



# ZACHARY COMMUNITY SCHOOLS

REACHING FOR HIGHER EDUCATION

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## **SECTION 1.0 FOCUS ON EDUCATIONAL IMPROVEMENT**

Recognizing the need for excellence in education, the Zachary Community School Board, in compliance with the 1977 legislative mandates of Acts 621 and 9, Act 605, 1980, and Act 506, 1992 established a parish wide program of personnel evaluation which strives to generate confidence among the public and professionals alike and focuses on continuous educational improvement for all personnel.

Personnel evaluation is a part of the process that assists in improving certified and other professional personnel. Personnel evaluation should provide procedures necessary to fulfill the objectives of retaining competent professional employees, embracing sound educational principles, and ensuring the strengthening of the formal teaching/learning environment.

Supplementing many of the traditional concepts of personnel evaluation, the Zachary Community School System affirms and supports the belief that evaluation is a humanistic process directed toward the growth and development of certified and other professional personnel who have an impact on educational programs in the parish. It is crucial that every effort possible be expended toward the identification and retention of the most competent and qualified personnel. Inherently, the process should encourage personnel to increase competencies and develop professional self-esteem through professional growth, peer collaboration, self-reflection and evaluation.

As students are prepared for meeting the demands of the 21<sup>st</sup> century, it is clear that public schools in the Zachary Community District must provide a high quality education. In order to meet these challenges, educators must focus on providing the best educational opportunities for all students. Sound principles of effective teaching and learning that are based on contemporary research must be demonstrated so that all students can be given opportunities to learn. This can be accomplished through the goals that focus on educational improvement at the district and school levels and the purposes for which personnel evaluation will be used in the Zachary Community School System. The purposes are:

1. To assure the public that:
  - a. the educational system is providing the best opportunities for all students to learn
  - b. the best-qualified personnel are employed in every position
  - 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 new teachers during their period of induction
4. To provide procedures necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to insure the strengthening of the formal learning environment
5. To provide procedures for personal reflection and peer collaboration
6. To promote positive interpersonal relationships among all school personnel to continually increase professional competencies

## **SECTION 2.0 STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PROGRAM**

The Personnel Evaluation Program committee shall be responsible for the development of the program and its periodic evaluation. This standing committee members shall be made up of the following individuals:

1. The Superintendent
2. Personnel Evaluation Contact Person
3. Teacher of Year from Each School
4. Elementary Principal or Assistant Principal
5. Middle School Principal or Assistant Principal
6. High School Principal or Assistant Principal
7. Accountability Director/Supervisor
8. Support Personnel
9. Pupil Appraisal Personnel

With the exception of the contact person and the Superintendent the members will be elected by the group they represent, that group shall elect a new representative.

When necessary, the Personnel Evaluation Steering Committee will make recommendations for strengthening the current plan. The Personnel Evaluation Contact Person will be responsible for making any mandated changes. Any updates will be presented to the Zachary Community School Board, for its approval prior, to submission to the Louisiana Department of Education.

### **SECTION 3.0 PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION**

Recognizing the need for excellence in education, the Zachary Community School System, in compliance with legislation relevant to certificated and professional evaluation, established a system-wide program of educational accountability in the area of evaluation, which strives to generate confidence among the public and professionals alike. The plan is made available online to all employees.

The philosophy and purposes for which evaluation is used in the Zachary Community School System are stated clearly in writing. This philosophy is grounded in the belief that all students can learn, good teaching increases the opportunity for student learning, and a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for good teaching. The philosophy is supported by contemporary research that reflects the principles of administrative leadership.

All employees of the Zachary Community School System are committed to the belief that we are in the process of growth, development, and learning; all schools endeavor to facilitate this commitment and foster the underlying concept that all students can learn.

Our schools will operate in a manner that facilitate a comprehensive program of selecting and organizing learning experiences that will maximize the learning potential of each student so that he/she achieves success at each step of his/her schooling. A safe, consistent environment will serve to give each student the security and flexibility he/she needs to grow at his/her own pace toward competency and proficiency in the cognitive and affective domains.

The philosophy is based on the democratic ideas of valuing each individual. Citizens are called upon to accept divergence, to develop self-reliance and initiative, and to conduct themselves according to the form and structure that will serve the best interest of all concerned.

One purpose of the Certificated and Professional Accountability Plan is to assure the public that the educational system is providing the best opportunities for all students to learn, that the best-qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the Certificated and Professional Accountability Plan is the improvement of the teaching-learning process. This includes the encouragement of creativity and innovation in the planning and implementing of teaching strategies that 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. Certificated and other professional evaluations include promoting the professional growth and development of staff, life-long learning, and providing support for new personnel during their period of induction.

Additionally, the Certificated and Professional Accountability Plan procedures for personal reflection, and/or peer collaboration promote positive interpersonal relationships among all personnel to increase professional competencies continually.

In summary, evaluation is pursued with the spirit that it is a productive process for making good administrative, instructional, and support employees better, rather than one that is directed toward finding fault with performance. It is a part of the process that assists in enhancing the professional growth and development of employees of this school system. Procedures for evaluation fulfill the objectives of retaining competent employees, embracing sound educational and management principles, and insuring the strengthening of the formal learning environment.

## SECTION 4.0 LEA 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 BESE board in *Bulletin 746*, or who is employed in a professional capacity other than a teacher.
3. Affective -domain (area) of learning which describes the status or changes in feelings and attitudes.
4. Assessment -the process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a standard teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.
5. Assistance Level -denotes the number of times assistance has been prescribed.
6. Certified School Personnel -those persons whose positions require LDE certification.
7. Classified Employee- “at will” employees who do not hold a certificate as a requirement for their job responsibilities.
8. Covered Employee- each certified or other professional employee of the Zachary Community School System.
9. Criteria -demonstrable levels of performance upon which a judgment or decision may be based.
10. Due Process - fair and impartial treatment as guaranteed under the law, including but not limited to the 1<sup>st</sup>, 5<sup>th</sup>, and 10<sup>th</sup> 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 -those actions normally required of a position as assigned/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.
12. Educational Accountability -the respective shared responsibilities and duties of local school boards, administrators, principals, teachers, and other personnel; the LDE; parents and students; and other governing authorities as specified by the constitution and laws of the state.
13. Evaluatee -one who is evaluated.
14. Evaluation-the process of making considered 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.
15. Evaluation Period -the period of time during each school year in which the evaluation program will be conducted.
16. Evaluator -one who evaluates.
17. Goal -a statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specific time period.
18. Instructional Personnel -those personnel who provide classroom instruction (classroom teacher, special education teacher, etc.).
19. Intensive Assistance Plan -the plan that is implemented when personnel do not meet the local school system’s standards of performance through the personnel evaluation process. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.
20. Job Description-a statement of the position title, qualifications, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria that specify the level of job skill required. (The *Louisiana Components of Effective Teaching* must be included

for instructional personnel, and the *Performance Expectations and Indicators for Education Leaders* must be included for building-level administrators.) Space must be provided for signature and date.

21. LDE -Louisiana Department of Education
22. LEA -local educational agency, parish/city school board, local school system.
23. LEA Steering Committee - a local school district committee representing instructional, certified, and other professional personnel to review the current personnel evaluation program.
24. Multi-opportunity -more than one opportunity
25. New Teacher -any full-time employee of a local board who is engaged to provide instruction directly and regularly 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 Louisiana after August 1, 1994; one who holds a regular teaching certificate, which when issued was valid for three years; or one who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.
26. Non-Instructional Certified and Other Professional School Personnel - those Zachary Community School System personnel who do not provide classroom instruction.
27. Objective -a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
28. Other Professional School Personnel- all school employees whose positions do not require a teaching certificate, but do require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the LEA.
29. Performance Criteria -general and specific standards/indicators by which personnel may be evaluated or on which judgments and decision making may be based.
30. Philosophy -a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and purposes of the district's mission are derived.
31. Professional Growth Plan -a written plan developed to enhance the skills and performance of an evaluate. The plan includes specific goal(s), objectives(s), action plans, timelines, opportunities for reflection, and evaluation criteria.
32. Public Schools -public elementary and secondary school governed by parish or city boards and under the supervision of the State Board of Elementary and Secondary Education (SBESE).
33. School Board -parish or city school board governing public elementary and secondary schools.
34. School District -the area of each city, parish or municipality under the jurisdiction of a local school board.
35. School Personnel -teachers, librarians, counselors, administrators, and other professional personnel of the public schools of the state.
36. Single Official Personnel File -single personnel file maintained in the Zachary Community School central office. At minimum, the contents of the single official file must include 1) documentation for the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations, evaluations, and assessments 3) completed professional growth plans or evidence to support the initiation and annual review of long-term growth plans.
37. Staff Development-process designed for groups of personnel with similarities guided by school/district goals and plans, it should encourage collective growth in a common direction and lead to an enhanced repertoire of skills/concepts.
38. Standard -that which is set up and established by an authority or by mutual acceptance as a basis for the measure of quantity, value, or quality.

39. Standard of Performance -an authoritative or mutually established level of accomplishment.
40. Teacher- A full-time employee of a local board who is engaged to provide instruction directly and regularly to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor; one 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.
41. Triennial-occurring every third year
42. Worksite Observation -Informal and/or unannounced observation
43. 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 or highly qualified employees, as well as other professional school personnel.

## **SECTION 5.0 EVALUATION PROCESS DESCRIPTION**

In the Zachary Community School District, the evaluation and assessment of professional personnel shall be made on a continuous basis. This shall include observations and conferences. Evaluation shall occur at least annually for all ZCSD personnel.

Personnel evaluation should provide procedures necessary to fulfill the objectives of retaining competent employees, embracing sound educational and management principles, and ensuring the strengthening of the formal learning environment.

The evaluation of all certificated and professional personnel is based on one or a combination of the following:

1. The evaluator's assessment of performance based on the criteria specified in the written job description, including the Louisiana Components of Effective Teaching for instructional personnel and the Performance Expectations and Indicators for Educational Leaders in Louisiana for administrators.
2. The evaluator's assessment of the progress the evaluatee has made toward achieving those objectives included in the professional growth plan that was developed collaboratively with the evaluator.
3. The evaluatee's progress toward achieving those objectives included in his/her professional growth plan.

This process applies to all Certificated and Professional Evaluations.

Appendix A refers to procedures for instructional evaluation, which comply with the Louisiana Components of Effective Teaching.

Appendix B refers to procedures for administrative evaluations, which comply with the Performance Expectations and Indicators for Education Leaders.

## SECTION 5.1 EVALUATION CRITERIA

RS. 17:3902 B *The elements of evaluation are:*

- (1) A Job Description - The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Such job descriptions shall contain the criteria on which the teacher or administrator shall be evaluated. Each teacher or administrator shall be provided with his job description prior to his first employment in the school system in his position and each time the job description is revised.*

In ZCSD, the evaluator will provide all certified personnel a copy of their current job description. Evaluators will ensure that position descriptions have been signed and dated annually. Each evaluator will place a copy of the signed job description in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.

- (2) A Professional Growth Plan - A professional growth plan shall be developed by each teacher and administrator, collaboratively with his evaluator or evaluators, during the beginning of each evaluation period. Such plan shall be designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies that the teacher or administrator intends to employ toward the realization of each objective.*

In ZCSD, professional growth plans must be developed by all certificated personnel each year in collaboration with their evaluator or evaluators. Progress towards the accomplishment of the professional growth objectives must be reviewed at the end of the school year and at various points during the school year. Each evaluator will place a copy of the professional growth plan in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.

- (3) Observation and Conferencing - The evaluator or evaluators of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. A teacher shall provide information concerning the planning of the lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place to be established in advance, shall be of sufficient duration to provide meaningful data which, in case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the Components of Effective Teaching, as well as additional local board criteria included in the job description. In the case of an administrator, the observation may consist of the collection of prescribed performance documentation and shall be conducted using applicable components of effective teaching, elements prescribed by board rule, and any additional local board criteria included in the job description. A post-observation conference shall be conducted to discuss commendations and recommendations.*

In ZCSD, formal observation shall include: 1) a pre observation conference conducted in a reasonable time before an observation which may be on the same day of the observation. (2) a lesson that has a beginning, middle and closure, and (3) a post observation conference to be conducted within five working days of the lesson observed that will provide feedback to the person being observed regarding his/her strengths, areas needing improvement and specific activities and/or resources that will provide assistance to the documented weaknesses. Each evaluator will place a copy of the observations in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.

*(5) Classroom Visitation - The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.*

In ZCSD, evaluators and observers are strongly encouraged to periodically visit all certified personnel to monitor their progress towards professional growth plan objectives and to conduct classroom visitations, walk throughs, informal visits and worksite announced/unannounced observations in order to provide feedback to the evaluatees.

The evaluation criteria for each employee are defined in the employee's job description. On the Zachary Community School Board website, the Local Evaluation Plan, forms and other instruments can be obtained for all covered employees. The evaluator assigns ratings of Satisfactory (S), Needs Improvement (NI), and Unsatisfactory (U) after referencing and carefully studying multiple data sources, professional practices and behaviors that conform to state and local requirements. Training will be provided by appropriate district departments to assist all observers and evaluators to be able to assign ratings. The evaluator will maintain documentation to support all ratings on the teacher evaluation.

## **SECTION 5.1A EVALUATION CRITERIA FOR 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 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 and recommendations on observation and evaluation criteria of the job descriptions.

## **SECTION 5.1 B EVALUATION CRITERIA FOR SCHOOL LEVEL ADMINISTRATORS**

The effective school administrator works with staff 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 which is 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 leader maintains a safe and orderly school environment and creates a positive atmosphere where staff members are empowered to make decisions collaboratively. The school level administrator molds a culture that reflects the community around it and utilizes community resources in the process.

Outstanding school level administrators 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.

The purpose of evaluation for school level administrators is for:

- A. School Improvement- to promote the improvement of school programs and the enhancement of student learning,
- B. Professional Development- to foster the professional growth and development of new and continuing school level administrators, and
- C. Accountability- to ensure that only effective school level administrators continue in that role in school districts.

### **PROCEDURES FOR SCHOOL LEVEL ADMINISTRATOR EVALUATION**

- Review of the position description, Zachary Community School System's goals, individual school's current School Improvement Plan and Professional Growth plan must occur with the evaluator of record.
- The designated evaluator will conduct observations.
- School Level Administrators with 0-3 years and 4+ years of experience in their present position will be observed at least once per year and as deemed necessary. Any school level administrator who receives an overall NI or U rating on his/her first observation, must be formally observed at least one additional time. However, evaluators and observers can formally and informally observe as often as deemed necessary to have the data needed to provide an overall annual evaluation rating.
- Appropriate forms will be used for observations and evaluations.
- A post-observation conference is held to discuss and analyze progress being made toward the fulfillment of the goals and expectations described in the job description, current School Improvement Plan and Professional Growth Plan. Recommendations and commendations are to be discussed and documented on the appropriate form.
- Follow-up may be conducted to reinforce acceptable positive practices and to determine how recommendations have impacted the quality of the school instructional program and school climate.

- Within fifteen (15) working days following an observation, a post-observation conference will be held with the administrator being evaluated. The items on the observation form will be discussed and analyzed. During this conference, the administrator evaluatee is given the opportunity to give input on commendations and recommendations. After the signatures of the evaluator and evaluatee have been affixed and dated, the evaluatee will receive a copy of the completed form.
- Each evaluator will place a copy of all evaluation forms in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.
- If professional assistance is necessary, the evaluator and the evaluatee shall discuss it during the post-observation and evaluation conference. The Employee Intensive Assistance Program must be initiated.

## **SECTION 5.1C EVALUATION CRITERIA FOR NON-INSTRUCTIONAL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL**

The job description 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 a 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 Performance Expectations and Indicators for Educational Leaders 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.

## **SECTION 5.1D EVALUATION CRITERIA FOR CLASSIFIED EMPLOYEES**

These individuals must be formally observed at least once in the fall. Although an evaluator can conduct as many formal observations as deemed necessary, any classified employee who receives an overall “NI” or “U” rating on the first formal fall observation, must have a least one additional spring formal observation to develop an overall end of the year summative evaluation.

## **SECTION 5.2 ACCOUNTABILITY RELATIONSHIPS REGISTER**

Accountability relationships are communicated effectively so all certified and other personnel know who is accountable to whom for the purposes of personnel evaluation. These relationships are defined in the following Accountability Relationships Register:

<b>PRIMARY EVALUATOR</b>	<b>EVALUATEE</b>
<b>School Board</b>	Superintendent
<b>Superintendent</b>	Director of Operations Business Manager Director of Personnel Director of Federal Programs and Technology Director of Academic Accountability Director Student Support Services Supervisor of Academic Accountability Elementary Principals Middle Schools Principals High School Principals Communications Specialist Administrative Assistant
<b>Director of Operations</b>	Supervisor of Child Nutrition Supervisor of School and Home Relations Facilities Manager
<b>Director of Personnel</b>	Personnel Secretary Personnel Clerk
<b>Business Manager</b>	Accountant Payroll Clerk Accounts Payable Clerk
<b>Supervisor of Child Nutrition</b>	Purchasing Agent Clerk
<b>Director of Student Support Services</b>	School Social Worker School Psychologist Educational Diagnostician Gifted and Talented Coordinator Homebound Teacher School Nurse Physical Therapist Homebound Speech OT Therapist
<b>Director of Technology and Federal Programs</b>	Federal Programs Clerk
<b>Supervisor of Academic Accountability</b>	Main Office Clerk
<b>Principals</b>	Assistant Principals Dean of Students Guidance Counselor Librarians/Media Specialist Speech Therapist Teachers Time Out Room Moderator Food Service Managers

<b>Assistant Principals</b>	School Staff as assigned by Principal
<b>School Food Service Managers</b>	Technicians Porters

## **SECTION 5.2A ASSIGNMENT TO AN ALTERNATE EVALUATOR**

To ensure that every employee is evaluated in a thorough and professional manner, an alternate evaluator can be assigned. 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. If done, the assistant principal will complete the evaluation procedures. The principal can serve as an observer for teachers and support staff assigned to the assistant principal. The assistant principal can serve as an observer for covered employees evaluated by the principal. For covered employees who receive a “NI” or “U” rating on at least one formal observation, additional formal observations and worksite observations can be conducted by appropriate administrative, instructional, and certificated support services personnel.

## SECTION 5.3 PROGRAM INSTRUMENTS REGISTER

Several instruments are used in the personnel evaluation procedure by the Zachary Community School System. Listed below are the numerical codes and the titles of each form used:

<b>Evaluation Forms</b>	<b>Codes</b>
Superintendent Evaluation	SUPTE
Principal Evaluation	PE
Assistant Principal Evaluation	APE
Teacher Evaluation	TE
Special Education Teacher Evaluation	SETE
Speech Therapist Evaluation	SPTE
Library Media Specialist Evaluation	LMSE
School Counselor Evaluation	SCE
Dean of Students Evaluation	DSE
Time Out Room Moderator Evaluation	TOME
Support Personnel Evaluation	SPE
Physical Plant Evaluation	PPE
Custodian Evaluation	CE
<b>Observation Forms</b>	<b>Codes</b>
Administrator Observation	AO
Employee Observation	EO
Teacher Observation Form A or B	TOA or TOB
<b>Other Forms</b>	<b>Codes</b>
Professional Growth Plan	PGP
Notification of Intensive Assistance	NIA
Intensive Assistance Plan	IAP

## SECTION 5.4 OBSERVATION PROCESS

### ALL COVERED EMPLOYEES

The purpose of the observation process is to determine how well the employee is performing based on the evaluation 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. The observer or evaluator can write narrative descriptions, use checklists and/or use scripting to identify things the employee is doing well and recommend ways performance can be improved.

- 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.
- Each covered employee will be formally observed at least once each year in the fall semester. Any covered employee who receives an overall NI or U rating on the formal observation must be formally observed at least one additional time in the spring. A covered employee hired on or after January 1<sup>st</sup>, who is promoted or changes positions to another position, must have at least one formal observation before the end of the school year. For any late hires, or promotees after January 1<sup>st</sup> who receive an overall NI or U rating on at least one formal observation, there must be at least one additional formal observation to be able to obtain an accurate end of the year evaluation. However, evaluators and observers can conduct as many formal observations, walkthroughs, announced and unannounced worksite observations, and informal visits as deemed necessary to obtain an accurate overall evaluation rating.
- Observations of a covered employee in the 0-3 and 4+ years of experience category are based on evaluation 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.
- The observer must notify the employee in advance when formal observations will occur. (No prior notice is required for a worksite/classroom visitation). The observer of each teacher shall conduct a pre-observation conference during which the covered employee provides the observer with relevant information. Each observation is documented in writing on the official form which can be computer generated. As soon as possible after the observation, but no later than 5 working days following the observation, the observer holds a post-observation conference to discuss the formal classroom observation results and comments. The observation form must contain any recommendations for improvement. Both the observer and the employee must sign and date the form. The employee's signature means he/she has read the form. It does not mean the employee agrees or disagrees with the contents. Should the employee refuse to sign the observation form, this should be documented on the form and witnessed by a third party.
- Each evaluator will place a copy of all observation forms in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.
- If professional assistance is necessary, it shall be discussed by the evaluator and the evaluatee at the post observation conference.

## **INSTRUCTIONAL EMPLOYEES**

*R.S. 17:3902 B Observation and Conferencing - The evaluator or evaluators of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. A teacher shall provide information concerning the planning of the lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place to be established in advance, shall be of sufficient duration to provide meaningful data which, in case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the Components of Effective Teaching, as well as additional local board criteria included in the job description.*

*Classroom Visitation - The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement off professional growth plan objectives and provide support or assistance.*

In addition to the guidelines stated above and in the Evaluation Criteria, the following observation procedures also relate to instructional employees:

1. Teaching is evaluated through periodic classroom evaluations.
2. The observer holds a pre-observation conference to review the teacher's lesson plan. This does not preclude the observer from making unannounced classroom visitations.
3. The observer plans the observation to see a lesson begin, develop, and culminate.
4. As soon as possible after the observation, but no later than 5 working 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 on the commendable strengths and areas identified as needing improvement. Observers must refer to classroom observation data in preparing the written observation report using listed evaluation criteria.
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.

## **SECTION 5.5 DEVELOPING THE PROFESSIONAL GROWTH PLAN**

*R.S. 17:3902 Professional Growth Plan - A professional growth plan shall be developed by each teacher and administrator, collaboratively with his evaluator or evaluators, during the beginning of each evaluation period. Such plan shall be designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies that the teacher or administrator intends to employ toward the realization of each objective.*

Every certified and professional instructional and non-instructional employee develops a professional growth plan using the Professional Growth Plan Form. It is the responsibility of the evaluator to make sure that each applicable employee prepares a professional growth plan. Plans are developed at the beginning of the evaluation period and are based on a descriptive analysis of job performance rather than only on the results of a checklist or a rating scale. Individual professional growth plans will support the district's/school's growth objectives and the individual's growth objectives. Data collected in one year may be carried over into the next year.

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.

### **SCHEDULES FOR DEVELOPING PLANS**

The plan needs to reviewed and updated annually. The applicable employee must have his/her professional growth plan approved by the annual deadline set by the Personnel Department. An employee who is promoted will prepare a new professional growth plan within 30 working days from the date of promotion. A plan can be amended or revised before completion after discussion between the employee and the evaluator.

For all professional growth plans, the evaluator and the 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. Each evaluator will place a copy of all observation forms in each employees Local Evaluation Folder. Each evaluator will submit local evaluation folders to the personnel department at the end of each school year.

### **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 school/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.

### **COMPLETING AND DISTRIBUTING PROFESSIONAL GROWTH PLANS**

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

The evaluator retains the original packet and the employee is given an updated copy. When the evaluator prepares an 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 the employee sign the completed form. During the annual end of year review, documentation must be presented to support completion of the professional growth plan activities. (This documentation does not have to be forwarded to Personnel.)

The originals of all completed Professional Growth Plan forms are forwarded to the Personnel Department with updated copies retained by the evaluator and the employee.

## **SECTION 5.6 THE EVALUATION PERIOD**

*R.S. 17:3902 D At the conclusion of each year's evaluation, the evaluator or evaluators shall determine whether the teacher or administrator is effective or ineffective pursuant to the evaluation plan. Such determination shall be transmitted to the local board.*

Every Zachary Community School Board covered employee must be evaluated in writing every year based on the evaluation criteria contained in the employee's job description, written observations, other documentation, professional growth plans and school improvement initiatives.

The evaluator may use his/her observation report(s), as well as those filed by persons in a higher position to the evaluatee when completing the evaluation report. The evaluatee is informed of the criteria of expected performance through the job description, which is reviewed and signed by the evaluatee and filed in the employee's official personnel file in the Personnel Department.

- Only one evaluator determines the overall rating on the evaluation form. If the covered employee is itinerant, the evaluator is the supervisor or administrator at the home school or payroll location. Should the assigned evaluator become unable to perform the evaluation, this will become the duty of the next level of supervision or their designee.
- The evaluator conducts an evaluation plan orientation with all covered employees reporting to the evaluator each year. The evaluator also collaborates with each employee in preparing a new professional growth plan each year. 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.
- The evaluator must consider all evaluation criteria, including observations by other authorized observers, in the evaluation of an employee.
- Copies of the Zachary Community School Board Certificated and Professional Local Personnel Evaluation Accountability Plan will be available on the district's website. The plan includes the criteria for expected performance. All personnel will be notified of evaluation procedures.
- All covered employees will be evaluated each year in writing based on evaluation criteria contained in their job description, the required # of formal observations, progress towards the achievement of their professional growth plan objectives, and any other pertinent documentation that has been put in writing. This does not preclude the evaluator and/or observer from conducting other formal observations and announced/unannounced worksite observations in the overall yearly evaluation documentation.
- An Intensive Assistance Program Plan must be implemented when an evaluatee does not satisfactorily meet the ZCSB Standards of Performance as determined through the complete evaluation process. A Notification of Intensive Assistance Form must accompany any evaluation that has an overall rating of Unsatisfactory or Needs Improvement. In order to notify and then place a covered employee on a Intensive Assistance Plan, at least one of the following criteria must be present:

-Documented evidence, in at least one formal observation completed on the appropriate observation form for that covered employee, must indicate that performance or behavior that is designated as “Needs Improvement” or “Unsatisfactory.” It should be noted that walk throughs, informal visits, unannounced worksite observations, and announced worksite observations may be used in the overall evaluation process; however, at least one formal observation is needed to place a covered employee on a formal Intensive Assistance Plan at the post observation conference that must be held no more than five (5) working days following the observation.

-At least one signed and dated document by the evaluator and evaluatee, such as a memorandum or letter, indicates that the performance or behavior is unacceptable.

- The grievance procedure, as it relates to personnel evaluation, is outlined in this plan.
- Personnel who are determined, through the evaluation process, to be in need of intensive assistance will be evaluated until such performance(s) is/are corrected or dismissal is recommended.

## **SECTION 5.7 INTENSIVE ASSISTANCE PROGRAMS**

*RS. 17: 3902 d. (2)(A) Any teacher or administrator who fails to meet the standard of performance with regard to effectiveness shall be placed in an intensive assistance program designed to address the complexity of the teacher's deficiencies shall be formally re-evaluated. A teacher or administrator shall be informed in writing of placement in an intensive assistance program and provided in writing the reasons for such placement.*

Teachers or administrators whose evaluation results reflect an overall rating of Needs Improvement or Unsatisfactory shall be placed in an intensive assistance program in an *effort* to assist the employee in bringing his/her job performance to a Satisfactory level of performance. The program will be designed by the evaluator specifying appropriate self-improvement and professional development resources.

Should an employee who has been placed in an intensive assistance program 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 termination of employment.

### **PERFORMANCE REQUIRING INTENSIVE ASSISTANCE**

#### **Covered Employees**

Covered employees whose evaluation results reflect an overall rating of Needs Improvement or Unsatisfactory shall be placed in an intensive assistance program and shall be formally re-evaluated at the end of each level of the program. The employee shall be notified in writing of such placement in an intensive assistance program and provided in writing using the Notification of Intensive Assistance Form.

### **RESPONSIBILITY FOR DESIGNING INTENSIVE 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 intensive 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 Plan Form will describe the assistance program, recommended activities and the beginning, review and ending dates of the program.

### **STEPS TO INITIATE THE INTENSIVE ASSISTANCE PROGRAM**

When an employee's performance fails to meet the Zachary Community School Board's evaluative criteria and/or standard of performance, the following steps are taken:

- The evaluator informs the Personnel Department that a covered employee needs assistance.
- The evaluator informs the employee in writing that the employee will be placed in an intensive assistance program and the documented reason for it. The written notice and reasons are to be written on the Notification of Intensive Assistance Form. The evaluator also informs the employee that a conference for intensive assistance will be conducted. The conference is to be held as soon as possible, but no later than five (5) working days after the end of the year evaluation conference.

- The evaluator, specified observers and if necessary, a designated Main Office Administrator completes an Intensive Assistance Plan Form. Prior to the conference with the employee, the Personnel Director will review the intensive assistance form.
- The evaluator and other designated observers and/or main office administrator will conduct the formal intensive assistance conference with the employee. If the evaluator and observer is the same person, then another certified observer could 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 on the Intensive Assistance Plan Form.
- The evaluator, the employee, and all others present at the conference will sign the Intensive Assistance Plan Form. Copies will be given to all parties present in the conference and another copy will be forwarded to Personnel Department. The evaluator will retain the form until the end of the process. At that time the original will be sent to Personnel Department for filing in the single official file.

*Each intensive assistance program shall be designed for the individual teacher or administrator involving the evaluator or evaluators and the teacher or administrator and shall include at a minimum:*

- *Specific steps to be taken to improve.*
- *The assistance, support and resources to be provided by the local board.*
- *An expected timeline for achieving the objectives and the procedures for monitoring progress including observations and conferences. The timeline shall not exceed two years.*
- *The action to be taken if improvement is not demonstrated.*
- *The signatures of the employee, observer(s) and/or evaluator and the date the results are reviewed.*

If the required Intensive Assistance Program, pursuant to the above description, is not completed in conformity with its provisions or if the covered employee still performs unsatisfactorily or needing improvement after a formal evaluation is completed at the end of that level of the program, then the evaluator will make a recommendation, which can include extending the intensive assistance schedule, (total time for completion not to exceed two (2) years), initiating a new intensive assistance program, or initiation of termination proceedings within six months following such unsatisfactory performance.

### **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 a supervisor, coordinator, or resource person
- Inter/intra school visitation
- Individual study
- School sponsored professional development
- System sponsored professional development
- Training films
- Other

## **COMPLETING THE INTENSIVE ASSISTANCE PROGRAM**

The evaluator or appropriate observer shall conduct multiple observations, walkthroughs, unannounced and announced worksite observations, and informal observations of the teacher during the intensive assistance program. The purpose of the multiple observations is to periodically monitor progress. Each observation shall be followed by a conference between the evaluator and the teacher to discuss the observation, review the progress made during intensive assistance, and to adjust the Intensive Assistance Program, as needed. The evaluator or appropriate observer will review all documentation and complete a formal evaluation within five working days after the intensive assistance program ending date to ascertain the results of the prescribed assistance. Within five working days of the completion of this evaluation, a conference will be held to discuss the evaluation and to determine if the improvements outlined in the plan have been made. If the objectives for improvement in the IAP have been completed satisfactorily, the evaluator will check the "Improvement" area of the form and the evaluator and employee will sign and date the form.

Using the written documentation that has been assembled by the evaluator, if the evaluatee fails to acquire the skills/make the improvement needed or fails to comply with the provisions with the Intensive Assistance Plan, the Director of Personnel and the evaluator will counsel with the evaluatee and make recommendations to the Superintendent. This task will be completed prior to the end of the school year.

Provisions of this section constitute multiple opportunities to improve. Multiple opportunities shall not be interpreted as more than one level of an Intensive Assistance program, rather that multiple opportunities within a level has been afforded.

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 in the central office.

If during the course of an intensive assistance program an employee's performance in another performance area has become less than satisfactory, the evaluator will initiate procedures to modify the existing Intensive Assistance Plan.

- a) The evaluator will notify the Personnel Director that the employee's intensive assistance plan will be modified to include additional intensive assistance activities.
- b) The evaluator will notify the employee that a conference to modify the plan will be conducted.
- c) The evaluator will modify the existing plan 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.

An evaluatee who disagrees with the prescribed Intensive Assistance Plan may utilize the grievance procedure.

## **SECTION 5.8 INDUCTION OF NEW TEACHERS**

*During the first three years of employment, beginning teachers shall be provided by the local board with professional development opportunities and assistance designed to enhance teaching competencies in accordance with rules and regulations promulgated by the board. The local board shall provide targeted professional development to teachers to address deficiencies identified in the evaluation process.*

The Zachary Induction Program (ZIP) supports the growth and professional development of new teachers. It is a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides professional support so that new teachers can continue to develop the content and pedagogical skills and knowledge that will support increased success as teachers in Zachary. By helping new teachers achieve their full potential, the ZIP supports Zachary's vision of achieving high levels of student performance. To successfully complete the ZIP, new teachers must achieve three *Satisfactory* ratings on teacher performance evaluations.

Assistance to new teachers is provided through:

- Mentor/support team assignments by principal during the first week of school for the purposes of assisting the new teacher in learning school policy, routines, and other pertinent information. The mentor/support team will use the Louisiana Components of Effective Teaching as a focus;
- Opportunities to observe master teachers when necessary;
- Assistance programs available to all teachers through the local accountability plan; and
- Professional Development activities related to the Louisiana Components of Effective Teaching will be offered on an individual and collaborative basis.

## **SECTION 5.9 PROCEDURES FOR RESOLVING CONFLICT**

### **DUE PROCESS/GRIEVANCE PROCEDURE**

1. The evaluator will provide the evaluatee with a copy of the evaluation results within 15 working days after the completion of the evaluation. Evaluation documents are maintained in the single official central office personnel.
2. A post-evaluation conference must be held following the evaluation and prior to the end of the school year in order that the results of the evaluation can be discussed.
3. The evaluatee may file his/her own written response to the evaluation, which will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question.
4. The evaluatee not performing satisfactorily must be informed in writing.
5. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation.
6. The evaluatee must be provided with ample assistance to improve performance.
7. The confidentiality of evaluation results must be maintained as prescribed by law.
8. The Zachary Community School Board's Complaints and Grievances Policy, indicating procedures that follow the proper lines of authority are as follows:

### **GRIEVANCE PROCEDURE**

The following procedure is in effect for the handling of employee grievances. The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to the claim of the aggrieved employee or employees.

#### **Grievance - Definition**

A grievance is a complaint filed by an employee regarding an injury, injustice, or wrong within the scope of his/her employment. The allegation should contend that an employee has suffered harm or injury by the interpretation, application, or violation of a contract, a school board policy or procedure, a law, or a constitutionally guaranteed right. This claim may be filed by the employee or through his/her union or association representative with the Personnel Director.

### **COMPLAINTS AND GRIEVANCES**

Any employee of the Zachary Community School Board shall have the right to grieve the violation of a policy and/or procedure affecting him/her. Complaints or grievances about any job action taken against an employee are excluded from this policy. The person(s) filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance. The primary purpose of this procedure is to secure, at the most immediate level possible, an equitable solution to the claim of the aggrieved employee(s).

Any complaint by a teacher, group of teachers, other school employees or group of employees about or involving the school system shall be reviewed in accordance with the following procedure:

I. Step One

- A. An employee shall submit a written complaint to the principal or for personnel not based at a school site to the immediate supervisor within ten (10) working days of the date of the alleged complaint. If the complaint is not submitted within the time prescribed, the employee has no further right with respect to the claim or grievance.
- B. Within five (5) working days of the receipt of a complaint, the principal and/or the immediate supervisor and the employee shall meet to attempt to resolve the complaint. The principal or the immediate supervisor shall receive, investigate and consider information from all affected parties he/she feels necessary to resolve the complaint and to make a decision.
- C. Within five (5) working days following the meeting between the principal or the immediate supervisor and the employee, the principal or immediate supervisor shall mail or deliver his/her decision in writing to the employee. The principal or immediate supervisor is required to document the date of receipt of the written decision by the employee.

II. Step Two

- A. If the employee or group of employees are not satisfied with the disposition of the grievance by the principal or the immediate supervisor, the employee or group of employees may, within five (5) working days of the date of receipt of the decision from the principal or the immediate supervisor, the employee or the employee's representative, may submit to the Superintendent or designee a written request for the grievance which shall include the decision in Step One. If the decision of the principal or the immediate supervisor is not presented to the Superintendent within the time prescribed, the employee shall have no further right with respect to the complaint or grievance.
- B. The Superintendent or designee shall within five (5) working days provide a written notice to the employee or group of employees of the disposition of the grievance based upon the file presented to the Superintendent or designee. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.

III. Step Three

- A. If the employee is not satisfied with the written notice of disposition of the grievance by the Superintendent or designee, the employee or group of employees may, within five (5) working days of the date of receipt of the Superintendent's notice or disposition, request a full hearing before the Superintendent or designee, of the claim or grievance.
- B. The Superintendent or designee shall schedule the full hearing with the employee within (20) working days of the request for a hearing. The Superintendent or designee may receive at the hearing written statement of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing is an informal meeting or hearing controlled by the Superintendent or designee. The purpose of any such fair hearing is to resolve the complaint. The Superintendent or designee shall provide for recording the hearing and to maintain a transcript of the proceedings.

Following the hearing, the Superintendent or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the Superintendent or the designee will be provided to the employee not more than thirty (30) working days following the hearing. The Superintendent or designee's recommendation, together with a copy of the transcript of the hearing and the previous decisions, shall also be provided to the School Board within the same time frame set out above for disposition of the grievance.

IV. Step Four

A. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or designee provided to the School Board, the School Board shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board. An employee or their representative may comment on the School Board's proposed disposition of the grievance. The School Board may vote to affirm, reverse or modify the recommendation. Absent a motion and second the Superintendent's recommendation stands. Notice of the School Board's decision will be given to the employee and to the individuals who rendered the Step One and Step Two decisions. The School Board's action is final.

V. General Matters

- A. An employee is entitled to representation of his/her choice at all levels of the grievance process after Step One. The employee, who chooses to have a representative, shall provide advance written notice of the name of the representative to the Superintendent or designee.
- B. Working day is defined as any day the main Office of the School Board is open for business.
- C. Nothing in this grievance policy shall be applicable to any job action of a recommendation for termination of employment of an employee. Any recommendation for termination shall be handled in accordance with the procedures and any applicable law or policy, such as the teacher's tenure law, the bus driver tenure law or School Board policy for terminations of classified employees. Ref. La. Rev. Stat. Ann. ,17:100.4; Pickering v Board of Education, 88 S. Ct. 1731 (1968) Board minutes, 1-18-96.

## **SECTION 6.0 PROFESSIONAL DEVELOPMENT FOR PERSONNEL INVOLVED IN 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. Continuous training is required to infuse new research that enhances and corrects the validity of observer and evaluator knowledge, ability and practices.

Professional development will be provided on a continuous basis for all staff, main office administrators, supervisors, principals, assistant principals and classroom teachers. The professional development will focus on developing a positive, constructive attitude toward evaluation. It will also focus on a knowledge of state laws and ZCSD policies governing the evaluation process and associated due process procedures, understanding the Louisiana Components of Effective Teaching, the Performance Expectations and Indicators of Educational Leaders, and the Zachary Community School System's Certificated and Other Professional Accountability Plan, including the purposes, criteria, and procedures.

Further training of evaluators will focus on developing those skills needed to diagnose, strengthen, and/or enhance teaching effectiveness. This training will focus on the following skill areas:

- 1) Data collection skills necessary to document a performance accurately;
- 2) Data analysis skills necessary to make accurate judgments about a performance;
- 3) Conferencing skills necessary to provide clear, constructive feedback regarding a performance;
- 4) Skills in developing and facilitating meaningful professional growth plans that strengthen or enhance effectiveness; and
- 5) Skills in writing effective evaluation reports that document how evaluation has impacted the performance.

## **SECTION 7.0 PROCESS INSTRUMENTS**

The personnel evaluation process uses the following instruments.

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

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 criteria for evaluating achievement of the plan.

Notification of Intensive Assistance Form: This form is used to inform an employee with an overall rating of “Needs Improvement” or “Unsatisfactory” that they are being placed in Intensive Assistance.

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.

## **SECTION 8.0 JOB DESCRIPTIONS**

### **Office of the Superintendent**

Superintendent  
Communications Specialist/Webmaster  
Administrative Assistant  
Board Secretary/Receptionist  
Director of Operations

### **Business Department**

Business Manager  
Accountant  
Payroll Clerk  
Accounts Payable Clerk

### **Personnel Department**

Director of Personnel  
Main Office Secretary  
Main Office Clerk

### **Accountability Department**

Director of Academic Accountability  
Supervisor of Academic Accountability/Testing Coordinator

### **Student Support Services Department**

Director of Student Support Services  
District Coordinator of Special Programs  
Main Office Secretary  
LANSER Data Entry Specialist  
Educational Diagnostician  
School Psychologist  
Instructional Support Specialist  
Social Worker  
School Nurse

### **Federal Programs and Technology**

Director of Federal Programs and Technology  
Federal Programs Clerk

### **School and Home Relations**

Supervisor of School and Home Relations

### **Child Nutrition Department**

Supervisor of Child Nutrition  
Child Nutrition Purchasing Clerk

### **Maintenance Department**

Maintenance Manager  
Maintenance Tech  
Warehouse Clerk  
Carpenter  
Carpenter Helper

### **School Level**

APE Teacher  
Assistant Principal  
Character Moderator  
Child Nutrition Manager  
Technician III (Clerk)  
Technician II (Head Cook)  
Technician I  
Truck Driver  
Porter

Coach  
Computer Paraprofessional  
Custodian  
Dean of Students  
Executive School Secretary  
Head Athletic Trainer  
Intervention Teacher  
Janitor  
Library Media Specialist  
Ninth Grade Academy Coordinator  
Paraprofessional  
Principal  
ROTC-Jr. Teacher  
ROTC-Sr. Teacher  
School Clerk  
School and Accountability/Testing Coordinator  
School Counselor  
Sp.Ed. Paraprofessional  
Sp.Ed. Teacher  
Sp.Ed. Transportation Paraprofessional  
Speech Therapist  
Teacher  
Teacher for Instructional Support  
TOR Moderator  
Transportation Paraprofessional  
**Other**  
District Athletic Director  
Visual and Performing Arts Coordinator

## **SECTION 9.0 EMPLOYMENT REQUIREMENTS**

*R.S. 17.3884(D) requires that any school board wishing to hire a person who has been evaluated pursuant to this Chapter, whether that person is already employed by that school system or not, shall request such person's 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 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.*

The Zachary Community School System will request the evaluation results of any person it wishes to hire or shall honor written requests by other school systems that request evaluation results. The school system to which application is being made shall inform the applicant that, as part of the mandated process, the applicant's evaluation results shall be requested from the previous employer. The applicant shall be given the opportunity to apply, review the information received and provide any written response or information the applicant deems necessary.

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**REQUEST FOR PERFORMANCE INFORMATION**

In accordance with Louisiana Revised Statute, the applicant authorizes all previous employers to disclose any and all information in the applicant’s personnel file related to the most recent observation and evaluation performed on the applicant.

The **Zachary Community School System** has received an application from:

\_\_\_\_\_ (Print Name/ Social Security Number)

for the position of\_\_\_\_\_

The applicant’s signature authorizes your school district to release the requested information below.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**This section to be completed by previous employer**

The above employee left the employment of _____ with the overall performance rating of: <b>(check one)</b>		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory

Name of School Name of School System:\_\_\_\_\_

Address:\_\_\_\_\_

Previous employer(s) should complete this form and return it with the requested attachment to the following address:

Zachary Community School Board  
3755 Church Street  
Zachary, LA 70791  
ATTN: Personnel Department

\_\_\_\_\_  
Print Name of Authorized HR Employee

\_\_\_\_\_  
Date

Signature of Authorized HR Employee:\_\_\_\_\_

**SECTION 10.0 STATEMENT OF ASSURANCE**



STATEMENT OF ASSURANCE

The Plan for the Evaluation of School Personnel Plan for the Zachary Community School District has been  
*(school district)*  
reviewed and approved by the local school board. This **Statement of Assurance** confirms that the Plan for  
Evaluation includes the evaluation of all new teachers who may have previously participated in the LaTAAP.  
The Evaluation plan shall be implemented as written during the 2011-2012 school year, and the results of  
Evaluation shall be reported according to specified guidelines upon request of the Louisiana Department of  
Education.

Warren Drake, Superintendent

\_\_\_\_\_  
*(Superintendent's Name - Typed)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Superintendent's Signature)*

Sharon Samuel, Board President

\_\_\_\_\_  
*(School Board President's Name - Typed)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(School Board President's Signature)*

**DOMAIN I. PLANNING**

**APPENDIX A**

**Louisiana Components of Effective Teaching**

**Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

**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-Observation interview.
4. Identifies materials, other than standard classroom materials, as needed for lesson  
Standard classroom materials include such things as textbooks, chalkboard, pencils, paper, etc.
5. States method(s) of evaluation to measure learner outcomes  
Evaluation may be formal or informal.
6. Develops an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) as needed for the lesson\*  
The Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) will meet state Regulations.

*\* For special education teachers only.*

**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
2. Promotes a positive learning climate

**Component B.** The teacher maximizes the 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

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.

**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 content 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 relevant 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 for clarification.
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**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

**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; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who ha/ve met certification requirements).

**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.

### **Attributes:**

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

NOTE: Component B specifications apply only to new teachers.

## **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. Implements school improvement plan at the classroom level
- 3 Serves on task force(s) and/or committees

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

**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 parents/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

## **Louisiana Components of Effective Teaching for Special Education-II**

Field and Pilot tests of the Louisiana Teacher Assessment Program revealed that some of the Component, Attribute, and performance specifications needed to be modified to fit the instruction of certain groups of special education students (i.e., students described as having significant disabilities). While the conceptualizations of teacher knowledge and skills embodied in the original Components list capture the essence of effective instruction, their description and the conditions under which they occur are quite different in certain special education settings.

### **Domain I. Planning**

Planning is an important aspect of the teaching/learning process.

**Component A.** The teacher plans effectively for instruction.

#### **Attributes:**

1. Specifies learner outcomes in clear, concise objectives
2. Includes activity/environments that develop objectives
4. Identifies materials/ equipment/ resources/ adaptations, other than standard classroom materials, as needed for lesson/activity
5. States method(s) of evaluation to measure learner outcomes
6. Develops/implements an Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP), when appropriate

### **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
2. Promotes a positive learning climate
3. Promotes a healthy, safe environment

**Component B.** The teacher maximizes the 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 and provision of auxiliary services

**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

### **Domain III. Instruction**

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

**Component A.** The teacher delivers instruction effectively.

#### **Attributes:**

1. Uses technique(s) which develop(s) lesson/activity objective(s)
2. Sequences lesson/activity to promote student learning/development

3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)
4. Adjusts lesson/activity/content when appropriate
5. The teacher integrates technology into instruction.

**Component B.** The teacher presents appropriate content.

**Attributes:**

1. Presents functional content appropriate to the learners' capacities
2. Presents relevant subject matter/curriculum content in appropriate settings
3. Illustrates applications of content through examples, unexpected situations, and other means.

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

**Attributes:**

1. Accommodates individual differences
2. Demonstrates ability to communicate effectively with students
3. Stimulates and encourages independent performance and optimal levels of thinking
4. Promotes 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 assessment techniques effectively
3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress
4. Produces evidence of student academic growth under his/her instruction

## **Domain IV. Professional Development**

The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

**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; reading professional literature; conducting research; evaluating programs; and participating in workshops, conferences, professional organizations, school-based activities, classroom observation of peers, and parent/teacher organizations, etc. These activities shall be monitored on the local level.

NOTE: Component A specifications apply only to experienced teachers (those who have met certification requirements).

**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 mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan
2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

NOTE: Component B specifications apply only to new teachers (those who are in their first two years of teaching in the public school system of Louisiana, and have not yet met all requirements for full certification).

## **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. Implements school improvement plan at the classroom level
3. Serves on task force(s) and/or committees

NOTE: Component A, attributes 1 and 2 apply only to new teachers. Attribute 3 applies to experienced teachers only.

**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 parents/caregivers to become active partners in their children's education and to become involved in school and classroom

## APPENDIX B: PERFORMANCE EXPECTATIONS AND INDICATORS FOR EDUCATION LEADERS

### PERFORMANCE EXPECTATION 1:

#### Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

#### Dispositions exemplified in Expectation 1:

*Education leaders believe in, value, and are committed to*

- Every student learning
- Collaboration with all stakeholders
- High expectations for all
- Examining assumptions and beliefs
- Continuous improvement using evidence

#### Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.

Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.

#### Element A. High Expectations for All

The vision and goals establish high, measurable expectations for all students and educators.

#### Indicators: A leader...

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets).
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.

## **Element B. Shared Commitments to Implement the Vision, Mission, and Goals**

The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.

### **Indicators: A leader...**

1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals.
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals.
3. Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
4. Communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently.
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.

## **Element C. Continuous Improvement toward the Vision, Mission, and Goals**

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

### **Indicators: A leader...**

1. Uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects.
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and removes barriers to achieving the vision, mission, and goals.
5. Incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs.
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals.
7. Revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

## **PERFORMANCE EXPECTATION 2:**

### **Teaching and Learning**

*Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.*

### **Dispositions exemplified in Expectation 2:**

*Education leaders believe in, value, and are committed to*

- Learning as the fundamental purpose of school
- Diversity as an asset
- Continuous professional growth and development
- Lifelong learning
- Collaboration with all stakeholders
- High expectations for all
- Student Learning

## **Narrative**

A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricular and instructional practices and work collaboratively to make appropriate changes that improve results.

### **Element A. Strong Professional Culture**

A strong professional culture supports teacher learning and shared commitments to the vision and goals.

#### **Indicators: A leader...**

1. Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
2. Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
3. Models openness to change and collaboration that improves practices and student outcomes.
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
6. Provides ongoing feedback using data, assessments, and evaluation methods that improve practice.
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

### **Element B. Rigorous Curriculum and Instruction**

Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.

#### **Indicators: A leader...**

1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods.
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.

4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.

### **Element C. Assessment and Accountability**

Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.

#### **Indicators: A leader...**

1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
3. Guides regular analyses and disaggregation of data about all students to improve instructional programs.
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
5. Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

### **PERFORMANCE EXPECTATION 3:**

#### **Managing Organizational Systems and Safety**

*Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.*

#### **Dispositions exemplified in Expectation 3:**

*The education leader believes in, values, and is committed to*

- A safe and supportive learning environment
- Collaboration with all stakeholders
- Equitable distribution of resources
- Operating efficiently and effectively
- Management in service of staff and student learning

#### **Narrative**

Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.

### **Element A. Effective Operational Systems**

Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.

#### **Indicators: A leader...**

1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
2. Maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student.
3. Develops and facilitates communication and data systems that assure the timely flow of information.
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning.
5. Distributes and oversees responsibilities for leadership of operational systems.
6. Evaluates and revises processes to continuously improve the operational system.

### **Element B. Aligned Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

#### **Indicators: A leader...**

1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning.
2. Allocates funds based on student needs within the framework of federal and state rules.
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals.
4. Implements practices to recruit and retain highly qualified personnel.
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals.
6. Conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies.
7. Seeks and secures additional resources needed to accomplish the vision and goals.

### **Element C: Protecting the Welfare and Safety of Students and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

#### **Indicators: A leader...**

1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan.

### **PERFORMANCE EXPECTATION 4:**

#### **Collaborating with Families and Stakeholders**

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

#### **Dispositions exemplified in Expectation 4:**

*The education leader believes in, values, and is committed to*

- High standards for all
- Including family and community as partners

- Respect for the diversity of family composition
- Continuous learning and improvement for all

### **Narrative**

In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

### **Element A. Collaboration with Families and Community Members**

Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

#### **Indicators: A leader...**

1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children.
2. Involves families in decision making about their children's education.
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages).
4. Applies communication and collaboration strategies to develop family and local community partnerships.
5. Develops comprehensive strategies for positive community and media relations.

### **Element B. Community Interests and Needs**

Leaders respond and contribute to community interests and needs in providing the best possible education for their children.

#### **Indicators: A leader...**

1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education.
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.
3. Seeks out and collaborates with community programs serving students with special needs.
4. Capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.

### **Element C. Building on Community Resources**

Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.

**Indicators: A leader...**

1. Links to and collaborates with community agencies for health, social, and other services to families and children.
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on).
3. Uses public resources and funds appropriately and effectively.
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.

**PERFORMANCE EXPECTATION 5:****Ethics and Integrity**

Education leaders ensure the success of all students by being ethical and acting with integrity.

**Dispositions exemplified in Expectation 5:**

*The education leader believes in, values, and is committed to*

- The common good over personal interests
- Taking responsibility for actions
- Ethical principles in all relationships and decisions
- Modeling high expectations
- Continuously improving knowledge and skills

**Narrative**

Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary socializing institution, conferring unique benefits or deficits across diverse constituents.

Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.

Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.

Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

**Element A. Ethical and Legal Standards**

Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

**Indicators: A leader...**

1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.
2. Protects the rights and appropriate confidentiality of students and staff.
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.

**Element B. Examining Personal Values and Beliefs**

Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.

**Indicators: A leader...**

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diverse community stakeholders and treats them equitably.
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices.
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning.
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.

**Element C. Maintaining High Standards for Self and Others**

Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.

**Indicators: A leader...**

1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth.
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.
3. Develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores).
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods.
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

**PERFORMANCE EXPECTATION 6: The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

**Dispositions exemplified in Expectation 6:**

*The education leader believes in, values, and is committed to*

- Advocate for children and education
- Influence policies
- Uphold and improve laws and regulations

- Eliminate barriers to achievement
- Build on diverse social and cultural assets

### **Narrative**

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.

### **Element A. Exerting Professional Influence**

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

#### **Indicators: A leader...**

1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.

### **Element B. Contributing to the Educational Policy Environment**

Leaders contribute to policies and political support for excellence and equity in education.

#### **Indicators: A leader...**

1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning.
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates.
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements.
4. Advocates for increased support of excellence and equity in education.

### **Element C. Policy Engagement**

Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.

**Indicators: A leader...**

- 1.** Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families.
- 2.** Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.
- 3.** Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.
- 4.** Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.