principals (Middle and Secondary Schools)

Schools

1. School Principal
2. Assistant Principal for Instruction
3. Assistant Principal for Discipline/Administration
4. Administrative Assistant
5. Guidance Counselor

6. Librarian
7. Elementary Coordinator
8. Classroom Teacher
9. Medical Careers Magnet Coordinator
10. Medical Careers Magnet Assistant Coordinator
11. Parishwide Telecommunications Specialist
12. Coordinator Junior ROTC Career Academy
13. School-to-work Coordinator
14. Vocational Coordinator
15. Art Coordinator
16. Teaching Profession Magnet Instructional Coordinator
17. Law/Business Magnet Instructional Coordinator
18. Cities in Schools Coordinator

APPENDIX B Louisiana Components of Effective Teaching

LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

DOMAIN I. PLANNING

Planning is an important aspect of the teaching/learning process and is primarily a mental activity. As a result, a pre-conference is essential to discuss plans and the learning environment. Assessment should be made following the pre-conference. The focus of the pre conference is to be on the components and attributes in the planning domain and any additional teacher-supplied information. Daily written plans should follow local policy. It is the recommendation of this panel that written planning does not go beyond what is required by the local school district.

Component A. The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives.

It is not necessary to specify different objectives for each child or groups of children

2. Includes activity/activities that develop objectives

A required number of activities is not specified because this decision must be made by the teacher.

3. Identifies and plans for individual differences

It is not necessary to specifically describe ways individual differences are to be met in written plans. This will be discussed in the pre-conference.

4. Identified materials, other than standard classroom materials, as needed for lesson

Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.

5. State method(s) of evaluation to measure learner outcomes

Evaluation may be formal or informal.

6. Develops and Individual Education Plan (IEP), ITP, and/or IFSP^{*}

The Individual Education Plan (IEP), Individual Transition Plan (ITP), and/or Individual Family Service Plan (IFSP) will meet state guidelines.

DOMAIN II. MANAGEMENT

Management is the organization of the learning environment and maintenance of student behavior. Focus should be placed on teacher behavior.

Component A. The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning

^{*} For special education teachers only

2. Promotes a positive learning climate

Component B. The teacher maximizes amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities planned

Component C. *The teacher manages learner behavior to provide productive learning opportunities.*

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning
3. This may include reinforcing positive behavior, redirecting disruptive behavior, as well as, other methods.

DOMAIN III. INSTRUCTION

The teacher, as the knowledgeable professional, is the person best-suited to determine effective instruction for his/her classroom.

It is the responsibility of the observer to discuss the lesson with the teacher for clarification. It is important that the observer understand that variations in the lesson may occur during delivery and that the teacher makes adjustments as necessary to accommodate the needs and the responses of students. The post-conference should provide an opportunity of the teacher to present his/her rationale for any modifications during the lesson.

The observer must take into account the individual plans of Act 504, special education regulations, and any other identifiable groups.

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)

Technique(s) may include teacher-directed activity/activities or student-centered activity/activities.

2. Sequences lesson to promote learning

Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.

3. Uses available teaching material(s) to achieve lesson objective(s)

4. Adjusts lesson when appropriate

5. The teacher integrates technology into instruction

Component B. The teacher presents appropriate content.

Attributes:

1. Presents content at a developmentally appropriate level

The teacher is knowledgeable of the content and relates it to the abilities and interests of the students.

2. Presents accurate subject matter

3. Relates examples, unexpected situations, or current events to the content.

Component C. The teacher provides opportunities for student involvement in the learning process.

Attributes:

1. Accommodates individual differences

The teacher recognizes that students perform at different levels and provides opportunities for them to become involved. There are many ways of accommodating individual differences among children. Some of these are not always evidenced in observations, but in the planning. It may be necessary for the observer to ask the teacher of clarification of this in the post-conference.

2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages higher order thinking at the appropriate developmental levels
4. Encourages student participation

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.

Attributes

1. Consistently monitors ongoing performance of students
2. Uses appropriate and effective assessment techniques

Assessing student performance may include formal and/or informal assessment procedures as well as formative and summative. Feedback may be verbal or non-verbal.

3. Provides timely feedback to students
4. Produces evidence of student academic growth under his/her instruction

DOMAIN IV. PROFESSIONAL DEVELOPMENT (NON-PERFORMANCE)

Professional development is not a performance component. It provides the opportunity for the teacher to use the evaluation process as a professional development plan. Just as children use different modes of learning, teacher also need to use a variety of channels to achieve professional development. The professional development plan may include a variety of ways in which teachers can engage in growth activities. The successful teacher shall not be mandated to participate in any one specific growth activity

During the post-observation conference, the principal/designee and the teacher will set a date to discuss the proposed professional self-development plan for the teacher.

Component A. The experienced teacher plans for professional self-development.

These recommended activities are not limited to but may include being a mentor teacher; developing curriculum; delivering inservices; serving on textbook committees; developing teaching materials; promoting positive public relations; serving on SACS committees; reading professional literature; conducting research; evaluating programs; participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities will be monitored on the local level.

In an experienced teacher does not perform satisfactorily, an intensive assistance plan shall be developed.

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in domains I, II, III, and/or V as agreed upon with his/her principal and other members of the support/assistance team.

If through the assessment process the new teacher does not demonstrate competence in Domains I, II, III, and/or V, a professional growth plan shall be developed which concentrates on the necessary improvements.

If through the assessment process the new teacher has demonstrated competence in Domains, I, II, III, and V, the new teacher may select to engage in self-selected growth activities as outlined in Component A of Domain IV.

DOMAIN V. SCHOOL IMPROVEMENT

Component A. The teacher takes an active role in building-level decision making.

Attributes:

1. Participates in grade level and subject area curriculum planning and evaluation
2. Serves on task forces and decision-making committees, when appropriate
3. Implements school improvement plan

Component B. The teacher creates partnerships with parents/caregivers and colleagues.

Attributes

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.
2. Encourages parent/caregivers to become active partners in their children's education and to become involved in school and classroom
3. Seeks community involvement in instructional program

Appendix C Standards for School Principals in Louisiana

STANDARDS FOR SCHOOL PRINCIPALS IN LOUISIANA

Preface

The state and local bodies governing education within the state of Louisiana are committed to providing a quality education for all students residing in the state. With this concern in mind, the factors which most impact children's education needed to be identified and evaluated, and the means necessary to correct or enhance them defined and implemented.

The Standards for School Principals in Louisiana emerged in response to a nationwide movement to identify the areas of knowledge and skills, performances, and dispositions essential to a competent principal. Development of the Standards was motivated by two factors: a recommendation of the Local Personnel Evaluation Committee (April 1997), and the legislative mandate of House Bill No. 1379 (Regular Session, 1997).

In 1997, a broadly-based task force of principals, superintendents and other educators was convened by the Louisiana Department of Education to develop standards focusing on the role of the principal as the transformational leader of the school in the 21st century. The standards needed to integrate existing and emerging technology into a comprehensive plan to foster the concept of lifelong learning among all citizens of the state.

The task force's initial draft was shared with educational leaders, representatives of business and industry, and members of the community in ten regional meetings throughout the state. Reactions from these meetings, along with responses to a questionnaire developed for the purpose of evaluating the document, produced a series of recommendations considered by members of the task force for inclusion in the elaborated standards. The attached document reflects the final compilation of the Standards for School Principals in Louisiana.

Standards for School Principals in Louisiana

Standard #1- Vision

The principal engages the school community in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Standard #2 - Teaching and Learning

The principal uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.

Standard #3 - School Management

The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Standard #4 - School Improvement

The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Standard #5 - Professional Development

The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Standard #6 - School-Community Relations

The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Standard #7 - Professional Ethics

The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

Elaborated Standard: Vision

Vision: The principal engages the school community¹ in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- a "preferred" future² regarding the success of all students;
- group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student outcomes;
- theories of child and human development, the teaching-learning process, and models of and processes for on-going school improvement; and
- relevant research findings and strategies for using data to develop and maintain the school vision.

Dispositions

The principal believes in, values, and commits to

- the centrality of students to the school vision and goals;
- involving the school community in establishing the school vision and goals;
- respecting the existing school and community cultures while working for changes that improve outcomes for all students;
- stewardship of the school vision, and sponsorship of school goals; and
- enabling students to think critically about complex issues.

Performances

The principal demonstrates the ability to

- work collaboratively with the school community to develop and maintain a shared school vision;
- bring the school vision to life by using it to guide decision making about students and the instructional programs;
- maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;
- maintain open communication with the school community, and effectively convey high expectations for student learning to the community;
- provide opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement;
- monitor, assess, and revise the school vision and goals as needed; and
- foster the integration of students into mainstream society while valuing diversity.

¹ school community - individuals who have interests in or are affected by events at the school, including administrators, faculty' staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

² preferred future - an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited

Elaborated Standard: Teaching and Learning

Teaching and Learning: The principal uses a knowledge of teaching and learning in working collaboratively with the faculty and staff to implement effective and innovative teaching practices which engage students in meaningful and challenging learning experiences.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- research and theories related to teaching, learning, curriculum development and integration¹ and motivation;
- methods for effectively communicating high standards and high expectations for student achievement;
- strategies for creating an empowering environment that supports innovative teaching and powerful learning³;
- supervisory and observational techniques that promote effective teaching and learning in a growth-oriented environment;
- authentic, psychometrically sound⁴ methods for assessing student learning; and
- emerging technologies and their use in enhancing student learning.

Dispositions

The principal believes in, values, and commits to

- all children's learning at high levels,
- excellence and life-long learning,
- collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking, and
- developing a caring environment that nurtures teaching and learning.

Performances

The principal demonstrates the ability to

- recognize, model, and promote effective teaching strategies that enable students to apply what they learn to real world experiences;
- encourage and support the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;
- conduct frequent classroom visits and periodic observations, provide constructive feedback to faculty and staff, and suggest models of effective teaching techniques when needed;
- foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized; and
- promote collaboration and team building among faculty.

Elaborated Standard: School Management

³ powerful learning - learning that occurs when students are proactive in developing skills through intrinsically challenging activities that build both cognitive and affective skills, and that require both group work and individual effort (adapted from Levin, H. (1996). *Accelerated schools: The background* (pp. 3-23). In C. Finnan, E.P. St. John, J. McCarthy, and S.P. Slovacek (Eds.). *Accelerated schools in action: Lessons from the field* Thousand Oaks, CA: Corwin)

⁴ psychometrically sound - data that are valid and reliable; refers to data from tests and other forms of assessment.

School Management: The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- organizational theory and principles of organizational development;
- human resources management and development, including related/support/ancillary services;
- local, state, and federal laws, policies, regulations, and procedures;
- sound fiscal procedures and practices;
- time management to maximize the effectiveness of the organization; and
- current technologies that support management functions.

Dispositions

The principal believes in, values, and commits to

- building a safe, orderly environment;
- upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;
- upholding high standards in the day-to-day operations of the school and using current technology;
- making management decisions to enhance teaching and learning; and
- involving members of the school community⁵ in shared decision-making processes.

Performances

The principal demonstrates the ability to

- maintain a safe, secure, clean, and aesthetically pleasing physical school plant;
- establish and/or implement laws, policies, regulations, and procedures that promote effective school operations;
- maintain a positive school environment where proper student discipline is the norm;
- manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well;
- manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff;
- monitor support services such as transportation, food, health, and extended care responsibly;
- provide and coordinate appropriate co-curricular and extra-curricular activities;
- use shared decision making effectively in the management of the school;
- manage time and delegate appropriate administrative tasks to maximize attainment of the school goals;
- use available technology effectively to manage school operations; and
- monitor and evaluate school operations and use feedback appropriately to enhance effectiveness.

⁵ school community - individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

Elaborated Standard: School Improvement

School Improvement: The principal works with the school community to review data from multiple sources to establish challenging standards, monitor progress, and foster the continuous growth of all students.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- methods by which information from various sources can be used to establish challenging standards for self, faculty, students, and the school;
- strategies for monitoring progress toward reaching the standards established;
- professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes;
- the school culture, community expectations, and the strengths and weaknesses of self, faculty, students, and community; and
- methods of data collection, analysis, interpretation, and program evaluation.

Dispositions

The principal believes in, values, and commits to

- empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the school community;
- working toward consensus and compromise among members of the school community, guided by the school vision and goals;
- examining one's own assumptions, practices, and beliefs in the light of new knowledge;
- accepting limitations and mistakes from self and others while maintaining commitment to the standards established;
- encouraging faculty experimentation in order to maximize opportunities for all students to learn; and
- promoting a school culture that values and promotes individual and collaborative reflection and learning.

Performances

The principal demonstrates the ability to

- provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals;
- grow professionally by engaging in professional development activities and making such activities available to others;
- facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning;
- foster the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards; and
- enhance school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

Elaborated Standard: Professional Development

Professional Development: The principal works collaboratively with the school faculty and staff to plan and implement professional development activities that promote both individual and organizational growth and lead to improved teaching and learning.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- theories related to motivation, adult learning, and staff development;
- sound pedagogical practices and emerging technologies;
- current trends in terms of social, political and cultural influences on education;
- research, measurement, and assessment strategies;
- organizational learning for school cultures, goal setting, change processes, and group dynamics; and
- resource management.

Dispositions

The principal believes in, values, and commits to

- lifelong learning for self and others;
- ongoing change processes;
- faculty expertise and collaborative work strategies; and
- fostering creativity and establishing high expectations in self and others.

Performances

The principal demonstrates the ability to

- communicate a focused vision for both school and individual professional growth;
- use research and data from multiple sources to design and implement professional development activities;
- secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies;
- provide opportunities for individual and collaborative professional development;
- provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels; and
- assess the overall impact of professional development activities on the improvement of teaching and student learning.

Elaborated Standard: School-Community Relations

School-Community Relations: The principal uses an understanding of the culture of the community to create and sustain mutually supportive school-community relations.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- the composition of the school community including relevant demographic statistics and trends, competing issues and values, and available resources;
- successful strategies for establishing positive school-community relations and fostering parental and community participation;
- techniques for promoting the positive aspects of the school and communicating with the media effectively; and
- effective interpersonal communication skills.

Dispositions

The principal believes in, values, and commits to

- establishing a partnership with the school's community for mutually supportive relationships;
- promoting the school as an integral part of the community;
- diversity as a strength; and
- promoting the positive aspects of the school, celebrating successes, acknowledging the school's shortcomings, and involving the community in overcoming problems within the school.

Performances

The principal demonstrates the ability to

- be visible and involved in the community and treat members of the school community equitably;
- involve the school in the community while keeping the school community informed;
- use school-community resources to enhance the quality of school programs, including those resources available through business and industry;
- recognize and celebrate school successes publicly; and
- communicate effectively, both interpersonally and through the media.

Elaborated Standard: Professional Ethics

Professional Ethics: The principal demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.

Knowledge and Skills

The principal has knowledge, skills, and understanding of

- various perspectives on ethics;
- his/her own principled convictions about what is best for students and the ethical implications of those convictions;
- relevant laws, policies, regulations, procedures and the relationship of these to protecting the rights of individuals; and
- ethical means for improving school programs.

Dispositions

The principal believes in, values, and commits to

- being accurate in providing information while respecting the rights of others;
- caring for the feelings of others;
- principled action in upholding the substance of laws, policies, regulations, and procedures; and
- using the influence of the principalship constructively and productively in the service of all students.

Performances

The principal demonstrates the ability to

- model ethical behavior at both the school and community levels;
- communicate to others expectations of ethical behavior;
- respect the rights and dignity of others;
- provide accurate information without distortion and without violating the rights of others;
- develop a caring school environment in collaboration with the faculty and staff;
- apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately;
- minimize bias in self and others and accept responsibility for his own decisions and actions; and
- address unethical behavior in self and others.

PHILOSOPHICAL STATEMENT ON THE ROLE OF THE PRINCIPAL AND PURPOSES OF PRINCIPAL EVALUATION

Philosophical Statement

The effective principal works to set a clear school mission aligned with the local school district mission and to develop goals for achieving that mission. These goals set high expectations and create challenges for all members of the school community as they maintain their focus on the real purpose of the school, the enhancement of student learning. Learning is enhanced not only in the essential basic skill areas, but also in all aspects of the broader school curriculum.

The effective school leader maintains a safe and orderly school environment and creates a positive school atmosphere where staff is empowered to make decisions collaboratively regarding the school's programs. The principal molds a school culture that reflects the community around it and utilizes community resources in the educational process.

Principals of outstanding schools are visible, positive role models who are respected by staff, students, and the school community. They are learners and thus encourage by example the learning and professional development of those around them. They promote leadership in others so all can learn to lead. They are fair and consistent, yet flexible enough to take risks when creative solutions to problems hold promise.

Purposes

The basic reasons for which a principal is evaluated are as follows:

- ***School Improvement** -- to promote the improvement of school programs and the enhancement of student learning.
- ***Professional Growth and Development** -- to foster the professional growth and development of new and continuing principals.
- ***Accountability** -- to insure that only effective principals continue in that role in school districts.