



Central Community School System

Personnel Evaluation Plan 2019-2020

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TABLE OF CONTENTS

Introduction: Focus on Educational Improvement.....	1
Chapter 1: Overview.....	2
Section 101: Guidelines of the Program.....	2
Section 102: Purposes of Personnel Evaluation	3
Section 105: Framework for LEA Personnel Evaluation Programs.....	4
Chapter 3: Personnel Evaluation	6
Section 301: Overview of Personnel Evaluation.....	6
Section 303: Measures of Growth in Student Learning: Value-Added Model.....	7
Section 305: Measures of Growth in Student Learning: Learning Targets	7
Section 307: Observation Tools	8
Section 309: Standards of Effectiveness	9
Section 311: Evaluators	9
Section 313: Professional Development.....	10
Section 315: Intensive Assistance.....	10
Section 317: Due Process and Grievance Procedures.....	12
Section 319: Staff Development for Personnel Involved in Evaluation	15
Section 321: Evaluation Records Guidelines.....	15
Section 323: Job Descriptions.....	16
Section 325: Extenuating Circumstances	17
Chapter 7: Reporting and Monitoring	18
Section 701: Annual Summary Reporting	18
Chapter 9: General Provisions.....	19
Section 901: Louisiana Components of Effective Teaching	19
Section 905: Definitions.....	19
Accountability Relationship Register	22
Appendix A: Teacher Support Plan (Level A & B).....	23
Appendix B: Intensive Assistance Plan (Levels 1&2)	24
Appendix C: Job Description Catalog	24

INTRODUCTION: FOCUS ON EDUCATIONAL IMPROVEMENT

The personnel evaluation program of the Central Community School System reflects the educational philosophy, purposes, and goals of the state and district. It impacts the quality of teaching and learning

through effective assessment and continuing development of all professional employees following the guidelines of Bulletin 130, (2015) and locally established criteria.

Central Community School System educators have high expectations for students and strive to provide students with educational opportunities that ensure they are college and career ready. The district and individual schools work toward the following professional evaluation goals:

1. Offer rigorous instruction and learning experiences for all students to ensure they are college and career ready.
2. Assure employment of certified and highly qualified personnel and retain effective professional employees.
3. Foster the continuing professional growth of all educators.
4. Support the development of new teachers and nurture the development of the experienced teacher.
5. Embrace sound educational principles and strengthen the learning environment.
6. Promote positive interpersonal relationships among personnel for continuing improvements of professional competencies.
7. Provide procedures for self-evaluation, personal reflection, and peer collaboration.

The principals and faculties use evaluation results each year to set additional goals at the individual school sites to build on strengths and address areas in need of improvement. On an annual basis, assessment and sharing of progress toward accomplishment of educational goals occurs at the district and school levels.

CHAPTER 1: OVERVIEW

SECTION 101: GUIDELINES OF THE PROGRAM

As required by R.S. 17:391.2 et seq., all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. Act 54 of 2010 requires that measures of student growth be incorporated into teachers' and administrators' evaluations and represent 50 percent of their final rating. In addition, Act 54 of 2010 requires that all teachers and administrators receive annual evaluations. In passing these Acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

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

BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective*

Teaching, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

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

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

SECTION 102: PURPOSES OF PERSONNEL EVALUATION

The Central Community School System recognizes the need to fully implement **Bulletin130 - Regulations for the Evaluation and Assessment of School Personnel** if it is to fulfill the expectations of this community and the State of Louisiana.

The philosophy of the Central Community School System stems from the belief that:

1. all students can learn;
2. that good teaching increases the opportunities for learning; and
3. that a collegial, collaborative relationship between an educator and evaluator creates the appropriate climate for effective teaching. To support this relationship, the purposes of the evaluation program are explained and discussed with all educators.

The philosophy of principal evaluation in the Central Community School System embraces the belief that an effective principal works with staff to identify school goals. These goals promote the enhancement of student learning.

The effective school leader maintains a safe and orderly school environment and creates (promotes) a positive school atmosphere where staffs are empowered to make decisions collaboratively regarding the school's programs. Effective principals are visible, positive role models who are respected by staff, students, and the school community. They are leaders who encourage by example, ongoing professional development of those around them. They promote leadership in others so all can learn to lead. They are fair and consistent, yet flexible enough to be creative problem-solvers and risk-takers. The Central Community School System believes that this philosophy captures the essence of the effective principal and will serve as the foundation for the principal evaluation process.

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

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

SECTION 105: FRAMEWORK FOR LEA PERSONNEL EVALUATION PROGRAMS

1. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and should meet the needs of the school district.

Local personnel evaluation plans defined by the board shall include, at a minimum, the following elements.

- a. Job Descriptions
 - i. The LEA shall establish job descriptions for every category of teacher and administrator. All job descriptions shall contain the criteria for which the teacher or administrator shall be evaluated.
 - ii. The Central Community School System has established a job description for every category of certified and other professional personnel according to the personnel accountability plan. The evaluator will provide all personnel a copy of their current job description and will ensure that each job description has been signed and dated annually.
 - iii. All job descriptions will be signed by the employee and the evaluator and will be received by the Office of Personnel Services and Operations no later than **October 1st** of each year.
2. Observation/Data Collection Process
 - a. The evaluator or evaluators of each teacher and administrator shall conduct observations of teacher and administrator practice sufficient to gain a complete picture of performance and impart individualized feedback each year.
 - b. This shall include a minimum of two observations per academic year and may include more observations, particularly for teachers or administrators that are not meeting expectations.
 - c. At least one of these observations shall be announced and shall include a pre- and post-observation conference.
 - i. As soon as possible, but no later than fifteen (15) working days following the observation, the evaluator holds a post-observation debriefing conference with the educator to discuss the announced classroom observation results and comments.
 - d. One of the observations may be waived for teachers who have earned a rating of highly effective according to the value-added model in the previous year.
 - e. Following all observations, evaluators shall provide educators with feedback, including areas for commendation as well as areas for improvement.
 - f. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation.
 - g. A signature (electronic or written) and does not mean the educator agrees or disagrees with the contents; rather the educator has had the opportunity to meet and discuss the observation results and has been provided a copy. Should the educator refuse to sign the announced or unannounced observation form, this should be documented on the form and witnessed by a third party as a violation of Louisiana Revised Statute 17:1234 and constitutes willful disobedience on the part of the educator.
 - h. **All observations must be completed no later than May 15 of each school year.**
 - i. Considerations may be allowed to extend this deadline should the circumstances dictate. Evaluators are to contact the Assistant Superintendent and/or the Director of Personnel Services to discuss any circumstances of an observation completed after the May 15 deadline.
3. Professional Development and Support

- a. LEAs shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in this bulletin.
- b. The Central Community School System will provide multiple opportunities for professional development for all teachers and administrators. These opportunities will include, but not be limited to:
 - i. Face-to-Face presentations and delivery;
 - ii. On line development;
 - iii. Louisiana State Department of Education delivery;
 - iv. Use of other providers.

4. Teacher Support Plan

- a. The Teacher Support Plan is a plan to provide support and resources to aid a teacher in need of improvement in effective classroom instruction or in other areas included in the teacher job description.
- b. The purpose of placing a teacher on the Teacher Support Plan is preventative in nature and is designed to help the teacher improve in an area of concern or deficiency. This plan does not replace any other state mandated teacher assistance plan and is not tied solely to any Observation tool or COMPASS rubric.
- c. A teacher can be placed on a Teacher Support Plan at any time by a school level administrator. The criteria for placing a teacher on a teacher support plan includes, but is not limited to:
 - i. Observed deficiencies during informal or formal observations by administration;
 - ii. Deficiencies observed in walk-through observations by administration;
 - iii. Student performance concerns;
 - iv. Deficiencies noted in general non-documented classroom observations.
- d. A Teacher Support Plan will be developed by the school administrator. When the Teacher Support Plan is presented to the teacher by the administrator, the teacher will have the opportunity to ask questions and make suggestions for additional activities to help improve the area(s) of concern. The Teacher Support Plan will include three areas:
 - i. Identified area of concern or deficiency noted by the administrator;
 - ii. Plan of action to be completed using resources/support/assistance provided by the district;
 - iii. Anticipated outcome from completed plan and the criteria that will be used for evaluation.
- e. The Teacher Support Plan will include a beginning date and an expected completion date. The time frame for completion of the plan should not extend beyond six calendar weeks.
- f. Process for implementation of a Teacher Support Plan:
 - i. Administration:
 - (1) determines a need for a plan based on evidence gathered;
 - (2) develops and prepares a plan to address the area(s) of concern;
 - (3) Administration conferences with the teacher and explains the reason for the plan, the activities /tasks required of the teacher, the anticipated outcomes and the expected date of completion.
 - ii. The teacher and administrator shall sign the plan on the date the plan is presented.
 - iii. A copy of the plan will be given to the teacher by administration when the plan is presented to the teacher.
 - iv. Administrator meets with teacher no more than seven (7) work days after the completion date to discuss the outcome of the plan implementation.

- v. Administrator determines if the plan was successfully completed and the deficiency has been remediated or if a (Level B) –TSP plan is recommended.
 - vi. Signatures of both the teacher and administrator are required on the date the plan is reviewed after the completion date. Failure of a teacher to provide a signature at the time the plan is reviewed will be considered willful disobedience.
 - vii. If the teacher fails to complete any of the activities assigned during the Teacher Support Plan, it will be considered willful neglect of duty.
 - viii. Level B – TSP plan will be developed using the same procedures as the original TSP. The same requirements for length of the plan and signatures required are the same as the original TSP.
 - ix. Administrator meets with teacher no more than 7 school days after the completion date of Level B – TSP to discuss the outcome of the plan implementation.
 - x. The administrator determines if the Level B plan was successfully completed and the deficiency has been remediated.
 - xi. If the Level B plan was not successfully completed or if the deficiency has not been remediated, the administrator will create a plan of action for the teacher. The scope of the plan of action will be at the administrator’s discretion. Possible plans of action could include additional activities to be completed up to possible recommendation for termination.
 - g. The Teacher Support Plan documentation will be included in the teacher’s personnel file. A template form of the Teacher Support Plan is located in Appendix A of this document.
5. Grievance Process
- a. LEAs shall include in their local personnel evaluation plans a description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner.
 - b. Refer to **Section 317: Due Process and Grievance Procedures.**

CHAPTER 3: PERSONNEL EVALUATION

SECTION 301: OVERVIEW OR PERSONNEL EVALUATION

1. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent (50%) of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining fifty percent (50%) shall be based upon a qualitative assessment of teacher or administrator performance.
 - a. Measure of effectiveness.
 - i. Fifty percent (50%) of such evaluations shall be based on evidence of growth in student achievement as determined by the board for grade levels and subjects for which value-added data is available.
 - ii. Data derived from a value-added assessment model, as determined by the state board, shall be a factor in determining evidence of student growth for grade levels and subjects for which value-added data is available and shall comprise thirty-five (35%) percent of the overall evaluation.
 - iii. For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth.
 - iv. The model shall take into account important student factors, including but not limited to:
 - (1) special education,
 - (2) eligibility for free or reduced price meals.

- (3) student attendance, and
 - (4) student discipline.
 - v. However, neither the value-added model nor the measures of student growth for grade levels and subjects for which value-added data are not available shall, in any given year, include a test score or data of a student who has ten (10) or more unexcused absences in any school semester in that year.
 - vi. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.
 - b. The fifty percent (50%) of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of two observations or site visits. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.
- 2. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.
 - a. Overall effectiveness composite scores for teachers and administrators will be based on the following:
 - i. Fifty percent (50%) from student achievement using a value-added model
 - (1) Data from the value added model cannot exceed 35% of the overall evaluation;
 - (2) The board will determine what other element(s) comprise the remaining 15% to be calculated as part of the final evaluation
 - (3) For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth.
 - ii. Fifty percent (50%) from qualitative measure of teacher and administrator performance of two observations or site visits.

SECTION 303: MEASURES OF GROWTH IN STUDENT LEARNING: VALUE-ADDED MODEL

1. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available, according to guidelines provided by the board.
2. Value-added data shall be provided to teachers in grades and subjects that administer state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than 10 students with value-added results assigned to an educator.
3. The value-added model shall be a statistical model approved by the board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.
5. Classroom composition variables shall also be included in the model.
6. When assigning a final student growth score, the administrator may adjust the value-added rating by plus or minus one rating level, based on the teacher's student learning target performance (e.g., the overall student growth rating may be a 2.0 (effective: emerging) or a 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient).

SECTION 305: MEASURES OF GROWTH IN STUDENT LEARNING: LEARNING TARGETS

1. For teachers and administrators, progress towards pre-determined student learning targets, as measured by state-approved common assessments, where available, shall inform the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common

measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

2. Teachers:
 - a. A minimum of two student-learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.
 - b. State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of learning targets, where available.
 - c. Where no state-approved common assessments are available, educators and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.
 - d. LEAs may define consistent student learning targets across schools and classrooms for teachers with similar assignments, provided that they allow for ample flexibility to address the specific needs of students in each classroom.
3. Principals and Administrators:
 - a. A minimum of two student learning targets shall be identified for each administrator.
 - b. For principals:
 - i. The LDE shall provide recommended targets to use in assessing the quality and attainment of both student learning targets, which will be based upon a review of "similar" schools.
 - ii. The LDE will annually publish the methodology for defining "similar" schools.
 - iii. At least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.
 - iv. At least one learning target shall be based on growth in a component (e.g., ELA or math improvement) of school performance score.
 - v. Principals at schools with special populations (e.g. alternative schools) or those that do not have grades with standardized testing and available value-added data (e.g., K-2 schools) may define learning targets based on LDE guidance.
4. The department shall provide annual updates to LEAs relating to:
 - a. the expansion of state-standardized testing and the availability of value-added data, as applicable;
 - b. the expansion of state-approved common assessments to be used to build to bodies of evidence for student learning where the value-added model is not available; and
 - c. the revision of state-approved tools to be used in evaluating student learning targets.

SECTION 307: OBSERVATION TOOLS

1. Beginning in the 2018 school year, the Central Community School System transitioned to the LDOE Data Collection System (CIS) from the TalentED Perform System.
2. All observers, evaluators, employees, administrators, teachers and support staff are directed to follow the due date calendar. These due dates will be communicated to all staff via email notifications.
3. LEAs shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.
4. LEA observation tools shall adhere to the following minimum requirements.
 - a. The tool for teacher evaluation shall align to the Louisiana Components of Effective Teaching.

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

SECTION 309: STANDARDS OF EFFECTIVENESS

1. Teachers and administrators shall receive a final composite score on annual evaluations to determine their effectiveness rating for that academic year.
 - a. The fifty percent (50%) of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.
 - i. Fifty percent (50%) from student achievement using a value-added model
 - (1) Data from the value added model cannot exceed 35% of the overall evaluation;
 - (2) The board will determine what other element(s) comprise the remaining fifteen percent (15%) to be calculated as part of the final evaluation
 - (3) For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth.
 - b. The fifty percent (50%) of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.
 - c. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.
2. The composite score ranges defining ineffective, effective (emerging or proficient) and highly effective performance shall be as follows:

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

SECTION 311: EVALUATORS

1. LEAs shall establish and maintain an accountability relationships register to clearly define who shall be the evaluator or evaluators within the ranks of teachers and administrators.
2. Evaluators of teachers shall be:
 - a. school principals,
 - b. assistant principals, and/or
 - c. the educator’s respective supervisory level designee.
3. Other designees, such as instructional coaches and master/mentor teachers may conduct observations to help inform the evaluator’s assessment of teacher performance. These designees shall be recorded as additional observers within the accountability relationships register.

4. Evaluators of administrators shall be:
 - a. LEA supervisors;
 - b. Chief Academic Officers;
 - c. Superintendents; and/or
 - d. the administrator's supervisory level designee.
5. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the department.
 - a. The department, its contractors, and LEAs with approved alternate observation tools shall serve as the sole certifiers of evaluators.
 - b. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.

SECTION 313: PROFESSIONAL DEVELOPMENT

1. LEAs shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process. Professional development opportunities provided by LEAs shall meet the following criteria.
 - a. Professional development shall be job-embedded, where appropriate.
 - b. Professional development shall target identified individualized areas of growth for teachers and administrators, based on the results of the evaluation process, as well as data gathered through informal observations or site visits, and LEAs shall utilize differentiated resources and levels of support accordingly.
 - c. Professional development shall include follow-up engagement with participants, such as feedback on performance, additional supports, and/or progress-monitoring.
 - d. Professional development shall include measureable objectives to evaluate its effectiveness, based on improved teacher or administrator practice and growth in student learning.
2. Failure by the LEA to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

SECTION 315: INTENSIVE ASSISTANCE

1. The purpose of an intensive assistance plan is to provide clear and detailed steps to improve performance, and to identify assistance and resources to utilize. The intensive assistance plan applies to all certified personnel whether they are new or experienced. If it is determined through the evaluation process that an educator does not satisfactorily meet the Central Community School System's standards of performance, then that educator is placed on intensive assistance.
 - a. The evaluator informs the Assistant Superintendent and/or the Office of Personnel Services and Operations that an educator needs assistance.
 - b. The evaluator informs the educator in writing that the employee will be placed in an intensive assistance plan and the documented reason(s).
 - c. The evaluator also informs the employee that a conference for intensive assistance will be conducted.
 - d. The conference is to be held as soon as possible, but no later than ten (10) working days after the observation/evaluation conference.
 - e. An intensive assistance plan is then developed with the educator. After the completion date listed on the Intensive Assistance plan, the evaluator assesses the employee's performance on the plan and discusses the evaluation results with the employee in a conference.

- f. Design of the program provides the educator with more than one opportunity to improve before a recommendation for termination of employment.
2. An intensive assistance plan shall be developed by evaluators and educators when an educator has received an overall rating of **Ineffective** on either:
 - a. an announced observation; and/or
 - b. an unannounced observation; and/or
 - c. a final evaluation; and or
 - d. fails to satisfactorily remediate area(s) of concern on a Teacher Support Plan; and or has consistently demonstrated **Ineffective** performance, as determined by the evaluator, prior to receiving such a rating.
3. An intensive assistance plan shall be developed with the educator within 30 work days of an evaluation resulting in the initiation of the intensive assistance plan.
 - a. An intensive assistance plan may also be developed after an observation with a rating of **Ineffective**.
4. The educator shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan. The educator may be re-evaluated as needed, as determined by the principal, supervisor or designee during the intensive assistance plan timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).
5. If the educator is determined to be **Ineffective** after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the Central Community School System shall initiate termination proceedings within six months following such **unsatisfactory** performance.
6. The intensive assistance plan shall be developed collaboratively by the evaluator and the educator and must contain the following information:
 - a. what the educator needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
 - b. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator. Specific assistance programs could possibly include but are not limited to:
 - i. inter-school and intra-school classroom visitation and/or observations;
 - ii. demonstration instruction by other professionals;
 - iii. preview by supervisor of detailed lesson plans;
 - iv. observation by supervisor;
 - v. utilization of community resources;
 - vi. special in-service meetings and training programs;
 - vii. voluntary peer assistance or selection of a mentor;
 - viii. inter- or intra-school teaching/classroom observations;
 - ix. use of the Strategies for Effective Teaching
 - x. professional reading, writing, and viewing of professional videos;
 - xi. programs of on-the-job training;
 - xii. others as agreed upon.
 - c. the date that the assistance program shall begin;
 - d. the date when the assistance program shall be completed;
 - e. the evaluator's and educator's signature and date lines (shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
 - f. the timeline for achieving the objective and procedures for monitoring the educator's progress (not to exceed one calendar year);

- g. an explanation of the provisions for multiple opportunities for the educator to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the educator with more than one resource to improve.);
 - h. the action that will be taken if improvement is not demonstrated.
7. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the educator's single official file at the central office. The educator shall receive a copy of the signed intensive assistance plan and any supporting documents. Successful completion of an intensive assistance plan will not guarantee a higher final rating once re-evaluation is completed.
 8. A template form of the Intensive Assistance Plan is located in Appendix B of this document.

SECTION 317: DUE PROCESS AND GRIEVANCE PROCEDURES

1. The LEA shall establish grievance procedures to address the following components of due process.
 - a. The educator shall be provided with a copy of his/her results no later than fifteen (15) days after the observation and/or evaluation rating is determined and shall be entitled to any documentation related to the evaluation.
 - b. The educator shall be entitled to provide a written response to the observation and/or evaluation to become a permanent attachment to the educator's single official personnel file.
 - c. Upon the request of the educator, a meeting between the educator and the evaluator shall be held after the observation and/or evaluation and prior to the end of the academic year.
 - d. The educator shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between educator and evaluator. The educator shall be entitled to representation during the grievance procedure.
 - e. Copies of the observation and/or evaluation results and any documentation related thereto of any school employee may be retained by the LEA, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.
2. Failure by the LEA to adhere to the requirements of this Section shall be a grievable matter.
3. The Central Community School System shall establish procedures to address the following components of due process:
 - a. The educator shall be provided with a copy of his/her results no later than fifteen (15) days after the observation and/or evaluation rating is determined and shall be entitled to any documentation related to the evaluation.
 - i. The educator not performing at a highly effective, proficient effective, or emerging effective level are informed in writing of such determination by the receipt of the evaluation report.
 - ii. A post observation and/or post evaluation conference is held following the observation and/or evaluation and prior to the end of the school year/fiscal year in order that the results can be discussed.
 - b. The educator shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the educator's single official personnel file.
 - i. The response may be signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation.
 - ii. The educator has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the educator believes to be inaccurate, invalid or misrepresented.

- iii. If documentation does not exist, the item in question is amended or is removed from the evaluation.
 - iv. It is incumbent upon the evaluator to comment on and to document specific needs in the evaluation report.
 - c. Upon the request of the educator, a meeting between the educator and the evaluator shall be held after the evaluation and prior to the end of the academic year.
 - i. The purposes of this meeting could be:
 - (1) to discuss the results of the evaluation of the educator;
 - (2) to discuss the strengths of the educator;
 - (3) to discuss the areas in need of improvement of the educator; and/or
 - (4) to discuss the assistance necessary to improve performance.
 - d. The educator shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between educator and evaluator. The educator shall be entitled to representation during the grievance procedure.
- 4. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the Central Community School System, the board, or the LDOE and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law. Failure by the LEA to adhere to the requirements of this Section shall be a grievable matter.
- 5. Grievance Procedure
 - a. **For the purposes of this document and the grievance procedure for the entire personnel evaluation process, a grievance can only be pursued after the employee receives a rating of Ineffective. Ratings that are not Ineffective (Effective Emerging, Effective Proficient and Highly Effective) shall not be considered a grievable matter.**
 - b. If an employee disagrees with an evaluator's assessment that is not Ineffective, then the employee may provide their disagreement in writing to their evaluator/supervisor.
 - c. If the employee chooses to document their disagreement, it must be received by the evaluator/supervisor within five (5) school days and must contain the following:
 - i. the disagreement; **and**
 - ii. provide a reason or reasons to support their disagreement; **and**
 - iii. provide the documentation, data or other facts to support their reasons.
 - d. All written employee disagreements will be kept confidential by the evaluator/supervisor and will become a part of the educator's official personnel file at the Central Office.
- 6. With the exceptions as noted above - any employee shall have the right to appeal the application of policies and administrative decisions affecting him/her.
 - a. The employee shall be assured freedom from restraint, interference, coercion, discrimination or reprisal in presenting his/her or their appeal with respect to a grievance.
 - b. All grievances shall be handled expeditiously and shall be handled according to the procedures adopted by the Board.
 - c. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance.
 - d. All proceedings of a grievance shall be kept confidential.
 - e. If an employee receives an Ineffective rating during the personnel evaluation process, he/she is to follow this Grievance Procedure:
 - i. **First level**
 - (1) Any school-level complainant who has a grievance shall discuss it first with his/her principal/other supervisor.
 - (2) Other employees not assigned to a school shall discuss any grievance with their immediate supervisor.

- ii. **Second level**
 - (1) If as a result of the informal discussion, the matter is not resolved, the grievant shall initiate a grievance in writing to his/her principal/other immediate supervisor within five (5) work days, giving the full details of his/her grievance.
 - (2) The principal/other immediate supervisor shall communicate his/her decision to the grievant in writing within five (5) work days of the receipt of the written grievance.
 - iii. **Third level**
 - (1) If the grievance remains unresolved, the grievant no later than five (5) work days after receipt of the above decision may appeal it to the Director of Personnel Services and Operations.
 - (2) The appeal must be made in writing and must give details as to why the decision was unsatisfactory.
 - (3) If the employee fails to request the review within the time limit set out above, the employee shall have no right to proceed further with respect to said grievance.
 - iv. **Fourth level**
 - (1) If the grievance remains unresolved, the grievant no later than five (5) work days after receipt of the above decision may appeal it to the Superintendent or his designee.
 - (2) The appeal must be made in writing and must give details as to why the decision was unsatisfactory.
 - (3) If the employee fails to request the review within the time limit set out above, the employee shall have no right to proceed further with respect to said grievance.
 - f. Upon receipt of the written request, the Superintendent or his designee shall conduct a full hearing on the grievance, maintain a transcript of the proceedings, and make a written recommendation for disposition of the grievance and provide a copy of the transcript to the School Board at a meeting of the Board.
 - g. The Board shall then dispose of the grievance.
 - i. The Superintendent or designee shall within ten (10) working days provide a written notice to the employee(s) of the disposition of the grievance based upon the file presented to the Superintendent or designee.
 - ii. The date of receipt by the employee of the written notice of the disposition shall be documented in the file.
 - h. On the basis of the written recommendation and the transcript of the hearing before the Superintendent or his/her designee provided to the School Board, the School Board shall dispose of the grievance.
 - i. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the School Board.
 - ii. An employee or their representative may comment on the School Board's proposed disposition of the grievance.
 - iii. The School Board may vote to affirm, reverse or modify the recommendation.
 - iv. Absent a motion and second to modify or reverse the recommendation, the Superintendent's recommendation shall stand. Notice of the School Board's decision shall be given to the employee(s) and to the individuals who rendered the Level One and Level Two decisions.
 - v. The School Board's action shall be final.
7. A grievance may be withdrawn at any level without prejudice or record.

8. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein.
9. Copies of all written decisions of grievances shall be sent to all parties involved.
10. All documents, communication, or records dealing with a grievance shall be made part of the grievant's files and shall be destroyed only in accordance with Board policy.
11. Appeals of grievance decisions will be limited to the specific issues raised in the original grievance.
12. The parties involved will not be allowed to expand the issues during the grievance procedure, except to the extent necessary to respond to administrative decisions made along the way.
13. Failure by the grievant to meet the timelines and requirements of this procedure shall result in dismissal of his/her grievance.
14. Failure by the administrative person rendering the decision to meet timelines and requirements of this procedure shall allow the grievant, at his/her option, to proceed to the next level of appeal.
15. If an employee leaves the employment of the Board during the pendency, at any level, of a complaint or grievance, then the employee loses the right to continue the complaint process.
16. Termination or disciplinary action against an employee may not form the basis of a complaint or grievance by that employee.
17. An employee is entitled to representation of his/her choice at all levels of the grievance process **after** Level 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.
18. A working day is defined as any day the main Office of the School Board is open for business.
19. Nothing in this grievance policy shall be applicable to any job action of a recommendation for termination of employment of an employee.
20. Any recommendation for termination shall be handled in accordance with the procedures and any applicable law or policy.

SECTION 319: STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

1. LEAs shall provide training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and other observers, and classroom teachers).
2. It is recommended that all training concentrate on fostering the elements listed below:
 - a. a positive, constructive attitude toward the teacher and administrator evaluation process;
 - b. a knowledge of state laws and LEA policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;
 - c. an understanding of the **Louisiana Components of Effective Teaching** or an approved modified set of teacher competencies and performance standards;
 - d. an understanding of the **Performance Expectations and Indicators for Educational Leaders** or an approved modified set of leader competencies and performance standards;
 - e. an understanding of the measures of growth in student learning, as adopted by the board; and
 - f. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators.

SECTION 321: EVALUATION RECORDS GUIDELINES

1. Copies of evaluation results and any related documentation shall be retained by the LEA.
2. All such files shall be confidential and shall not constitute a public record.
3. Such files shall not be released or shown to any person except:
 - a. the evaluated employee or his/her designee;

- b. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
 - c. for introduction in evidence or discovery in any court action between the local board and a teacher when:
 - i. the performance of the teacher is at issue; or
 - ii. the evaluation was an exhibit at a hearing, the result of which is being challenged.
4. Any local board considering an employment application for a person evaluated pursuant to this bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process.
 5. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.
 6. The state superintendent of education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel.
 - a. However, the superintendent shall not reveal information pertaining to the evaluation report of a particular employee.
 - b. Public information may include school-level student growth data, as specified in R.S. 17:3902(B)(5).
 7. Nothing in this Section shall be interpreted to prevent de-identified student growth data from public view.

SECTION 323: JOB DESCRIPTIONS

1. The local personnel evaluation plan shall contain a copy of the job descriptions currently in use in the LEA.
2. The LEA shall establish a competency-based job description for every category of teacher and administrator pursuant to its evaluation plan.
3. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
Administration	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Director • Supervisor • Coordinator • Principal • Assistant Principal • Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning. • Any employee whose position requires certification, but whose title is not given in this list. • Any employee who holds a major management position, but who is not required to have a college degree or certification.

Personnel Category	Position or Title
Instructional Personnel	<ul style="list-style-type: none"> • Teachers of Regular and Special Education students • Special Projects Teachers • Instructional Coaches and/or Master Teachers
Support Services	<ul style="list-style-type: none"> • Guidance Counselors • Librarians • Therapists • Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor's degree from an accredited institution of higher learning. • Any employee whose position requires certification, but whose title is not given in this list. • Any employee who holds a major management position, but who is not required to have a college degree or certification.

4. The competency-based job description shall:
 - a. be grounded in the state standards of performance;
 - b. include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
 - c. be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
 - d. be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.
5. The following components shall be included in each job description developed:
 - a. position title;
 - b. overview of position;
 - c. position qualifications shall be at least the minimum requirements as stated in **Bulletin 746—Louisiana Standards for State Certification of School Personnel** (The qualifications shall be established for the position, rather than for the employee.);
 - d. title of the person to whom the employee reports;
 - e. performance standards, including statement on responsibility for growth in student learning;
 - f. salary or hourly pay range;
 - g. statement acknowledging receipt of job description; and
 - h. a space for the employee's signature and date.

SECTION 325: EXTENUATING CIRCUMSTANCES

1. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a request to the state superintendent of education.
2. The state superintendent of education shall publish annually the process and timeline for making such requests.
3. Evaluation results shall be invalidated for any teacher or administrator with sixty (60) or more excused absences in a given academic year, due to approved leave, such as maternity leave, military leave, sick leave, or sabbatical leave.

4. For approved leave of fewer days and for any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, educators, on their own behalf, district superintendents, or CEOs may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests to the state superintendent of education.
5. The state superintendent of education shall publish annually the process and timeline for making such requests.
6. In cases where value-added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

CHAPTER 7: REPORTING AND MONITORING

SECTION 701: ANNUAL SUMMARY REPORTING

1. Each LEA will submit an annual personnel evaluation report of the most recent academic year to the department by July 15.
 - a. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the department, as well as to the LEAs.
 - b. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the department include, but are not limited to, the following items:
 - i. individual-level teacher evaluation results, by teacher;
 - ii. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
 - iii. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
 - iv. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process;
 - v. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results; and
 - vi. the number of educators who received intensive assistance.
2. The department shall annually report on the performance of administrators and teachers. Such reporting and monitoring shall include, but not be limited to, the following:
 - a. the percentage and number, where available, of administrators and teachers rated as highly effective, effective: proficient, effective: emerging, and ineffective;
 - b. the percentage and number, where available, of teachers whose student growth ratings are increased or decreased, per Section 303 (8) of this bulletin, relative to the value-added model rating; and
 - c. information on principal learning targets relative to those recommended by the LDE (e.g., percentage and number of principal learning targets that are above, at, or below the LDE recommended targets).

CHAPTER 9: GENERAL PROVISIONS

SECTION 901: LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

The chart below contains the domains and components which represent the **Louisiana Components of Effective Teaching**.

Domain	Component
1. Planning and Preparation	1c. Setting Instructional Outcomes
2. The Classroom Environment	2c. Managing Classroom Procedures
3. Instruction	3b. Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction

SECTION 905: DEFINITIONS

In order that consistency in terminology be maintained on a statewide basis, the department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEAs. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the LEA local personnel evaluation plan.

1. *Accountability*—shared responsibility for actions relating to the education of children.
2. *Administrator*—any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered *administrators* according to this definition.
3. *Beginning Teacher*—any teacher in their first three years of the profession.
4. *Board*—state Board of Elementary and Secondary Education.
5. *Certified School Personnel*—those persons whose positions require certification.
6. *Charter School*—an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.
7. *Classroom Visitation*—an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.
8. *Common Assessment*—a state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.
9. *Components of Effective Teaching*—the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.
10. *Competencies*—skills, knowledge, and abilities required to demonstrate a particular level of performance.
11. *Criteria*—demonstrable levels of performance upon which a judgment may be based.
12. *Department*—Louisiana Department of Education.
13. *Due Process*—fair and impartial treatment, including notice and an opportunity to be heard.
14. *Duties*—those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.
15. *Educational Leader*—a person who is certified to serve in any school or district leadership capacity with the exception of superintendent.
16. *Educator*—teacher or administrator undergoing evaluation.

17. *Evaluation*—process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.
18. *Evaluator*—one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA-level supervisor charged with evaluating administrators.
19. *Formal Site Visit*—an announced site visit(s) by an administrator’s evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.
20. *Grievance*—a procedure that provides a fair and objective resolution of complaint by an educator that the evaluation is inaccurate due to evaluator bias, omission, or error.
21. *Intensive Assistance Plan*—the plan that is implemented when it is determined, through the evaluation process, that personnel have not meet the standards of effectiveness. This plan includes:
 - a. the specific steps the teacher or administrator shall take to improve;
 - b. the assistance, support, and resources to be provided by the LEA;
 - c. an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and
 - d. the action to be taken if improvement is not demonstrated.
22. *Job Description*—a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.
23. *Local Board*—governing authority of the local education agency, parish/city school or local school system.
24. *Local Education Agency (LEA)*—city, parish, or other local public school system, including charter schools.
25. *Non-Tested Grades and Subjects (NTGS)*—grades and subjects for which a value-added score is not available for teachers or other certified personnel.
26. *Objective*—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
27. *Observation*—the process of gathering facts, noting occurrences, and documenting evidence of performance and delivering aligned, individualized feedback to the educator.
28. *Observer*—one who gathers evidence to be used in the evaluation process through the observation of educator performance.
29. *Performance Expectations*—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.
30. *Performance Standards*—the behaviors and actions upon which performance is evaluated.
31. *Post-Observation Conference*—a discussion between the educator and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.
32. *Pre-Observation Conference*—a discussion between the educator and the evaluator which may occurs prior to an observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.
33. *Professional Growth Plan*—a written plan developed to enhance the skills and performance of an educator. The plan includes:
 - a. specific goal(s);

- b. objective(s);
 - c. action plans;
 - d. timelines;
 - e. opportunities for reflection; and
 - f. evaluation criteria.
34. *Self-Evaluation/Self-Reflection*—the process of making considered judgments of one’s own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the educator to the appropriate evaluator for use in the compilation of the individual’s evaluation.
35. *Standard Certificate*—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.
36. *Standard of Effectiveness*—adopted by the state Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered effective.
37. *Student-Learning Target*—a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.
38. *Teacher*—any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom *teachers*, special education *teachers*, librarians, and guidance counselors shall be considered *teachers* according to this definition.
39. *Teachers of Record*—educators who are responsible for a portion of a student’s learning outcomes within a subject/course.
40. *Value-Added*—the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

ACCOUNTABILITY RELATIONSHIP REGISTER

EVALUATOR	EVALUATEE
<i>Local School Board</i>	1. Superintendent
<i>Superintendent</i>	1. Assistant Superintendent 2. Administrative Assistant
<i>Assistant Superintendent</i>	1. Athletic Director 2. Chief Academic Officer 3. Chief Financial Officer 4. Director – Personnel Services and Operations 5. Director – Special and Supplemental Service 6. Director – Student Services 7. Principals
<i>Chief Financial Officer</i>	1. Accountants 2. Accounts Payable Specialist 3. Payroll Specialist 4. Purchasing Agent
<i>Chief Academic Officer</i>	1. Director of Accountability & Federal Programs 2. ELA/Social Studies Coordinator 3. Technology Coordinator
<i>Director of Personnel Services and Operations</i>	4. Receptionist – Central Office 5. Supervisor – Child Nutrition
<i>Director of Special and Supplemental Services</i>	1. Clerk – Data Specialist 2. Coordinator of Pupil Appraisal 3. Coordinator of Speech and Related Service 4. Educational Diagnostician 5. IEP Specialist 6. School Nurses 7. Social Worker 5. Any and all applicable Special Education Teachers and certified staff
<i>Director of Student Services</i>	1. Alternative Program – Teachers and Staff 2. Clerical - Staff
<i>Principal</i>	1. Assistant Principals 2. Certified Instructional Staff 3. Certified Non-Instructional Staff 4. Classroom Teachers – Regular Education 5. Classroom Teachers – Special Education 6. Clerical – Staff 7. Guidance Counselors 8. Librarians 3. Para Professionals - Aides

APPENDIX A: TEACHER SUPPORT PLAN (LEVEL A & B)

CENTRAL COMMUNITY SCHOOL SYSTEM TEACHER SUPPORT PLAN

Teacher Name:		Position:	
Supervisor Name:		Position:	
Beginning Date:		Expected Ending Date:	
Assistance Plan Level: (Circle One)	LEVEL A		LEVEL B

Area(s) of Concern of Deficiency
Plan of Action – Includes activities/tasks that shall be completed by the teacher
Resources/Support/Assistance provided by the District
Anticipated Outcome
Criteria for TSP Evaluation
Additional Activities Suggested by the Teacher (Optional)

Teacher's Signature (Beginning)	Date	Supervisor's Signature (Beginning)	Date
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To be completed at the end of the TSP by the Supervisor (check appropriate outcome):	
<input type="checkbox"/>	1. Teacher has successfully completed Level A-TSP. No further action is needed at this time.
<input type="checkbox"/>	2. Teacher has not successfully completed Level A-TSP and will now be placed on Level B-TSP.
<input type="checkbox"/>	3. Teacher has successfully completed Level B-TSP. No further action is needed at this time.
<input type="checkbox"/>	4. Teacher has not successfully completed Level B-TSP. Administrator to determine plan of action from here.

Teacher's Signature (Ending)	Date	Supervisor's Signature (Ending)	Date
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This signature is an indication that the reason for the conference has been clearly explained. It does not indicate agreement or disagreement with the outcome. I understand that I have a right to provide a written statement to provide additional documentation that will be attached to this report.

APPENDIX B: INTENSIVE ASSISTANCE PLAN (LEVELS 1&2)

CENTRAL COMMUNITY SCHOOL SYSTEM INTENSIVE ASSISTANCE PLAN

An Intensive Assistance plan shall be developed by the evaluator and educator when an educator has received a rating of Ineffective. An Intensive Assistance plan shall be developed with the educator within 10 school days of an evaluation resulting in the initiation of the Intensive Assistance plan. The Intensive Assistance plan is developed collaboratively by the evaluator and the educator. The educator shall be given multiple resources and opportunities to obtain support and feedback on performance. Failure to demonstrate successful improvement could result in a recommendation for termination. This program will be designed to focus on the areas addressed below as needing substantial improvement.

Employee Name:		Position:	
Evaluator Name:		Position:	
Assistance Level (circle one):	LEVEL 1	LEVEL 2	
Beginning Date:		Expected Ending Date:	
Reason(s) for Intensive Assistance			
Activities to Strengthen Performance		Assistance/Support/Resources Provided	
Anticipated Improvement Objective(s)		Criteria for Evaluation	
Action(s) to be taken or recommendation to be made if improvement is unacceptable or not demonstrated			

The following signature(s) indicate that the reason for the conference has been clearly explained. It does not indicate agreement or disagreement with the outcome. I understand that I have a right to provide a written statement to provide additional documentation that will be attached to this report.

Teacher's Signature (Beginning)	Date	Supervisor's Signature (Beginning)	Date
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To be completed at the end of the IAP by the Evaluator (check appropriate outcome):	
<input type="checkbox"/>	1. Teacher has successfully completed Level 1 of the IAP. No further action is needed at this time.
<input type="checkbox"/>	2. Teacher has not successfully completed Level 1 IAP and will now be placed on a Level 2 IAP.
<input type="checkbox"/>	3. Teacher has successfully completed Level 2 IAP. No further action is needed at this time.
<input type="checkbox"/>	4. Teacher has not successfully completed Level 2 IAP. Administrator to determine next action(s).

Teacher's Signature (Ending)	Date	Evaluator's Signature (Ending)	Date
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APPENDIX C: JOB DESCRIPTION CATALOG

Job Descriptions are currently being reviewed and updated at the time of documents approval and publication. When the Job Description Catalog is fully revised and updated, it will be added to this version.

