

**CERTIFICATED AND PROFESSIONAL
LOCAL PERSONNEL EVALUATION (LPE)
ACCOUNTABILITY PLAN**



BETTER SCHOOLS. BETTER FUTURES.

LAC 28: CXLVII *BULLETIN 130.*

**REGULATIONS FOR THE EVALUATION AND ASSESSMENT OF
SCHOOL PERSONNEL**

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Chapter 1. Overview

In order to ensure an excellent school system, one that provides opportunities for all children to learn, the East Baton Rouge Parish School System (EBRPSS) has developed a philosophy of work for its employees. The EBRPSS recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals at the state level as well as the district level and the school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the highly effective educator as well as support for the professional development of the new educator. These guidelines are derived from Bulletin 130: Regulations for the Evaluation and Assessment of School Personnel.

§101. Guidelines of the Program

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

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

C. SBESE 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 (LCET)*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), amended LR 38:

§103. Purposes of Personnel Evaluation

A. The purposes for which personnel evaluation will be used in Louisiana and the EBRPSS 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2250 (October 2010), and amended LR 38:

§105. Framework for LEA Personnel Evaluation Programs

A. The East Baton Rouge Parish 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.

B. Local Personnel Evaluation Plans defined by the East Baton Rouge Parish School Board shall include, at a minimum, the following elements:

1. Job Descriptions. Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. The EBRPSS has established a job description for every category of certified and other professional personnel pursuant to the personnel accountability plan. EBRPSS provides emailed or hard copies of job descriptions to all certified and other professional personnel prior to employment, no later than October 1st, or no later than thirty (30) working days of a late hire, change in position, or change in any performance expectations of a position. Each job description must contain the following: 1) position title; 2) overview of position; 3) position qualifications shall be at least the minimum requirements as stated in *Bulletin 746: Louisiana Standards for State Certification of School Personnel* (The qualifications shall be established for the position, rather than for the employee); 4) title of the person to whom the employee reports; 5) performance standards, including statement on responsibility for growth in student learning; 6) salary or hourly pay range; 7) statement acknowledging receipt of job description; and 8) a space for the employee's signature and date. The job descriptions of teachers have the *Louisiana Components of Effective Teaching* included and the job descriptions of building-level principals and assistant principals have the *Performance Expectations and Indicators for Educational Leaders*. In EBRPSS, the position description rosters are designed for the evaluatee's signature and date. Current signatures are maintained at the central office to document annual review and/or receipt of all job descriptions.

2. Professional Growth Planning Process. The EBRPSS shall design and provide guidelines for teachers, administrators, and other certified & other professional personnel to develop a Professional Growth Plan (PGP) with their evaluators. The PGPs must be designed to assist each evaluatee in demonstrating effective performance, as defined by *Bulletin 130*. Each PGP will include objectives as well as the strategies that the evaluatee intends to use to attain each objective. Professional Growth Plans must be completed no later than October 1st for employees hired at the beginning of the school year. Employees hired after October 1st will collaboratively develop a PGP with their evaluator within thirty (30) working days of their date of hire or promotion to a new position. All teachers, administrators, and certified & other professional personnel will complete a one year PGP each school year; therefore, a PGP is to be reviewed and updated annually. It is the responsibility of the evaluator to collaborate with the evaluatee in the development of the PGP. PGP objectives and activities must support the district's Strategic Plan and/or the building-level School Improvement Plan and other appropriate plans, best practices, and initiatives. A PGP can be revised before completion after discussion between the evaluatee and the evaluator. The evaluator and the evaluatee must sign and date each PGP when it is initiated, updated, reviewed, or completed. All forms must be signed and dated prior to dissemination and filing.

Typically, a PGP contains objectives and activities designed to enhance or to improve the evaluatee's professional performance, student achievement/learning, and/or instructional/professional practices. A PGP must contain the set minimum number of objectives established by the EBRPSS; however, a PGP may contain a reasonable number of additional objectives as each individual's needs are evaluated. The evaluatee and evaluator develop objectives and activities collaboratively to meet the needs of each individual and the district's and/or school's goals and priorities. In addition to uniform and standardized district and/or school/departmental objectives, activities, timelines, and evidences/common assessments, those that are part of an Intensive Assistance Plan (IAP) can be mandated as long as there is reasonable attempt at collaboration with the evaluatee. Objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects which support school improvement and student achievement/student learning. Each objective must include a plan of action to guide the evaluatee'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. Ideally, each objective should be stated in active voice, should be stated in terms of behavioral, measurable outcomes, should set a condition, and should tell to what degree. The criteria for evaluating completion of a PGP objective should show clearly how achievement of the objective would impact the quality of job performance, professional growth, student achievement/learning, and/or instruction.

When the evaluatee and the evaluator agree on a collaboratively developed PGP for the evaluatee, then both sign and date the PGP at the initiation. The evaluator retains the original and the evaluatee is given copy. When the evaluator prepares an evaluation and the evaluatee conducts a self-evaluation and reflection, both the evaluatee and the evaluator must analyze achievement of objectives in the PGP and the impact of professional development on the evaluatee, student achievement/learning, and district/school/departmental goals and priorities. Progress made in professional development is described on the PGP Form and both the evaluator and the evaluatee must sign and date the completed form. During ongoing formative and summative annual end of the year reviews of progress made towards PGP objective and activity attainment, the evaluatee is required to submit documentation to support completion of the PGP activities and objective attainment with significant impact on student achievement/learning, professional growth, and/or instruction. The actual documentation should not be forwarded to the Office of Human Resources; however, copies of the documentation should be kept at the school level. The originals of all completed PGP Forms are forwarded to the Office of Human Resources with copies retained by the evaluator and the evaluatee.

3.Observation/Data Collection Process. The evaluator or evaluators of each evaluatee shall conduct a minimum of one formal, announced observation and at least one informal observation of instructional practice per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information about the lesson to be observed for teachers or activities to be observed for administrators. For both formal observations and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation. It is strongly suggested that all evaluatees newly hired to the EBRPSS after the start of school year and/or fiscal year, and those who transfer to a new site and/or who start a new position, be observed formally and/or informally within forty working days of hire, transfer, or in new position. All observations and/or evaluations for school-

based evaluatees should ideally be completed no later than two weeks before the close of school. It is strongly recommended that formal observations not be conducted during the week before the release for the Christmas Holidays, during periods of high stakes testing review and high stakes testing, and during the final week before the close of the school year. For non-school based evaluatees, observations and/or evaluations must be completed no later two weeks before the end of the fiscal year.

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 evaluatee's PGP. The observer(s) and/or evaluator(s) should use the observations as communication and management tools to recognize excellence and to promote improvement. The observer(s) and/or evaluator(s) can write narrative descriptions, use checklists and/or use scripting to identify things the evaluatee is doing well and recommend ways performance can be improved.

1. The evaluator(s) and other appropriate designees who have been properly trained and certified by the Louisiana Department of Education and/or its contractor, will observe the performance of evaluatees. The Office of Human Resources, the Office of Professional Development, Area Superintendents, Area Directors, School Principals, and other appropriate district personnel shall make every effort to ensure that all observers and all evaluators receive continuous staff development to implement the Personnel Accountability process with fidelity.

2. Each evaluatee will be formally observed at least once each year ideally before the end of the last day of school in the fall; however, evaluatees may receive their first formal observation in the spring. Any evaluatee who receives an overall "*ineffective*" rating on the first informal and/or formal observation must be informally observed and formally observed at least one additional time in the fall or spring to be able to obtain a more accurate observation and/or evaluation rating. Formal observations for instructional personnel are to be of sufficient duration to see the lesson begin, develop, and culminate. An evaluatee hired on or after October 1st, who is promoted, or who changes positions to another position, must have at least one informal observation and at least one formal observation before the end of the school year. For any late hires or promotees after January 1st who receive an overall "*ineffective*" rating on at least one informal observation and/or at least one formal observation, there must be at least one additional informal observation and at least one formal observation to be able to obtain observation ratings and/or evaluation ratings. However, evaluators and/or observers can conduct as many formal observations, walkthroughs, and announced or unannounced informal worksite observations/visits as deemed necessary to obtain an accurate overall observation and/or evaluation rating.

3. The observer(s) and/or evaluator(s) must notify the evaluatee in advance when formal observations will occur. The observer(s) and/or evaluator(s) of each evaluatee uses the appropriate Pre-Observation Conference Form and other appropriate forms during which the evaluatee provides the observer(s) and/or evaluator(s) with relevant information about the lesson to be observed or the activity to be observed. Each formal observation and each informal observation is documented in writing on the appropriate forms for such. As soon as possible, but no later than five (5) working days following the observation, the observer holds a post-observation debriefing conference to discuss the formal or informal classroom observation results and comments. It is strongly recommended that feedback debriefing and/or emailed feedback for walkthroughs and informal observations be done as immediately as possible so that evaluatees may best benefit from the feedback at the most immediate time needed to promote improvement and growth. The observation form must contain specific areas for

improvement and appropriate recommendations for improvement. In addition to indicating the areas that need improvement, at the post-observation, the observer and/or evaluator must give specific, concrete, strategies, action plans, and activities to promote improvement and growth. The observer and/or the evaluator is encouraged to prioritize the area(s) needing the improvement so that an educator is not overwhelmed with a large number of activities, strategies, and mini action plans. The observer(s) and/or evaluator(s) and the evaluatees must sign and date the appropriate form. The evaluatee's signature and date means that he/she has read the form. A signature and date does not mean the evaluatee agrees or disagrees with the contents. Should the evaluatee refuse to sign the formal or informal observation form, this should be documented on the form and witnessed by a third party. The originals of all signed and dated formal and informal/worksites observations are forwarded to the Office of Human Resources for placement in the evaluatee's single official central office personnel file. Copies must be retained by the evaluator and by the evaluatee.

4. If an Intensive Assistance Plan (IAP) is necessary, it ideally should be discussed by the evaluator(s) and the evaluatee at the post-observation conference; however, another more appropriate time may be needed to discuss an IAP. The assistance is initiated by notifying the evaluatee of the IAP to provide assistance and by conferring with the evaluatee to discuss objectives, strategies and/or activities, timelines, resources, and other appropriate parts of the IAP that will be used to assist the employee in improving performance.

5. Principals, Assistant Principals, and other appropriate observers and/or other appropriate evaluators who have been trained through the established training provided by or under the auspices of the Louisiana Department of Education, are responsible for conducting and submitting observations and evaluations by the required due date each school year.

INSTRUCTIONAL EMPLOYEES

The observer(s) and/or evaluator(s) of each teacher, administrator, and/or other certified & professional personnel shall conduct a pre-observation conference, at a mutually agreed upon time, during which the evaluatee shall provide the evaluator(s) with relevant information. An evaluatee shall provide information concerning the planning of the lesson to be observed as well as any other information the evaluatee considers pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in case of an evaluatee, shall be not less than the duration of one complete lesson. In the case of an evaluatee, the observation shall be conducted using the *Louisiana Components of Effective Teaching*, as well as additional local board criteria included in the job description. In terms of classroom visitations and/or worksite/informal observations, the observer(s) and/or evaluator(s) may, on his/her/their own initiative or upon the request of an evaluatee who has been observed and/or evaluated, periodically visit the evaluatee to monitor progress toward achievement of PGP objectives and provide support or assistance.

The following observation procedures, which are not are not solely the only procedures to be followed, should be adhered to:

1. Teaching is evaluated through periodic classroom observations and evaluations.
2. The observer(s) and/or evaluator(s) hold a pre-observation conference, at a mutually agreed upon time between the evaluatee and the observer(s) and/or evaluator(s), at an appropriate time and in an appropriate setting to review the evaluatee's lesson plan. This does not preclude the observer(s) and/or evaluator(s) from making unannounced classroom visitations/observations.
3. The observer(s) and/or evaluator(s) plan the observation to see a lesson begin, develop, and culminate; however, this does not mean that a lesson that takes place during a block schedule must take the entire time of the block period.
4. As soon as possible after the observation, but no later than five (5) working days following the observation, the observer(s) and/or evaluator(s) holds a post-observation conference to discuss and analyze the lesson as well as to prepare an observation/evaluation report. Failure to hold the post-observation conference within five working days following the observation voids the observation. As a result of the voidance of the observation, another formal observation must be rescheduled to remain in compliance. If the evaluatee receives an overall ineffective rating on the rescheduled formal observation, at least one additional informal observation and at least one formal observation must be conducted to obtain an accurate overall evaluation rating. It is strongly recommended that feedback debriefing and/or emailed feedback for walkthroughs and informal observations be done as immediately as possible so that evaluatees may best benefit from the feedback at the most immediate time needed to promote improvement and growth. The observation form must contain specific areas for improvement and appropriate recommendations for improvement. In addition to indicating the areas that need improvement, at the post-observation, the observer and/or evaluator must give specific, concrete, strategies, action plans, and activities to promote improvement and growth. The observer and/or the evaluator is encouraged to prioritize the area(s) needing the improvement so that an educator is not overwhelmed with a large number of activities, strategies, and mini action plans. The observer(s) and/or evaluator(s) and the evaluatees must sign and date the appropriate form. The evaluatee's signature and date means that he/she has read the form. A signature and date does not mean the evaluatee agrees or disagrees with the contents. Should the evaluatee refuse to sign the formal or informal observation form, this should be documented on the form and witnessed by a third party. The originals of all signed and dated formal and informal/worksite observations are forwarded to the Office of Human Resources for placement in the evaluatee's single official central office personnel file. Copies must be retained by the evaluator and by the evaluatee.
5. The primary purpose of classroom observations is to afford a basis on the commendable strengths and areas identified as needing improvement. Observer(s) and/or evaluator(s) should ideally refer to classroom observation data in preparing the written observation report using listed evaluation criteria.
6. Follow-up announced or unannounced informal classroom visitations/worksite observations and observations are conducted to reinforce positive practices and to determine how recommendations have impacted the quality of the teaching-learning process.

4. **Professional Development and Support.** The EBRPSS 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 (IAPs) to teachers, administrators, and other appropriate certified & other professional personnel according to the requirements set forth in *Bulletin 130*.

5. **Grievance Process.** A description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner shall be included in the process.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010), amended LR 38:

Chapter 3. Personnel Evaluation

§301. Overview of Personnel Evaluation

Until the development of a growth measure for all categories of certified and other professional personnel, annual evaluation for these personnel, according to their job description expectations, shall include: 1) at least one formal observation, 2) Professional Growth Plan & Self Evaluation, and 3) and other appropriate measures such as, but not limited to: attendance, punctuality, student data, informal observations, and other appropriate factors. With these employees, any employee who performs at an “ineffective/needs improvement/unsatisfactory” level on the first formal observation must have at least one additional formal observation. In addition to the criteria shown on job descriptions for teachers and administrators, the following information will be used as evaluation criteria by the EBRPSS.

- A. 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.

For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students using data from the value-added model and/or student learning targets, according to guidelines provided by the department. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals is subject to §305 of this bulletin.

- 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 one formal, announced observation or site visit and at least one other informal observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

- C. 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

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

- A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available, according to guidelines provided by the department.
- B. The value-added model shall be applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than five students with value-added results assigned to an educator.
- C. 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.
- D. The value-added model shall take into account the following student-level variables: 1) prior achievement data that are available up to three years, 2) gifted status, 3) section 504 status, 4) attendance, 5) disability status, 6) eligibility for free or reduced priced meals, 7) limited English proficiency, and 8) prior discipline history.
- E. Classroom composition variables shall also be included in the model.
- F. Additional specifications relating to the value-added model shall be adopted by the Board, in accordance with R.S. 17:10.1(D).
- G. During the transition to new standards and assessments and as a new two-year baseline is set, value-added data will not be available in 2013-2014, 2014-2015, or 2015-2016. During this time, the department shall provide transitional student growth data that may be used as a measure of student growth, at the evaluator's discretion. LEAs may define local rules pertaining to the use of such data.
- H. 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 4.0 (highly effective) if the value-added rating is 3.0 (effective: proficient).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§305. Measures of Growth in Student Learning – Non-Tested Grades and Subjects

- A. The LDOE shall expand the value-added model, as new state assessments become available.
- A. 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 in 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.
- B. Teachers. A minimum of two student-learning targets shall be identified for each teacher. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.
1. State approved common assessments shall be used as a part of the body of evidence measuring students' attainment of learning target, where available.
 2. Where no state approved common assessments are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure student learning targets.
 3. EBRPSS 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.
 4. Principals and Administrators. A minimum of two student learning target shall be identified for each administrator.
 1. For principals, the LDE shall provide recommended targets to use in assisting the quality and attainment of both student learning targets, which will be based upon a review of "similar" schools. The LDE will annually publish the methodology for defining "similar" schools.
 2. For principals, at least one learning target shall be based on overall school performance improvement in the current school year, as measured by the school performance score.
 3. For principals, at least one learning target shall be based on growth in a component (e.g. ELA or math improvement) of school performance score.
 4. Principals at schools with special populations (e.g. alternative schools) or those that does not have grades with standardized testing and available value-added data (e.g. K-12 schools) may define learning targets based on LDE guidance.
- C. The department shall provide annual updates to LEAs relating to:

1. The expansion of state standardized testing and the availability of value added data, as applicable;
2. The expansion of state approved common assessments to be used to build two bodies of evidence for student learning where the value added model is not available; and
3. The revision of state approved tools to be used in evaluating student learning targets.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§307. Observation Tools

A. LEAs shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the fifty (50) percent of evaluations that is not based on measures of growth in student learning.

B. LEA observation tools shall adhere to the following minimum requirements.

1. The tool for teacher evaluation shall align to the Louisiana Components of Effective Teaching. The tool for administrator evaluation shall align to the Performance Expectations and Indicators for Educational Leaders, contained within Bulletin 125: Standards for Educational Leaders in Louisiana.

a. The Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.

b. The Board shall approve any changes made to the Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders.

2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.

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

D. LEAs which do not intend to use model observation tools developed or identified by the Department shall submit proposed alternate tools to the LDOE for evaluation and approval, LEAs shall submit proposed alternate observation tools to the LDOE.

1. With the submission of proposed alternate observation tools, LEAs may request a waiver to use competencies and performance standards other than those provided in the Louisiana Components of Effective Teaching and the Performance Expectations and Indicators for Educational Leaders. Such requests shall include:

- a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and
 - b. an explanation of how the LEA will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.
2. The LDOE may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this Bulletin.
 3. If requested, revisions to proposed alternate observation tools shall be submitted to the department by the LEA.
 4. LEA- proposed alternate observation tools shall be either approved or denied by the department no later than August 1.
 5. LEAs which secure LDOE approval for use of an alternate observation tools need not submit them for approval in subsequent years, unless the alternate observation tools is revised, the Louisiana Components of Effective Teaching or Performance Expectations and Indicators for Educational Leaders are revised, or revisions to this section are approved by the Board.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§309. Standards of Effectiveness

The following Standards of Effectiveness will be used as scoring criteria by the EBRPSS.

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

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

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

Effectiveness Rating	Composite Score Range
<i>Ineffective</i>	0 to 1.49

<i>Effective: Emerging</i>	1.50 to 2.49
<i>Effective: Proficient</i>	2.50 to 3.49
<i>Highly Effective</i>	3.50 to 4.00

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§311. Evaluators

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

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

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

A. Evaluators of administrators shall be EBRPSS supervisors, Chief Academic Officers, Superintendents or the evaluatee’s respective supervisory level designee.

B. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the LDOE.

1. The LDOE, its contractor, and LEAs with approved alternate observation tools shall serve as the sole certifiers of evaluators.
2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.
3. Evaluators on record must renew certification to evaluate annually.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

The faculty and professional staff in some schools, departments, and/or offices are so large that it makes observing and/or evaluating every evaluatee in a thorough and professional manner prohibitive. Also, in many instances, especially at the elementary level, there is only one building level Principal, who may not have an Assistant Principal. As a means to provide more complete professional attention and support to all evaluatees, the following shall be able to serve as observers and/or evaluators in the EBRPSS in accordance with Section 311 of *Bulletin 130*.

THOSE WHO CAN OBSERVE AND EVALUATE (SCHOOL-BASED)

In the EBRPSS, the following shall be able to serve as professional growth planners, observers (informal and/or formal), and evaluators, and who meet the training requirements to serve as such through the LDOE and who meet the qualifications in Section 311 of *Bulletin 130*:

1. Principals
2. Assistant Principals (Designated by Principal)
3. Evaluatee's Respective Supervisory Level Designee (Designated by Principal)

THOSE WHO CAN OBSERVE (SCHOOL-BASED)

In the EBRPSS, the following shall be able to serve as professional growth planners and observers to assist the school-based evaluator(s) with additional observations, and who meet the training requirements to serve as such through the LDOE and who meet the qualifications to be observers in Section 311 of *Bulletin 130*:

1. Instructional Specialists (Designated by Principal)
2. Instructional Coaches (Designated by Principal)
3. Immediate Supervisors with Administrative and/or Supervisory credentials & certification (Designated by Principal)
4. Central Office Personnel with Administrative and/or Supervisory credentials & certification (Designated by Principal)
5. Administrative Dean of Students/Dean of Students (Designated by Principal)
6. Magnet Lead Teachers (Designated by Principal)
7. Gifted Lead Teachers (Designated by Principal)

THOSE WHO CAN OBSERVE AND EVALUATE (NON-SCHOOL-BASED)

In the EBRPSS, the following shall be able to serve as professional growth planners, as observers and/or as evaluators of personnel not located at the school level, as long as they meet the training requirements to serve as such through the LDOE and in Section 311 of *Bulletin 130*:

1. Superintendents
2. Evaluatee's Respective Supervisory Level Central Office and Other Appropriate Designees
3. Associate Superintendents
4. Administrative Directors
5. Executive Directors
6. Directors

Listed below is the Accountability Relationship Register that is subject to constant change, with select classified positions included:

EVALUATOR AND/OR OBSERVER

School Board

Office of the Superintendent
Superintendent

Executive Assistant to the Superintendent for Parent/Community

Office of Communications & Community Engagement
Director for Communications & Community Engagement

Office of Human Resources
Executive Director for Human Resources

Coordinator of Support Programs

Office of Staff Attorney/General Counsel
General Counsel

Director of Risk Management

Office of Innovation and Reform
Deputy Superintendent for Innovation and Reform

Chief Officer of Accountability, Assessment, & Evaluation

Director for Curriculum & Instruction K-12

EVALUATEE AND/OR OBSERVEE

Superintendent
Executive Secretary/Assistant to the School Board

Associate Superintendent of School Leadership & Instruction (PreK-12) Administration
Associate Superintendent of Instructional Support and Pupil Services
Associate Superintendent for Student Support Services
Chief Business Operations Officer
Deputy Superintendent for Innovation and Reform
Executive Assistant to the Superintendent for Parent/Community Engagement
General Counsel
Interim Executive Director for Human Resources

Public Information Officer
Webmaster/Special Events Coordinator

Coordinator of Substitutes and Applications
Supervisor of Human Resources, Support Personnel
Coordinator of Alternative Certification and Induction
Coordinator of Support Programs
Recruitment Manager
Supervisors for Personnel Management, Staffing, & Certification

Support Programs Specialist

Administrative Secretary to the Staff Attorney/General Counsel
Director of Risk Management

Risk Management Specialist
Risk Management Specialist I

Chief Officer of Accountability, Assessment, and Evaluation
Director of Curriculum and Instruction K-12
Director of Federal Programs
Director of Professional Development
Director of Pre-K Programs
Executive Director for School Leadership
Executive Director for School Leadership
Executive Director for School Leadership
Executive Director for School Leadership
Executive Director of Turnaround Schools

Coordinator of District Assessments
Coordinator of Grants
LEAP Specialists
Project Evaluation Specialist

Instructional Coaches
Instructional Specialists
Supervisor of Mathematics K-12
Mathematics Coordinators
Secretary to Curriculum
Adolescent Literacy Coordinator
Literacy Program Manager
Reading Coordinators

Supervisor of Mathematics	Mathematics Coordinators
Executive Director for School Leadership	School Principal
Federal Programs Administrative Director for Federal Programs	Coordinator of Title I (7) Coordinator of Homeless Programs Director of Compliance, Budgets, and Fiscal Management Director of Evaluation and Planning Director of Instruction Director of Monitoring NCLB Administrative Assistant NCLBA, IDEA Inventory Property Control School Resource Liaison Teachers for Instructional Support Title I Schoolwide Monitor
Coordinator of Title I	Parental Involvement Liaisons HIPPPY – 12 Month Teacher
Coordinator of Title I	ESL Resource Teacher ESL Instructional Support Federal Programs Community Liaison
Coordinator of Homeless Programs	Homeless Case Manager Steno Clerk III
Director of Instruction	Instructional Technology Facilitator
Director of Compliance	School Resource Liaisons
<u>Office of Professional Development</u> Director for Professional Development	Coordinator for Staff Development Instructional Specialist Instructional Technology Facilitators Professional Development Specialist
Director of Pre-K Programs	School Principal (Pre-K Centers)
Executive Director of Turnaround Schools	School Principal (Turnaround Schools)
<u>Office of School Leadership and Instruction</u> Associate Superintendent of School Leadership & Instruction (PreK-12) Administration	Coordinator of Special Programs Desegregation Specialist Director of Fine Arts Director of Innovative and Specialized Programs Director of Library Services Director of ROTC Executive Director for School Leadership-Elementary Schools Executive Director for School Leadership-Elementary Schools Executive Director for School Leadership-Middle Schools Executive Director for School Leadership-High Schools Interim Director of Curriculum and Instruction K-12 Textbooks Manager
Director of Innovative and Specialized Programs	Educational Diagnostician Recruiter for Magnet Programs Social Worker Steno Clerk III Supervisor of Gifted and Talented Talented Curriculum Specialist
Executive Directors for School Leadership	School Principal (Elementary, Middle, or High Schools)

Office of Instructional Support Services Associate Superintendent of Instructional Support and Pupil Services	Director of Adult and Continuing Education and Pre GED Director of Career and Technical Education Director of Child Welfare and Attendance Director of Counseling and Guidance Director of I CARE Director of Truancy Assessment Service Center Interim Director of Exceptional Student Services
Director of Adult and Continuing Education	Adult and Continuing Education Teachers Administrative Assistant, Adult Education Program Office Executive Secretary, McAuliffe Learning Center Truancy and Data Specialist
Director of Career and Technical Education	Budget Specialist Career and Technical Education Manager Work-Based Learning Coordinator
Director of Child Welfare/Attendance	Hearing Officers Helping Teachers Social Workers Supervisors of Child Welfare/Attendance
Director of School Counseling & Guidance	Graduation Coach/Facilitators Secretary to the Director of Counseling and Guidance
Director for I CARE	I CARE Prevention Specialists Quality Assurance Manager – I CARE Administrative Assistant to the Director for I CARE Steno Clerk III
Director of Exceptional Student Services	Adaptive Physical Education Teacher (Private Schools) Assistive Technology Assistant Audiologists Behavior Strategists Coordinator of Data Management Coordinator of Quality Assurance Coordinator of Student Advocacy Data Specialist II Educational Diagnosticians Executive School Secretary Executive Secretary IDEA Social Workers Instructional Support Specialists Network Specialists Program Facilitators School Psychologists School Resource Liaison Social Workers Speech Therapists (Private Schools) Steno Clerk II-Receptionist Supervisor of Special Education Programs
Coordinator of Data Management	Data Specialist II Data Specialist III
Office of Student Support Services Associate Superintendent for Student Support Services	Director of Athletics and Student Activities Director of Discipline Center Director of Health Centers in Schools School Security Officer

Office of Business Operations and Support Services

Chief Business Operations Officer

Administrative Director of Facilities
Administrative Director of Transportation
Administrative Secretary to the Chief Business & Operations Officer
Budget Coordinator
Budget Specialist
Chief Finance Officer
Chief Technology Officer
Director of Operations/Child Nutrition Program
Director of Procurement and Warehouse Services
Fair Share Coordinator
Internal Auditor
Supervisor of Graphic Arts

Chief Accountant

Finance Specialist

Chief Finance Officer

Director of Finance
Finance Specialist II
Secretary to the Chief Finance Officer

Grants Fiscal Officer

Grants Specialist
Finance Specialist III

Director of Finance

Chief Accountant
Grants Fiscal Officer
Staff Accountant
Supervisor of Accounting
Supervisor of Payroll & Benefits

Director of Procurement & Warehouse Services

Buyer I
Coordinator of Purchasing
Purchasing Clerk II
Purchasing Clerk III
Purchasing Specialist
Technology Purchase Specialist

Internal Auditor

School Accounts Auditors
School Accounts Specialist

Property Control, Staff Accountant

Finance Specialist I

Supervisor of Payroll & Benefits

Finance Specialist for Payroll & Benefits
Payroll & Benefits Specialist II
Accounting Specialist I
Finance Clerk III
Finance Specialist

Supervisor of Accounting

Supervisor of Graphic Arts

Graphic Arts Production Assistant
Press/Reproduction Graphics Operator

Administrative Director of Transportation

Bus Drivers
Mechanic Shop Manager
Routing Specialist
Training and Safety Officer
Transportation Supervisors

Director of Operations/Child Nutrition

Area Supervisors
Assistant Director
Computer Operator II
Purchasing Coordinator/Area Supervisor
School Food Services Foreman
School Food Service Supervisor
Secretary to Assistant Superintendent
SFS Multi-Unit Manager N/D 9 months
S/L Manager-Multiple Unit
Steno Clerk III
Support Programmer

	Training Coordinators S/L
Purchasing Coordinator/Area Supervisor	SFS Multi-Unit Manager N/D 9 months S/L Manager-Multiple Unit Steno Clerk III
Area Supervisors	SFS Multi-Unit Manager N/D 9 months S/L Manager-Multiple Unit S/L Manager-Secondary SFS Manager N/D 9 months
School Food Service Foreman	School Food Service Mechanic
School Food Service Supervisor	CNP Truck Drive-12 months Leaderman-School Food Service School Food Service Laborer
SFS Multi-Unit Manager N/D 9 months	Assistant Manager
S/L Manager, Multi Unit	Technician II 5 Hours
S/L Manager, Secondary	Technician II 6 Hours
SFS Manager N/D 9 months	Technician II 7 Hours Technician III Technician IV Child Nutrition Program Truck Driver S/L Porter Man Helper
Chief Technology Officer	Director of Management Information Systems Program Manager-Network & Operations Technology Resource Specialist
Director of Management Information Systems	Programmer Analyst Student Data Manager Software Support Specialists Student Data Specialist Systems Analyst
Director of Instructional Technology	Steno Clerk II Steno Clerk III
Program Manager-Network & Operations	Electronics Foreman Electronics Technician Network Administrator Network Specialists Project Manager Wide Area Network Managers Wide Area Network Specialist
Student Data Manager	Programmer Analyst Systems Analyst
Project Manager	Operations Specialists
Network Administrator	Network Specialists
Administrative Director of Facilities	Environmental Specialist Operations Manager Secretary to the Administrative Director of Facilities

Principals (See p. 16 for additional observers and evaluators)
School Principal

Assistant Principal
Administrative Dean of Students
Dean of Students
Library Media Specialist
School Counselor
School/Parent Liaison
Social Worker
Speech Therapist
Teacher
Time-Out-Room Moderator (Elem. Classified & Secondary Certified)
Other Certified and/or or Other Professional School Personnel
Other Classified School Personnel (Paras, Clerks, and Secretaries)

Assistant Principal

School staff as assigned by the School Principal

Administrative Dean of Students

School staff as assigned by the School Principal

Dean of Students (with academic functions)

School staff as assigned by the School Principal

§313. Professional Development

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§315. Intensive Assistance

A. An Intensive Assistance Plan (IAP) shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of “*Ineffective*” **or** has consistently demonstrated *Ineffective* performance, as determined by the evaluator, **prior to** receiving such a rating. A Notification of Intensive Assistance Plan Form must accompany any evaluation that has an overall rating of *Ineffective*. The Notification of Intensive Assistance Plan Form and the Intensive Assistance Plan Form must be developed in collaboration with the Office of Human Resources, Support Programs to ensure that all of legal and policy steps have been followed and to ensure that all documentation meets the established criteria prior to placing an evaluatee on Intensive Assistance. Evaluatees whose observation and evaluation results reflect an overall rating of “*Ineffective*” shall be placed in an Intensive Assistance Program and shall be formally re-evaluated at the end of each level of the program. The evaluatee shall be notified in writing of such placement in an Intensive Assistance Program and provided in the writing using the Notification of IAP Form. In order to be able to notify and then place an evaluatee on an Intensive Assistance Plan, the following criteria must be present:

Documented evidence, in at least one formal observation and/or informal worksite observation completed on the appropriate observation form for that evaluatee, must indicate that performance or behavior is “*Ineffective*.” 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 informal observation and/or at least one formal observation in which the results are “*Ineffective*” is needed to place an evaluatee on a formal Intensive Assistance Plan (IAP) at the post observation conference that must be held no more than five (5) working days following the observation, **or** at a summative evaluation final conference, **or** at an appropriate formal conference.

B. An IAP shall be developed with the evaluatee within thirty (30) school working days of an evaluation resulting in the initiation of the IAP.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the IAP.

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the IAP or if the IAP is not completed in conformity with its provisions, the EBRPSS shall initiate termination proceedings within six months following such unsatisfactory/ineffective performance.

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

1) what the evaluatee needs to do to strengthen his/her performance including a statement of the objectives to be accomplished and the expected levels of performance according to student growth and/or qualitative measures;

2) an explanation of the assistance/support/resources to be provided or secured by the EBRPSS and/or the school administrator;

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

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

Should an evaluatee who has been placed in an Intensive Assistance Plan (IAP) terminate employment for any reason, the incomplete IAP Form will be placed in the evaluatee's single official central office personnel file. A notation will be made on the IAP Form to indicate the Intensive Assistance was not completed due to termination of employment.

The evaluator is responsible for designing the Intensive Assistance Plan (IAP) and for reviewing the provisions with the evaluatee; however, the evaluator and the evaluatee will collaboratively prepare the IAP, and if necessary, with the assistance of appropriate administrative observers/evaluators or other appropriate observers/evaluators. The evaluator(s) will design the IAP to meet the specific needs of the evaluatee and will base and prioritize it on the performance areas needing the most improvement. The IAP Form will describe the Intensive Assistance Program, recommended activities and the beginning, review and ending dates of the Intensive Assistance Program.

STEPS TO INITIATE THE INTENSIVE ASSISTANCE PROGRAM

When an evaluatee's performance fails to meet the EBRPSS evaluative criteria and/or standard of performance, the following steps are taken:

- a) After the prerequisites for the initiation of an Intensive Assistance Plan (IAP) have been reviewed, the evaluator(s) informs the Office in Human Resources, Support Programs that an evaluatee needs Intensive Assistance.
- b) The evaluator informs the employee in writing that the evaluatee will be placed in an Intensive Assistance Plan (IAP) and the documented reason(s) for it. The written notice and reasons are to be written on the official Notification of Intensive Assistance Form. The evaluator also informs the

evaluatee that a collaborative conference for writing the IAP will be conducted. A post-observation conference is to be held as soon as possible, but no later than five (5) working days after an observation. Also, an end of the year evaluation conference must be held prior to the designated timeline established by the Office of Human Resources, Support Programs to turn in all evaluation documentation prior to the end of the school year.

c) The evaluator completes an IAP Form in consultation with appropriate administrative observers who will provide additional support to the evaluatee. The IAP is collaboratively developed by the evaluator and the evaluatee. Prior to the conference with the evaluatee, the Coordinator of Support Programs or Support Programs Specialist, and specified observers will review the IAP Form. The evaluator(s)/observer(s), specified evaluator(s)/observer(s), and if necessary, a staff member of the Office of Human Resources, will conduct the formal Intensive Assistance Conference with the evaluatee. In the conference, the evaluatee will be informed of areas that are “ineffective” and will have an opportunity to make suggestions for activities for inclusion on the IAP Form.

The evaluator(s)/observer(s), the evaluatee, and those specified observer(s)/evaluator(s) who will provide administrative support must be present at the conference to sign and date the IAP Form. If present at the conference, a management staff member of the Office of Human Resources will also sign and date the IAP Form. Copies will be given to all parties present in the conference and another copy will be forwarded to the Office of Human Resources, Support Programs. The evaluator will retain the form until the end of the process. At that time, a copy will be made for the evaluatee, evaluator(s), and specified observer(s) before the original will be sent to the Office of Human Resources, Support Programs for placement in the single official central office personnel file. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the IAP process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed IAP and any supporting documents.

If the required Intensive Assistance Program, pursuant to the above description, is not completed in conformity with its provisions or if the evaluatee still performs at an “*ineffective*” level after at least one formal evaluation is completed at the end of that level of the program, then the evaluator(s) will make a recommendation according to the options provided in the appropriate section of the Intensive Assistance Program Form, which can include extending the Intensive Assistance program, for a total completion time not to exceed one calendar year, initiating a new IAP, or initiation of termination proceedings within one calendar year following such ineffective performance. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the Intensive Assistance Plan (IAP). The evaluatee may be re-evaluated as needed, as determined by the evaluator(s) and/or observer(s) during the IAP timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

Resources and activities of improvement may include, but is not limited to, district instructional and other appropriate personnel, district/school visitations and observations, videotaped or recorded situations, shadowing, mentoring, reflections, individual study and research, and district/external professional development, and university coursework opportunities. There is no one resource or single path for all individuals who require intensive assistance. Activities should be reasonable and not present an undue burden on the evaluatee in terms of time and financial resources. Although there may be a plethora of areas that need improvement, prioritization should be given so that a few areas are

targeted at one time. Current research indicates that improvement will be interwoven into other areas when improvement is made.

COMPLETING THE INTENSIVE ASSISTANCE PROGRAM

The evaluator(s) and/or observer(s) shall in writing conduct multiple formal observations, walkthroughs, unannounced worksite observations, announced worksite observations, and informal visits of the evaluatee during the Intensive Assistance Program in order to periodically monitor progress. Each observation shall be followed by a debriefing conference between the evaluator and the covered employee to discuss the evidence findings, strengths, and weaknesses, to review the progress made during Intensive Assistance, and to adjust the Intensive Assistance Program, as needed. The evaluator(s) and/or observer(s) will review all documentation and complete a formal written evaluation within ten working days after the Intensive Assistance Program ending date to ascertain the results of the prescribed Intensive Assistance. Within ten working days of the completion of this evaluation, a conference will be held with the evaluatee 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(s) will check the "Improvement" area of the form and the evaluator and evaluatee will sign and date the Intensive Assistance Plan Form.

Using the written documentation that has been assembled by the evaluator into an orderly, binder or folder format, if the evaluatee fails to acquire the skills/make the improvement needed or fails to comply with the provisions within the IAP, the Executive Director for Human Services and/or his designee will counsel with the evaluatee and make recommendations to the EBRPSS School Board. The Executive Director of Human Resources and/or his designee shall review all documentation and make recommendations to the EBRPSS School Board.

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. No evaluatee is guaranteed more levels, rather they are guaranteed multiple opportunities. The discretion of moving to Level Two, Level Three, or more levels shall depend on a case by case situation, and shall be at the discretion by the evaluator(s), specified observer(s), and the Office of Human Resources.

If, during the course of an IAP, an evaluatee's performance in another performance area has become less than satisfactory, the evaluator(s) will initiate procedures to modify the existing IAP. If in the event of this situation, the process is as follows:

- a) The evaluator(s) and/or observer(s) will notify the Coordinator for Support Programs that the evaluatee's IAP will be modified to include additional intensive assistance activities.
- b) The evaluator(s) will notify the evaluatee that a conference to modify the plan will be conducted.
- c) The evaluator(s) will modify the existing IAP to include activities specifically designed to meet the additional needs of the evaluatee. The ending date for completing the IAP 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.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2251 (October 2010).

§317. Due Process and Grievance Procedures

A. The LEA shall establish grievance procedures to address the following components of due process.

1. The evaluatee shall be provided with a copy of his or her evaluation results no later than fifteen (15) working days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation. **NOTE:** The evaluatees 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. A post-evaluation conference is held following the evaluation and prior to the end of the school year/fiscal year in order that the results of the evaluation can be discussed.
2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official central office personnel file. **NOTE:** The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) working days after receipt of the dated evaluation. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation or the assessment that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question is amended or is removed from the evaluation. It is incumbent upon the evaluator to comment on and to document specific needs in the evaluation report.
3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year. **NOTE:** The purposes of this meeting could be to discuss the results of the evaluation of the evaluatee, to discuss the strengths of the evaluatee, to discuss the areas in need of improvement of the evaluatee, and to discuss the assistance necessary to improve performance.
4. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure. **NOTE:** The grievance procedures include procedures of resolving conflict in a fair, efficient, effective, and professional manner. Also, as long as not in conflict with state law, BESE policy, or EBRPSS policy, the evaluatee may request that an evaluation be conducted by another source. The honoring of this request may or may not be provided by the EBRPSS; therefore, denial or acceptance is on a case-by-case basis.

5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the East Baton Rouge Parish School System (EBRPSS), the Board of Elementary and Secondary Education (BESE), or the Louisiana Department of Education (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. NOTE: The confidentiality of evaluation results must be maintained as prescribed by law.

B. Failure by the LEA to adhere to the requirements of this section shall be a grievable matter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

GRIEVANCE PROCEDURES

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.

DEFINITION OF GRIEVANCE

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 Executive Director for Human Resources.

COMPLAINTS AND GRIEVANCES

Any employee of the East Baton Rouge Parish 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 twenty (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 the 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

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.

A. Working day is defined as any day the Central Administrative Office of the School Board at 1050 South Foster Drive, Baton Rouge, Louisiana is open for business, including the four day summer work week.

B. 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.

§319. Staff Development for Personnel Involved in Evaluation

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

§321. Evaluation Records Guidelines

- A. Copies of evaluation results and any related documentation shall be retained by the EBRPSS.
- B. All such files shall be confidential and shall not constitute a public record.
- C. Such files shall not be released or shown to any person except:
 1. the evaluated employee or his/her designee;
 2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
 3. for introduction in evidence or discovery in any court action between the local board and a teacher when: a) the performance of the teacher is at issue; or b) the evaluation was an exhibit at a hearing, the result of which is being challenged.
- D. Any local board considering an employment application for a person evaluated pursuant to this Bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.
- E. The State Superintendent of Education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report of a particular employee.

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

§323. Job Descriptions

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

Personnel Category	Position or Title
Administration	<ol style="list-style-type: none"> 1. Superintendent 2. Assistant Superintendent 3. Director 4. Supervisor 5. Coordinator 6. Principal 7. Assistant Principal 8. Any employee/evaluatee whose position does not require certification but does require a minimal education attainment of a bachelor’s degree from an accredited institution of higher learning 9. Any employee/evaluatee who position requires certification, but whose title is not given in this list 10. Any employee/evaluatee who holds a major management position, but who is not required to have a college degree or certification
Instructional Personnel	<ol style="list-style-type: none"> 1. Teachers of Regular and Special Education students 2. Special Projects Teachers 3. Instructional Coaches and/or Master Teachers
Support Services	<ol style="list-style-type: none"> 1. School Counselors 2. Librarians 3. Speech Therapists 4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor’s degree from an accredited institution of higher learning 5. Any employee whose position requires certification, but whose title is not given in this list 6. Any employee who holds a major management position, but who is not required to have a college degree or certification

Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. The EBRPSS has established a job description for every category of certified and other professional personnel pursuant to the local personnel evaluation personnel accountability plan. EBRPSS provides emailed **or** hard copies of job descriptions to all certified and other professional personnel prior to employment, no later than October 1st, or no later than thirty (30) working days of a late hire, change in position, or change in any performance expectations of a position. In the EBRPSS, the position description rosters are designed for the evaluatee's signature and date.

B. The competency-based job description shall:

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

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

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

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:391.10, R.S. 17:3871-3873, R.S. 17:3881-3884, and R.S. 1309-3904.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2252 (October 2010).

§325. Extenuating Circumstances

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. The state superintendent of education shall publish annually the process and timeline for making such requests.

B. Evaluation results shall be invalidated for any teacher or administrator with **60** or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.

C. For 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 CEO's may request invalidation of student achievement growth data with relation to the value added assessment model by submitting such request to the state superintendent of education. The state superintendent of education shall publish annually the process and timeline for making such requests.

D In cases where value added data is invalidated, the teacher's principal or designee shall have discretion to determine the evaluation rating, based on the evidence available from students learning targets and observations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:1220 (May 2012) amended LR 38:2361 (September 2012) LR 39:1274 (May 2013), LR 40:761 (April 2014)

§327. Statement of Assurance

A. A statement of assurance shall be signed by the Superintendent of Schools for the East Baton Rouge Parish School System (EBRPSS) and a representative of the governing body of the EBRPSS. The statement of assurance includes a statement that the EBRPSS personnel evaluation programs shall be implemented as written. The original Statement of Assurance shall be signed and dated by the EBRPSS superintendent and by the representative of the governing body of the EBRPSS. The LDOE requests that the EBRPSS submit the statement of assurance prior to the opening of each school year.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:

§329. Charter School Exceptions

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 38:

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

A. The EBRPSS will submit an annual personnel evaluation report of the most recent academic year to the LDOE by July 15th. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the LDOE, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the LDOE include, but are not limited to, the following items:

1. individual-level teacher evaluation results, by teacher;
2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);
5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
6. the number of evaluatees who received intensive assistance.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2253 (October 2010), amended LR 38:

Chapter 9. Appendices

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

- A. The chart below contains the Domains and Components which represent the *Louisiana Components of Effective Teaching*.

Domain	Component
Domain I: Planning & Preparation	1c: Setting Instructional Outcomes
Domain II: Classroom Environment	2c: Managing Classroom Procedures
Domain III: Instruction	3b: Questioning & Discussion
Domain III: Instruction	3c: Engaging Students in Learning
Domain III: Instruction	3d: Using Assessment in Instruction

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2254 (October 2010), amended LR 38:

§903. Appendix B: Performance Expectations and Indicators for Educational 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.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010), amended LR 38:

§905. Appendix C: Definitions

A. In order that consistency in terminology is maintained on a statewide basis, the LDOE 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 that are bolded must be adopted by all LEA's. If additional terms are necessary in establishing a clear and concise understanding of evaluation procedures, they must be included in the EBRPSS Local Personnel Evaluation (LPE) Plan.

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

02) **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.

03) **Affective-domain** (area) of learning which describes the status or changes in feelings and attitudes.

04) **Assistance Level**-denotes the number of times assistance has been prescribed.

05) **Beginning Teacher**-any teacher in their first three years of the profession.

06) **Board**-State Board of Elementary and Secondary Education.

07) **Certified School Personnel**-those persons whose positions require certification.

08) **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.

09) **Classified Employee**-“at will” employees who do not hold a certificate as a requirement for their job responsibilities; however, these individuals must be formally observed at least once in the fall or early spring. Although an evaluator can conduct as many formal observations as deemed necessary, any classified employee who receives an overall “Ineffective” rating on the first formal fall or early spring observation, must have at least one additional formal observation to develop an overall end of the year summative evaluation. Classified employees include, but are not limited to: clerks, executive school secretaries, elementary time-out-room moderators, and paraprofessionals/teacher aides.

10) **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.

11) **Cognitive-domain**(area) of learning, which describes acquisition of facts and growth in knowledge.

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

13) **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.

14) **Competencies**-skills, knowledge, and abilities required to demonstrate a particular level of performance.

15) **Continuing Learning Units**-credit given for job-embedded professional development activities designed to result in meaningful and sustained participant growth in knowledge and skills, ultimately improving student outcomes. Activities can be individual or collaborative.

16) **Covered Employee**-each certified or other professional employee of the East Baton Rouge Parish School System.

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

18) **Department**-Louisiana Department of Education (LDOE).

19) **Discipline**- is defined as a given area of study and consideration of the majority of courses taught. It does not include changing from one grade level to another grade level in an elementary school or subject changes within an area such as general science to earth science.

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

21) **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.

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

23) **Evaluatee**-teacher or administrator undergoing evaluation.

24) **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.

25) **Evaluation Period**-the period of time during each school year in which the evaluation period will be conducted.

26) **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.

- 27) **Formal Observation**—an announced observation of a teacher in which the evaluator observes the beginning, middle, and end of a lesson, that is preceded by a pre-observation conference and followed by a post-observation conference in which the teacher is provided feedback on his/her performance.
- 28) **Formal Site Visit**—an announced site visit by an administrator’s evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.
- 29) **Goal**-statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specific time period.
- 30) **Grievance**—a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.
- 31) **Individual Differences**- differences in ability, achievement, interests, maturity, sociability, motivation, special needs, and learning styles.
- 32) **Informal Observation** – an observation of a teacher which provides evidence to be used in the evaluation process. Such observations may not last for the entirety of a lesson and may or may not be announced.
- 33) **Instructional Personnel**-those personnel who provide classroom instruction that includes, but is not limited to, classroom teachers and Exceptional Student Services Special Education teachers.
- 34) **Intensive Assistance Plan**—the plan that is implemented when it is determined, through the evaluation process, that personnel have not met the standards of effectiveness. This plan includes the specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the LEA; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.
- 35) **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.
- 36) **Local Board**—governing authority of the local education agency, parish/city school or local school system.
- 37) **Local Education Agency (LEA)**—city, parish, or other local public school system, including charter schools.
- 38) **Non-Instructional Certified and Other Professional Personnel**-those EBRPSS personnel who do not provide classroom instruction.
- 39) **Non-Tested Grades and Subjects (NTGS)**—grades and subjects for which a value-added score is not available for teachers or other certified personnel.

- 40) **Objective**—a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
- 41) **Observation**—the process of gathering facts, noting occurrences, and documenting evidence of performance.
- 42) **Observer** – one who gathers evidence to be used in the evaluation process through the observation of educator performance.
- 43) **Other Professional School Personnel**- all school employees whose positions do not require a teaching certificate but 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 EBRPSS.
- 44) **Peer Collaboration**- when at least two professionals within an organization come together to discuss practices and mutual goals that will stimulate critical thought, dialogue, and reflection. The effects of such collaboration will promote personal responsibility, self-determination, mutual respect, and problem-solving abilities to enhance the organization.
- 45) **Performance Expectations**—the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.
- 46) **Performance Standards**—the behaviors and actions upon which performance is evaluated.
- 47) **Philosophy**-a composite statement of the relationship between the individual and society based upon the beliefs, concepts, and attitudes from which the goals and objectives of the EBRPSS are derived.
- 48) **Post-observation Conference**—a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.
- 49) **Pre-observation Conference**—a discussion between the evaluatee and the evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.
- 50) **Professional Growth Plan**—a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.
- 51) **Public School**-public elementary and secondary schools governed by parish or city boards and under the supervision of the State Board of Elementary and Secondary Education.
- 52) **School Board**-parish or city school board governing public elementary and secondary schools.

- 53) *School District*-the area of each parish or municipality under the jurisdiction of a local school board.
- 54) *Self-Evaluation/Self-Reflection*—the process of making considered judgments of one’s own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual’s evaluation.
- 55) *Single Official Personnel File*- the single personnel file maintained by the EBRPSS Central Office, located at 1050 South Foster Drive, Baton Rouge, Louisiana, 70806, that must contain the required observation and evaluation documents as determined by state law, BESE policy, and EBRPSS policy.
- 56) *Staff Development*- process designed for groups of personnel with similarities and guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skill/concepts.
- 57) *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.
- 58) *Standard Certificate*—a credential issued by the state to an individual who has met all requirements for full certification as a teacher.
- 59) *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*.
- 60) *Student Learning Target (SLT)*—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.
- 61) *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.
- 62) *Teachers of Record*— Educators who are responsible for a portion of a student’s learning outcomes within a subject/course.
- 63) *Technology*- the application of science to commercial, educational, health related, military, or industrial objectives including computers, calculators, communications devices (telephone, video-conference devices), or other entities and methodologies used to achieve those objectives.
- 64) *Transcript*-a written verbatim account taken from the recording of the testimony and any other written evidence presented at a hearing.

65) *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.

66) *Walk Through*- an organized method of identifying specific instructional practices and student learning in the classroom in which the goal is to support improvement in teaching and learning. They are meant to be supportive to teachers and are not to be kept as a part of the personnel file.

67) *Working Day*-any day the Central Administrative Office of the School Board at 1050 South Foster Drive, Baton Rouge, Louisiana is open for business, including the four day summer work week.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6(A)(10), R.S. 17:391.10, R.S. 17:3881-3886, and R.S. 17:3901-3904, R.S. 17:3997, R.S. 17:10.1.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2256 (October 2010)

STATEMENT OF ASSURANCE

The EBRPSS Local Personnel Evaluation (LPE) Plan has been approved by the East Baton Rouge Parish School Board and the personnel evaluation programs will be implemented as written in accordance with Louisiana statute and Board of Elementary and Secondary Education (BESE) policy as found in Bulletin 130. This Statement of Assurance will be submitted to the Louisiana Department of Education (LDOE) prior to the opening of the school year.

Printed Name of Superintendent

Printed Name of Board President

Superintendent Signature

Board President Signature

Date Signed (Month, Day, and Year)

Date Signed (Month, Day, and Year)