

Grant Parish
Public Schools

Regulations for the
Evaluation and Assessment
Of School Personnel

2018-19
(Revised January 2018)

CHAPTER 1. OVERVIEW

- 101. Guidelines of the Program
- 103. Purposes of Personnel Evaluation
- 105. Framework for LEA Personnel Evaluation Programs

CHAPTER 3. PERSONNEL EVALUATION

- 301. Overview of Personnel Evaluation
- 303. Measures of Growth in Student Learning—Value-Added Model
- 305. Measures of Growth in Student Learning—Learning Targets
- 307. Observation Tools
- 309. Standards of Effectiveness
- 311. Evaluators
- 313. Professional Development
- 315. Intensive Assistance
- 317. Due Process and Grievance Procedures
- 319. Staff Development for Personnel Involved in Evaluation
- 321. Evaluation Records Guidelines
- 323. Job Descriptions
- 325. Extenuating Circumstances
- 329. Charter School Exceptions

CHAPTER 7. REPORTING AND MONITORING

- 701. Annual Summary Reporting Format

CHAPTER 9. APPENDICES

- 901. Appendix A: *Louisiana Components of Effective Teaching (Danielson Rubric)*
- 905. Definitions

Chapter 1. Overview

In order to ensure an excellent school system, one that provides opportunities for all children to learn, the Grant Parish Public School System has developed a philosophy of work for its employees. This system recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals at the State level as well as the district and school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the master teacher as well as support for the professional development of the new teacher.

These guidelines are directly from Bulletin 130:

§101. Guidelines of the Program

A. As required by R.S. 17:391.2, et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent fifty percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. The guidelines to strengthen local teacher evaluation programs include the Louisiana Components of Effective Teaching and were entitled "Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs." The guidelines were approved by the Louisiana Board of Elementary and Secondary Education (BESE) in September 1992. These guidelines along with the requirements of the local accountability legislation form the basis for the local evaluation programs.

C. BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

D. In 1994, Act I of the Third Extraordinary Session of the 1994 Louisiana Legislature was passed. Act I amended and reenacted several statutes related to Local Personnel Evaluation. In April 2000, Act 38 of the Extraordinary Session of the 2000 Louisiana Legislature was passed. Act 38 amended, enacted, and repealed portions of the legislation regarding the local personnel evaluation process. While local school districts are expected to maintain the elements of the local personnel evaluation programs currently in place and set forth in this document, Act 38 eliminated the LDE's required monitoring of the local implementation. Monitoring of local personnel evaluation programs is to occur as requested by BESE.

E. In August 2008, BESE approved the *Performance Expectations and Indicators for Education Leaders* to replace the *Standards for School Principals in Louisiana, 1998* as criteria for principal evaluation.

§103. Purposes of Personnel Evaluation

The Grant Parish Public School System recognizes the need to fully implement Bulletin 130—Regulations for the Evaluation and Assessment of School Personnel if it is to fulfill the expectations of this community and the State of Louisiana.

The philosophy of the Grant Parish Public School System stems from the belief that all students can learn, that good teaching increases the opportunities for learning, and that a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for effective teaching. To support this relationship, the purposes of the evaluation program are explained and discussed with all evaluatees.

To that end, the Grant Parish School Board has developed its District Strategic Plan that includes district wide goals. Each school submits annually a Plan for Student Success that addresses goals that are reflective of the district's District Strategic Plan. Therefore, personnel evaluation in this parish is viewed as a process to encourage employees to develop Professional Growth Plans that reflect the goals of both the district and school.

The philosophy of principal evaluation in the Grant Parish Public School System embraces the belief that an effective principal works with staff to identify school goals. These goals promote the enhancement of student learning. The effective school leader maintains a safe and orderly school environment and creates (promotes) a positive school atmosphere where staffs are empowered to make decisions collaboratively regarding the school's programs. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example, ongoing 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 be creative problem-solvers and risk-takers. The Grant Parish Public School System believes that this philosophy captures the essence of the effective principal and will serve as the foundation for the principal evaluation process. The purposes of the Grant Parish personnel evaluation and assessment regulations are as follows:

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

1. to support performance management systems that ensure qualified and effective personnel are employed in instructional and administrative positions;
2. to enhance the quality of instruction and administration in public schools;
3. to provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; and
4. to foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development.

105. Framework for LEA Personnel Evaluation Programs

A. The Grant Parish Public School System has the responsibility of providing an appropriate program for the evaluation of certified and other professional personnel employed within the system.

B. The Local Personnel Evaluation Plans defined by the Board shall include, at a minimum, the following elements:

1. Job Descriptions. Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. Job descriptions must be reviewed annually; current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of the job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15th of each year. The originals must be sent to the Human Resources office no later than October 31st of each year.
2. Professional Growth Planning Process. The Grant Parish Public School System shall design and provide guidelines for teachers and administrators to develop a professional growth plan with their evaluators. The plans must be designed to assist each teacher or administrator in demonstrating effective performance, as

defined by Bulletin 130. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective. Professional Growth Plans must be completed no later than October 15th for employees hired at the beginning of the school year. Employees hired after that date will develop PGP's with their evaluator within 30 days of their date of hire.

3. Observation/Data Collection Process. The evaluator or evaluators of each teacher and administrator shall conduct observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year. This shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations. At least one of these observations shall be announced and shall include a pre- and post-observation conference. One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year. Following all observations, evaluators shall provide evaluatees with feedback, including areas for commendations as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts; may be used to inform evaluation.
4. Professional Development and Support. The Grant Parish Public School System shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in Bulletin 130.
5. Grievance Process. A description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner shall be included in the process.

Chapter 3. Personnel Evaluation

§301. Overview of Personnel Evaluation

In addition to the criteria shown on job descriptions for teachers and other certified professionals, the following information will be used as evaluation criteria by the Grant Parish Public School System.

A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, data derived from the value-added assessment model shall be a factor in measuring growth in student learning for grade levels and subjects for which value-added data are available. If value-added data are available, growth in student learning (50 percent of the total score) shall be comprised of 35 percent value-added data and 15 percent student learning targets. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305.D of this bulletin.
2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

B. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

§303. Measures of Growth in Student Learning - Value-Added Model

A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available.

B. The value-added model shall be applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than ten students with value-added results assigned to an educator.

C. The value-added model shall be a statistical model approved by the BESE Board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables:

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status
6. Economically disadvantaged status
7. limited English proficiency; and
8. prior discipline history.

E. Classroom composition variables shall also be included in the model.

F. Additional specifications relating to the value-added model shall be adopted by the BESE Board, in accordance with R.S. 17:10.1(D).

G. During the transition to English I, English II, Algebra I, and Geometry assessments having five levels of performance, teacher value-added data will not be available in 2017-18. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator's discretion. LEAs may define local rules pertaining to the use of such data.

§305. Measures of Growth in Student Learning – Learning Targets

A. The State Department of Education shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state-approved common assessments, where available, shall inform the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

C. Teachers: A minimum of two student learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.

- 1.State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of learning targets, where available.
- 2.Where no state-approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.
- 3.The Grant Parish Public School System will define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.

D. Principals and Administrators: A minimum of two student learning targets shall be identified for each administrator.

1. For principals, the LDE shall provide recommended targets to use in assessing the quality and attainment of both student learning targets, which will be based upon a review of "similar" schools. The LDE will annually publish the methodology for defining "similar" schools.
2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.

3. For principals, at least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score.
 4. Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g. K-2 schools) may define learning targets based on LDE guidance.
- E. The department shall provide annual updates to the Grant Parish School System relating to:
1. the expansion of state-standardized testing and the availability of value-added data, as applicable;
 2. the expansion of state-approved common assessment to be used to build to bodies of evidence for student learning where the value-added model is not available; and
 3. the revision of state-approved tools to be used in evaluating student learning targets.

§307. Observation Tools

A. The Grant Parish School Public School System shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.

B. Grant Parish observation tools shall adhere to the following minimum requirements.

1. The tool for teacher evaluation shall align to the the *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within Bulletin 125- *Standards for Educational Leaders in Louisiana*.
 - a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders* may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.
 - b. The Board shall approve any changes made to the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*.
2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.

C. The State Department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.

D. If the Grant Parish Public School System should decide NOT to use model observation tools developed or identified by the Department, the Grant Parish Public School System shall submit proposed alternate tools to the State Department for evaluation and approval. Any proposed alternate observation tools shall be submitted to the State Department for approval.

1. With the submission of proposed alternate observation tools, the Grant Parish Public School System may request a waiver to use competencies and performance standards other than those provided in the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*. Such requests shall include:
 - a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and
 - b. an explanation of how the Grant Parish Public School System will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.
2. The State Department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this Bulletin.
3. If requested, revisions to proposed alternate observation tools shall be submitted to the State Department by the Grant Parish Public School System.

4. Grant Parish Public School Systems proposed alternate observation tools shall be either approved or denied by the State Department no later than August 1.

5. Should the Grant Parish Public School System secure department approval for use of an alternate observation tool(s), then the System need not submit them for approval in subsequent years, unless the alternate observation tool(s) is revised, the *Louisiana Components of Effective Teaching or Performance Expectations for Educational Leaders* are revised, or revisions to this section are approved by the BESE Board.

§309. Standards of Effectiveness

The following Standards of Effectiveness will be used as scoring criteria by the Grant Parish Public School System.

A. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.

1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.
2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.
3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

B. The composite score ranges defining *Ineffective*, *Effective (Emerging ,or Proficient)* and *Highly Effective* performance shall be as follows:

Effectiveness Rating	Composite Score Range
<i>Ineffective</i>	<1.5
<i>Effective: Emerging</i>	$1.5 \leq x < 2.5$
<i>Effective: Proficient</i>	$2.5 \leq x < 3.5$
<i>Highly Effective</i>	$3.5 \leq x$

§311. Evaluators

A. The Grant Parish Public School System accountability relationships are defined clearly in writing. These relationships are communicated effectively so that all certified and other professional personnel know who is accountable to whom for the purposes of personnel evaluation as indicated by the job description that is signed by the individuals.

B. Evaluators of teachers shall be school principals, assistant principals, or the evaluatee's respective supervisory level designee.

1. Other designees, such as instructional coaches and master/mentor teachers may conduct observations to help inform the evaluator's assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.

C. Evaluators of administrators shall be Grant Parish School Board supervisors, Chief Academic Officers, the Superintendent, or the evaluatee's respective supervisory level designee.

D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the State Department.

1. The State Department, its contractors, and LEA's with approved alternate observation tools shall serve as the sole certifiers of evaluators.

2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.
3. Evaluators on record must renew/maintain certification to evaluate annually.

**Grant Parish School Board
Line and Staff Evaluation Chart**

The following shall be used in the evaluation of personnel:

Evaluatee

Evaluator

Superintendent

School Board

District Level Directors, Managers, Supervisors,
Superintendent's Secretary

Superintendent

Pupil Appraisal/District Level Special Education
Staff

Special Education Supervisor

School Nurse

Human Resource Director

District Level Title I Staff

Federal Programs Director

Transportation Staff	Transportation Manager
Food Service Staff	Child Nutrition Supervisor
Finance/Bookkeeping Staff	Finance Director
Maintenance Staff	Maintenance Manager
Principal	Superintendent
Assistant Principal	Principal
Teacher, Counselor, Librarian and Highly Skilled Educator	Principal, Assistant Principal, or Certified District Supervisor
Secretary, Bookkeeper, Custodian, Sweeper	Principal or Assistant Principal

§313. Professional Development

A. The Grant Parish Public School System shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by the System shall meet the following criteria:

1. Professional development shall be job-embedded, where appropriate.
2. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and Grant Parish shall utilize differentiated resources and levels of support accordingly.
3. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.
4. Professional development shall include measureable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.

B. Failure by the LEA to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

§315. Intensive Assistance

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The intensive assistance program applies to all teachers whether they are new or experienced personnel. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the Grant Parish Public School Systems' standards of performance, then that evaluatee is placed in an intensive assistance program.

An intensive assistance plan is then developed with the evaluatee. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists, or until resolved through due process or the employee is terminated.

An intensive assistance program must conform to the guidelines listed below:

A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating.

B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan. The evaluatee may be re-evaluated as needed, as determined by the principal, supervisor or designee during the intensive assistance plan timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the Grant Parish Public School System shall initiate termination proceedings within six months following such unsatisfactory performance.

E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator; The Grant Parish Public School System will offer professional development support to meet the objectives of this plan. With complete regard to all due process rights, plans will be made jointly by the evaluator and evaluatee to provide assistance in developing skills necessary to fulfill the job responsibilities of the evaluatee. Specific assistance programs could possibly include but are not limited to:

- Inter-school and intra-school classroom visitation and/or observations;
- Demonstration instruction by other professionals;
- Preview by supervisor of detailed lesson plans;
- Observation by supervisor;
- Utilization of community resources;
- Special in-service meetings and training programs;
- Voluntary peer assistance or selection of a mentor;
- Academic assistance, i.e., consultation, course work, and applicable research;
- Inter-or intra-school teaching/classroom observations;
- Use of the Strategies for Effective Teaching
- Professional reading, writing, and viewing of professional videos;
- Programs of on-the-job training;
- Others as agreed upon

3. the date that the assistance program shall begin;
4. the date when the assistance program shall be completed;
5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
8. the action that will be taken if improvement is not demonstrated.

F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

§317. Due Process and Grievance Procedures

A. The Grant Parish Public School System grievance procedures to address the following components of due process are as follows:

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation.
2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file.

3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year to discuss the results of the evaluation (this discussion will concern the strengths and areas in need of improvement of the evaluatee).
 4. The evaluation and the assistance and assessment programs include procedures of resolving conflict in a fair, efficient, effective, and professional manner.
 5. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation.
 6. The evaluatees not performing satisfactorily are informed in writing of such determination by receipt of the evaluation report.
 7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid or misrepresented. If documentation does not exist, the item in question is amended or is removed from the evaluation. It must be noted, however, that it is always incumbent upon the evaluator to comment on and document specific needs in the evaluation report.
 8. The evaluatee is provided with ample assistance to improve performance.
 9. The evaluatee may request that an evaluation be conducted by another source, such as a member of the Central Office staff, another administrator from within the school, or from another school.
 10. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee is entitled to representation during the grievance process.
 11. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the Grant Parish Public School System, the BESE Board, or the State Department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.
- B. Failure by the Grant Parish Public School System to adhere to the requirements of this section shall be a grievable matter.

§319. Staff Development for Personnel Involved in Evaluation

A. The Grant Parish Public School System shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers). It is recommended that all training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward the teacher and administrator evaluation process;
2. a knowledge of state laws and Grant Parish Public School System policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;
3. an understanding of the *Louisiana Components of Effective Teaching or an approved modified set of teacher competencies and performance standards*;
4. an understanding of the *Performance Expectations and Indicators for Educational Leaders or an approved modified set of leader competencies and performance standards*;
5. an understanding of the measures of growth in student learning, as adopted by the BESE Board; and
6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.
7. data collection skills necessary to document a teacher's performance accurately;
8. data analysis skills necessary to make accurate judgments about a teacher's performance;

- 9. conferencing skills necessary to provide clear, constructive feedback regarding a teacher’s performance;
- 10. skills in developing and facilitating meaningful professional growth plans that strengthen teaching effectiveness; and,
- 11. skills in writing effective evaluations and reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

B. All personnel involved in the teacher evaluation will receive instructions on how to access the Grant Parish Public School System’s Guidelines for Personnel Evaluation. Staff development is documented in the following ways:

- 1. School Improvement Plan Evaluation Reports
- 2. District and School Reports
- 3. Parish In-Service Days

§321. Evaluation Records Guidelines

A. Copies of evaluation results and any related documentation shall be retained by the Grant Parish Public School System,

B. All such files shall be confidential and shall not constitute a public record.

C. Such files shall not be released or shown to any person except:

- 1. the evaluated employee or his/her designee;
- 2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
- 3. for introduction in evidence or discovery in any court action between the local board and a teacher when:
 - a. the performance of the teacher is at issue; or
 - b. the evaluation was an exhibit at a hearing, the result of which is being challenged.

D. Any local board considering an employment application for a person evaluated pursuant to this Bulletin shall request such person’s evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.

E. The State Superintendent of Education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report of a particular employee.

F. Public information may include school level student growth data, as specified in R.S. 17:3902(B)(5).

G. Nothing in this section shall be interpreted to prevent de-identified student growth data from public view.

§323. Job Descriptions

A. The Local Personnel Evaluation Plan shall contain a copy of the job descriptions currently in use in the Grant Parish Public School System. The Grant Parish Public School System shall establish a competency-based job description for every category of teacher and administrator pursuant to its evaluation plan. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
Administration	1. Superintendent
	2. Assistant Superintendent
	3. Director
	4. Supervisor
	5. Coordinator
	6. Principal
	7. Assistant Principal

Personnel Category	Position or Title
	8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning 9. Any employee whose position requires certification, but whose title is not given in this list 10. Any employee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	1. Teachers of Regular and Sp. Ed. students 2. Special Projects Teachers 3. Instructional Coaches and/or Master Teachers
Support Services	1. Guidance Counselors 2. Librarians 3. Therapists 4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning 5. Any employee whose position requires certification, but whose title is not given in this list 6. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The competency-based job description shall:

1. Be grounded in the state standards of performance;
2. Include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. Be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. Be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:

1. position title;
2. overview of position;
3. position qualifications shall be at least the minimum requirements as stated in *Bulletin 746—Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee);
4. title of the person to whom the employee reports;
5. performance standards, including statement on responsibility for growth in student learning;
6. salary or hourly pay range;
7. statement acknowledging receipt of job description; and
8. a space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15th of each year. They must be sent to the Human Resources office no later than October 31st of each year.

§325. Extenuating Circumstances

- A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the State's release of annual value-added results and in no instance later than June 1.
- B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.
- C. For any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests in a report to the State Superintendent of Education. The State Superintendent of Education shall publish annually the process and timeline for making such requests.
- D. In cases where value-added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students' learning targets and observations.

§329. Charter School Exceptions

- A. Charter governing authorities are subject only to §301, §303, §305, §307, §309, §325, §329, and §701 of this Bulletin.
- B. Each charter governing authority shall terminate employment of any teacher or administrator determined not to meet standards of effectiveness for three consecutive years.

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

- A. The Grant Parish Public School System will submit an annual personnel evaluation report of the most recent academic year to the State Department by July 15th. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the State Department, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the State Department include, but are not limited to, the following items:
 - 1. individual-level teacher evaluation results, by teacher;
 - 2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
 - 3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
 - 4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process;
 - 5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
 - 6. the number of evaluatees who received intensive assistance.
- B. The department shall annually report on the performance of administrators and teachers. Such reporting and monitoring shall include, but not be limited to, the following:

1. the percentage and number, where available, of administrators and teachers rated as highly effective, effective:proficient, effective:emerging, and ineffective.
2. the percentage and number, where available, of teachers whose student growth ratings are increased or decreased, per §303.H of this bulletin, relative to the value-added model rating; and
3. information on principal learning targets relative to those recommended by the LDE (e.g., percentage and number of principal learning targets that are above, at, or below the LDE recommended targets).

Chapter 9. Appendices

901. Appendix A: *Louisiana Components of Effective Teaching*

- A. Competency I. Planning. The teacher plans instruction that meets the needs of all students and demonstrates knowledge of content, instructional strategies, and resources.
 1. Performance Standard A. The teacher aligns unit and lesson plans with the established curriculum to meet annual achievement goals.
 2. Performance Standard B. The teacher designs lesson plans that are appropriately sequenced with content, activities, and resources that align with the lesson objective and support individual student needs.
 3. Performance Standard C. The teacher selects or designs rigorous and valid summative and formative assessments to analyze student results and guide instructional decisions.
- B. Competency II. Instruction. The teacher provides instruction to maximize student achievement and meet individual learning needs of all students.
 1. Performance Standard A. The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines.
 2. Performance Standard B. The teacher uses a variety of effective instructional strategies, questioning techniques, and academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.
 3. Performance Standard C. The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all student and lead to student mastery of objectives.
- C. Competency III. Environment. The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.
 1. Performance Standard A. The teacher implements routines, procedures, and structures that promote learning and individual responsibility.
 2. Performance Standard B. The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.
 3. Performance Standard C. The teacher creates opportunities for students, families, and others to support accomplishment of learning goals.
- D. Competency IV. Professionalism. The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.
 1. Performance Standard A. A teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.

2. Performance Standard B. The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.

(See Attachment for full framework of professional responsibilities)

§903. Appendix B: Louisiana Leader Competencies and Performance Standards

A. Competency I. Ethics and Integrity – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.

1. Performance Standard A. Demonstrates compliance with all legal and ethical requirements.
2. Performance Standard B. Publicly articulates a personal philosophy.
3. Performance Standard C. Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.
4. Performance Standard D. Models respect for diversity.

B. Competency II. Instructional Leadership – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.

1. Performance Standard A. Establishes goals and expectations.
2. Performance Standard B. Plans, coordinates, and evaluates teaching and the curriculum.
3. Performance Standard C. Promotes and participates in teacher learning and development.
4. Performance Standard D. Creates a school environment that develops and nurtures teacher collaboration.

C. Competency III. Strategic Thinking – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.

1. Performance Standard A. Engages stakeholders in determining and implementing a shared vision, mission, and goals that are focused on improved student learning and are specific, measurable, achievable, relevant, and timely (SMART).
2. Performance Standard B. Formulates and implements a school improvement plan to increase student achievement that is aligned with the school's vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.
3. Performance Standard C. Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.

D. Competency IV. Resource Management – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.

1. Performance Standard A. Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school's goals.
2. Performance Standard B. Allocates financial resources, to ensure successful teaching and learning.
3. Performance Standard C. Creates a safe, healthy environment to ensure effective teaching and learning.

E. Competency V. Educational Advocacy – Educational leaders ensure the success of all students by staying informed about research in education and by influencing interrelated systems and policies that support students' and teachers' needs.

1. Performance Standard A. Provides opportunities for multiple stakeholder perspectives to be voiced for the purpose of strengthening school programs and services.

2. Performance Standard B. Stays informed about research findings, emerging trends, and initiatives in education in order to improve leadership practices.

3. Performance Standard C. Acts to influence national, state, and district and school policies, practices, and decisions that impact student learning.

§905. Definitions

A. In order that consistency in terminology is maintained on a statewide basis, the State Department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEA's. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the LEA Local Personnel Evaluation Plan.

Accountability—shared responsibility for actions relating to the education of children.

Administrator—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered administrators according to this definition.

Beginning Teacher—any teacher in their first three years of the profession.

Board—State Board of Elementary and Secondary Education.

Certified School Personnel—those persons whose positions require certification.

Charter School—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.

Classroom visitation—an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

Common assessment—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.

Components of Effective Teaching—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.

Competencies—skills, knowledge, and abilities required to demonstrate a particular level of performance.

Criteria—demonstrable levels of performance upon which a judgment may be based.

Department—Louisiana Department of Education

Due Process—fair and impartial treatment, including notice and an opportunity to be heard.

Duties—those functions and tasks normally required of a position as assigned and/or described in the job description that are necessary to enable the class, school, or school district to accomplish objectives

Educational Leader—a person who is certified to serve in any school or district leadership capacity with the exception of Superintendent.

Evaluation—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

Evaluatee—teacher or administrator undergoing evaluation

Evaluator—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor charged with evaluating administrators.

Formal Site Visit—an announced site visit by an administrator’s evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.

Grievance—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

Intensive Assistance Plan—the plan that is implemented when it is determined, through the evaluation process, that personnel have not meet the standards of effectiveness. This plan includes the specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the Grant Parish Public School System; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.

Job Description—a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

Local board—governing authority of the local education agency, parish/city school or local school system.

Local Education Agency (LEA)—city, parish, or other local public school system, including charter schools.

Non-Tested Grades and Subjects (NTGS)—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

Objective—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.

Observation—the process of gathering facts, noting occurrences, and documenting evidence of performance.

Observer—one who gathers evidence to be used in the evaluation process through the observation of educator performance.

Performance Expectations—the elements of effective leadership approved by the Board that shall be included as evaluation criteria for all building-level administrators, henceforth.

Performance Standards—the behaviors and actions upon which performance is evaluated.

Philosophy—a composite statement of the relationship between the individual and society based upon the beliefs, concepts, and attitudes from which the goals and objectives of the Grant Parish Public School System are derived.

Principal’s Designee—an assistant principal or other administrator who is assigned by the principal to observe and evaluate certificated and non-certificated personnel (the term “principal’s designee” does not include Administrative Assistant).

Post-observation Conference—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.

Pre-observation Conference—a discussion between the evaluatee and the evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.

Professional Growth Plan—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.

Self-Evaluation/Self-Reflection—the process of making considered judgments of one’s own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual’s evaluation.

Single Official Personnel File—the single personnel file maintained by the Grant Parish School Board’s Central Office (Human Resources office). At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions, 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.

Staff Development—process designed for groups of personnel with similarities and guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skill/concepts.

Standard Certificate—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

Standard of Effectiveness—adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered *effective*.

Student Learning Target—a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

Teacher—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom teachers, special education teachers, librarians, and guidance counselors shall be considered teachers according to this definition.

Teachers of Record— Educators who are responsible for a portion of a student’s learning outcomes within a subject/course.

Value-Added – the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.