



LAFAYETTE
PARISH SCHOOL SYSTEM

Strength. Tradition. Excellence.

**PERSONNEL EVALUATION PLAN
FOR
PROFESSIONAL PERSONNEL**

2011-2012

Table of Contents

| | |
|---|-------|
| Section 1.0: Focus on Educational | 4 |
| Section 2.0: Staff | 5-6 |
| Section 3.0: Philosophy and Purposes of Personnel Evaluation | 6-7 |
| Section 4.0: Glossary of Terminology | 7-11 |
| Section 5.0: Impact of the Personnel Evaluation | 11 |
| Section 6.0: Evaluation Process Description | 11-12 |
| Section 6.1: Evaluation Criteria | 11-12 |
| Section 6.1.A: Instructional Personnel | 12 |
| Section 6.1.B: Non-Instructional Certified and Other Professional Personnel | 12-13 |
| Section 6.2: Accountability Relationships | 13-22 |
| Section 6.3: Program Instruments Register | 23 |
| Section 6.4: The Observation Process | 23-25 |
| Section 6.5: Developing the Professional Growth Plan | 25-26 |
| Section 6.6: Self-Evaluation | 26-27 |
| Section 6.7: The Evaluation Period | 27-28 |
| Section 6.8: Intensive Assistance Plans | 28-29 |
| Section 6.9: Induction of New Teachers | 29 |
| Section 6.10: Procedures for Resolving Conflict: Due Process | 29-34 |
| Section 7.0: Staff Development for Personnel Involved In Evaluations | 34 |
| Section 8.0: Process Instruments | 35 |
| Section 9.0: Job Descriptions | 35 |
| Section 10.0: Employment Requirements | 35 |
| Section 11.0: Statement of Assurance | 35 |

Appendices

Appendix A: Louisiana Components of Effective Teaching

Appendix B: Standards for School Principals in Louisiana, 1998

Appendix C: Proficiencies of the Effective Central Office Administrator

Appendix D: Evaluation Instruments

**LAFAYETTE PARISH SCHOOL SYSTEM
PERSONNEL EVALUATION PLAN
FOR PROFESSIONAL PERSONNEL**

SECTION 1.0: FOCUS ON EDUCATIONAL IMPROVEMENT

The Lafayette Parish School System's philosophy and goals provide for the establishment of an educational climate that focuses on personal development and professional growth of its employees. This philosophy encourages risk-taking in the development of new and innovative approaches and which acknowledges accomplishments at the district and school building level. The Lafayette Parish School System believes that all students can learn and that it is the role of the professionals working in the system to insure that this learning occurs. The district believes that the plan developed by the Steering Committee and outlined in this handbook is consistent with its own philosophy and goals, as well as with requirements of Bulletin 1525: Guidelines for Personnel Evaluation.

At the district level, personnel evaluation will be used toward the attainment of the following goals:

- To insure that professional personnel working at the district level are competent and certified and that effective support services are being provided to school level personnel who are delivering direct services to students, teachers, and support staff
- To implement a system of professional growth for district level professional employees which encourages improvement in job performance and delivery of services

At the school level, professional evaluation will be used toward the attainment of the following goals:

- To insure that only the most effective, certified personnel continue to be employed and retained for the delivery of effective educational services
- To provide principals with an annual opportunity to meet with their professional staff members to review the degree to which the school's efforts and programs are insuring that all students are learning, to identify students who are not learning well, and to develop goals and strategies designed to help these students improve
- To provide principals with a basis for interacting with the professional staff in reference to addressing the needs of teachers
- To provide principals with the opportunity to meet annually with teachers in the schools to discuss the overall results of evaluations, to solicit input from teachers for improving instructional effectiveness, for assessing the need of support services and professional staff development to meet the needs of the school's students

SECTION 2.0: STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PROGRAM

A personnel evaluation steering committee which has balanced representation of administrators, instructional, and support personnel has been established by the Lafayette Parish School System. This committee reviewed the school district's currently adopted personnel evaluation program in light of the revised Louisiana Guidelines for Teacher Evaluation Programs and developed a plan for strengthening the current personnel evaluation program where necessary. The committee will oversee the implementation of the plan and periodically evaluate and revise the process. Every year this committee will evaluate the extent to which the purposes of the local personnel evaluation program are being achieved and make necessary revisions to insure that the purposes of the program are being met.

Steering Committee Membership:

Superintendent: Burnell Lemoine

Superintendent's Designee: Katherine Landry, Deputy Superintendent; Curriculum and Instruction

Personnel Evaluation Contact Person: Jane Kearley, Director of Human Resources

Area Director: Kay Marix (2011/2012)

High School Administrator: Joe Craig, Principal, Comeaux High School
(2007/2008 through 2011/2012)

Middle School Administrator: Keicia Hawkins, Principal, Broussard Middle School (2007/2008 through 2011/2012)

Elementary School Administrator: Gwen Lewis, Principal, Prairie Elementary
(2007/2008 through 2011/2012)

President of A+PEL Teacher Organization, Juanita Hall

President of LPAE Teacher Organization, Karen Martin

High School Teacher: Denise Hebert, Northside High (2007/2008 through 2011/2012)

Middle School Teacher: Jillian Boudreaux, E. Martin Middle (2005/2006 through 2011/2012)

Elementary School Teacher: JoLynn White-Dean, James Elementary (2007/2008 through 2011/2012)

Librarian: Arleen Orgeron, Broussard Middle (2007/2008 through 2011/2012)

Counselor: Hollie Brasseaux, Acadiana High (2007/2008 through 2011/2012)

Instructional Supervisor: Patrick Hanisee, Libraries and Media Center (2007/2008 through 2011/2012)

SECTION 3.0: PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION

It is clear that public schools must provide a high quality education that prepares our youth for the demands of the 21st century. In order to meet these challenges, educators must focus on providing the best educational opportunities for all children. Recognizing this, the Lafayette Parish School System subscribes to a philosophy of personnel evaluation which is directed toward the continued enhancement of learning through a process of encouraging professional development and growth for all educators through a system of professional accountability. The district believes that all students can learn, that good teaching increases the opportunity for student learning and that a collegial, collaborative relationship between the teacher and evaluator creates the appropriate climate for effective teaching. It is an ongoing, shared process aimed at improving the instruction and the learning environment for all students; therefore, it is crucial that school administrators make every effort possible toward the identification, development, and retention of the most competent and certified personnel.

Additionally, the Lafayette Parish School System's philosophy of principal evaluation is centered around the effective principal who is charged with conveying and carrying out the system's mission, which is the enhancement of student learning. At the school level, the effective principal clearly defines and develops goals aligned with the system's mission as it applies to that particular school. As the school leader, the principal is a role model for the staff, students, and the school community; who, by example, creates opportunities for the learning and professional growth of students and staff. The effective principal encourages a positive, safe and orderly school climate and empowers the staff to make decisions collaboratively concerning school programs that are reflective of the community it serves.

The purposes for personnel evaluation in Lafayette Parish Schools are

- To assure the public that the educational system is providing the best opportunities for all children to learn;
- To assure the public that only effective, certified, professional personnel continue to be employed in the school district;
- To assure the public that effective teaching grounded in the concepts embodied in the Louisiana Components of Effective Teaching (Revised) occurs in the classroom and effective leadership is provided by school principals as defined in the Standards for School Principals in Louisiana, 1998, and that only effective principals continue to be employed in the school district;

- To foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all who are involved in designing, directing, and implementing educational services;
- To promote improvement of school programs and the enhancement of student learning;
- To encourage professional growth and development of principals;
- To provide support for the professional development of new teachers during their first year of teaching;
- To provide procedures for self-evaluation, personal reflection, and peer collaboration;
- To promote positive interpersonal professional relationships among all school personnel thereby continually enhancing professional competencies; and
- To foster opportunities which encourage creativity and innovation in planning and implementing teaching strategies that include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research on effective classroom processes.

The Human Resources Department shall be responsible for communicating the personnel evaluation plan to all professional personnel annually. At the same time, the administrator responsible for staff evaluation at the school or central office department will fully explain the observation and evaluation process to all staff. The administrator shall distribute the plan document to all professional personnel. Each new professional hired by the board will receive a copy of the evaluation plan. Administrators should explain the evaluation process and review with employees the job description, observation form, evaluation/self-evaluation form, and the professional growth plan. Administrators shall also review procedures and resources in place to support new personnel during their first year of teaching.

SECTION 4.0: GLOSSARY OF TERMINOLOGY

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

Administrator - any person whose employment requires professional certification issued under the rules of the board in Bulletin 746, or who is employed in a professional capacity other than a teacher.

Assessment - the process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a regular teaching certificate

can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought.

Assistance level - denotes the number of times assistance has been prescribed.

Assistant Principal - an administrator who is an assistant to a principal of a school.

Certified school personnel - those persons whose positions require Louisiana Department of Education certification.

Components of Effective Teaching - the elements of effective teaching defined for the purpose of teacher job performance evaluation.

Criteria - demonstrate levels of performance upon which a judgment or decision may be based.

Due Process - fair and impartial treatment as guaranteed under the law, including, but not limited to, the 1st, 5th, and 14th Amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements.

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.

Educational accountability - reflects the respective shared responsibilities and duties of the following groups:

1. Local school boards, administrators, principals, teachers, and other personnel;
2. The Louisiana Department of Education;
3. Parents and students; and
4. Other governing authorities as specified by the constitution and laws of the state.

Evaluated - one who is evaluated.

Evaluation - the process of making considered judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

Evaluation Period - the period of time designated each school year during which the evaluation program will be conducted.

Evaluator - one who evaluates.

Goal - a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

Grievance - a claim by an individual that he/she has suffered harm or injury by the interpretation, application or violation of a contract, a school board policy, a law, or a constitutionally guaranteed right.

Instructional Personnel - those local educational agency (LEA) personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher).

Intensive Assistance Plan - the plan that is implemented when experienced personnel do not meet the local school system's standards of performance through the personnel evaluation process. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated.

Job Description - a statement of the position title, qualifications, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria that specify the level of job skill required (The Louisiana Components of Effective Teaching must be included for instructional personnel, and the Standards for Principals must be included for building-level administrators). Space must be provided for signature and date.

LEA - local educational agency, parish/city school board; local school system.

LEA Steering Committee - a local school district committee representing instructional, certified and other professional personnel to review the current personnel evaluation program.

LDE - Louisiana Department of Education

Multi-opportunity - more than one opportunity.

New Teacher - any full-time employee of a local board who is engaged to provide instruction directly and regularly to students in any elementary, secondary, or special education school setting; one who is not an administrator and who is employed for the first time in a public school in this state after August 1, 1994; and one who holds a regular teaching certificate which when issued was valid for three years, or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.

Non-Instructional Certified and Other Professional School Personnel - those LEA personnel who do not provide classroom instruction.

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

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

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 LEA.

Performance Criteria - general and specific standards by which personnel may be evaluated and on which judgments and decision making may be based.

Philosophy - a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and purposes of the district's philosophy are derived.

Principal - an administrator at the building level who is responsible for the operation of a school.

Professional Growth Plan - a written plan formulated by the satisfactorily performing evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objective(s), action plans, timelines and evaluation criteria.

Public Schools - public elementary and secondary schools governed by parish or city school boards and under the supervision of the Louisiana State Board of Elementary and Secondary Education (LSBESE).

School Board - parish or city school board governing public elementary and secondary schools.

School District - the area of each parish or municipality under the jurisdiction of a local school board.

School Personnel - teachers, librarians, counselors, administrators and other professional personnel of the public schools of the state, including members of the professional staff of the LDE.

Self-Evaluation - 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 individual to the appropriate supervisor for use in the compilation of the individual's evaluation report.

Single Official Personnel File -single personnel file maintained in the LEA central office. At minimum, the contents of the single official personnel file must include:

1) Documentation for the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long term growth plans.

Staff Development - process designed for groups of LEA personnel with similarities guided by school/district goals and plans. It encourages collective growth in a common

direction and leads to an enhanced repertoire or skills/concepts.

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.

Standard of Performance- an authoritative or mutually established level of accomplishment.

Standards for School Principals of Louisiana, 1998 - - a list of principal behaviors identified for the purpose of job performance evaluation.

Teacher - any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor; one who is not an administrator.

Triennial - occurring every third year.

Uniform Evaluation System - a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified employees, as well as other professional school personnel.

SECTION 5.0: IMPACT OF THE PERSONNEL EVALUATION PROCESS

Each spring semester, principals and other administrators responsible for the evaluation of employees will prepare an analysis of the impact of the evaluation process at the school or district level. Administrators will share and discuss this analysis with members of the staff. This discussion must be related to school goals set at the beginning of the year for improving teaching and learning and must include a documented personnel evaluation summary; a summary of common areas of strengths and weaknesses; evidence of collective staff growth in directions that lead to improved staff performance; evidence of enhanced student learning; and recommendations for the continued improvement of staff performance in order to further enhance student learning.

Principals and other responsible supervisors will develop a plan which will be used to celebrate and share the accomplishments of the staff with the school community. This plan must include some specifics as to how accomplishments will be shared with the Board, the press, the schools, parents and community groups. The plan and accomplishments may be shared by publication in the parish newsletter, through a school newsletter, Parent Teacher Organization or Booster Club meetings, newspapers or electronic medium. Documentation of having shared analysis with the school's staff and documentation of the plan to share accomplishments with the community must be retained in the administrator's file and be available for compliance reviews. The school's annual personnel summary can be used in the analysis.

SECTION 6.0: EVALUATION PROCESS DESCRIPTION

Evaluation is based on a combination of events. First, the evaluator must determine the performance levels of responsibilities listed in the written job description which includes the Louisiana Components of Effective Teaching in the domains of Planning, Management and Instruction for instructional personnel and the Standards for School Principals in Louisiana, 1998, for building-level administrators. The evaluator must conduct an assessment via the classroom observation. The evaluator must evaluate progress which the evaluatee has made toward the achievement of objectives outlined in the employee's Professional Growth Plan which was developed collaboratively with the evaluator and shall be documented. The employee's self-evaluation of job performance, as well as progress toward achieving those objectives included in his/her professional growth plan, shall be included in the evaluation.

SECTION 6.1: EVALUATION CRITERIA

The evaluation criteria for all certified and other professional personnel are clearly defined in the job description for the respective positions. The overall rating on the evaluation instrument for each evaluatee shall be as defined below:

- If the evaluatee receives a "satisfactory" rating for each component, then the overall rating is "satisfactory."
- If the evaluatee receives an overall rating of "needs improvement" on any component, then the overall rating is "needs improvement."
- If the evaluatee receives an overall rating of "unsatisfactory" for any component, then the overall rating is "unsatisfactory performance."

SECTION 6.1 A: INSTRUCTIONAL PERSONNEL

The evaluation criteria for all instructional personnel are stated on their respective job descriptions and include the Louisiana Components of Effective Teaching and a descriptive review of the evaluatee's job performance. The combination of observations, Professional Growth Plan, and the self-evaluation provides a frame of reference for a descriptive review and analysis of teaching performance and direction for improvement. The evaluation instruments all require a narrative description of performance, as well as use of a rating scale.

SECTION 6.1 B: NON-INSTRUCTIONAL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

The evaluation criteria for non-instructional certified and other professional personnel provide for evaluation based on criteria stated in the job description and include

objectives included in the employee's Professional Growth Plan and self-evaluation. The overall rating on the evaluation instrument for each evaluatee shall be as defined below.

- If the evaluatee receives a "satisfactory" rating for each component, then the overall rating is "satisfactory."
- If the evaluatee receives an overall rating of "needs improvement" on any component, then the overall rating is "needs improvement."
- If the evaluatee receives an overall rating of "unsatisfactory" for any component, then the overall rating is "unsatisfactory performance."

The evaluation criteria for all principals are stated in their job descriptions and include the Standards for School Principals in Louisiana, 1998. The combination of observations, Professional Growth Plan, and the self-evaluation provide a basis for evaluation.

SECTION 6.2: ACCOUNTABILITY RELATIONSHIPS

The performance of each employee is subject to periodic evaluation by the employee's immediate supervisor, that is, the person who is responsible for the supervision of the employee's work and to whom the employee reports.

At the building level, the principal has the primary responsibility for evaluating all employees assigned to the building, including all federal, itinerant, and part-time personnel. Building-level administrators will be evaluated by the Area Directors.

At the central office level, the Superintendent is responsible for evaluating the performance of the Deputy Superintendents and designated directors. The Deputy Superintendents and directors will evaluate all personnel who report directly to them.

Supervisor must inform evaluatees each year as to who is responsible for their evaluation and the combination of evaluation criteria scheduled for that evaluation period.

ACCOUNTABILITY RELATIONSHIPS REGISTER

| Position | Reports To |
|--|--|
| Executive Administration | |
| Superintendent | The Board |
| Executive Secretary | Superintendent |
| Secretary III | Superintendent |
| Business Services | |
| Executive Director and Chief Financial Officer | Superintendent |
| Administrative Office Coordinator | Executive Director and Chief Financial Officer |
| Part-Time Clerical Assistant | Executive Director and Chief Financial Officer |
| Director of Finance | Executive Director and Chief Financial Officer |
| Payroll Supervisor | Director of Finance |
| Payroll Clerks | Director of Finance |
| Accountant | Director of Finance |
| Account Clerks | Director of Finance |
| Supervisor of Budget and Accounting | Executive Director and Chief Financial Officer |
| Accountants | Supervisor of Budget and Accounting |
| Account Clerks | Supervisor of Budget and Accounting |
| Accounts Payable Clerks | Supervisor of Budget and Accounting |
| School Accounting Auditor and Internal Control Officer | Executive Director and Chief Financial Officer |
| Accountant | School Accounting Auditor and Internal Control Officer |
| Account Clerk | School Accounting Auditor and Internal Control Officer |
| Purchasing Agent | Executive Director and Chief Financial Officer |
| Purchasing Clerks | Purchasing Agent |
| Student Worker | Purchasing Agent |
| Warehouse Supervisor | Executive Director and Chief Financial Officer |
| Warehouse Workers | Warehouse Supervisor |
| Warehouse Clerk | Warehouse Supervisor |
| Mail Clerk | Warehouse Supervisor |
| Director of Sales Tax | Executive Director and Chief Financial |

| | |
|---|--|
| | Officer |
| Secretaries | Director of Sales Tax |
| Auditors | Director of Sales Tax |
| Field Representative | Director of Sales Tax |
| Data Processing Clerk | Director of Sales Tax |
| Supervisor of Child Nutrition | Executive Director and Chief Financial Officer |
| Secretaries | Supervisor of Child Nutrition |
| Coordinator | Supervisor of Child Nutrition |
| Area Managers | Supervisor of Child Nutrition |
| Cafeteria Managers | School Administration |
| Child Nutrition Technicians | Cafeteria Manager |
| Senior Purchasing Clerk | Supervisor of Child Nutrition |
| Account Clerk | Supervisor of Child Nutrition |
| Warehouse Driver | Supervisor of Child Nutrition |
| Warehouse Workers | Supervisor of Child Nutrition |
| Director of Transportation | Executive Director and Chief Financial Officer |
| Office Coordinator | Director of Transportation |
| Assistant Director of Transportation | Director of Transportation |
| Customer Service Representatives | Director or Assistant Director of Transportation |
| Routing Analyst | Director or Assistant Director of Transportation |
| Investigator | Director or Assistant Director of Transportation |
| Operation Field Analyst | Director or Assistant Director of Transportation |
| Operations Clerks | Director or Assistant Director of Transportation |
| Routing Specialist | Director or Assistant Director of Transportation |
| Mechanics | Director or Assistant Director of Transportation |
| Bus Drivers | Director or Assistant Director of Transportation |
| Bus Attendants | Director or Assistant Director of Transportation |
| Communications | |
| Director of Marketing and Student Recruitment | Superintendent |
| Secretary | Director of Marketing and Student Recruitment |

| | |
|---|---|
| Receptionist | Director of Marketing and Student Recruitment |
| Instructional Services | |
| Deputy Superintendent, Instruction Services | Superintendent |
| Administrative Office Coordinator | Deputy Superintendent, Instruction Services |
| Director of Special Education | Deputy Superintendent, Instruction Services |
| Secretaries | Director of Special Education |
| Clerical Assistants | Director of Special Education |
| Computer Operator | Director of Special Education |
| Assistant Director of Special Education | Director of Special Education |
| Homebound Program | Director of Special Education |
| Program Social Workers | Director of Special Education |
| Support Teachers | Director of Special Education |
| Crisis Intervention Teachers | Director of Special Education |
| N P Moss Annex | Director of Special Education |
| Program Supervisors | Director of Special Education |
| Director of Career and Technical Education & Director of School of Choice | Deputy Superintendent, Instruction Services |
| Secretary | Director of Career and Technical Education & Director of School of Choice |
| <i>Vocational Education</i> | |
| Career Coordinator | Director of Career and Technical Education & Director of School of Choice |
| Program Manager | Director of Career and Technical Education & Director of School of Choice |
| Paraprofessional | Program Manager |
| Transition Officer | Program Manager |
| College and Career Transitions Coordinator | Director of Career and Technical Education & Director of School of Choice |
| <i>Alternative Education</i> | |
| Lead Teacher | Director of Career and Technical Education & Director of School of Choice |
| Middle School Teacher | Director of Career and Technical Education & Director of School of Choice |
| Project Opportunity High School | School Administration |
| High School At-Risk Intervention Teacher | School Administration |
| <i>Smaller Learning Communities</i> | |
| Program Director | Director of Career and Technical Education & Director of School of Choice |
| High School Site Coordinator | Program Director |

| | |
|--|---|
| <i>Options</i> | |
| Coordinator | Director of Career and Technical Education & Director of School of Choice |
| Resource Coordinator | Coordinator |
| <i>School of Choice</i> | |
| Early College Academy | Director of Career and Technical Education & Director of School of Choice |
| Marketing/Publicity Director | Director of Career and Technical Education & Director of School of Choice |
| Academy Director | Marketing/Publicity Director |
| Pride Project Director | Director of Career and Technical Education & Director of School of Choice |
| Secretary | Pride Project Director |
| Marketing Assistant | Pride Project Director |
| Technology Coordinator | Pride Project Director |
| Focus Teachers | Pride Project Director |
| <i>Other</i> | |
| JAG Specialist | Director of Career and Technical Education & Director of School of Choice |
| GEARUP Project Director | Director of Career and Technical Education & Director of School of Choice |
| Secretary | GEARUP Project Director |
| Program Managers | GEARUP Project Director |
| Director of Census, Student Behavior and Health Services | Deputy Superintendent, Instruction Services |
| Secretary | Director of Census, Student Behavior and Health Services |
| Clerical Assistants | Director of Census, Student Behavior and Health Services |
| Coordinated School Health and Intervention Coordinator | Director of Census, Student Behavior and Health Services |
| <i>Health Services</i> | |
| Nursing Supervisor | Director of Census, Student Behavior and Health Services |
| School Nurses | Nursing Supervisor |
| Secretaries | Nursing Supervisor |
| <i>Attendance</i> | |
| Attendance Administrator | Director of Census, Student Behavior and Health Services |
| Secretary | Attendance Administrator |
| <i>Census and Student Behavior</i> | |
| Supervisor of Child Welfare | Director of Census, Student Behavior and Health Services |
| Behavior Interventionists and Hearing Officers | Director of Census, Student Behavior and Health Services |

| | |
|--|--|
| Alternative to Suspension Teachers | Director of Census, Student Behavior and Health Services |
| School Discipline Center Facilitators | Director of Census, Student Behavior and Health Services |
| <i>Athletics</i> | |
| Director of Athletics, Student Activities, Health and Physical Education | Deputy Superintendent, Instruction Services |
| Secretary | Director of Athletics, Student Activities, Health and Physical Education |
| <i>School Administration</i> | |
| Director of Elementary Schools | Deputy Superintendent, Instruction Services |
| Secretary | Director of Elementary Schools |
| Elementary School Principals | Director of Elementary Schools |
| Faculty & Staff (see individual school's organizational chart) | Elementary School Administration |
| Elementary School Assistant Principals | Elementary School Principal |
| Director of Middle and High Schools | Deputy Superintendent, Instruction Services |
| Middle School Principals | Director of Middle and High Schools |
| Faculty & Staff (see individual school's organizational chart) | Middle School Administration |
| Middle School Assistant Principals | Middle School Principal |
| High School Principals | Director of Middle and High Schools |
| Faculty & Staff (see individual school's organizational chart) | High School Administration |
| High School Assistant Principals | High School Principal |
| Student Services | |
| Director of Student Services | Deputy Superintendent, Instruction Services |
| Secretary | Director of Student Services |
| <i>Professional School Counseling</i> | |
| Counseling/Placement Coordinator | Director of Student Services |
| <i>Permanent Student Records</i> | |
| Secretary | Director of Student Services |
| COE Worker | Director of Student Services |
| <i>District and State Testing</i> | |
| Assessment Coordinator | Director of Student Services |
| Secretary | Assessment Coordinator |
| GED Examiner | Assessment Coordinator |
| School Test Coordinator | Director of Student Services |
| Federal Programs | |
| Director of Federal Programs | Deputy Superintendent, Instruction Services |

| | |
|--|---|
| Secretaries | Director of Federal Programs |
| Clerical Assistant | Director of Federal Programs |
| Assistant Director of Federal Programs | Director of Federal Programs |
| Graphic Art/Print Shop Supervisor | Director of Federal Programs |
| Printers | Graphic Art/Print Shop Supervisor |
| No Child Left Behind (NCLB) Specialist | Director of Federal Programs |
| Homeless Supervisor | Director of Federal Programs |
| N & D Coordinator | Homeless Supervisor |
| Case Workers | Homeless Supervisor |
| Secretary | Homeless Supervisor |
| Parent Involvement/HIPPY Coordinator | Director of Federal Programs |
| Secretary | Parent Involvement/HIPPY Coordinator |
| Paraprofessionals | Parent Involvement/HIPPY Coordinator |
| Funds Coordinator | Director of Federal Programs |
| No-Public Liaison | Director of Federal Programs |
| School Improvement Strategist | Director of Federal Programs |
| Curriculum and Instruction | |
| Director of Curriculum and Instruction | Deputy Superintendent, Instruction Services |
| Secretary | Director of Curriculum and Instruction |
| Supervisor for Librarians and Media Center | Director of Curriculum and Instruction |
| Secretary | Supervisor for Librarians and Media Center |
| Clerical Assistant | Supervisor for Librarians and Media Center |
| Professional Development Coordinator | Director of Curriculum and Instruction |
| Secretary | Professional Development Coordinator |
| Head Custodian | Professional Development Coordinator |
| Custodians | Professional Development Coordinator |
| Supervisor of Early Childhood | Director of Curriculum and Instruction |
| Secretary | Supervisor of Early Childhood |
| Clerical Assistant | Supervisor of Early Childhood |
| Resource Coordinators | Supervisor of Early Childhood |
| Supervisor of Special Projects | Director of Curriculum and Instruction |
| Secretary | Supervisor of Special Projects |
| Supervisor of Adult Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of Adult Education |
| Paraprofessionals | Supervisor of Adult Education |
| Family Literacy Coordinator | Supervisor of Adult Education |
| Adult Education Teacher | Family Literacy Coordinator |
| Early Education Teacher | Family Literacy Coordinator |
| Parent Educator | Family Literacy Coordinator |

| | |
|--|--|
| Paraprofessional | Family Literacy Coordinator |
| Supervisor of Elementary Math and Science Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of Elementary Math and Science Education |
| Lead Teachers | Supervisor of Elementary Math and Science Education |
| Supervisor of Elementary English/Language Arts Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of Elementary English/Language Arts Education |
| Lead Teachers | Supervisor of Elementary English/Language Arts Education |
| 504/Dyslexia Lead Teacher | Supervisor of Elementary English/Language Arts Education |
| Success For All (SFA) Reading | Supervisor of Elementary English/Language Arts Education |
| Supervisor of Secondary Math and Science Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of Secondary Math and Science Education |
| Lead Teachers | Supervisor of Secondary Math and Science Education |
| Supervisor of Secondary English/Language Arts Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of Secondary English/Language Arts Education |
| Lead Teachers | Supervisor of Secondary English/Language Arts Education |
| Foreign Language Immersion Lead Teacher | Supervisor of Secondary English/Language Arts Education |
| English-as-a-Second-Language (ESL) Coordinator | Supervisor of Secondary English/Language Arts Education |
| Supervisor of K-12 Social Studies Education | Director of Curriculum and Instruction |
| Secretary | Supervisor of K-12 Social Studies Education |
| Lead Teachers | Supervisor of K-12 Social Studies Education |
| Human Resources and Operations | |
| Deputy Superintendent, Human Resources and Operations | Superintendent |
| Administrative Office Coordinator | Deputy Superintendent, Human Resources and Operations |
| Director of Human Resources | Deputy Superintendent, Human Resources |

| | |
|---|---|
| | and Operations |
| Secretaries | Director of Human Resources |
| Customer Service Representative | Director of Human Resources |
| Receptionist | Director of Human Resources |
| COE Worker | Director of Human Resources |
| Assistant in Human Resources | Director of Human Resources |
| Human Resources Analyst | Deputy Superintendent, Human Resources and Operations |
| Director of Risk Management | Deputy Superintendent, Human Resources and Operations |
| Secretary | Director of Risk Management |
| Account Clerk | Director of Risk Management |
| Clerical Assistant | Director of Risk Management |
| Director of Maintenance, Physical Plant and Grounds | Deputy Superintendent, Human Resources and Operations |
| Secretary | Director of Maintenance, Physical Plant and Grounds |
| Data Processor | Director of Maintenance, Physical Plant and Grounds |
| Account Clerk | Director of Maintenance, Physical Plant and Grounds |
| Coordinator of Planning and Facilities | Director of Maintenance, Physical Plant and Grounds |
| Secretary | Coordinator of Planning and Facilities |
| Custodial Warehouse Workers | Coordinator of Planning and Facilities |
| Custodians | School Administration |
| Plumber III | Director of Maintenance, Physical Plant and Grounds |
| Plumber II | Plumber III |
| Plumber I | Plumber III |
| Exterminator II | Plumber III |
| Exterminator I | Plumber III |
| HVAC III | Director of Maintenance, Physical Plant and Grounds |
| HVAC II | HVAC III |
| HVAC I | HVAC III |
| Electrician III | Director of Maintenance, Physical Plant and Grounds |
| Electrician II | Electrician III |
| Electrician I | Electrician III |
| Maintenance Technician II | Electrician III |
| Maintenance Technician I | Electrician III |
| Carpenter III | Director of Maintenance, Physical Plant and Grounds |

| | |
|--|---|
| Carpenter II | Carpenter III |
| Carpenter I | Carpenter III |
| Maintenance Technician II: Locks and Closers | Carpenter III |
| Maintenance Technician I: Locks and Closers | Carpenter III |
| Painter III | Director of Maintenance, Physical Plant and Grounds |
| Painter II | Painter III |
| Grounds Maintenance Worker III | Director of Maintenance, Physical Plant and Grounds |
| Landscape Mechanic | Grounds Maintenance Worker III |
| Grounds Maintenance Worker I | Grounds Maintenance Worker III |
| Small Engine Mechanic II | Grounds Maintenance Worker III |
| Technology | |
| Chief Information Officer | Superintendent |
| Secretary | Chief Information Officer |
| Technology Services Director | Chief Information Officer |
| Secretary | Technology Services Director |
| Instructional Technology Supervisor | Technology Services Director |
| Technology Facilitator | Technology Services Director |
| Grant Funds Facilitator | Technology Services Director |
| Senior Network Specialist | Technology Services Director |
| Web/Network Specialist | Senior Network Specialist |
| User Support Technician | Senior Network Specialist |
| Maintenance Technician II | Senior Network Specialist |
| Maintenance Technician I | Senior Network Specialist |
| Network Specialist | Senior Network Specialist |
| Lead Network Technician | Senior Network Specialist |
| Special Education Computer Technician | Lead Network Technician |
| Federal Programs Computer Technician | Lead Network Technician |
| Child Nutrition Services Computer Technician | Lead Network Technician |
| Computer Technicians | Lead Network Technician |
| Network Technicians | Lead Network Technician |
| Computer Services Supervisor | Chief Information Officer |
| Programmer Analysts | Computer Services Supervisor |
| Web Designer | Computer Services Supervisor |
| Computer Service Analysts | Computer Services Supervisor |

SECTION 6.3: PROGRAM INSTRUMENTS REGISTER

The list of instruments to be used in the personnel evaluation process are listed below:

Form LPSB1 Instructional Observation Form, K-12 and Special Education

Form LPSB2 Evaluation/Self-Evaluation Form, K-12 and Special Education

Form LPSB3 Counselor Observation/Evaluation/Self-Evaluation

Form LPSB4 Librarian Evaluation/Self-Evaluation

Form LPSB5 Librarian Observation

Form LPSB6 Principal/Assistant Principal Observation

Form LPSB7 Principal/Assistant Principal Evaluation/Self-Evaluation

Form LPSB8 Central Office Administrative Observation/Evaluation/Self- Evaluation

Form LPSB9 Professional Growth Plan

Form LPSB10 Special Conference Form

Form LPSB11 Request for Personnel Assistance

Form LPSB12 Notification of Placement in Intensive Assistance Plan

Form LPSB13 Intensive Assistance Plan

Form LPSB14 Grievance Form

Form LPSB15 School Nurse Observation Form

FormLPSB16 School Nurse Evaluation/Self-Evaluation

SECTION 6.4: THE OBSERVATION PROCESS

All personnel with 0 to 3 years' experience in their Lafayette Parish School System position shall be observed by their immediate supervisor or his/her designee a minimum of two (2) times during each evaluation period, unless they are being assessed as beginning teachers. One observation should be done each semester and the evaluator must conduct at least one observation. One third (1/3) of all other personnel who have four or more years of experience in their present positions shall be observed at least once during each triennial evaluation period. The observer must also participate in the evaluation.

Administrators who are on an administrative contract, which could be two, three, or four years in length, must be observed and/or evaluated in the last year of the contract prior to the recommended renewal or non-renewal, according to state law. Each year during the first two-year contract period, new, inexperienced administrators will be observed and/or evaluated.

Transferees may be observed during the first year of a new assignment.

Observation of Instructional Personnel

The primary purpose of the classroom observation is to reach consensus on commendations as well as recommendations to strengthen and enhance teaching. Classroom visits may be conducted to monitor progress toward achievement of professional growth plan objectives and provide support or assistance. All observations must be announced. Observations should be of sufficient duration to see the lesson begin, develop, and culminate. A pre-observation conference is conducted to review the teacher's lesson plan and may include information about the use of technology, student assessment practices, and school improvement efforts. A post-observation conference is held to discuss and analyze the lesson and to prepare the observation instrument. This conference must be held within ten (10) working days of the observation. Within five (5) more working days, the observer will give the teacher a completed observation form. Both observer and observee shall sign the completed observation form at the conference. If the observee refuses to sign the observation form, the observer shall have a witness write and sign a statement on the bottom of the form verifying the observee's refusal to sign the instrument.

If an employee receives one (1) or more "Needs Improvement" ratings or one (1) "Unsatisfactory Performance" rating on his/her observation, another administrator may be called in for a second observation. The employee may be placed on an Intensive Assistance Plan if the evaluator determines that a need exists.

Observation of Other Employees

Observations of principals and non-instructional personnel will be made appropriate to activities required in their job description and 6.4 above. The primary purpose of the observation is to reach consensus on commendations as well as recommendations to strengthen and enhance job performance.

Observations may be announced. Work-site visits may be conducted to monitor progress toward achievement of professional growth plan objectives and provide support or assistance. Observations should be of sufficient duration to see the employee perform assigned duties as outlined in their job description. A pre-observation conference is conducted to review the employee's current duty assignment and tasks to complete. A post-observation conference is held to discuss and analyze the observation and to prepare the observation instrument. This conference must be held within ten (10) working days of the observation. Within five (5) more working days, the observer will give the observee a completed observation form. Both observer and observee shall sign the

completed observation form at the conference. If the observee refuses to sign the observation form, the observer shall have a witness write and sign a statement on the bottom of the form verifying the observee's refusal to sign the instrument. The original form is sent to the Central Office to be placed in the single official personnel file and both the observer and observee receive a copy.

Follow-up visits and observations may be conducted to support positive practices and to determine how commendations and recommendations have changed the quality of job performance to enhance the teaching and learning process in the classroom. For some single areas initially determined as "needing improvement," implementing informal recommendations from the comments noted on the observation instrument and including those recommendations in the subsequent Professional Growth Plan can be an appropriate follow-through. Evaluator may use a "Request for Personnel Assistance" form at this time (see Section 6.3).

For other single areas or combinations of areas determined as "needing improvement" and/or receiving a rating of "unsatisfactory performance," or for repeated "needing improvement" ratings, the employee may be placed in an Intensive Assistance Program. The employee will be notified of this placement on a "Notification of Placement in Intensive Assistance Program" form (see Section 6.8).

The "Special Conference Form" may be used for specific problems in areas other than observation/evaluation, such as excessive tardiness, absence from duty, etc.

SECTION 6.5: DEVELOPING THE PROFESSIONAL GROWTH PLAN

Within the first two six-week periods of the school year, certified and professional non-administrative personnel must develop a professional growth plan to strengthen and enhance job performance based on a descriptive analysis of their job performance. To strengthen the quality of the school and its programs, all evaluatees will develop a professional growth plan for one or two years and identify proficiencies which will be addressed to strengthen professional growth. The evaluator and evaluatee shall discuss and analyze job performance and collaboratively develop the plan which can cover a one- or two-year period. The conference shall include a review of the last formal observation/evaluation. The evaluator shall review two-year plans each year to determine objectives completed.

The evaluator and evaluatee should retain copies of the completed Professional Growth Plan for their files. The evaluator should send a copy of the Professional Growth Plan to the Human Resources Department at the Central Office to be placed in the single official personnel file.

The Professional Growth Plan should include two or three objectives developed collaboratively by the evaluatee and evaluator. Peer collaboration by grade or department level may produce group goals and objectives that an individual may choose for his/her Professional Growth Plan. Personnel placed in Intensive Assistance Programs

shall include those objectives in their Professional Growth Plans. Successful, experienced personnel may develop objectives that go beyond responsibilities listed in their job descriptions and explore new, untried innovative ideas or projects during the one- or two-year plan period. The successful employee shall not be required to participate in any one specific growth activity.

The Plan must include a narrative rationale for objectives and a plan of action with a time line to guide the evaluatee's progress and provide observable evaluation criteria that the evaluatee and evaluator can use to determine the extent to which each objective has been achieved. The evaluation criteria should show how achieving the objective will improve the quality of job performance.

The evaluator and evaluatee should review these plans and update them annually. Should it become apparent to either the evaluatee or evaluator that the employee's Professional Growth Plan is not feasible, a conference should be held to revise the plan. At least two weeks before the end of each evaluation period, the evaluator shall meet with the evaluatee to determine the success or level of accomplishment of the Professional Growth Plan. During the annual review, the evaluatee must present documentation to support completion of the professional growth plan activities. The evaluator and evaluatee must sign, date, and maintain a copy of all completed Professional Growth Plans when they are developed and when they are reviewed.

Professional Growth Plans for principals will usually include two or three objectives developed collaboratively by the evaluator and evaluatee. Personnel placed in Intensive Assistance Programs shall include those objectives in their Professional Growth Plans. The Plan must include a narrative rationale for objectives and a plan of action with a time line to guide the evaluatee's progress and provide observable evaluation criteria that the evaluatee and evaluator can use to determine the extent to which each objective has been achieved. The evaluation criteria should show how achieving the objective will improve the quality of job performance. The evaluator must review these plans at midterm and update them annually. Should it become apparent to either the evaluatee or evaluator that the Professional Growth Plan is not feasible, they should confer and revise the plan. At least two weeks before the end of each evaluation period, the evaluator and the evaluatee shall determine the success or level of accomplishment of the Professional Growth Plan.

SECTION 6.6: SELF-EVALUATION

All certified and other professional personnel, including principals, are encouraged to assume responsibility for the evaluation of their performances. Ample opportunities and training are provided throughout the evaluation process for personal reflection, self-evaluation, and peer collaboration. Self-evaluation is supported throughout the evaluation process. Certified and other professional personnel who choose to complete a self-evaluation must include the self-evaluation as part of the overall annual evaluation process. Employees should complete either written narratives or self-evaluation versions of the formal evaluation instrument before scheduled post-evaluation conferences. Self-evaluation documents shall be placed in the employee's single official personnel file in the central office, along with the other evaluation instruments. At the employee's

request, the forms may be filed with the school principal in an unofficial file. Documentation that self-evaluation has been completed must be checked on the Evaluation/Self-Evaluation form.

SECTION 6.7: THE EVALUATION PERIOD

All certified and other professional personnel shall be evaluated in writing through observations resulting in a formal evaluation, or on the basis of progress toward those objectives in the Professional Growth Plan, as outlined in the evaluation periods discussed below.

Certified Personnel With 0 to 3 Years' Experience

Certified personnel with 0 to 3 years of experience in Lafayette Parish shall be observed by their immediate supervisor or his/her designee a minimum of two (2) times during each period of evaluation. In Year 1, certified and other professional personnel are evaluated formally based on observations of the criteria listed on job descriptions, professional growth plans, and self-evaluations. In Years 2 and 3, certified and other professional personnel are evaluated on the basis of observations and progress toward those objectives in their professional growth plan and self-evaluations.

One-third (1/3) of all other personnel who have four (4) or more years of experience in their present positions shall be observed by their immediate supervisor or his/her designee at least once annually during each period of evaluation. Transferees may be observed during the first year of a new assignment. The other two-thirds (2/3) are evaluated on the basis of progress toward those objectives in their Professional Growth Plans during the same period of evaluation. Evaluators shall review all Professional Growth Plans annually. The evaluator may conduct periodic classroom visits and/or observations as necessary at the discretion of the evaluator or at the request of the evaluatee.

Evaluators must observe and/or evaluate administrators who are on an administrative contract, which could be one or two years in length, in the last year of the contract prior to the recommended renewal or non-renewal, according to state law. Evaluators shall observe and/or evaluate new, inexperienced administrators each year during the first two-year contract period.

The evaluator and evaluatee shall hold a Post-Observation Conference within ten (10) working days after the observation. Within five (5) additional working days, the evaluator will provide the evaluatee with a completed observation form. Evaluators shall provide evaluatees copies of the observation, evaluation, professional growth forms, and an explanation of criteria annually. These copies may be used for self-evaluation as well.

The evaluator must conduct the annual evaluation conference before the last week of the school year. Both the evaluator and evaluatee must sign the completed evaluation form at the conclusion of the conference. If the evaluatee refuses to sign the evaluation form, the evaluator shall have a witness write a statement noting the date and the evaluatee's

refusal to sign the evaluation form (see Due Process Section 6.10). The evaluator shall send the evaluation form to the personnel office and give one copy to the evaluatee. The evaluator shall retain one copy for his/her file. Supervisors and administrators shall guard the confidentiality of these documents.

For single areas or combinations of areas determined as “needing improvement” and/or “unsatisfactory performance” or for repeated “needing improvement” ratings, the employee may be placed in an Intensive Assistance Program. The evaluator shall inform the employee of this placement on a "Notification of Placement in Intensive Assistance Program" form. Personnel who are placed through the evaluation process in an Intensive Assistance Program will be evaluated by observation at least once every semester until all deficiencies are corrected or dismissal is recommended.

SECTION 6.8: INTENSIVE ASSISTANCE PLANS

The Lafayette Parish School system respects the worth and dignity of its employees and supports their right to seek and experience work satisfaction, professional success, and job security. The system also recognizes its responsibility to identify deficiencies in job performance, to encourage and assist personnel in need of help, and to initiate and implement continuing programs for employee improvement and development.

An intensive assistance plan will be implemented when personnel do not meet the school system’s standards of performance through the personnel evaluation process. The plan will specify what the evaluatee needs to do to strengthen his/her performance, what assistance will be provided, the time lines and procedures for monitoring the employee’s progress, and the action that will be taken if improvement is not demonstrated.

An employee may be placed on an Intensive Assistance Plan when a single area or a combination of areas have been rated less than satisfactory on the observation form, and the evaluator believes the need for improvement warrants his action. The employee may also be placed on an Intensive Assistance Plan when less than satisfactory performance ratings have been assigned on one or more items on the evaluation form.

The development of an assistance plan should come after a complete review of all the observations and/or the final evaluation by all persons who were involved within the current evaluation period. When it is determined through the observation or evaluation process that the employee needs to be placed on an Intensive Assistance Plan, the Supervisor shall inform the employee writing on the Notification of Placement In Intensive Assistance Program form of the reasons for the placement. The Intensive Assistance Plan (IAP) will be developed with the employee. If the employee continues to perform less than satisfactorily after the second level of intensive assistance, the Supervisor may recommend dismissal. If significant improvement occurs, but more improvement is necessary, additional levels of intensive assistance may be developed.

The Supervisor and evaluatee develop the Intensive Assistance Plan at an initial conference and record the IAP on an Intensive Assistance Plan form (Section 6.3). The plan form specifies the reasons the employee has been placed on the Intensive Assistance

Plan; the objective(s) to be accomplished; and the expected level(s) of performance the evaluatee is expected to achieve. The IAP must also contain the dates for the plan to begin and the date when the plan is to be completed. The time line for achieving the objective(s) may not exceed two years.

The IAP must specify the resources, assistance, and support that the Supervisor shall make available to the evaluatee, which may include, but are not limited to, demonstration teaching, intra- visitation, inter-visitation, and conferences that are available from the administrator and/or supervisors. The procedure for monitoring the employee's progress will include observations and conferences. The IAP may provide an opportunity for the evaluator to prepare another level of measurement when the evaluatee has shown significant progress but has not yet achieved satisfactory performance.

The IAP must indicate on the form the consequences for failure to achieve in each level with a recommendation of dismissal or other appropriate action in accordance with legislative, LSBESE, and local school district mandates.

The Supervisor and the evaluatee must sign and date the IAP form to verify their participation in the development of the IAP. All follow-up conferences must be documented and the documentation signed and dated by both parties. A copy of the IAP must be placed in the employee's single office personnel file in the Human Resources Department.

SECTION 6.9: INDUCTION OF NEW TEACHERS

New teachers will participate in the Teacher Induction Program for Success (TIPS). The purpose of the Teacher Induction Program is to ease the transition for beginning teachers from the theory of the university setting to the daily classroom setting of schools. TIPS will also serve to form a professional basis upon which the beginning teacher may build his/her teaching career. In order to train, retain and create a culture of effective teachers, TIPS will assist teachers new to the Lafayette Parish School System through five days of professional development in an effort to insure that these new teachers are socialized in a professional manner and that they experience success in the classroom.

SECTION 6.10: PROCEDURES FOR RESOLVING CONFLICT: DUE PROCESS

In the case of evaluations of all personnel, due process will be afforded the employee in accordance with the mandates in R.S. 17:3883; R.S. 17:3884; R.S. 17:3902 and the recorded policies and procedures of the Lafayette Parish School Board. The following paragraphs prescribe the process due professional employees evaluated under the Personnel Evaluation Plan for Professional Personnel.

All personnel who are to be observed or evaluated shall receive a copy of the observation and evaluation forms from the evaluator at the beginning of each school year. An evaluatee must file his/her own written self-evaluation and is encouraged to use the

evaluation form that the school district provides for the evaluatee's job position. The self-evaluation shall be filed in the employee's single official personnel file.

When an evaluator has written an observation, the evaluator must give the evaluatee a copy of the document within five (5) working days after the completion of the observation. An evaluator must conduct a post-evaluation conference within ten (10) working days after the evaluatee receives the completed evaluation form to discuss the strengths and weaknesses of the evaluatee. Copies of the completed evaluation must be signed by the evaluator and the evaluatee with distribution of the original copy to the Human Resources Department, one copy to the evaluator, and one copy to the evaluatee.

If the evaluatee does not agree with an observation or the final evaluation, he/she may file a written response within fifteen (15) days to the principal, supervisor and/or immediate supervisor, stating his/her reasons for disagreement, and he/she may request that this response be made a part of his/her single official personnel file.

The evaluator must inform the evaluatee in writing of any unsatisfactory performance, enumerating in said written notification the performances assigned assistance. The evaluatee has the right to receive proof, by documentation, of any item contained in an observation or evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the observation or evaluation.

The evaluatee may request that another supervisor with appropriate authority conduct a follow-up evaluation. This second supervisor shall be selected by the Deputy Superintendent within whose area the evaluatee is employed. Any evaluatee who has not been performing satisfactorily shall have an Individual Assistance Plan developed as described in Section 6.8 in order to improve performance. The development of this assistance plan should come after a complete review of all the observations and/or the final evaluation by all persons who were involved in the observations and the final evaluation.

All written observations and evaluations for all personnel shall be treated with the strictest confidentiality as prescribed by law. Written observations of personnel are to be read and/or reviewed by only those designated observers and evaluators who are directly assigned to supervise, observe, and evaluate that specific employee. All documents that are in an employee's personnel file shall be treated with the strictest confidentiality.

The contents of an employee's personnel file shall be reviewed only under the following circumstances:

- The custodian of the personnel files may divulge the contents of an employee file to a third party without express written consent of employee when ordered by a court or by subpoena.
- Access to an employee file without written consent of same is limited to the file custodians, Superintendent of Schools (or his/her designee), and the employee charged with the duty of supervising that particular employee's performance.

- When an employee’s file is accessed by the Superintendent or the Superintendent’s designee, the employee whose file was accessed shall receive written notice and shall be provided with the name and title of the person who was permitted access.
- The custodian of the personnel files may divulge the contents of or grant access to an employee file to parties other than those individuals identified in above only after receiving written consent from the employee.
- An employee who submits to the file custodian a written request to see his/her file shall be given access within a reasonable time.

In cases where a teacher is preparing for a hearing before the school board, the teacher against whom the charges have been made and/or the school board shall have the right to request the contents of the official personnel file, or any portion thereof, as documentary evidence. The file materials to be used as evidence shall be duplicated only by the authorized persons named above. The duplicated materials shall be conspicuously labeled “**CONFIDENTIAL.**” The confidential materials shall be distributed to the attorney for the teacher (prior to the hearing); the attorney for the school board (prior to the hearing); the Superintendent (prior to the hearing); the Director of Human Resources (prior to the hearing); the Human Resource Generalists (prior to the hearing); and the school board members (copies shall be distributed and utilized only during the hearing and shall be picked up upon termination of the hearing). All copies of confidential materials shall be coded and a distribution log maintained. The school district administration shall adhere to all other policies and procedures as outlined and approved in the Policy Manual of the Lafayette Parish School Board in providing due process for all employees.

Grievance Procedures and Complaints

Any employee of the Lafayette Parish School System shall have the right to appeal the application of policies and administrative decisions which affect him/her. The employee shall be assured freedom from restraint, interference, coercion, discrimination or reprisal in presenting an appeal with respect to a personal grievance. All grievances shall be handled expeditiously and according to the procedures adopted by the school board.

Definitions

A “**grievance**” is a claim by an individual that he/she has suffered harm or injury by the interpretation, application or violation of a contract, a school board policy, a law or constitutionally guaranteed right. The term “grievance” does not include matters for which the method of review is prescribed by law (e.g., employee termination) or where the school board is without authority to act (e.g., employee lack of certification). Any claim by an individual that there has been a violation of rights shall be a grievance and shall be resolved through the procedures set forth herein.

An “**aggrieved person**” is the person making the claim.

A “**respondent**” is the person or persons responsible at each level of the procedure for responding to the claim of the aggrieved person.

A “**party in interest**” is the person making a claim (aggrieved person) and any person or persons who might be required to take action or against whom action might be taken in order to resolve the claim (respondent).

The term “**days**” shall mean working days.

Purpose

The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept as confidential as possible at each level of procedure. Grievances shall be processed as rapidly as possible. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance.

***Level One Grievance**

An employee with a grievance must first discuss it orally with his/her immediate supervisor or principal. Within five (5) days thereafter, the supervisor or principal shall render an oral decision.

***Level Two Grievance**

In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance, the aggrieved person shall present the grievance in writing on the official grievance form to the immediate supervisor or principal specifying the nature of the grievance; the nature or extent of the injury, loss, or inconvenience; the results of previous discussions; and the dissatisfaction with decisions previously rendered. This written grievance must be presented to the immediate supervisor or principal within five (5) days after the employee’s receipt of the Level One oral decision or five (5) days after the oral deadline. The immediate supervisor or principal shall communicate his/her decision on the grievance to the aggrieved person within five (5) days of receipt of the written grievance. In communicating his/her decision, the immediate supervisor or principal shall also notify the aggrieved person of the name of the staff person to whom that decision may be appealed.

***Level Three**

In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, or if no decision has been rendered within five (5) days from the date of receipt of the grievance by the immediate supervisor or principal, the aggrieved person may, within five (5) days thereafter, appeal to the member of the central office staff who has jurisdiction to deal with and help resolve the matters stated in the grievance. The

appeal shall be in writing and shall set forth the same types of information called for at Level Two. The central office staff person charged with the responsibility of handling Level Three of this procedure may meet with the parties in interest, but, in any event, he/she must render a decision on the grievance within ten (10) days from the date of his/her receipt of it.

***Level Four**

In the event the aggrieved person is not satisfied with the disposition of his/her grievance at Level Three, or if no decision has been rendered within ten (10) days from the date of receipt of the grievance by the central office staff member with jurisdiction, the aggrieved person may appeal to the Superintendent. The appeal shall be in writing and shall set forth the same types of information called for at Level Two. The Superintendent may meet with the parties in interest, but, in any event, he must render a decision on the grievance within ten (10) days from the date of his receipt of it.

***Level Five**

In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Four, or if no decision has been rendered within ten (10) days from the date of receipt of the grievance by the Superintendent, the aggrieved person may request, in writing, that the Superintendent place the grievance on the agenda for the next regularly scheduled meeting of the board. Such written request must include the same types of information called for at Level Two, and copies of all decisions previously rendered in connection with the grievance must be attached to the request for a hearing before the board. The request for a hearing before the board must be made no later than ten (10) days after receipt by the aggrieved person of the decision of the Superintendent, at Level Four, or if no decision was rendered by the Superintendent, no more than ten (10) days following the last date on which the Superintendent could have rendered such decision.

The hearing shall be conducted as informally as possible, and all parties in interest shall be given the opportunity to present evidence in support of their positions. After hearing from all such parties, the board shall render its decision on the merits of the grievance at that board meeting or at the next regularly scheduled board meeting.

At each level, beginning with Level Two, the respondent shall issue a signed and dated receipt of the grievance. A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein. Copies of all written decisions of grievances shall be sent to all parties involved. All documents, communications, or records dealing with a grievance shall be made a part of the personnel files of the participants provided the grievance has not been withdrawn.

Appeals of grievance decisions will be limited to the specific issues raised in the original grievance. The parties in interest will not be allowed to expand the issues during the grievance procedures, except to the extent necessary to respond to administrative decisions made along the way. Failure by the aggrieved person to meet the time lines and requirements of this procedure shall result in dismissal of his/her grievance. Failure by

respondent to meet time lines and requirements of this procedure shall allow the aggrieved person, at his/her option, to proceed to the next level of appeal. If the aggrieved person voluntarily or involuntarily leaves the employment of the board while the grievance is pending at any level of a complaint or grievance, then such aggrieved person loses the right to continue the complaint process. An “aggrieved person” shall have the right to present his/her own grievance or may designate a representative to appear with him at any level of the grievance procedures. The “aggrieved person” who chooses to have representation shall provide advance notice of that decision in writing to the superior at the respective procedural level at least two (2) days prior to the hearing on the grievance.

SECTION 7.0: STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

The Lafayette Parish School System will provide training on a continuing basis for all staff involved in the personnel evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers). This training will be supported by the Louisiana Department of Education and coordinated through the Regional Service Center.

Initial training focuses on developing the following a positive, constructive attitude toward personnel evaluation; a knowledge of state laws and LEA policies governing the personnel evaluation process and associated due process procedures; an understanding of the Louisiana Components of Effective Teaching, Revised, and the Standards for School Principals in Louisiana, 1998; and an understanding of the LEA’s personnel evaluation program, including the philosophy and purposes, criteria, and procedures.

Additional training of evaluators will focus on developing those skills needed to diagnose, strengthen, and/or enhance teaching effectively. The LEA provides further training in the following skill areas:

- data collection skills necessary to document an employee’s job performance accurately
- data analysis skills necessary to make accurate judgments about an employee’s job performance
- conferencing skills necessary to provide clear, constructive feedback regarding an employee’s job performance
- skills in developing and facilitating meaningful professional growth plans that strengthen or enhance job performance
- writing skills necessary for developing effective evaluation reports that document how evaluation has impacted the quality of the employee’s job performance.

SECTION 8.0: PROCESS INSTRUMENTS

Appendix D displays the evaluation instruments currently used in the observation and evaluation process.

SECTION 9.0: JOB DESCRIPTIONS

Documentation of current signatures reflecting the receipt of employees' current job descriptions will be filed in the official personnel file at the Central Office. All job descriptions are available and maintained in the Human Resources Department.

SECTION 10.0: EMPLOYMENT REQUIREMENTS

The Lafayette Parish School board will conform to the following guidelines concerning employment requirements:

- The board will request the evaluation results of all applicants.
- The board will provide other school boards with evaluation results of persons those boards wish to hire.
- The applicant will be given the opportunity to apply and to review those evaluation results and provide any response or information that they deem appropriate.

SECTION 11.0: STATEMENT OF ASSURANCE

The Lafayette Parish School System's personnel evaluation program has been reviewed and approved by the Lafayette Parish School Board. This will further assure that the Lafayette Parish School System will implement the provisions of the Personnel Evaluation Plan as submitted to the State Department of Education.

APPENDIX A
LOUISIANA COMPONENTS OF EFFECTIVE
TEACHING
(Revised)

Louisiana Components of Effective Teaching, Revised

DOMAIN I: PLANNING

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

Component A. The teacher plans effectively for instruction.

Attributes:

1. Specifies learner outcomes in clear, concise objectives

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

2. Includes activity/activities that develop objectives

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

3. Identifies and plans for individual differences

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

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

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

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

Evaluation may be formal or informal.

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

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

**For special education teachers only*

DOMAIN II: MANAGEMENT

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

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

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

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

Attributes:

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

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

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning

This may include reinforcing positive behavior and redirecting disruptive behavior, as well as other methods.

DOMAIN III: INSTRUCTION

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

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

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

Component A. The teacher delivers instruction effectively.

Attributes:

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

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

2. Sequences lesson to promote learning

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

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

4. Adjusts lesson when appropriate

5. The teacher integrates technology into instruction

Component B. The teacher presents appropriate content.

Attributes:

1. Presents content at a developmentally appropriate level

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

2. Presents accurate subject matter

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

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

Attributes:

1. Accommodates individual differences

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

2. Demonstrates ability to communicate effectively with students

3. Stimulates and encourages higher order thinking at the appropriate developmental levels

4. Encourages student participation

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

Attributes:

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

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

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

DOMAIN IV : PROFESSIONAL DEVELOPMENT (NON-PERFORMANCE)

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

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

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

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

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

Component B. The new teacher plans for professional development.

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

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

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

DOMAIN V: SCHOOL IMPROVEMENT

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

Attributes:

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

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

Attributes:

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

APPENDIX B
STANDARDS FOR SCHOOL PRINCIPALS IN
LOUISIANA, 1998

Standards for Principals in Louisiana

Standard #1 - Vision

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

Standard #2 - Teaching and Learning

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

Standard #3 - School Management

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

Standard #4 - School Improvement

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

Standard #5 - School-Community Relations

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

Standard #6 - Professional Development

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

Standard #7 - Professional Ethics

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

Elaborated Standard: Vision

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

Knowledge and Skills

The principal has knowledge, skills and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

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

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

Performances

The principal demonstrates the ability to

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

Elaborated Standard: Teaching and Learning

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

- emerging technologies and their use in enhancing student learning.

Disposition

The principal believes in, values and commits to

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

Performances

The principal demonstrates the ability to

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

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

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

Elaborated Standard: School Management

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and commits to

- building a safe, orderly environment;
- upholding high standards in the day-to-day operations of the school and using current technology;
- making management decisions to enhance learning and teaching; and
- involving members of the school community⁵ in shared decision-making processes.

Performance

The principal demonstrates the ability to

- maintain a safe, secure, clean, and aesthetically pleasing physical school plant;

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

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

Elaborated Standard: School Improvement

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

Knowledge and Skill

The principal has knowledge, skill, and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

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

Elaborated Standard: Professional Development

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Disposition

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

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

- assess the overall impact of professional development activities on the improvement of teaching and student learning.

Elaborated Standard: School-Community Relations

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

- be visible and involved in the community and treat members of the school community equitably;
- involve the school in the community while keeping the school community informed;

- use school-community resources to enhance the quality of school programs, including those resources available through business and industry;
- recognize and celebrate school successes publicly; and
- communicate effectively both interpersonally and through the media.

Elaborated Standard: Professional Ethics

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

Knowledge and Skills

The principal has knowledge, skills and understanding of

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

Dispositions

The principal believes in, values, and commits to

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

Performances

The principal demonstrates the ability to

- model ethical behavior at both the school and community levels;

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

APPENDIX C
PROFICIENCIES OF THE EFFECTIVE CENTRAL
OFFICE ADMINISTRATOR

PROFICIENCIES OF THE EFFECTIVE CENTRAL OFFICE ADMINISTRATOR

The proficiencies described below can be applied when evaluating a central office administrator or an employee in a technical position. The term *proficiencies* is used rather than competencies since “competency” suggests adequacy while “proficiency” connotes a high degree of knowledge or skill.

Leadership

1. Exercises vision in defining and gaining support for the school system mission and goals
2. Communicates effectively and gains support for goals within the school system and the community
3. Sets high expectations and performance standards that lead to the attainment of school system goals
4. Identifies and analyzes relevant information before making decisions or committing resources
5. Provides incentives for employees to excel
6. Serves as model of professionalism and communicates educational values
7. Involves others effectively in the development and improvement of program areas
8. Evaluates professional and support staff constructively
9. Encourages subordinates to enhance their knowledge and skills for job improvement
10. Engages in and promotes a program of ongoing professional development

Human Resources

1. Solicits and frequently gives specific and constructive feedback
2. Maintains a positive sense of humor to enhance the work climate
3. Demonstrates an appreciation for the accomplishments of others
4. Listens actively to others
5. Utilizes clear and meaningful oral and written expression
6. Fosters teamwork and collegiality

7. Facilitates group processes and effectively manages conflict
8. Works with parents and the community in a positive, effective manner
9. Understands the need for, and practices, confidentiality

Administration

1. Seeks and allocates appropriate resources (materials, money, time) to support area of responsibility
2. Implements procedures and policies established by the school system
3. Schedules time and activities efficiently and effectively
4. Understands and applies knowledge of organizations and community policies in generating support for the school system

APPENDIX D
EVALUATION INSTRUMENTS

**Lafayette Parish School System
K-12 and Special Education Teachers Instructional Observation Form
Form LPSB1**

Date of observation: _____ Time Began: _____ Ended: _____

Years of experience (circle one): 0 - 3 4+

Teachers: _____ School: _____

Subject: _____ Grade: _____ Level: _____ Period: _____

Evaluator: _____ Observation to be placed in official file? _____
Teacher's initials: _____

Use one of the following codes in each blank below.

SP = Successful Performance NI = Needs Improvement

UP = Unsatisfactory Performance NR = Not Rated

A summary of commendations/recommendations must be written under the comments section.

A narrative explanation of each NI or UP rating must be written under the comments section.

*Items with an asterisk are to be rated for Special Education teachers only.

| | Comments |
|---|-----------------|
| I. Planning: The teacher plans effectively. | |
| _____ A. Specifies learner outcomes in clear, concise objectives | _____ |
| _____ B. Includes one or more activities that develop objectives and purposes of objectives stated | _____ |
| _____ C. Identifies and plans for individual differences | _____ |
| _____ D. Identifies materials other than standard classroom materials, as needed for lesson | _____ |
| _____ E. Provides methods of evaluation to measure learner outcomes | _____ |
| _____ *F. Develops an Individual Education Plan (IEP), Individual Transition Plan (ITP), and/or Individual Family Service Plan (IFSP) | _____ |
| _____ G. Maintains appropriate records, i.e., roll/grade book complete and up-to-date | _____ |
| _____ Overall rating for Planning | _____ |
| II. Management | |
| The teacher maintains an environment conducive to learning. | |
| _____ A. Organizes available space, materials and/or equipment to facilitate learning | _____ |
| _____ B. Promotes a positive learning climate and fosters self-esteem | _____ |
| _____ C. Maintains poise and self-control | _____ |

Form LPSB1

performance of students consistently

The teacher uses effective teaching practices, continued

S. Uses appropriate and effective assessment

T. Uses correct and effective oral and written communication skills

Overall rating for Instruction

| |
|--|
| |
| |
| |
| |
| |
| |

Commendations/Recommendations

Is an intensive assistance plan needed?

_____ Yes

_____ No

Signature of Evaluator: _____

Title: _____

Date: _____

Evaluatee comments: _____

I have read and discussed the content of this observation form. My signature denotes neither agreement nor disagreement. My signature does indicate I have received a copy of this form.

Signature of Evaluatee: _____

Date: _____

**Lafayette Parish School System
K-12 and Special Education Teacher Evaluation/Self-Evaluation Form
Form LPSB2**

(Circle One) Evaluation Self-Evaluation

Years of experience (circle one): 0 - 3 4+

Evaluatee: _____ School: _____

Position: _____ Grade/Subject: _____

Evaluator: _____ Position: _____

Use one of the following codes in each blank below.
 SP = Successful Performance NI = Needs Improvement
 UP = Unsatisfactory Performance NR = Not Rated
 A summary of commendations/recommendations must be written under the comments section.
 A narrative explanation of each NI or UP rating must be written under the comments section.
 * Rate for special education teachers only.

I. Planning

- _____ A. Plans effectively for instruction
- _____ B. Maintains appropriate lesson plans
- _____ C. Maintains complete and accurate records
- _____ D. Demonstrates evidence of a systematic and appropriate grading system
- _____ *E. Develops an Individual Education Plan (IEP), Individual Transition Plan (ITP),
and/or Individual Family Service Plan (IFSP)

_____ **Overall rating for Planning**

II. Management

- _____ A. Maintains an environment conducive to learning
- _____ B. Maximizes amount of time available for instruction
- _____ C. Manages learned behavior to provide productive learner opportunities

_____ **Overall rating for Management**

III. Instruction

- _____ A. Delivers instruction effectively
- _____ B. Presents appropriate content
- _____ C. Provides opportunities for student involvement in learning process
- _____ D. Assesses student progress
- _____ E. Provides evidence of student academic growth
- _____ F. Integrates technology into instruction

_____ **Overall rating for Instruction**

Form LPSB2

IV. School and Community

- _____ A. Performs duties assigned by principal in a punctual and effective manner
- _____ B. Attends required meetings
- _____ C. Works effectively with school administrators, co-workers, and parents
- _____ D. Is familiar with and enforces parish and school policies
- _____ *E. Knows and adheres to federal, state, and local special education regulations
- _____ *F. Recommends the least restrictive environment.

_____ **Overall rating for School and Community**

V. Professional Growth Plan

- _____ A. Has collaboratively developed a Professional Growth Plan with administrator
- _____ B. Effectively implements procedures to attain objectives in the Professional Growth Plan

_____ **Overall rating for Professional Growth Plan**

VI. Non-Observation Year (Check indicates continued Satisfactory Performance)

- _____ A. Planning
- _____ B. Management
- _____ C. Instruction
- _____ D. School and Community

_____ **Overall rating for Non-Observation Year**

Evaluator comments: _____

Commendations/Recommendations: _____

Evaluation rating (check one):
_____ **Successful Performance**
_____ **Needs Improvement**
_____ **Unsatisfactory Performance**

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of Evaluator: _____ Date: _____

Form LPSB2

Evaluatee comments: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?
_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your principal to maintain a copy at the school?
_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____

Form LPSB3

V. Effectiveness in guidance and management

- _____ A. Assists students with academic plans
- _____ B. Maintains current materials dealing with educational and occupational information
- _____ C. Is prompt and accurate with reports and/or communications
- _____ D. Is punctual; attends meetings; keeps scheduled appointments

| |
|--|
| |
| |
| |
| |
| |
| |
| |

Comments by Evaluator: _____

Commendations/Recommendations: _____

Evaluation rating (check one):
 Successful Performance
 Needs Improvement
 Unsatisfactory Performance

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of Evaluator: _____ Date: _____

Comments by Evaluatee: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?
_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your principal to maintain a copy at the school?
_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____

**Lafayette Parish School System
 Librarian Evaluation/Self-Evaluation Form
 Form LPSB4**

| | | |
|-----------------------------------|------------|----------------------|
| (Circle One) | Evaluation | Self-Evaluation |
| Years of experience (circle one): | 0 - 3 | 4+ |
| Evaluatee: _____ | | School: _____ |
| Position: _____ | | Grade/Subject: _____ |
| Evaluator: _____ | | Position: _____ |

Use one of the following codes in each blank below.

SP = Successful Performance NI = Needs Improvement

UP = Unsatisfactory Performance NR = Not Rated

A summary of commendations/recommendations must be written under the comments section.

A narrative explanation of each NI or UP rating must be written under the comments section.

I. Planning

- _____ A. Provides a basis for long-range library program changes and development
 _____ B. Coordinates the evaluation, selection, acquisition, processing, and utilization
 _____ of print and non-print media and related equipment

_____ **Overall rating for Planning**

II. Management

- _____ A. Formulates and implements library policies
 _____ B. Helps to maintain school properties, facilities, and instructional equipment
 _____ C. Strives to maintain an attractive, interesting, and inviting atmosphere
 _____ D. Selects, trains, and supervises library personnel, aides, and student workers
 _____ E. Assists the administration in implementing policies and rules governing
 _____ student life and conduct

_____ **Overall rating for Management**

III. Instruction

- _____ A. Provides instructions in the use of media and equipment to both students
 _____ and professional co-workers
 _____ B. Develops, implements, and maintains library programs and media
 _____ collections supporting the school's educational goals
 _____ C. Creates a positive teacher-pupil relationship through effective interaction,
 _____ communication, and development of acceptable behavior

_____ **Overall rating for Instruction**

IV. Professional Development

- _____ A. Has collaboratively developed a Professional Growth Plan with administrator
 _____ B. Effectively implements procedures to attain objectives in the Professional
 _____ Growth Plan
 _____ C. Pursues professional growth through study, knowledge of current develop-
 _____ ments, and participation in professional organizations and activities
 _____ D. Possesses and maintains appropriate language skills promoting excellence
 _____ in communications

_____ **Overall rating for Professional Development**

Form LPSB4

V. School and Community

- _____ A. Performs duties assigned by principal in a punctual and effective manner
- _____ B. Attends required meetings
- _____ C. Works effectively with school administrators, co-workers, and parents
- _____ D. Uses school and community resources to enhance student learning

_____ **Overall rating for School and Community**

VI. Non-Observation Year (Check indicates continued Satisfactory Performance)

- _____ A. Planning
- _____ B. Management
- _____ C. Instruction
- _____ D. School and Community

_____ **Overall rating for Non-Observation Year**

Evaluator comments: _____

Commendations/Recommendations: _____

Evaluation rating (check one)

- _____ **Successful Performance**
- _____ **Needs Improvement**
- _____ **Unsatisfactory Performance**

Is an intensive assistance plan needed: _____ Yes _____ No

Signature of evaluator: _____ Title: _____

Evaluatee comments: _____

Form LPSB4

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?
_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your principal to maintain a copy at the school?
_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____
Self-evaluation to be placed in official file: Yes No
Self-evaluation to be placed in unofficial file: Yes No

Signature of Evaluatee: _____ Date: _____

If Self-Evaluation, initial of Supervisor to denote receipt of Self-Evaluation _____ Date: _____

**Lafayette Parish School System
 Librarian (K-12) Observation Form
 Form LPSB5**

Date of observation: _____ Length of observation: _____

Years of experience (circle one): 0 - 3 4+

Evaluatee: _____ School: _____

Position: _____ Grade/Subject: _____

Evaluator: _____ Position: _____

Use one of the following codes in each blank below.

SP = Successful Performance NI = Needs Improvement
 UP = Unsatisfactory Performance NR = Not Rated

A summary of commendations/recommendations must be written under the comments section.

A narrative explanation of each NI or UP rating must be written under the comments section.

| I. Planning (Rate only for announced observation) | Comments |
|---|-----------------|
| _____ A. Prepares for classes | _____ |
| _____ B. Organizes materials | _____ |
| _____ C. Schedules classes as required | _____ |
| _____ Overall rating for Planning | _____ |
| II. Management | _____ |
| _____ A. Maintains an inviting atmosphere | _____ |
| _____ B. Exhibits poise and self-control | _____ |
| _____ C. Manages time wisely | _____ |
| _____ D. Sets standards for acceptable behavior | _____ |
| _____ E. Makes wise use of administrative time | _____ |
| _____ F. Maintains a professional attitude | _____ |
| _____ G. Establishes rapport with students and co-workers | _____ |
| _____ Overall rating for Management | _____ |
| III. Instruction | _____ |
| _____ A. Provides instruction in research skills to groups and individuals | _____ |
| _____ B. Provides for individual and group needs | _____ |
| _____ C. Provides instruction in the use of media | _____ |
| _____ D. Uses media effectively | _____ |
| _____ Overall rating for Instruction | _____ |

Comments by Evaluator: _____

Commendations/Recommendations: _____

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of Evaluator: _____ Date: _____

Comments by Evaluatee: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

Signature of Evaluatee: _____ Date: _____

**Lafayette Parish School System
Principal and Assistant Principal Observation Form
Form LPSB 6**

Administrator's Name: _____ Position: _____

Location: _____ Date: _____

Observer's Name: _____ Position: _____

Use one of the following codes in each blank below.

SP = Successful Performance NI = Needs Improvement
UP = Unsatisfactory Performance NR = Not Rated

A narrative explanation of each NI or UP rating must be written on this form. The explanation shall point out the area(s) of weakness and make suggestions for improvement.

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

| | |
|--|---|
| The administrator demonstrates the ability to | |
| _____ | 1. Work collaboratively with the school community to develop and maintain shared school vision. |
| _____ | 2. Bring the school vision to life by using it to guide decision-making about students and instructional programs. |
| _____ | 3. Maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults. |
| _____ | 4. Maintain open communication with the school community and convey effectively to the community high expectations for student learning. |
| _____ | 5. Provide opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement. |
| _____ | 6. Monitor, assess, and revise the school vision and goals, as needed. |
| _____ | 7. Foster the integration of students into mainstream society while valuing diversity. |
| Comments: | |
| | |

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

| | |
|--|---|
| The administrator demonstrates the ability to | |
| _____ | 1. Recognize, model, and promote effective teaching strategies that enable students to apply what they learn to real-world experiences. |
| _____ | 2. Encourage and support both the use of innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students. |
| _____ | 3. Conduct frequent classroom visits and periodic observations, provide constructive feedback to faculty and staff, and suggest models of effective teaching techniques, when needed. |
| _____ | 4. Foster a caring, growth-oriented environment for faculty and students, one which emphasizes high expectations and high standards for student achievement. |
| _____ | 5. Promote collaboration and team building among faculty. |
| Comments: | |
| | |

Form LPSB 6

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

| |
|---|
| <p>The administrator demonstrates the ability to</p> <ol style="list-style-type: none">1. Maintain a safe, secure, clean, and aesthetically pleasing school plant.2. Establish and/or implement laws, policies, regulations, and procedures that promote effective school operations.3. Maintain a positive school environment where good student discipline is the norm.4. Manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well.5. Manage human resources responsibly by selecting and inducting new personnel appropriately.6. Monitor support services such as transportation, food, health, and extended care responsibly.7. Provide and coordinate appropriate co-curricular and extra-curricular activities.8. Use shared decision-making effectively in the management of the school.9. Manage time and delegate appropriate administrative tasks to maximize attainment of school goals.10. Use available technology effectively to manage school operations.11. Monitor and evaluate school operations and use feedback appropriately to enhance effectiveness. |
| <p>Comments:</p> |

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

| |
|--|
| <p>The administrator demonstrates the ability to</p> <ol style="list-style-type: none">1. Provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals.2. Grow professionally by engaging in professional development activities and making such activities available to others.3. Facilitate school-based research and use these other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.4. Foster the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards.5. Enhance school effectiveness by appropriately integrating the processes of teacher selection and evaluation and professional development with school improvement. |
| <p>Comments:</p> |

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

| |
|---|
| The administrator demonstrates the ability to |
| 1. Communicate a focused vision for both school and individual professional growth. |
| 2. Use research and data from multiple sources to design and implement professional development activities. |
| 3. Secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies. |
| 4. Provide opportunities for individual and collaborative professional development. |
| 5. Provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels. |
| 6. Assess the overall impact of professional development activities on the improvement of teaching and student learning. |
| Comments: |

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

| |
|---|
| The administrator demonstrates the ability to |
| 1. Be visible and involved in the community and treat members of the school community equitably. |
| 2. Involve the school in the community while keeping the school community informed. |
| 3. Use school-community resources to enhance the quality of school programs, including those resources available through business and industry. |
| 4. Recognize and celebrate school successes publicly. |
| 5. Communicate effectively both interpersonally and through the media. |
| Comments: |

VII. Professional Ethics The administrator demonstrates honesty, integrity, and fairness in an ethical manner.

| |
|---|
| The administrator demonstrates the ability to |
| 1. Model ethical behavior at both the school and community levels. |
| 2. Communicate to others expectations of ethical behavior. |
| 3. Respect the rights and dignity of others. |
| 4. Provide accurate information without distortion or violating the rights of others. |
| 5. Develop a caring school environment in collaboration with the faculty and staff. |
| 6. Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately. |
| 7. Minimize bias in self and others and accept responsibility for his/her own decisions. |
| 8. Address unethical behavior in self and others. |
| Comments: |

Form LPSB 6

Please add any additional comments here.

Is a special conference needed? _____ Yes _____ No

Is an intensive assistance plan need? _____ Yes _____ No

Commendations/Recommendations: _____

Signature of observer: _____

Comments of the administrator: _____

I have read and discussed the content of this observation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

Signature of administrator: _____ Date: _____

Form LPSB7

Commendations/Recommendations: _____

Overall evaluation rating (check one):

_____ Successful Performance

_____ Needs Improvement

_____ Unsatisfactory Performance

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of evaluator: _____ Title: _____

Evaluatee comments: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?

_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your supervisor to maintain a copy in the office?

_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____

**Lafayette Parish School System
 Central Office Administrative, Professional, and Technical Staff
 Observation/Evaluation/Self-Evaluation Form
 Form LPSB8**

Date: _____

(Circle One) Observation Evaluation Self-Evaluation

Evaluatee's Name: _____ Position: _____

Evaluator's Name: _____ Position: _____

Use one of the following codes in each blank below.

SP = Successful Performance

UP = Unsatisfactory Performance

A summary of commendations/recommendations must be written under the comments section.

A narrative explanation of each NI or UP rating must be written under the comments section.

I. Administrative

- _____ A. Demonstrates organizational skills and effective planning
- _____ B. Exercises skill in effectively implementing processes and programs developed by the school system
- _____ C. Demonstrates self-direction in developing and implementing constructive ideas in keeping with the goals of the school system
- _____ D. Manages department budgeting process and expenditures efficiently
- _____ E. Understands and utilizes the observation and evaluation process and procedures with subordinates
- _____ F. Carries out assigned duties in an effective and timely manner

II. Leadership

- _____ A. Utilizes skill in the use of conflict management/resolution
- _____ B. Discusses evaluations and provides constructive suggestions for improvement of staff and programs with appropriate persons only
- _____ C. Exercises good professional judgment
- _____ D. Deals with difficult situations in a calm and effective manner
- _____ E. Communicates effectively

III. Human Relations

- _____ A. Works with department/section staff, school board members, other school employees, parents, and the community in a positive, professional manner
- _____ B. Understands the need for, and practices, confidentiality

IV. Professional Growth Plan

- _____ A. Collaboratively developed a Professional Growth Plan
- _____ B. Effectively implements procedures to attain objectives in the Professional Growth Plan

Evaluator comments: _____

Commendations/Recommendations: _____

Form LPSB8

Date: _____

Overall evaluation rating (check one):

_____ Successful Performance

_____ Needs Improvement

_____ Unsatisfactory Performance

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of evaluator: _____ Title: _____

Evaluatee comments: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?

_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your supervisor to maintain a copy in the office?

_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____

**Lafayette Parish School System
Professional Growth Plan
Form LPSB9**

Evaluatee: _____ Position: _____

Location: _____ (Circle One) 1-year plan 2-year plan

I. Objective _____

II. Rationale (Explain how objective will strengthen and enhance job performance.)

III. Plan of Action (Explain how you will achieve this objective and include time lines.)

IV. Criteria for Evaluation (How will achievement of the objective be assessed?)

Evaluatee signature: _____ Date: _____

Evaluator signature: _____ Date: _____

V. Annual Assessment of Objective Attainment

Year 1 (Check one)
_____ Achieved objective
_____ Partially achieved objective
_____ Objective not achieved *Comments or revisions may be attached.*

Evaluatee signature: _____ Date: _____

Evaluator signature: _____ Date: _____

Year 2 (Check one)
_____ Achieved objective
_____ Partially achieved objective
_____ Objective not achieved

Commendations/Recommendations: _____

Evaluatee signature: _____ Date: _____

Evaluator signature: _____ Date: _____

**Lafayette Parish School System
Special Conference Form
Form LPSB10**

Employee: _____ Location: _____

I. Conference Notations

A. Date of conference: _____

B. Persons present: _____

C. Points discussed: _____

II. Administrator's Comments _____

III. Employee's Comments (Please allow employee to write his/her own comments.)

IV. Does the employee wish to request personnel assistance? (Circle) Yes No

Signature of administrator: _____

Title: _____ Date: _____

I have read and discussed the content of this special conference form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

Signature of employee: _____ Date: _____

**Lafayette Parish School System
Request for Personnel Assistance
Form LPSB11**

Teacher: _____ Years: ____ 0-3 ____ 4+

School: _____ Grade/Subject: _____

I. What help have you given the teacher? _____

II. Have you completed an observation form? _____ Yes _____ No

III. Was a copy of the observation form mailed to the Human Resources Department?
_____ Yes _____ No

IV. If assistance is needed from the Central Office, whom would you recommend assist this
teacher?

Signature of principal: _____ Date: _____

Date teacher requested assistance: _____

**Lafayette Parish School System
Notification of Placement on Intensive Assistance Plan
Form LPSB12**

Employee's Name: _____ Years: ____ 0-3 ____ 4+

Site/Location: _____ Position: _____

Supervisor: _____ Position: _____

Based on the observation/evaluation dated _____, you will be placed on an Intensive Assistance Plan.

The reason(s) you are being placed on this plan is/are _____

Together, we will develop a plan to strengthen your performance in the indicated area(s) at a conference to be held on _____ (day) at _____ (time) at _____ (location).

In preparation for this meeting, please consider some possible strategies and resources that you would want to include in your Intensive Assistance Plan.

Although there are very serious consequences if you do not demonstrate improvement, the Lafayette Parish School Board policy provides multiple opportunities to facilitate improvement.

Signature of supervisor: _____ Date: _____

Signature of employee: _____ Date: _____

**Lafayette Parish School System
Intensive Assistance Plan
Form LPSB13**

Employee: _____ Position: _____

Supervisor: _____ Position: _____

Check one:

- _____ This is the first level of assistance provided to employee.
_____ This is the second level of assistance provided to employee.
_____ *The supervisor may go to the third level of assistance after employee has shown significant progress in overcoming poor performance but further improvement is required.*
_____ This is the third level of assistance provided to the employee.

Indicate the performance standards which the employee does not meet. _____

Intensive Assistance Plan

A. Expected Outcome Outline what the employee needs to do to strengthen his/her performance. Include a statement of the objectives to be accomplished and the expected level of performance after improvement has occurred.

B. Assistance to Be Provided Outline what assistance or support will be provided to the employee.

C. Procedures for Monitoring Progress and Time Lines for Completion Outline the date when the employee is expected to achieve the objectives and the procedures used to monitor the employee's progress.

Action to Be Taken if Improvement Is Not Demonstrated

Plan will begin on _____ (date). Plan will be completed on _____ (date).

Plan Prescription Verification

We the undersigned understand the content of this plan. We understand the employee placed on an assistance plan must receive more than one opportunity to improve.

Signature of supervisor: _____ Date: _____

Signature of employee: _____ Date: _____

Form LPSB13
Intensive Assistance Plan Follow-Up

Supervisor comments after plan has been completed. Indicate if the objectives have been met. If not, indicate what action supervisor plans to take.

Signature of supervisor: _____ Date: _____

Employee comments after plan has been completed. Indicate if the objectives have been met. If not, indicate what action the employee plans to take.

Signature of employee: _____ Date: _____

**Lafayette Parish School System
Grievance Form
Form LPSB14**

Name of aggrieved employee: _____

Position: _____ Location: _____

Grievance Level 1 is a verbal conference. Please indicate the date on which you completed Level 1 of this grievance: _____ With whom did you meet? _____

This form is Grievance Level (circle one) 2 3 4 5

Specific Nature of Grievance: _____

Nature or extent of the injury, loss, or violation of rights: _____

Results of previous discussion(s): _____

Explain dissatisfaction with decisions previously rendered: _____

Signature of employee: _____ Date: _____

Will someone appear with the aggrieved employee at hearing? ___ yes ___ no

If yes, the name of person: _____

My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

Signature of respondent: _____ Date: _____

Job Title of respondent: _____

**Lafayette Parish School System
School Nurse Evaluation/Self-Evaluation
Form LPSB16**

(Circle One) Evaluation Self-Evaluation

Years of experience (circle one): 0 - 3 4+

Evaluatee: _____ School: _____

Evaluator: _____ Position: _____

Use one of the following codes in each blank below.

SP = Successful Performance NI = Needs Improvement

UP = Unsatisfactory Performance NR = Not Rated

A summary of commendations/recommendations must be written under the comments section.

A narrative explanation of each NI or UP rating must be written under the comments section.

I. Planning

- _____ A. Plans effectively for school visits
- _____ B. Maintains complete and accurate records
- _____ C. Maintains evidence of a systematic and appropriate work schedule
- _____ D. Develops nursing and emergency care plans as needed

_____ **Overall rating for Planning**

II. Management

- _____ A. Maximizes amount of time available for student contact
- _____ B. Consults with school administrator to ensure appropriate and timely delivery of health services
- _____ C. Assists in training, supervising, and evaluating paraprofessionals
- _____ D. Provides in-service programs for school personnel on health-related issues
- _____ E. Communicates student health needs to other school personnel in a professional manner
- _____ F. Utilizes and maintains department equipment and supplies with care
- _____ G. Provides suggestions for improvement of staff and programs with appropriate persons only

_____ **Overall rating for Management**

III. Health Services

- _____ A. Intervenes prudently, in a timely manner, observing standard of care based on current medical and nursing knowledge
- _____ B. Provides prompt follow-up on health referrals
- _____ C. Conducts screenings in an organized and professional manner
- _____ D. Performs assigned duties in a punctual and effective manner

_____ **Overall rating for Health Services**

IV. School and Community

- _____ A. Collaborates with agencies within and outside the community to ensure continuity of service and care.
- _____ B. Attends required meetings
- _____ C. Works effectively with co-workers, school administrators, and parents
- _____ D. Is familiar with and enforces parish and school policies
- _____ E. Knows and adheres to federal, state, and local special education and health regulations

_____ **Overall rating for School and Community**

V. Professional Development

- _____ A. Participates in continuing education programs to update knowledge and skills
- _____ B. Maintains membership in appropriate professional organizations

_____ **Overall rating for Professional Development**

Evaluator comments: _____

School Nurse Evaluation/Self-Evaluation

Commendations/Recommendations: _____

Overall evaluation rating (check one):

_____ Successful Performance
_____ Needs Improvement
_____ Unsatisfactory Performance

Is an intensive assistance plan needed? _____ Yes _____ No

Signature of evaluator: _____ Title: _____

Evaluatee comments: _____

I have read and discussed the content of this evaluation form. My signature denotes neither agreement nor disagreement. My signature indicates that I have received a copy of this form.

If this is a self-evaluation, would you like it placed in your official personnel file?
_____ Yes _____ No _____ N/A

If this is a self-evaluation, would you like your supervisor to maintain a copy in the office?
_____ Yes _____ No _____ N/A

Signature of evaluatee: _____ Date: _____

If this is a self-evaluation, the supervisor should initial here to indicate receipt of a copy: _____

Date Received: _____