

# Table of Contents

## Title 28 EDUCATION

### Part CIII. Bulletin 1525 Guidelines for Personnel Evaluation

Chapter 1.	Overview .....	1
Chapter 3.	Template for Personnel Evaluation Plans.....	4
Chapter 5.	Reporting and Monitoring .....	13
Chapter 7.	Appendices .....	15
Index	.....	31



# Title 28 EDUCATION

## Part CIII. Bulletin 1525 Guidelines for Personnel Evaluation

### Chapter 1. Overview

#### §101. Guidelines of the Program

A. As required by R.S. 17:391.5, R.S. 17:24.3 (Act 621 and Act 9) of the 1977 Louisiana Legislature; and R.S. 17:391.10 (Act 605) of 1980, all local educational agencies (LEAs) in Louisiana developed accountability plans to fulfill the requirements as set forth by the laws. Specifically, Act 621 of 1977 established school accountability programs for all certified and other professional personnel. Act 9 of 1977 established a statewide system of evaluation for teachers and principals. Act 605 of 1980 gave the Louisiana Department of Education (LDE) the authority to monitor the LEAs' personnel evaluation programs. In passing these acts, it was the intent of the legislature to establish within each LEA a uniform system for the evaluation of certified and other professional personnel.

B. Act 506, R.S. 17:391.5, as enacted and amended during the 1992 Regular Session of the Louisiana Legislature, revised and reenacted previous LEA accountability legislation. It included provisions to strengthen and make more uniform the local teacher evaluation practices within the public schools of Louisiana.

C. During the spring of 1992, the State Board of Elementary and Secondary Education (SBESE) authorized the convening of a Local Teacher Evaluation Program Panel (Panel II) to develop guidelines for strengthening and standardizing the teacher evaluation programs employed by school districts across the state. Superintendents, principals, and teachers were represented on this panel. Panel II operated under the assumption that local teacher evaluation programs would be standardized if they were grounded in the same statement of philosophy and purposes, if they used common criteria to evaluate teachers, and if they included uniform procedures and guidelines.

D. The guidelines to strengthen local teacher evaluation programs including the Louisiana Components of Effective Teaching were entitled "*Toward Strengthening and Standardizing Local School Districts' Teacher Evaluation Programs*" (§701.Appendix A) and were approved by the SBESE in September 1992. These guidelines are integrated into the content of this document. Section 701.Appendix A, along with the requirements of the local accountability legislation, formed the basis for the local evaluation programs.

E. The SBESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel (Panel I) during the spring of 1992. The charge of Panel I was to determine and to define the components of effective teaching for Louisiana's teachers. The components were to

reflect what actually takes place in the classroom of an effective teacher. This 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching* (§703.Appendix B), which is a descriptive framework of effective teacher behavior, is intended to be a uniform element that serves as evaluation criteria in the local teacher evaluation programs.

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

G. *Bulletin 1525* reflects the most recent local personnel evaluation legislation as well as the state-approved guidelines for its implementation. The intent of the *Bulletin 1525* is to present a framework or template for local school systems to use in the development or review of their personnel evaluation programs. These programs must fulfill the requirements of the enacted legislation, establish a uniform system of evaluation, and denote the philosophy and unique characteristics of the local school system.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2272 (October 2004).

#### §103. Philosophy of Personnel Evaluation

A. 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 charge, the SBESE has established uniform guidelines for personnel evaluation.

B. Personnel evaluation is directed toward the continued enhancement of learning through a process of encouraging professional growth for all educators by establishing a system of professional accountability. It is an ongoing, shared process aimed at improving the instruction of and the learning environment for all students.

C. Supplementing many of the traditional concepts of personnel evaluation, the LDE affirms and supports the belief that evaluation is a humanistic process directed toward

the growth and development of all professional personnel who determine the educational programs in the state. This vast human potential will ultimately determine the direction the educational programs will follow.

D. Therefore, it is crucial that every effort possible be expended toward the identification and retention of the most competent and qualified personnel.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2273 (October 2004).

**§105. Purposes of Personnel Evaluation**

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

1. to assure the public that the educational system provides the best opportunities for all children to learn;
2. to assure the public that the most qualified personnel are employed in every position and that effective teaching continues in the classroom;
3. to foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators;
4. to provide support for the professional development of new teachers during their first year of teaching;
5. to provide procedures that are necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment;
6. to provide procedures for self-evaluation, personal reflection, and peer collaboration;
7. to promote among all school personnel positive interpersonal relationships that will continually increase professional competencies.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2273 (October 2004).

**§107. Implementation of Personnel Evaluation Programs**

A. Activities to include in the annual implementation cycle of Local Personnel Evaluation Programs are presented below.

1. The LEA's steering committee reviews and refines plans annually for implementing its local personnel evaluation program during the school year.
2. Local school districts may elect to submit their personnel evaluation plans and/or revisions to the LDE prior to the beginning of the next school year. The LDE receives and reviews, per request, local personnel evaluation plans and/or revisions according to the guidelines presented in *Bulletin 1525*.

3. Each LEA's steering committee implements its refined personnel evaluation program with LEA Board approval and meets annually to monitor its implementation.

4. Each LEA provides ongoing staff development for teachers and administrators.

5. Each LEA annually reports the summary results of personnel evaluation to the LDE by July 15.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2273 (October 2004).

**§109. Framework for LEA Personnel Evaluation Programs**

A. Each local school board has the responsibility of providing a program for the evaluation of certified and other professional personnel employed within the system. Programs should be appropriate and tailored to the particular needs of the school district. Each school board shall have the responsibility to institute programs that address the particular needs of the school district it represents and the guidelines developed by the LDE pursuant to the laws.

B. Certain requirements relative to the design and development of local personnel evaluation programs have been set forth in an effort to facilitate the construction and implementation process. Organizing and numbering the personnel evaluation program plan in a manner consistent with the proposed format will be helpful to the LEA in determining that all elements of evaluation have been included. A numerical outline will also assist all parties in the review of the plan should such a review be requested or mandated by the SBESE. The remainder of this document presents information relative to the criteria for each of the following Sections or elements that should be included in the LEA personnel evaluation program plan.

C. The list below identifies those Sections that are considered essential to an effective personnel evaluation program.

Section 1.0	Focus on Educational Improvement
Section 2.0	Staff Involvement in the Personnel Evaluation Program
Section 3.0	Philosophy and Purposes of Personnel Evaluation
Section 4.0	LEA Personnel Evaluation Glossary
Section 5.0	Impact of Personnel Evaluation
Section 6.0	Evaluation Process Description
Section 6.1	Evaluation Criteria
Section 6.1A	Instructional Personnel
Section 6.1B	Non-Instructional Certified and Other Professional Personnel
Section 6.2	Accountability Relationships Register
Section 6.3	Programs Instruments Register
Section 6.4	Observation Process
Section 6.5	Developing the Professional Growth Plan
Section 6.6	Personnel Self-Evaluation
Section 6.7	The Evaluation Period

Section 6.8	Intensive Assistance Programs
Section 6.9	Induction of New Teachers
Section 6.10	Procedures for Resolving Conflict Due Process
Section 7.0	Staff Development for Personnel Involved in Evaluation
Section 8.0	Process Instruments
Section 9.0	Job Descriptions
Section 10.0	Employment Requirements
Section 11.0	Evaluation Exemption
Section 12.0	Statement of Assurance

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2274 (October 2004).

### §111. Definitions

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

**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** The number of times assistance has been prescribed.

**Certified School Personnel** Those persons whose positions require LDE certification.

**Criteria** Demonstrable 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** The respective shared responsibilities and duties of the following groups: local school boards, administrators, principals, teachers, and other personnel; the LDE; parents and students; and other governing authorities as specified by the constitution and laws of the state.

**Evaluatee** 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 during 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 which is not concerned with a particular achievement within a specified time period.

**Instructional Personnel** Those 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.

**LDE** Louisiana Department of Education.

**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.

**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; one who holds a regular teaching certificate, which when issued was valid for three years; or one who is authorized under law or board regulation to teach temporarily while seeking a regular teaching certificate.

**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 do require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the LEA.

**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 mission are derived.

**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 State Board of Elementary and Secondary Education (SBESE).

**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 evaluatee to the appropriate evaluator 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 should encourage collective growth in a common direction and lead to an enhanced repertoire of 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.

**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 including a librarian, an assessment teacher, a speech therapist, and a counselor; one who is not an administrator; and who has successfully completed the Teacher Assistance and Assessment Program or who is not required to participate in the Teacher Assistance and Assessment Program.

**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.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2274 (October 2004).

## Chapter 3. Template for Personnel Evaluation Plans

### §301. Focus on Educational Improvement

A. The first Section of the local personnel evaluation plan should present an overview of the district's philosophy and educational goals. The LEA personnel evaluation program should be well-grounded in the local school district's educational philosophy and goals. A clear message is provided as to how LEA personnel evaluation will be used to facilitate more effectively the attainment of short and long term goals for educational improvement at the district and school building levels. The overview of the district's philosophy should describe not only the LEA's philosophy and educational goals but also their relationship to the LDE's philosophy and purpose of personnel evaluation. The district's philosophy should also include the relationship of the personnel evaluation program to goals for educational improvement at the district and school building level.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

### **§303. Staff Involvement in the Personnel Evaluation Program**

A. The LEA will form a balanced personnel evaluation steering committee that is representative of administrators, instructional, and support services personnel who are selected by the groups they represent. In Section 2.0 of the LEA personnel evaluation plan, the LEA describes the composition and work of the LEA steering committee. This standing committee is responsible for assessing the strengths and weaknesses of the LEA's personnel evaluation program in light of the guidelines set forth in *Bulletin 1525*. The steering committee oversees the planning and implementation of any revisions necessary to strengthen the personnel evaluation process. This committee annually evaluates the extent to which the purposes of the local personnel evaluation program are being achieved, and presents any revision of the plan to the LEA Board for its approval.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

### **§305. Philosophy and Purposes of Personnel Evaluation**

A. Key elements of Section 3.0 of the LEA personnel evaluation plan include a clear description of the philosophy and the purposes for which personnel evaluation is used in the local school district. The philosophy that is presented should be supported by contemporary research and grounded in the belief that all students can learn, that good teaching increases the opportunities for students' learning, and that a collegial, collaborative relationship between a teacher and evaluator creates the appropriate climate for effective teaching.

B. One purpose of the LEA personnel evaluation program is to assure the public that the educational system is providing the best opportunities for all children to learn, that the most qualified personnel are employed in every position, and that effective teaching continues in the classroom. Additional purposes to include and describe in Section 3.0 are the improvement of the teaching-learning process, the encouragement of creativity and innovation in planning, and the implementation of teaching strategies. Teaching strategies should foster parental involvement, integrate technology into instruction, develop student assessment practices, and employ school improvement practices that are consistent with contemporary research on effective classroom processes.

C. All of the purposes of the LEA personnel evaluation program should promote the professional growth and development of staff, as well as the support of new teachers.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

### **§307. LEA Personnel Evaluation Glossary**

A. When developing Section 4.0 of the LEA personnel evaluation plan, the LEA should include a complete listing of all evaluation terms used in the school district. Definitions of each term should be provided to assist with program consistency and standardization. A minimal list of terms and definitions to include in the LEA Personnel Evaluation Glossary is provided in Section 111 of this document. The LEA may include other terms and definitions as necessary.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

### **§309. Impact of Personnel Evaluation**

A. Section 5.0 of the LEA personnel evaluation plan contains a description of the methods the LEA will use to document the impact of the LEA personnel evaluation process on improving teaching and learning at the school building and district levels. This Section includes a plan for annually documenting, celebrating, and sharing the accomplishments of certified and other professional personnel with the school community. The impact of personnel evaluation on the teaching and learning process at the school building and district level may be documented through the inclusion of newsletters, brochures, newspaper articles, and meeting agendas.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

### **§311. Evaluation Process Description**

A. Section 6.0 contains a description of the LEA's evaluation process. The various procedures involved in the evaluation of personnel must reflect the guidelines presented within this Section. All procedures should be written clearly so that all evaluation procedures are readily discernible to all of the individuals involved.

B. It is important to note that Section 6.0 of *Bulletin 1525* incorporates the work of Panel II (§701.Appendix A) as it applies to classroom teachers. The evaluation process for principals must comply with the *Standards for School Principals in Louisiana, 1998* (§705.Appendix C). Furthermore, the LEA's description of the evaluation process should integrate and apply the content that is applicable and appropriate for all certified and other professional personnel. The guidelines to use in developing the description of the evaluation process for all certified and professional personnel follow.

1. The evaluator's assessment of performance shall be based on the criteria specified in the written job description,

including the *Louisiana Components of Effective Teaching* for instructional personnel and the *Standards for School Principals in Louisiana* for building-level administrators.

2. The evaluator's assessment of the progress the evaluatee has made toward achieving those objectives included in the professional growth plan that was developed collaboratively with the evaluator shall be documented.

3. The evaluatee's self-evaluation, as well as progress toward achieving those objectives included in his/her professional growth plan shall be included in evaluation.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2276 (October 2004).

**§313. Evaluation Criteria**

A. In Section 6.1 the LEA defines the criteria used in the evaluation of all certified and other professional personnel. Evaluation criteria for all certified and other professional personnel must be defined clearly in writing in the job description. When designing evaluation instruments, the LEA must include a description of the standards for satisfactory performance for all personnel.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

**§315. Evaluation of Instructional Personnel**

A. Section 6.1A outlines the evaluation criteria that the LEA will use when evaluating instructional personnel. It is important that instructional personnel know that they are evaluated on the basis of the criteria defined in their respective job descriptions including the *Louisiana Components of Effective Teaching* (§703.Appendix B) and any other appropriate criteria identified by the local school district. The *Louisiana Components of Effective Teaching* is a broad, general description of good teaching. Because teacher evaluation results in an in-depth analysis of teaching, it is usually not advisable to use only a rating scale or checklist to rate a successful, experienced teacher on all the criteria in the job description. Instead, these criteria should be used as a frame of reference for a descriptive review and analysis of teaching that focuses the evaluation process on strengthening and/or enhancing a few critical aspects of teaching. The evaluation criteria must conform to the following guidelines.

1. The evaluation criteria for all instructional personnel shall be stated clearly in writing in the job description.

2. The *Louisiana Components of Effective Teaching* shall be included in the job descriptions of instructional personnel.

3. The evaluation criteria shall provide a frame of reference for a descriptive review and analysis of teaching

rather than only a rating scale or checklist of teaching effectiveness.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

**§317. Evaluation of Non-Instructional Certified and Other Professional Personnel**

A. In this Section, the plan describes the design of appropriate instrumentation that is used in the evaluation of non-instructional certified and other professional personnel. The design of the instrument(s) must provide for the evaluation of standard criteria (the job description for which non-instructional personnel are held responsible) and the specific Professional Growth Plan designed by the evaluatee and the evaluator. The design of the instrument(s) must conform to the guidelines listed below.

1. The criteria included in the job description shall be evaluated; a description of the standards for satisfactory performance shall be indicated.

2. The evaluation criteria for all building-level administrators shall include the *Standards for School Principals in Louisiana* (§705.Appendix C).

3. The criteria for the evaluation of Professional Growth Plans shall be specified.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

**§319. Accountability Relationships Register**

A. Section 6.2 of the LEA personnel evaluation program plan contains an Accountability Relationships Register. The register clearly defines the LEA's accountability relationships for all certified and other professional personnel. It is important that the LEA describe the process by which all accountability relationships are communicated annually so that all certified and other personnel know who is accountable to whom for the purposes of personnel evaluation. An example of an Accountability Relationships Register follows.

**B. Accountability Relationships Register**

Evaluatee	Evaluator
Classroom Teachers	Principals
Principals	Supervisors
Supervisors	Superintendent
Note: The Register must contain a list of all categories of evaluatees in the school district. Titles of evaluatees should match those presented on the job descriptions.	Note: The Register must contain a list of the evaluators for each evaluatee in the district. Titles of evaluators should match those presented on the job descriptions.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

### §321. Program Instruments Register

A. Section 6.3 of the LEA personnel evaluation program plan contains a register or listing of all evaluation program instruments. A numerical coding system may be used to identify all of the various evaluation forms. It is extremely helpful to standardize the location and size of the coding that is selected. A sample of a Program Instruments Register is provided below.

#### B. Program Instruments Register

Instruments	Codes
Professional Growth Plan Form(s)	PGP 1
Personnel Observation Form(s)	POF 1
Personnel Evaluation Form(s)	PEF 1
Self-Evaluation Form(s)	SEF 1
Intensive Assistance Form(s)	IAF 1

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

### §323. Observation Process

A. The observation procedures for all certified and other professional personnel employed in the district are included in Section 6.4. A detailed narrative of the procedures to be employed is to be included in this Subsection. Guidelines that must be addressed and incorporated in the LEA observation procedures are listed below.

1. The LEA must specify who will conduct the observation(s). The evaluator must conduct at least one of the required number of observation(s).

2. The LEA must specify how often observations will occur. A minimum of one observation every year for personnel with 0-3 years experience, and one observation every 3 years for personnel with 4+ years experience is required. (Teachers participating in the Louisiana Teacher Assistance and Assessment Program may substitute elements of evaluation according to the LEA plan.)

3. The evaluator of each teacher or administrator shall conduct a preobservation conference during which the teacher or administrator shall provide the evaluator with relevant information.

4. The LEA must notify the evaluatee in advance when observation(s) will occur. All types of observations used must be defined in the LEA's plan.

5. The LEA must specify how the post-observation conference will be conducted.

6. The LEA must specify how copies of the completed observation forms will be disseminated and filed.

7. The LEA must specify how intensive assistance, if necessary, will be initiated following the observation procedures.

B. Instructional Personnel. In addition to the guidelines listed above, the following observation procedures are required for instructional personnel. Classroom observation is a critical aspect of the teacher evaluation process. Guidelines that must be considered and included in the LEA plan when evaluators conduct classroom observations follow.

1. Periodic classroom observations shall be used to evaluate teaching.

2. A pre-observation conference shall be held to review the teacher's lesson plan; the review may include information about the use of technology, student assessment practices, and school improvement efforts.

3. Observations shall be of sufficient duration to see the lesson begin, develop, and culminate.

4. A post-observation conference shall be held to discuss and analyze the lesson as well as to prepare an observation report.

5. The primary purpose of the classroom observation shall not be to rate the teacher, but rather, to reach consensus on not only commendations, but also recommendations to strengthen or enhance teaching.

6. Follow-up observations shall be conducted to reinforce positive practice and to determine how recommendations have impacted the quality of the teaching-learning process.

7. Classroom visits may be conducted to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2277 (October 2004).

### §325. Developing the Professional Growth Plan

A. The process that is used to develop and evaluate the Professional Growth Plan (PGP) is specified in Section 6.5. Periodic evaluation conferences are conducted to discuss and analyze job performance for the purpose of developing longer term PGPs to strengthen or enhance the job performance of all certified and other professional personnel. These PGPs must be developed at the beginning of the evaluation period and be based on a descriptive analysis of job performance rather than on only the results of a checklist or a rating scale. Appropriate timelines must be determined in regard to these procedures. Usually such plans include two to three objectives developed collaboratively by the evaluatee and evaluator. These plans must be reviewed and updated annually. For successful, experienced personnel, these objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects. Each objective includes a plan of action to guide the evaluatee's progress, as well as 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 clearly how achievement of the objective will impact the quality of the job performance.

B. The LEA process for developing and reviewing professional growth plans must conform to the guidelines listed below.

1. All longer term (one, two, or three year) PGPs must be reviewed and updated annually.

2. The PGP shall be developed at the beginning of the evaluation period. Appropriate timelines must be determined in regard to these procedures and such timelines must be given in the narrative of this Subsection. The LEA must develop forms for the PGP.

3. PGPs shall be based on objectives developed collaboratively by the evaluatee and evaluator. These plans must be reviewed and updated annually. (Note: Successful teachers or other professional personnel shall not be mandated to participate in any one specific growth activity.)

4. A plan of action and evaluation criteria shall be specified for each objective. During the annual review, documentation must be presented to support completion of the professional growth plan activities.

5. For successful, experienced personnel, objectives shall be used to explore new, untried, innovative ideas or projects.

6. The evaluator(s) and evaluatee(s) must sign and date each completed PGP form after it has been developed and again after it has been reviewed. All forms must be signed and dated prior to dissemination and filing.

7. It is recommended that the evaluator and the evaluatee maintain a copy of all completed forms. A copy of the PGP must be filed in the single official file at the central office.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2278 (October 2004).

### **§327. Personnel Self-Evaluation**

A. In this Section, the LEA delineates its personnel self-evaluation process. The LEA must encourage all certified and other professional personnel to assume significant responsibility for the evaluation of their performances. Ample opportunities should be provided throughout the personnel evaluation process for personal reflection, self-evaluation, and peer collaboration. The products of such efforts are shared in self-evaluation reports that certified and other professional personnel submit as part of the personnel evaluation process. Training should be provided for all certified and other professional personnel in techniques for reflection and self-evaluation. For instructional personnel, additional staff development opportunities should be provided for those teachers who wish to work as peer coaches or in other peer support and assistance roles (i.e., mentors, peer support persons in intensive assistance

programs for experienced teachers). Participation in such peer support roles is voluntary. Teachers serving as peer coaches or providing other peer support and assistance are not evaluators as defined in these guidelines.

B. In developing Section 6.6, the LEA plan for self-evaluation must address the following components.

1. A plan for ensuring that certified and other professional personnel are provided opportunities throughout the evaluation process for personal reflection, self-evaluation, and peer collaboration should be included.

2. Self-evaluation must be included as part of the overall annual evaluation process for all certified and professional personnel.

3. The plan should specify how the self-evaluation will be documented and how copies will be disseminated and filed. Documentation that self-evaluations have been completed should be placed in the evaluatee's single official file.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2279 (October 2004).

### **§329. The Evaluation Period**

A. The evaluation of staff may vary depending on their experience and proficiency. The evaluation process for new teachers tends to focus on strengthening proficiency in the classroom, while the evaluation process for successful, experienced certified and other professional personnel tends to focus on professional growth and school improvement. New teachers and those new to the school district or new to a position will be evaluated each year through observations for the first three years in that position. (See §345. Evaluation Exemption). More experienced certified and other professional personnel will be evaluated on the basis of observations at least once every three years. Successful, experienced certified and other professional personnel may be evaluated on a multi-year cycle that encourages staff to pursue longer-term professional growth and school improvement initiatives. An evaluation cycle may be implemented as follows.

1. Year One. Certified and other professional personnel are evaluated formally based on observations of the criteria listed on job descriptions, professional growth plans, and self-evaluations.

2. Year Two-Three. Certified and other professional personnel are evaluated on the basis of progress toward those objectives in their professional growth plan and self-evaluations. It is imperative that all certified and other professional personnel clearly understand the procedures and timelines that will be used to evaluate their performances.

B. The LEA must incorporate the guidelines listed below in the description of its evaluation process and time period.

1. The process must specify the number of evaluators per evaluatee.

2. The process must include how the evaluatee will be informed of the criteria of expected performance.

3. Provision for the annual written evaluation of all certified and other professional personnel must be included in the process.

4. The evaluation process should be tailored to the levels of experience and proficiency of the certified and other professional personnel.

5. Successful, certified and other professional personnel who are evaluated on a multi-year cycle should be encouraged to pursue more meaningful, longer-term professional growth and school improvement initiatives.

6. The plan must specify the procedures to be used in conducting post-evaluation conferences.

7. The plan must include a process for the dissemination and filing of completed evaluation forms. One copy shall be maintained in the evaluatee's single official file at the central office.

C. The LDE recommends that personnel who are determined, through the evaluation process, to be in need of intensive assistance and/or reinforcement, be evaluated until such performance(s) is/are corrected or dismissal is recommended. Procedural due process is mandatory in the personnel evaluation programs, and a breach in this matter will be considered serious.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2279 (October 2004).

**§331. Intensive Assistance Programs**

A. This program must be designed for use by all evaluators when it becomes necessary to prepare an Intensive Assistance Program for an evaluatee who has been determined to be in need of certain assistance. (The Intensive Assistance Program does not apply to teachers in the Louisiana Teacher Assistance and Assessment Program.)

B. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the local school district's standards of performance, then that evaluatee is placed in an intensive assistance program. When the evaluatee is placed in such a program, he/she is informed in writing of the reason(s) for the placement. Then an intensive assistance plan is developed with the evaluatee. This plan specifies:

1. what the evaluatee must do to strengthen his/her performance, what objective(s) must be accomplished, and what level(s) of performance is/are expected;
2. what assistance/support shall be provided by the school district;
3. a timeline (not to exceed two years) for achieving the objectives and the procedures for monitoring the evaluatee's progress including observations and conferences; and

4. the action that will be taken if improvement is not demonstrated. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists.

C. LEAs must delineate the procedures to be followed if the evaluatee fails to improve within the timelines of the intensive assistance program. R.S. 17:3902 mandates that, if an evaluatee completes the intensive assistance program and still performs unsatisfactorily on a formal evaluation, the local board shall initiate termination proceedings within six months following such unsatisfactory performance.

D. In this Section of the LEA evaluation program description, the LEA delineates its process for intensive assistance. The LEA intensive assistance process must conform to the following guidelines.

1. An intensive assistance program shall be provided for evaluatees who do not meet the local school district's standards of satisfactory performance.

2. Any evaluatee placed in an intensive assistance program shall be informed in writing of the reason(s) for this placement.

3. An intensive assistance plan shall be developed for any evaluatee placed in such a program.

4. The local school district shall document the professional development support that is necessary to enable the certified and other professional personnel to meet the objectives of his/her plan.

5. The local school district shall take appropriate action in accordance with legislative, SBESE, and local school board mandates if satisfactory improvement is not demonstrated.

6. The intensive assistance plan must be developed collaboratively by the evaluator and the evaluatee and must contain specific information:

- a. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance;
- b. an explanation of the assistance/support/resource to be provided by the school district;
- c. the evaluatee's and evaluator(s)' names and position titles;
- d. a space for indicating the date that the assistance program shall begin;
- e. the date when the assistance program shall be completed;
- f. the evaluator's and evaluatee's signatures and date lines (Signatures and dates must be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
- g. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed two years);

h. an explanation of the provisions for multiple opportunities for the evaluatee to improve (The intensive assistance programs must be designed in such a manner as to provide the evaluatees with more than one opportunity to improve.);

i. the action that will be taken if improvement is not demonstrated.

7. The intensive assistance form must be designed in a manner that would provide for the designation of the level of assistance and a description of performance.

8. Completed intensive assistance plans and all supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, must be filed in the evaluatee's single official file at the central office.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2279 (October 2004).

**§333. Induction of New Teachers**

A. In this Section, the LEA describes its process for coordinating the induction of new teachers into the school system. Mentor support should be provided through the Louisiana Teacher Assistance and Assessment Program for the induction and professional growth of new teachers. A concerted effort should be made to insure that new teachers are socialized in a professional manner and that they experience success in the classroom. Assistance made available through the LEA personnel evaluation is coordinated with the state's assistance and assessment program designed for any new teacher with a provisional or temporary teaching certificate.

B. The LEA's induction process must consider that mentor support is provided for the induction of new teachers, that the *Louisiana Components of Effective Teaching* is a focus for the evaluation of new teachers, and that all assistance made available through the LEA personnel evaluation process is coordinated with the state's assistance and assessment program for new teachers.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2280 (October 2004).

**§335. Procedures for Resolving Conflict Due Process**

A. This Section of the LEA personnel evaluation program must include the procedures for resolving disagreement or conflict in a fair, efficient, effective, and professional manner. All due process mandates in R.S. 17:3883(7), R.S. 17:3884, and R.S. 17:3902 must be included in the evaluation process.

B. The LEA must address the following components of due process.

1. The evaluator shall provide the evaluatee with a copy of the evaluation results within 15 working days after the completion of the evaluation. (The LDE strongly recommends that this same procedure be employed with regard to observation reports.)

2. A post-evaluation conference must be held following the evaluation and prior to the end of the school year in order that the results of the evaluation can be discussed. (This discussion should concern the strengths and weaknesses of the evaluatee.)

3. The evaluation program shall include procedures for resolving conflict in a fair, efficient, effective, and professional manner.

4. The evaluatee may file his/her own written response to the evaluation. (A self-evaluation form may not serve as an evaluatee's written response.)

5. The evaluatee may file a written response to the evaluation that will become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue in question. (The LDE recommends that a timeline for the written response be given.)

6. When evaluatees are not performing satisfactorily, they must be informed in writing.

7. The evaluatee has the right to receive proof, by documentation, of any item contained in the evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If documentation does not exist, the item in question must be amended or removed from the evaluation.

8. The evaluatee must be provided with ample assistance to improve performance.

9. The evaluatee may request that an evaluation be conducted by another source. (The LDE recommends that the LEA name the source from which another evaluator may be selected.)

10. The confidentiality of evaluation results must be maintained as prescribed by law. (The LDE strongly recommends that copies of all evaluation documents be maintained in the files of both the evaluator and evaluatee; however, these documents must be maintained in the evaluatee's single official file.) The school board in each school district must take official action in regard to naming the individuals who shall be authorized to enter the official personnel files. The positions of these individuals must be included.

11. Personnel evaluation grievance procedures must be established to follow the proper lines of authority.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2280 (October 2004).

**§337. Staff Development for Personnel Involved in Evaluation**

A. In this Section of the LEA personnel evaluation program description, the LEA delineates its plan for staff development. The school district provides training on a continuing basis for all staff involved in the evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers). District staff development training is supported by the LDE. When developing the LEA staff development plan, it is recommended that the training concentrate on fostering the elements listed below:

1. a positive, constructive attitude toward teacher evaluation;
2. a knowledge of state laws and LEA policies governing the teacher evaluation process and associated due process procedures;
3. an understanding of the Louisiana components of effective teaching;
4. an understanding of the Standards for School Principals in Louisiana; and
5. an understanding of the LEA's personnel evaluation program, including the philosophy and purposes, criteria, and procedures.

B. The LEA's plan may include a description of additional training of evaluators. Evaluator training should focus on developing the skills needed to diagnose, strengthen, and/or enhance teaching effectively. It is recommended that the following skill areas be included in the plan and description of the LEA training for evaluators:

1. data collection skills necessary to document a teacher's performance accurately;
2. data analysis skills necessary to make accurate judgments about a teacher's performance;
3. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;
4. skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness; and
5. skills in writing effective evaluation reports that document how evaluation has impacted the quality of the teaching-learning process in the classroom.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2281 (October 2004).

**§339. Process Instruments**

A. This Section contains a copy of each instrument that is currently used in the LEA's evaluation process. (Note: Included instruments should be listed in the Program Instrument Register in Section 6.3.) Suggestions that should

be included in the development of the required evaluation instruments are included in the chart on the following page.

Instrument	Description
Professional Growth Plan Form	<ul style="list-style-type: none"> <li>• Developed for all certified and other professional personnel</li> <li>• Includes space for objectives, as well as a plan of action and evaluation criteria for each objective</li> <li>• Includes signature and date lines to document the initiation/development of the plan and the annual review/update</li> </ul> <p>Note: Multi-year PGP forms must include space for the annual review dates and signature.</p>
Observation Form	<ul style="list-style-type: none"> <li>• Developed to complement the evaluation form</li> </ul> <p>Note: For instructional personnel, it is not acceptable to use only a rating scale or checklist to rate a successful, experienced teacher on all of the criteria included in the job description.</p>
Evaluation Form	<ul style="list-style-type: none"> <li>• Designed for use in the evaluation process</li> </ul> <p>Note: A checklist or rating scale is not acceptable for the evaluation of instructional personnel; rather, space must be provided for a narrative description of the evaluator's commendations and recommendations for the evaluatee.</p>
Self-Evaluation Form	Developed for all personnel to use in assessing their own performances
Intensive Assistance Form	<ul style="list-style-type: none"> <li>• Developed for use in the evaluation process</li> <li>• Provides space for evaluators to delineate what the evaluatee needs to do to strengthen his/her performance</li> <li>• Describes the assistance/support provided by the school district</li> <li>• Specifies the timelines and procedures for evaluating the evaluatee's progress</li> </ul>

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2281 (October 2004).

**§341. Job Descriptions**

A. The LEA Personnel Evaluation Plan must contain a copy of the job descriptions currently in use in the LEA. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. The LEA must also provide copies of job descriptions to all certified and professional personnel prior to employment. The chart that follows identifies a minimum listing of the categories and titles of personnel for which job descriptions must be developed.

Personnel Category	Position or Title
Administration	1. Superintendent
	2. Assistant Superintendent
	3. Director
	4. Supervisor
	5. Coordinator
	6. Principal
	7. Assistant Principal
	8. Any employee whose position does not require certification but does require a minimal education attainment of a bachelor's degree from an accredited institution of higher learning
	9. Any employee whose position requires certification, but whose title is not given in this list

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

B. The local board has the responsibility of developing job descriptions for the various positions in the LEA in accordance with its evaluation program. The following components must be included in each job description developed by the LEA:

1. position title;
2. position qualifications must be at least the minimum requirements as stated in *LDE Bulletin 746: Louisiana Standards for State Certification of School Personnel* (The qualifications must be established for the position, rather than for the evaluatee.);
3. title of the person to whom the evaluatee reports;
4. title of the person whom the evaluator supervises;
5. performance responsibilities of the evaluatee (Refer to \* below.);
6. a space for the evaluatee's signature and date (Note: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions.); and
7. all certified and other personnel shall be provided with their job descriptions prior to the beginning of their employment in the school system in their position and each time their job description is revised.

\*Job descriptions for instructional personnel must include the *Louisiana Components of Effective Teaching*; job descriptions for building-level administrators must include the *Standards for School Principals in Louisiana* as part of the performance responsibilities.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2282 (October 2004).

**§343. Employment Requirements**

A. Section 10.0 of the personnel evaluation plan should describe the LEA's policy for providing evaluation results to any school board wishing to hire a person evaluated by the LEA. In the development of this policy, the LEA must adhere to the legislation governing employment requirements. R.S. 17:3884(D) requires that any local board wishing to hire a person who has been evaluated pursuant to Act I of 1994 and Act 38 of 2000, whether that person is already employed by that school system or not, shall request such person's assessment and/or evaluation results as part of the application process. The board to which application is being made shall inform the applicant that, as part of the mandated process, the applicant's assessment and/or evaluation results shall be requested from the previous employer. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

B. The LEA must adhere to the following guidelines when developing Section 10.0.

1. The school board shall request the assessment and/or evaluation results of any person it wishes to hire.
2. The school board shall provide other school boards with assessment and/or evaluation results of persons that the other school boards wish to hire.
3. The evaluatee shall be given the opportunity to review those assessment and/or evaluation results and provide any response or information that the evaluatee deems appropriate.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2282 (October 2004).

**§345. Evaluation Exemption**

A. In this Section, the LEA describes its procedures for including/exempting from Local Evaluation those persons assessed under the statewide assistance and assessment program during the year(s) in which they are assessed. Key points to consider in the development of the LEA evaluation exemption policy follow.

1. Teachers participating in the Louisiana Teacher Assistance and Assessment Program may be exempt from all or part of the local evaluation accountability required by law during the year(s) that they are assessed.
2. An exemption from local personnel accountability shall not interfere with the right and duty of the appropriate LEA personnel to observe and evaluate the teachers in the performance of their duties.
3. LEAs shall maintain the right to make employment decisions.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2283 (October 2004).

### §347. Statement of Assurance

A. This Section of the plan includes a statement signed by the superintendent of schools and by the president of the school board assuring that the LEA personnel evaluation program has been revised and approved by the school board that governs the affairs of the LEA. The statement of assurance includes a statement that the LEA personnel evaluation program shall be implemented as written. The original Statement of Assurance must be signed and dated by the LEA Superintendent of Schools and by the President of the LEA School Board; the LDE requests that the LEA submit the statement of assurance prior to the opening of each school year.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2283 (October 2004).

## Chapter 5. Reporting and Monitoring

### §501. Annual Summary Reporting Format

A. Each LEA will submit an annual personnel evaluation report to the Louisiana Department of Education. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the Louisiana Department of Education, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the LDE include, but are not limited to, the following items:

1. the types of degrees obtained from accredited institutions and the number of certified personnel holding each type of degree;
2. the years of experience of teachers, administrators, central office staff (years in position);
3. the number of teachers teaching in each area of certification, as well as the number of administrators who are certified for their specific tasks;
4. the total number of teachers employed in the system, including T-certified personnel and personnel given an emergency permit, an internship, or SBESE waiver;
5. the total number of administrators, by categories (principals, assistant principals, certified central office personnel), employed in the system;
6. the number of certified and other professional personnel evaluated by categories (teachers, principals, etc.) under previous systems as opposed to the number evaluated under the current evaluation programs based on written, documented evaluations from the preceding year;

7. the number of certified and other professional personnel, by categories, who were evaluated as performing satisfactorily;

8. the number of certified and other professional personnel, by categories, who were evaluated as performing unsatisfactorily;

9. the number of certified and other professional personnel, by categories, who resigned because of less than satisfactory evaluations or for other reasons related to job performance;

10. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);

11. the number of evaluations, by categories, used to evaluate certified and other professional personnel during the reporting period (Distinguish between the number of evaluations performed for personnel in position 0-3 years as opposed to personnel in position 4 or more years.);

12. the number of certified personnel, by categories, who improved (from unsatisfactory to satisfactory) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);

13. the number of formal grievances filed because of unsatisfactory performance ratings or disagreement with evaluation results;

14. the number of formal hearings held because of unsatisfactory performance or disagreement with evaluation results;

15. the number of court cases held because of unsatisfactory job performance (the number reinstated and basic reasons for reinstatement of personnel); and

16. the number of evaluatees who received intensive assistance.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2283 (October 2004).

### §503. Technical Assistance Program

A. The LDE strives to provide assistance relative to particular problems that LEAs might encounter in the implementation of their personnel evaluation program. Upon the request of a school district, the LDE will provide professional advice and assistance in all matters concerned with personnel evaluation. This assistance and advice may be provided through contacts with local systems by LDE personnel or by contacts with the LDE by the LEA's personnel evaluation authorities.

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2283 (October 2004).

**§505. Monitoring LEA Personnel Evaluation Programs**

A. The Legislative mandate through R.S. 17:3883 (B)(5) requires the LDE to monitor programs of educational accountability when requested by the SBESE as deemed necessary. To fulfill the requirements of the legislation as it relates to the component of LEA personnel evaluation, the LDE is mandated to develop and implement guidelines when the monitoring of an LEA program is requested by the State Board of Elementary and Secondary Education.

B. To assist in the operation of LEA personnel evaluation programs as formulated by the LEAs and submitted to the LDE, the LDE established the methodology to be used when monitoring is requested. The process that the LDE will use is described in the narrative below.

C. Purpose. The purpose of personnel evaluation monitoring is to determine whether the LEAs evaluation has been implemented, to what extent it has been implemented, and whether it complies with the provisions of the shared accountability legislation. The monitoring is designed to attest to the assurance that the policies and procedures are in actuality the processes being implemented within the LEA. Monitoring will specifically observe the process to ascertain the extent to which the LEA is, or is not, following through on the process designated in their plan. The LDE has established the following goals and objectives for the monitoring of LEA personnel evaluation.

1. Goals:

- a. to verify the implementation of R.S. 17:3883(B)(2) and R.S. 17:3883(B)(5);
- b. to determine whether such programs have been implemented; and
- c. to determine to what extent they have been implemented.

2. Objectives:

- a. to implement R.S. 17:3883(B)(2) and R.S. 17:3883(B), as requested;
- b. to collect and compile data;
- c. to document and analyze the implementation of the personnel evaluation plan;
- d. to disseminate data to proper authorities at the conclusion of monitoring;
- e. to maintain appropriate records/files of the monitoring process; and
- f. to review and revise the monitoring guidelines as needed or requested by the SBESE.

D. Procedures. Written notification will be provided to the LEAs prior to monitoring. The LDE team will function as a unit to monitor the LEA personnel evaluation program. Data will be collected, local personnel evaluation plans and

evaluation records will be reviewed, and interviews may be completed as means of documentation. After monitoring has been completed, the LDE Team will submit a report to the appropriate authorities, which will include, but not necessarily be limited to, the State Superintendent of Education, the State Board of Elementary and Secondary Education, and the Superintendent of the LEA.

E. The LDE Team shall perform the following tasks when monitoring is deemed necessary:

1. notify the LEA superintendent and contact person and secure necessary preliminary documentation (e.g., the local personnel evaluation plan);
2. prepare a pre-monitoring report;
3. inform the superintendent or designee and other appropriate personnel of the monitoring method and timelines to be observed when monitoring is being conducted;
4. visit the LEA; collect data; compile the data by one or more of the means listed below:
  - a. a pre-monitoring conference (LDE Team);
  - b. a review of the pre-monitoring report with the contact person and/or other appropriate personnel; and
  - c. a determination by the LDE Team of the compliance or failure to comply through on-site visits, completion of interviews, and/or viewing records;
5. review the LEA's personnel evaluation program; check the areas of the LEA's personnel evaluation programs including the following elements:
  - a. the method of dissemination for the personnel evaluation program plans;
  - b. the method of documenting the achievement of the purposes of the LEA personnel evaluation program;
  - c. the accuracy of the evaluators/observers listed in Section 6.2 Accountability Relationships;
  - d. the assurance that all certified and other professional personnel are included in the evaluation process;
  - e. the development of professional growth plans by all of the evaluatees;
  - f. the implementation of stated observation procedures;
  - g. the implementation of stated evaluation procedures;
  - h. the verification of the evaluatees' knowledge of evaluation criteria;
  - i. the verification of the dissemination of job descriptions; and
  - j. the verification of necessary intensive assistance schedules;

6. conduct a post-monitoring conference; conduct a "close-out" session with the LEA Superintendent, contact person, and/or appropriate personnel;

7. inform the LEA in writing of compliance, the areas of noncompliance, and of recommendations;

8. provide assistance to the LEA in developing a plan of action to strengthen any noncompliance areas of the LEA's plan;

9. plan for and conduct follow-up monitoring as necessary to determine implementation status of the plan of action;

10. notify the SBESE of the LEA's compliance status; and

11. make recommendations to the SBESE.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2284 (October 2004).

## Chapter 7. Appendices

### §701. Appendix A

#### Panel II Report

##### Introduction

Teaching is thinking,

- thinking about what students need to know and be able to do,
- thinking about what the teacher can do to foster such learning,
- thinking about how successful the teacher has been in achieving the desired learning outcomes, and
- thinking about how the teacher should teach that lesson next time.

Teacher evaluation focuses on what students know and are able to do and what the teacher can do to strengthen or enhance the level of learning in the classroom. Teacher evaluation is meaningful, in that it deals with aspects of instruction that make sense to both the teacher and evaluator. Teacher evaluation is productive and results in recommendations that improve the quality of the teaching-learning process. This conception of teacher evaluation guided the panel as it pursued its charge.

The panel's conception of teacher evaluation is consistent with the definition of evaluation found within *Bulletin 1525: Personnel Evaluation Accountability, A Guide for Implementation*:

Evaluation is 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.

##### Distinctions between Assessment and Evaluation

The panel realized that it was important to make some distinctions between assessment and evaluation. The purpose of the state assessment program is to determine whether a teacher can teach effectively, whereas the local evaluation program determines whether a teacher does teach effectively. The Louisiana Department of Education (LDE) is responsible for the state assessment program while the local school districts are responsible for the local teacher evaluation programs. *The Louisiana Components of Effective*

*Teaching* is utilized as performance criteria in both programs. Panel II's responsibility was to establish guidelines for strengthening and standardizing local teacher evaluation. A standardized performance-based instrument for state assessment, the Louisiana Teacher Appraisal Instrument, will be developed by Panel IV.

##### The Panel's Charge

The panel was charged to make recommendations for strengthening and standardizing the teacher evaluation programs employed by school districts across the state. The panel operated under the assumption that local teacher evaluation programs would be standardized if they were a) grounded in the same statement of philosophy and purposes, b) used common criteria to evaluate teachers, and c) included procedures that complied with uniform guidelines for teacher evaluation programs. Furthermore, the panel believed that teacher evaluation programs would be strengthened, if such philosophy and purposes, criteria, and guidelines reflected the best current thinking and research about effective teacher evaluation practices. Thus, panel members considered the current literature on teacher evaluation and then developed a statement of philosophy and purposes for teacher evaluation in Louisiana, as well as uniform guidelines for local teacher evaluation programs across the state. These guidelines include reference to common criteria that would be used to evaluate teachers, the *Louisiana Components of Effective Teaching*. The *Louisiana Components of Effective Teaching* were developed by another panel.

In addition to developing a common set of state guidelines for teacher evaluation programs, the panel developed criteria for each guideline that can be used to determine whether a local school district's teacher evaluation program complies with that guideline. The panel recommends that these guidelines be used by the Louisiana Department of Education to strengthen and to standardize teacher evaluation programs at the local school district level according to the following timeline:

- 1992-93 **CA**ll school districts will review their current teacher evaluation programs in light of the new state guidelines and will develop plans to strengthen their programs if necessary.
- 1993-94 **CA**ll school districts will implement the new practices needed to strengthen their teaching evaluation programs.
- 1994-95 **CA**ll school districts will continue to implement their new teacher evaluation practices and make refinements if necessary.

As local school districts proceed to review and to strengthen their current teacher evaluation programs, the panel recommends that the Louisiana Department of Education provide them with resources that can assist them in this process. Such resources could include information about teacher evaluation staff development opportunities available at the state and regional levels, examples of some more effective teacher evaluation practices being implemented in Louisiana school districts, and readings such as *A Handbook for Teacher Evaluation and Professional Growth in More Productive Schools*<sup>1</sup>, among others.

The statement of philosophy and purposes of teacher evaluation, as well as the guidelines for teacher evaluation programs developed by this panel are presented in the subsequent sections of this report. It is important to note that the panel viewed teacher evaluation in the generic sense, a process for the evaluation of all certified professional staff (i.e., classroom teachers, special services staff, and building, as well as district level administrators).

##### Philosophy and Purposes of Teacher Evaluation

As we move through the decade of the nineties, 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

State Board of Elementary and Secondary Education has established uniform guidelines for personnel evaluation.

Personnel evaluation is directed toward the continued enhancement of learning through a process of encouraging professional growth for all educators by establishing a system of professional accountability. It is an ongoing, shared process aimed at improving instruction and the learning environment for all students.

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

1. To assure the public that:
  - the educational system is providing the best opportunities for all children to learn,
  - the best qualified personnel are employed in every position, and
  - effective teaching continues in the classroom;
2. To foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators; and
3. To provide support for the professional development of new teachers during their period of internship.

**Guidelines for Teacher Evaluation Programs**

Guidelines for local school district teacher evaluation programs in Louisiana are presented in the subsequent sections of this report. Compliance criteria are provided for each guideline.

- **Yes** C indicates that the school district meets the criterion.
- **No** C indicates that the school district does not meet the criterion.
- **Partial** C indicates that the school district has a plan for meeting the criterion.

A school district's teacher evaluation program is approved with respect to a particular guideline if it meets all criteria for that guideline. The program receives conditional approval if it meets some criteria and has a plan for meeting all the others. Disapproval results when the school district does not meet all the criteria for a particular guideline and has no plan to rectify this situation.

**1. Focus on Educational Improvement**

The teacher evaluation program is well grounded in the local school district's educational philosophy and goals. An overview of the district's philosophy and priority educational goals is provided and related to the philosophy and purposes of teacher evaluation. A clear message is provided as to how teacher evaluation will be used more effectively to facilitate the attainment of short and long term goals for educational improvement at the district and school building levels.

**Compliance criteria:**

District's philosophy and priority educational goals are related to the philosophy and purposes of teacher evaluation. Y N P

Teacher evaluation is related to goals for educational improvement at the district level. Y N P

Teacher evaluation is related to goals for educational improvement at the school building level. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**2. Staff Involvement in the Teacher Evaluation Program**

A teacher evaluation steering committee is formed at the local school district level. Representative of administrators and classroom teachers, the committee is selected by each of these groups. This standing committee is responsible for assessing the strengths and weaknesses of the school district's teacher evaluation program in light of the Louisiana Guidelines for Teacher Evaluation Programs. Furthermore, it will oversee the planning and implementation of any revisions necessary to strengthen the teacher

evaluation process. Periodically, at least every three years, this committee will evaluate the extent to which the purposes of the local teacher evaluation program are being achieved.

**Compliance criteria:**

A representative teacher evaluation steering committee has been formed to review the current local teacher evaluation program in light of new state guidelines. Y N P

This committee has balanced representation of both teachers and administrators. Y N P

The committee has developed a plan for strengthening the current teacher evaluation process where necessary. Y N P

The committee has developed a plan for evaluating whether the purposes of the teacher evaluation program are being achieved. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**3. Philosophy and Purposes of Teacher Evaluation**

The philosophy and purposes for which teacher evaluation is used in the local school district are stated clearly in writing. This philosophy is grounded in the beliefs that all students can learn; good teaching increases the chances of students learning; and a collegial, collaborative relationship between a teacher and evaluator creates the appropriate climate for good teaching.

A purpose of the teacher evaluation program is to assure the public that the educational system is providing the best opportunities for all children to learn, that the best qualified personnel are employed in every position, and that effective teaching continues in the classroom.

Another purpose of the teacher evaluation program is the improvement of the teaching/learning process. This purpose includes the encouragement of creativity and innovation in the planning and implementation of teaching strategies that are consistent with the contemporary research on effective classroom processes. Teacher evaluation includes promoting the professional growth and development of staff, as well as providing support for new teachers during their period of internship.

In summary, teacher evaluation is pursued with the spirit that it is a process for making good teachers better, rather than one that is directed toward finding fault with teaching.

**Compliance criteria:**

The philosophy and purposes of the local teacher evaluation program are stated clearly in writing. Y N P

The philosophy and purposes of the local teacher evaluation program have been explained to and discussed with teachers. Y N P

The purposes provide the public assurances that only effective teachers continue to be employed by the school district. Y N P

The purposes reflect sound principles of effective teaching and learning that are supported by contemporary research. Y N P

The purposes support the improvement of the teaching-learning process, as well as the continued professional growth and development of instructional personnel. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**4. Accountability Relationships**

Accountability relationships are defined clearly in writing. These relationships are communicated effectively so all professional staff know who is accountable to whom for the purposes of teacher evaluation.

**Compliance criteria:**

Accountability relationships are defined clearly in writing. Y N P

Teachers are informed each year as to who is responsible for their evaluation. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**5. Evaluation Criteria**

The evaluation criteria for each professional staff position (i.e., teachers, principals, librarians, etc.) are stated clearly in writing in the job description. Classroom teachers are evaluated on the basis of job descriptions that include the *Louisiana Components of Effective Teaching* and any other appropriate criteria identified by the local school district. The *Louisiana Components of Effective Teaching* is a broad, general description of good teaching. Because teacher evaluation results in an in-depth analysis of teaching, it is usually not advisable to use only a rating scale or checklist to rate a successful, experienced teacher on all of the criteria included in the job description. Instead, these criteria should be used as a frame of reference for a descriptive review and analysis of teaching that focuses the evaluation process on strengthening and/or enhancing a few critical aspects of teaching.

**Compliance criteria:**

The evaluation criteria for each professional staff position are stated clearly in writing in the job description. Y N P

The Louisiana Components of Effective Teaching are included in the job descriptions of instructional personnel. Y N P

The evaluation criteria provide a frame of reference for a descriptive review and analysis of teaching rather than only a rating scale or checklist of teaching effectiveness. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**6. The Classroom Observation Process**

Classroom observation is a critical aspect of the teacher evaluation process. The evaluator conducts observations that are of sufficient duration to see the lesson begin, develop, and culminate. A pre-observation conference is conducted to review the teacher's lesson plan. A post-observation conference is arranged to discuss and analyze the lesson, as well as to prepare an observation report. The primary purpose of this report is not to rate the teacher on a scale or checklist, but rather, to reach consensus on commendations, as well as recommendations for strengthening or enhancing teaching. Follow-up classroom visits and observations are conducted to determine what impact these recommendations have had on improving the quality of the teaching-learning process in the teacher's classroom.

**Compliance criteria:**

Teaching is evaluated through periodic classroom observations. Y N P

Observations are of sufficient duration to see the lesson begin, develop, and culminate. Y N P

The primary purpose of the classroom observation is not to rate the teacher, but rather, to reach consensus on commendations, as well as to make recommendations to strengthen or enhance teaching. Y N P

Follow-up classroom visits and observations are conducted to reinforce positive practice and to determine how recommendations have impacted the quality of the teaching-learning process. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**7. Developing the Professional Growth Plan**

Periodic evaluation conferences are conducted to discuss and to analyze teaching for the purpose of developing longer term (1-2 year) professional growth plans to strengthen or enhance the teaching-learning process in the classroom. These professional growth plans are based on a descriptive analysis of teaching rather than on only the results of a checklist or rating scale. Usually such plans include two to three objectives developed collaboratively by the teacher and evaluator. For successful, experienced teachers, these objectives may extend beyond the professional responsibilities included in the job description and may be used to explore new, untried, innovative ideas or projects. Each objective includes a plan of action to guide the teacher's progress, as well as observable evaluation criteria that the teacher and evaluator can use to determine the extent to which each objective has been achieved. The evaluation criteria show clearly how achievement of the objective will impact the quality of the teaching-learning process in the classroom.

**Compliance criteria:**

Teachers develop longer-term professional growth plans to strengthen or enhance the teaching-learning process. Y N P

Professional growth plans are based on objectives developed collaboratively by the teacher and evaluator. Y N P

A plan of action and evaluation criteria are specified for each objective. Y N P

For successful, experienced teachers, objectives are used to explore new, untried, innovative ideas or projects. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**8. Teacher Self-Evaluation**

Teachers are encouraged to assume significant responsibility for the evaluation of their performance. Ample opportunities are provided throughout the teacher evaluation process for personal reflection, self-evaluation, and peer collaboration. The products of such efforts are shared in self-evaluation reports which teachers submit as part of the teacher evaluation process. Training is provided for all teachers in techniques for reflection and self-evaluation. Additional staff development opportunities are provided for those teachers who wish to work as peer coaches or in other peer support and assistance roles (i.e., mentors, peer support persons in intensive assistance programs for experienced teachers). Participation in such peer support roles is voluntary. Teachers serving as peer coaches or providing other peer support and assistance are not evaluators as defined in these guidelines.

**Compliance criteria:**

## EDUCATION

Training is provided for teachers in techniques for personal reflection, self-evaluation, and peer collaboration. Y N P

Teachers are provided opportunities throughout the evaluation process for personal reflection, self-evaluation, and peer collaboration. Y N P

Teachers include a self-evaluation as part of the overall evaluation of their teaching. Y N P

*Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval*

### 9. The Evaluation Period

All professional staff are evaluated in writing each year. How professional staff are evaluated may vary depending on their experience and proficiency in the classroom. The evaluation process for intern teachers tends to focus on strengthening proficiency in the classroom, while the evaluation process for tenured, experienced teachers tends to focus on professional growth and school improvement. Beginning teachers and those new to the school district will be evaluated each year through classroom observations for their first three years of employment. More experienced teachers will be evaluated on the basis of classroom observations at least once every three years. Successful, tenured teachers may be evaluated on a multi-year cycle that encourages staff to pursue longer term professional growth and school improvement initiatives: for example, a three-year cycle may be implemented as follows:

Year 1 **C**Teacher is evaluated formally on the basis of classroom observation.

Years 2-3 **C**Teacher is evaluated on the basis of progress toward those objectives included in his/her professional growth plan. Periodic classroom visits and/or observations may be conducted as necessary at the discretion of the evaluator or at the request of the teacher.

It is imperative that professional staff clearly understand the procedures and timelines that will be used to evaluate their performance.

#### **Compliance criteria:**

All professional staff are evaluated in writing each year. Y N P

The evaluation process is tailored to the levels of experience and classroom proficiency of the teacher. Y N P

Successful, tenured teachers are evaluated on a multi-year cycle that encourages staff to pursue more meaningful, longer term professional growth and school improvement initiatives. Y N P

*Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval*

### 10. Information Included in the Teacher Evaluation Process

The evaluation of teaching is based on one or a combination of the following:

a. Evaluator's assessment of teaching based on the criteria specified in the teacher's written job description, including the *Louisiana Components of Effective Teaching*,

b. Evaluator's assessment of the progress the teacher has made toward achieving those objectives included in the professional growth plan that was developed collaboratively with the evaluator, and

c. Teacher's self-evaluation of teaching as well as progress toward achieving those objectives included in his/her professional growth plan.

#### **Compliance criteria:**

Evaluator's assessment of teaching is based on the job description, including the *Louisiana Components of Effective Teaching*. Y N P

Evaluator's assessment of teaching is based on progress toward the objectives included in the teacher's professional growth plan. Y N P

Evaluation includes the teacher's self-evaluation of teaching, as well as his/her progress toward objectives included in the professional growth plan. Y N P

*Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval*

### 11. Coordination with the Induction of Intern Teachers

Mentor support is provided through the teacher evaluation process for the induction and professional growth of intern teachers. A concerted effort is made to insure that intern teachers are socialized in a professional manner and that they experience success in the classroom. Assistance made available through the local teacher evaluation process is coordinated with the state support and assessment program for any beginning teacher with a Provisional or Temporary Teaching Certificate.

#### **Compliance criteria:**

Mentor support is provided for the induction of intern teachers. Y N P

The *Louisiana Components of Effective Teaching* is a focus for the evaluation of beginning teachers. Y N P

Assistance made available through the local teacher evaluation process is coordinated with the state support and assessment program for beginning teachers. Y N P

*Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval*

### 12. Intensive Assistance for Experienced Teachers

If it is determined through the teacher evaluation process that an experienced teacher does not satisfactorily meet the local school district's standards of performance, then that teacher is placed in an intensive assistance program. When the teacher is placed in such a program, he/she is informed in writing of the reason(s) for the placement. Then an intensive assistance plan is developed with the teacher.

The plan specifies:

a. what the teacher needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance;

b. what assistance/support is provided by the school district;

c. a timeline for achieving the objectives and the procedures for monitoring the teacher's progress including classroom observations and conferences; and

d. the action that will be taken if improvement is not demonstrated.

Experienced teachers can assume that they are performing satisfactorily unless they have been placed in an intensive assistance program.

#### **Compliance criteria:**

An intensive assistance program is provided for teachers who do not meet the local district's standards of satisfactory performance. Y N P

Any teacher placed in an intensive assistance program is informed in writing of the reason(s) for this placement. Y N P

An intensive assistance plan is developed for any teacher placed in such a program. Y N P

The local school district provides the professional development support necessary to enable the teacher to meet the objectives of this plan. Y N P

The local school district takes appropriate action in accordance with legislative, SBESE and local school board mandates if satisfactory improvement is not demonstrated. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**13. Procedures for Resolving Conflict**

The teacher evaluation program includes procedures for resolving disagreement or conflict in a fair, efficient, effective, and professional manner. A teacher must sign any evaluation report placed in his/her personnel file. Signature indicates only that the teacher has received a copy of the report. If the teacher does not agree with any aspect of a report, he/she meets with the evaluator to resolve the disagreement. If the disagreement cannot be resolved, the teacher will attach a signed statement clarifying or rebutting that aspect of the report. Also the teacher may initiate any grievance procedures that apply.

**Compliance criteria:**

The evaluation program includes procedures for resolving conflict in a fair, efficient, effective, and professional manner. Y N P

If the conflict cannot be resolved, the teacher is encouraged to submit a signed statement clarifying or rebutting the issue in question. Y N P

Grievance procedures are clearly specified for situations where conflict cannot be resolved. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**14. Staff Development for Teacher Evaluation**

The school district provides training on a continuing basis for all staff involved in the teacher evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, classroom teachers). This training is supported by the LDE and coordinated through the Regional Service Centers (RSCs). Initial training focuses on developing the following:

a. a positive, constructive attitude toward teacher evaluation;

b. a knowledge of state laws and local school district policies governing the teacher evaluation process and associated due process procedures;

c. an understanding of the Louisiana Components of Effective Teaching; and

d. an understanding of the local school district's teacher evaluation program, including the philosophy and purposes, criteria, and procedures.

Further training focuses on developing those skills needed to diagnose and to strengthen or enhance teaching effectively. The skills addressed in such training are as follows:

a. data collection skills necessary to document a teacher's performance accurately;

b. data analysis skills necessary to make accurate judgments about a teacher's performance;

c. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance;

d. skills in developing and facilitating meaningful professional growth plans, plans that strengthen or enhance teaching effectiveness; and

e. skills in writing effective evaluation reports, reports that document how evaluation has impacted the quality of the teaching-learning process in the classroom.

Training undertaken by administrators to implement the teacher evaluation process effectively is counted toward the accumulation of Louisiana Administrative Leadership Academy points.

**Compliance criteria:**

The local school district provides initial training that focuses on developing the following:

a. a positive constructive attitude toward teacher evaluation Y N P

b. a knowledge of the laws/policies governing teacher evaluation associated due process procedures Y N P

c. an understanding of the *Louisiana Components of Effective Teaching* Y N P

d. an understanding of the school district's teacher evaluation program Y N P

The local school district provides further training in the following skill areas:

a. data collection skills necessary to document teaching accurately Y N P

b. data analysis skills needed to make accurate judgments about teaching Y N P

c. conferencing skills needed to provide clear, constructive feedback Y N P

d. skills in developing meaningful professional growth plans Y N P

e. skills in writing effective teacher evaluation reports Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**15. Impact of the Teacher Evaluation Process**

The impact of the teacher evaluation process on improving teaching and learning at the school building and district levels is documented and discussed by the staff each spring. The accomplishments of teachers and administrators in this regard are celebrated and shared with the school community.

**Compliance criteria:**

The impact of the teacher evaluation process on improving teaching and learning at the school building and district levels is documented and discussed each spring. Y N P

The accomplishments of teachers and administrators in this regard are celebrated and shared with the school community. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**Implementation and Staff Development Plan**

Earlier in this report, this panel recommended that the guidelines just presented be used by the LDE to strengthen and standardize local teacher evaluation programs over a three-year period. An

implementation and staff development plan is provided below to guide this process.

#### **September/October 1992**

The LDE and the Regional Service Center (RSC) staff, as well as superintendents and personnel evaluation contact persons, are oriented to a) the Louisiana Guidelines for Teacher Evaluation Programs and b) the procedure for using these guidelines to strengthen and standardize teacher evaluation programs at the local school district level.

Teachers and administrators are provided a copy of the Louisiana Guidelines for Teacher Evaluation Programs and are informed how these guidelines will be used to strengthen and standardize local teacher evaluation programs.

#### **October 1992**

The local education agencies (LEAs) form an eight to twelve member teacher evaluation steering committee. The superintendent (or his/her designee) and the personnel evaluation contact person will serve on this committee. Two other members of this committee, a teacher and a building administrator, will be selected to serve as the LEA's teacher evaluation resource persons. These two resource persons, the superintendent (or his/her designee) and the personnel evaluation contact person will comprise the LEA's Core Team for teacher evaluation. This Core Team will be trained by the LDE through the RSCs to serve as a teacher evaluation staff development resource to the local school district and its steering committee. Also, the two resource persons on this team will assist the LDE in its review of the teacher evaluation programs of other school districts in the service region.

#### **October/November 1992**

The LDE conducts regional workshops to orient the LEA Core Teams to a) the Louisiana Guidelines for Teacher Evaluation Programs and b) the procedures for reviewing current teacher evaluation programs in light of these guidelines.

#### **December 1992**

The Core Team orients the LEA's teacher evaluation steering committee to a) the Louisiana Guidelines for Teacher Evaluation Programs and b) the procedures for reviewing its current teacher evaluation program in light of these new guidelines. Then this steering committee develops and implements a plan to review and revise its teacher evaluation program. The revision plan includes:

- a list of the modifications/changes needed,
- a process and timeline for making these modifications/changes,
- a procedure for sharing the work of the committee with other teachers and administrators in the school district for their reaction and feedback.

#### **January 1993**

The local steering committee completes its review of the LEA's teacher evaluation program and submits a Teacher Evaluation Self-Assessment Report to the LDE by February 1, 1993. This is a self-assessment to the extent to which the LEA believes it complies with each of the Louisiana Guidelines for Teacher Evaluation Programs. The steering committee shares the essence of this Self-Assessment Report with other teachers and administrators in the school district.

#### **February/March 1993**

The LDE conducts regional workshops to orient the LEA teacher evaluation resource persons to its process for reviewing the Teacher Evaluation Self-Assessment Reports submitted by the local teacher evaluation steering committees. The LDE proceeds with its review of the Teacher Evaluation Self-Assessment Reports. The Self-Assessment Report submitted by each local teacher evaluation steering committee is examined by a three member state review team comprised of an LDE staff member and a teacher and an administrator resource person from another school district. The state review team examines the steering committee's Self-Assessment Report to determine the extent to which the LEA's

teacher evaluation program complies with the Louisiana Guidelines for Teacher Evaluation Programs. The results of this review are summarized in a Teacher Evaluation Status Report that is shared later with the LEA.

#### **March 1993**

The LDE completes its review of the Teacher Evaluation Self-Assessment Reports and shares the Teacher Evaluation Status Reports with the LEAs. Then the local teacher evaluation steering committee reviews its LEA's Status Report. Once the steering committee completes this review, it can meet with the LDE staff if it wishes to discuss any aspects of the Status Report or pose any questions it has about discrepancies between the Status Report and the LEA's Self-Assessment Report.

#### **March-May 1993**

The local steering committee follows its plan for making changes/modifications in its teacher evaluation program. This process includes trying out any new techniques or approaches to teacher evaluation with a small sample of teachers to determine whether they would have the impact desired. Also during this period, the LDE conducts a five-day training program for Core Team members through the RSCs. The purpose of this program is to help teachers and administrators to develop the appropriate understanding of critical teacher evaluation skills to be able to go back to their school districts to train their colleagues in these skills. Topics addressed in this program would include analyzing teaching using the *Louisiana Components of Effective Teaching*, classroom observation, conferencing, writing effective evaluation reports, developing professional growth plans, and facilitating self-evaluation.

#### **June 1993**

The local steering committee completes its plan for implementing the local teacher evaluation program during the 1993-94 school year. Then the committee a) orients its teachers and administrators to this plan and b) submits this plan to the LDE by June 15, 1993 as part of its yearly Personnel Evaluation Report.

#### **July-August 1993**

The local steering committee conducts appropriate workshops with teachers and evaluators to prepare them for the implementation of the teacher evaluation program during the 1993-94 school year.

#### **September 1993-May 1994**

The local steering committee implements its revised teacher evaluation program and meets monthly to monitor its implementation. Implementation is supported by an ongoing staff development program for teachers and administrators.

#### **November 1993 and March 1994**

The state review teams conduct fall and spring site visits. During these visits the local steering committee meets with its Review Team to provide an update on the progress it has made in implementing and strengthening its teacher evaluation program. Also, the steering committee indicates what staff development resources it would like to see provided through the RSC to support the further implementation of its teacher evaluation program. The review team prepares a Site Visit Report to document the outcomes of each visit and shares this report with the LDE and RSC staff.

#### **June 1994**

The local steering committee reviews what it has accomplished during the 1993-94 school year and refines its plan for implementing the local teacher evaluation program during the 1994-95 school year. Then the committee a) orients its teachers and administrators to this plan and b) submits this plan to the LDE by June 15, 1994 as part of its yearly Personnel Evaluation Report.

#### **July-August 1994**

The local steering committee conducts appropriate workshops with teachers and evaluators to prepare them for the implementation of the teacher evaluation program during the 1994-95 school year.

**September 1994-May 1995**

The local steering committee implements its refined teacher evaluation program and meets monthly to monitor its implementation. Implementation is supported by an ongoing staff development program for teachers and administrators.

**November 1994 and March 1995**

The state review teams conduct fall and spring site visits. During these visits the local steering committee meets with its review team to provide an update on the progress it has made in implementing and strengthening its teacher evaluation program. Also, the steering committee indicates what staff development resources it would like to see provided through the RSC to support the further implementation of its teacher evaluation program. The review team prepares a Site Visit Report to document the outcomes of each visit and shares this report with the LDE and RSC staff.

**June 1995**

The local steering committee reviews what it has accomplished during the 1994-95 school year and refines its plan for implementing the local teacher evaluation program during the 1995-96 school year. Then the committee a) orients its teachers and administrators to this plan and b) submits this plan to the LDE by June 15, 1995 as part of its yearly Personnel Evaluation Report.

**Building a Capacity for Staff Development**

The Implementation and Staff Development Plan just presented requires that the LDE build a capacity for staff development through its LEAs and RSCs.

In building such a capacity, it is important that training be provided by personnel that are both knowledgeable in techniques of teacher evaluation, as well as in the process of effective staff development. In summary, there is a need to identify or develop a cadre of good people to conduct the training necessary to strengthen local teacher evaluation practices.

While some out-of-state consultants could be used, it is important to develop a local, Louisiana capacity for staff development in teacher evaluation. This capacity could be accomplished by meeting with the deans in schools of education to learn what staff development resources could be provided through higher education. In addition, superintendents could be polled to obtain their recommendations of people in their districts who are doing some good things in teacher evaluation that could be called on to do training. Depending on what resources are identified through contacts with deans and superintendents, a decision would need to be made as to whether there is a need to develop further staff development resources for teacher evaluation through a trainer of trainers program for select LEA or RSC personnel.

In addition to identifying staff development resources, it is important to determine where the training will take place. Certainly, much of the training will be conducted at the RSCs and in the LEAs. Also, consideration should be given to whether some professional development centers might be established for training in teacher evaluation. These centers would be schools where good teacher evaluation is being practiced. Teachers and administrators would go to these schools to strengthen their evaluation skills through direct involvement in the teacher evaluation process under the supervision of knowledgeable practitioners.

In concluding, this panel believes it is critical that the LDE build an adequate capacity for staff development in teacher evaluation to support its initiative to strengthen local teacher evaluation practices. Also, the LDE must develop a long range plan that clearly conveys to the LEAs those staff development resources that will be available to support local efforts to strengthen teacher evaluation programs over the next three years.

**Developing a Process for the Review and Approval of Local Teacher Evaluation Programs**

The focus of the first year of this plan to strengthen and standardize local teacher evaluation programs is on the review and approval of such programs. This panel recommends that an

efficient and effective process be developed by the LDE for the local review, as well as state approval of teacher evaluation programs in light of the Louisiana Guidelines for Teacher Evaluation Programs. More specifically, the panel recommends that a *Teacher Evaluation Self-Assessment Report* such as the one presented in Exhibit 1 be developed to facilitate the local review of teacher evaluation programs. This *Report* would be completed first by individual steering committee members. Next their individual ratings for each guideline would be discussed and consensus would be reached as a committee. Then the LEA would submit to the LDE a *Teacher Evaluation Self-Assessment Report* that represents the consensus opinion of its teacher evaluation steering committee.

As noted earlier, the *Teacher Evaluation Self-Assessment Report* submitted by an LEA would be examined by a three-member state review team comprised of an LDE staff member and two teacher evaluation resource persons, a teacher and an administrator from another school district. This team would share the results of its review with the LEA using a *Teacher Evaluation Status Report* such as the one presented in Exhibit 2. The review team's assessment of an LEA's teacher evaluation program with respect to the Louisiana Guidelines for Teacher Evaluation Programs would consist of a consensus rating, as well as comments regarding the program's strengths and aspects that might be improved. If the review team does not approve the LEA's teacher evaluation program with respect to a particular guideline, it must justify this decision clearly in writing.

Once the LEA receives its *Teacher Evaluation Status Report*, it has 30 working days to respond to the LDE, if either it does not agree with the team's assessment or it wishes to submit a plan to comply with any guidelines for which its teacher evaluation program was not approved. In situations in which an LEA submits such a plan, the state review team for that school district would be reconvened to review this plan and to submit a revised *Teacher Evaluation Status Report*. Also, the state review team may be reconvened to deal with those situations in which the LDE does not agree with the team's assessment.

**Exhibit 1****Teacher Evaluation Self-Assessment Report**

This *Report* has been developed to help your local school districts to assess the status of its teacher evaluation program in light of the new Louisiana Guidelines for Teacher Evaluation Programs. You are being asked to complete this *Report* as a member of your school district's teacher evaluation steering committee. Later your steering committee will meet to a) discuss the responses of committee members and b) reach consensus as to the status of your school district's teacher evaluation program with respect to each guideline.

The Louisiana Guidelines for Teacher Evaluation Programs are listed in the subsequent Section of this *Report*. Following each guideline are criteria for determining whether a school district complies with that guideline. Please review each of the criteria and circle the appropriate response. Circle . . .

**Y** for Yes, if you believe your school district meets the criterion;

**N** for No, if you believe your school district does not meet the criterion; or

**P** for Partial, if you believe your school district has a plan for meeting the criterion.

If you circle **Y**, please indicate where evidence can be found to support your rating. For example, you may simply refer to a section of your teacher evaluation plan, see pages 7-8 of District Plan. If you circle **P**, either attach your school district's plan for meeting that criterion or indicate in the evidence section where it can be found (Example: see page 12 of our School Improvement Plan for 1992-93).

After you have rated each of the criteria for a particular guideline, provide an overall assessment of whether you believe

your school district's teacher evaluation program should be approved with respect to that guideline. Check . . .

**Approval**, if your school district meets all the criteria for that guideline;

**Conditional Approval**, if your school district has met some of the criteria and has a plan for meeting the others; or

**Disapproval**, if your school district does not meet all of the criteria for that guideline and has no plan to rectify the situation.

After you have assessed the status of your school district's teacher evaluation program with respect to a particular guideline, please make a note in the Comments section of any issues or questions you want to address with your teacher evaluation steering committee when you meet later to discuss your ratings.

Your cooperation and assistance in carefully completing this Report are appreciated. Thank you!

**1. Focus on Educational Improvement**

The teacher evaluation program is well grounded in the local school district's educational philosophy and goals. An overview of the district's philosophy and priority educational goals is provided and related to the philosophy and purposes of teacher evaluation. A clear message is provided as to how teacher evaluation will be used to facilitate the attainment of short and long term goals for educational improvement at the district and school building levels more effectively.

**Compliance criteria:**

District's philosophy and priority educational goals are related to the philosophy and purposes of teacher evaluation.

Evidence: \_\_\_\_\_ Y N P

Teacher evaluation is related to goals for educational improvement at the district level.

Evidence: \_\_\_\_\_ Y N P

Teacher evaluation is related to goals for educational improvement at the school building level.

Evidence: \_\_\_\_\_ Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

Comments:

( . . . The remaining guidelines will be presented in this same format on the subsequent pages of the Report . . . )

**Exhibit 2  
Teacher Evaluation Status Report**

**Overall Summary**

District: \_\_\_\_\_ Review Team: \_\_\_\_\_

Date: \_\_\_\_\_

**1. Focus on Educational Improvement**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**2. Staff Involvement in the Teacher Evaluation Process**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**3. Philosophy and Purposes of Teacher Evaluation**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**4. Accountability Relationships**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**5. Evaluation Criteria**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**6. The Classroom Observation Process**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**7. Developing the Professional Growth Plan**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**8. Teacher Self-Evaluation**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**9. The Evaluation Period**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**10. Information Included in the Teacher Evaluation Process**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**11. Coordination with the Induction of Intern Teachers**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**12. Intensive Assistance for Experienced Teachers**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**13. Procedures for Resolving Conflict**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**14. Staff Development for Teacher Evaluation**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

**15. Impact of the Teacher Evaluation Process**

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

General Comments:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signed: \_\_\_\_\_

**Teacher Evaluation Status Report**

**Analysis by Guideline**

**1. Focus on Educational Improvement**

**Compliance criteria:**

District's philosophy and priority educational goals are related to the philosophy and purposes of teacher evaluation. Y N P

Teacher evaluation is related to goals for educational improvement at the district level. Y N P

Teacher evaluation is related to goals for educational improvement at the school building level. Y N P

Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval

Comments:

( . . . The remaining guidelines will be presented in this same format on the subsequent pages of the Report . . . )

**Focusing Beyond the Classroom Teacher**

As local school districts review their teacher evaluation programs, it is essential that the evaluation process is strengthened for all professional staff, not just for classroom teachers. Just as the LDE took leadership in the development of the *Louisiana Components of Effective Teaching* and appropriate procedures for the evaluation of classroom teachers, this panel recommends that the LDE take leadership in developing state criteria and appropriate procedures for the evaluation of their professional staff such as principals, special area teachers, and guidance counselors. Until this issue is addressed by the LDE for school principals, the panel encourages the LEAs to consider the purposes, criteria, and procedures which follow when reviewing their process for evaluating school principals.

**Purposes of Principal Evaluation**

The purposes of evaluation state why the principal is being evaluated. The basic reasons for which a principal is evaluated are as follows:

- School Improvement **Go** to promote the improvement of school programs and the enhancement of student learning,
- Professional Growth and Development **Go** to foster the professional growth and development of new and continuing principals,

- Selection to select the best qualified persons for principalships, and
- Accountability to ensure that only effective principals continue in that role in the school district.

School districts tend to place more emphasis on those purposes dealing with school improvement and professional growth, and less emphasis on those dealing with accountability. This approach is most appropriate, since the goal is to select highly qualified principals who focus their attention on school improvement needs, and to strengthen the performance of these administrators using an evaluation process which fosters professional growth and development. In settings where this approach is taken, less attention needs to be paid to the traditional accountability purpose of evaluation.

### Proficiencies of the Effective Principal

The Proficiencies of the Effective Principal<sup>2</sup> presented on the next page are criteria that can be applied when evaluating a school principal. The term *proficiencies* is used here rather than *competencies*, since *competency* merely suggests adequacy, while *proficiency* connotes a high degree of knowledge or skill. The principal behaviors included in these proficiencies are very similar to those identified through a recent study conducted by the Louisiana Administrative Leadership Academy.

### Leadership

*Defining Direction. . .*

1. Exercises vision in defining the school mission and goals
2. Effectively and clearly communicates goals within and without the community
3. Sets high expectations and standards for attainment of school goals
4. Identifies and analyzes relevant information before making decisions or committing resources
5. Provides incentive to excel for both teachers and student
6. Communicates clearly and persuasively
7. Serves as a role model

*Instructional Development. . .*

8. Monitors student achievement
9. Collects, analyzes and interprets student and school data to identify areas for instructional and program development
10. Uses knowledge of research in curriculum and instruction to initiate school improvement
11. Evaluates professional and support staff constructively
12. Coaches teachers to enhance their instructional effectiveness
13. Engages in a program of ongoing professional development

### Human Relations

*Consideration. . .*

14. Gives specific and frequent feedback
15. Maintains positive school climate through the use of humor
16. Recognizes and praises the accomplishments of students, teachers and staff

*Collaboration. . .*

17. Fosters teamwork and collegiality
18. Elicits participation in decision making
19. Facilitates group processes and resolves conflict
20. Encourages participatory leadership on the part of the staff
21. Listens to others

### Management

*School Program Management. . .*

22. Plans and prepares an appropriate budget and manages funds effectively
23. Seeks and allocates appropriate resources (materials, money, time) to support curriculum

24. Implements school programs within the confines of district goals and policies

25. Schedules curricular and co-curricular activities efficiently and effectively

26. Understands and applies knowledge of organizations and community politics in generating support for the school

27. Fosters community support for the school and its programs

*The Rules and Regulations. . .*

28. Identifies norms, guidelines and procedures for school operation

29. Develops clear school rules

30. Develops effective discipline and attendance policies

31. Accepts responsibility for in-school behavior of students, teachers and staff

*General Operations. . .*

32. Monitors the overall operation of the school

33. Ensures that the physical plant is kept in good order

34. Protects instructional time

35. Maintains a visible presence in the school

### Procedures for Principal Evaluation

The most commonly accepted process for evaluating principals is the performance objectives approach. This approach is outlined below.

#### A Step-by-Step Evaluation Procedure for Principals<sup>3</sup>

##### I. Determine Needs

1. The principal reviews:
  - a. position description
  - b. administrative skills
  - c. current district and/or building goals
2. The supervisor (evaluator) reviews:
  - a. the above four items
  - b. current performance in relation to the requirements of the job

##### II. Formulate Work Plan for the Year

1. Principal identifies needs for the coming year based on perceptions of past and current performance.
2. Supervisor reflects on the principal's needs based on past and current performance.
3. Both confer to decide whether the evaluation objective should be a development plan to upgrade existing competencies and/or an improvement plan to correct specific deficiencies.
4. Both discuss necessary activities to achieve the goals of jointly agreed-upon plan.

##### III. Complete and Implement Work Plan

1. Principal puts work plan in writing, gets approval of supervisor and carries out plan's activities.
2. Supervisor reviews and reacts to principal's work plan and monitors progress in carrying it out.
3. Both parties meet to conduct progress reviews in December and make modifications in plan if needed.
4. Principal completes implementation of work plan.

##### IV. Assess Results

1. Principal completes self-evaluation form and transmits it to supervisor.
2. Supervisor receives evaluation from principal, completes evaluation of principal's performance and notifies principal of date and place of evaluation conference.

##### V. Discuss Results

1. Principal and supervisor meet and review principal's evaluation and supervisor's evaluation.
2. They sign final forms.
3. They plan for next evaluation cycle.

### Concluding Remarks

This panel has made a number of recommendations directed toward strengthening and standardizing local school districts' teacher evaluation programs. While these recommendations will

change teacher evaluation practices in most school districts, simply change was not the primary goal of the panel. Throughout its efforts, the primary intent of the panel was to improve the quality of teaching and learning continually in our schools' classrooms. This improvement was the goal of the Children First Act that led to the reform of teacher evaluation practices in Louisiana. This goal should be the foremost in the minds of teacher evaluation steering committees as they revise or refine their teacher evaluation practices. The true test of whether a teacher evaluation process is effective is evidence that the process has a demonstrable impact on what happens to children in our schools. We are confident that teachers and administrators will perceive our recommendations as an opportunity to implement teacher evaluation practices that improve or enhance the quality of education for children in Louisiana.

<sup>1</sup>Iwanicki, E.F. (1992) *A Handbook for Teacher Evaluation and Professional Growth in More Productive Schools*. Storrs, CT: The Connecticut Institute for Personnel Evaluation, Department of Educational Leadership, The University of Connecticut.

<sup>2</sup>Iwanicki, E.F. & Shibles, M. (1990). *A Guide to the Process of Evaluating School Principals*. P.O. Box 220, East Lyme, CT: The Connecticut Principals' Academy, p. 7.

<sup>3</sup>McCurdy, J. (1983). *The Role of the Principal in Effective Schools: Problems & Solutions (an AASA Critical Issues Report)*. Arlington, VA: American Association of School Administrators, p. 89.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2285 (October 2004).

## §703. Appendix B

### Louisiana Components of Effective Teaching

#### Domain I. Planning

Planning is an important aspect of the teaching/learning process. An important part of the Assessment is the new teacher portfolio Planning is assessed as part of Entry A - The Teacher Work Sample.

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

The Individualized Education Program (IEP), and/or Individualized Family Service Plan (IFSP) will meet state 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. Management is assessed in the Classroom Observation.

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

Attributes:

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

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

Attributes:

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

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

Attributes:

1. Establishes expectations for learner behavior
2. Uses monitoring techniques to facilitate learning  
This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.

#### Domain III. Instruction

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom. Domain III is measured in both the new teacher portfolio and the classroom observation.

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson objective(s)  
Technique(s) may include teacher-directed activity/activities or student-centered activity/activities.
2. Sequences lesson to promote learning  
Sequencing means that the teacher initiates, develops, and closes the lesson with continuity.
3. Uses available teaching material(s) to achieve lesson objective(s)
4. Adjusts lesson 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 Informal 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**

Professional development is assessed as entry B in the New Teacher Portfolio. The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

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

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

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

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

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

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

#### **Domain V. School Improvement**

Domain V is included in the new teacher portfolio.

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 force(s) and/or committees
3. Implements school improvement plan at the classroom level

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

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

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

3. Seeks community involvement in instructional program

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

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

#### **Domain I. Planning**

Planning is an important aspect of the teaching/learning process. An important part of the Assessment is the new teacher portfolio. Planning is assessed as part of Entry A of the Teacher Work Sample.

Component A. The teacher plans effectively for instruction.

Attributes:

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

#### **Domain II. Management**

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

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

Attributes:

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

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

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts allotted time for activities and provision of auxiliary services

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

Attributes:

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

#### **Domain III. Instruction**

The teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom. Domain III is measured in both the new teacher portfolio and the classroom observation.

Component A. The teacher delivers instruction effectively.

Attributes:

1. Uses technique(s) which develop(s) lesson/activity objective(s)

## EDUCATION

2. Sequences lesson/activity to promote student learning/development

3. Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s)

4. Adjusts lesson/activity when appropriate

5. The teacher integrates technology into instruction.

Component B. The teacher presents appropriate content.

Attributes:

1. Presents functional content appropriate to the learners' capacities

2. Presents relevant subject matter/curriculum content in appropriate settings

3. Illustrates applications of content through examples, unexpected situations, and other means

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

Attributes:

1. Accommodates individual differences

2. Demonstrates ability to communicate effectively with students

3. Stimulates and encourages independent performance and optimal levels of thinking

4. Promotes student participation

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

Attributes:

1. Consistently monitors ongoing performance of students

2. Uses assessment techniques effectively

3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel regarding student progress

4. Produces evidence of student academic growth under his/her instruction

### Domain IV. Professional Development

Professional development is assessed as entry B in the New Teacher Portfolio. The Professional Growth Plan will provide the data to measure the new teacher's professional development activities.

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

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

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

Component B. The new teacher plans for professional self-development.

The intent of Component B is that the new teacher will concentrate on necessary improvements in Domains I, II, III, and/or V as agreed upon with his/her mentor and principal (during first semester of assistance period) and the members of the assessment team (during the assessment semester).

Attributes:

1. Identifies areas of instruction that need strengthening and develops with mentor and/or principal a plan for improvement and works to complete the plan

2. Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them

NOTE: Component B specifications apply only to new teachers (those who are in their first two years of teaching in the public

school system of Louisiana, and have not yet met all requirements for full certification).

### Domain V. School Improvement

Domain V is included in the new teacher portfolio.

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 force(s) and/or committees

3. Implements school improvement plan at the classroom level

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

Attributes:

1. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning

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

3. Seeks community involvement in instructional program

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

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:2285 (October 2004).

## §705. Appendix C

### Standards for School 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 community<sup>1</sup> 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" future<sup>2</sup> 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.

**Performances**

The principal demonstrates the ability to:

- work collaboratively with the school community to develop and maintain a shared school vision;
- bring the school vision to life by using it to guide decision making about students and the instructional programs;
- maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;
- maintain open communication 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 and 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 learning<sup>3</sup>;
- supervisory and observational techniques that promote effective teaching and learning in a growth oriented environment;
- authentic, psychometrically sound<sup>4</sup>, methods for assessing student learning; and
- emerging technologies and their use in enhancing student learning.

**Dispositions**

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 world 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.

**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 local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;
- 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 community<sup>5</sup> in shared decision-making processes.

**Performances**

The principal demonstrates the ability to:

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

The principal has knowledge, skills, 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.

**Dispositions**

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 an 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.

<sup>1</sup>School community: Individuals who have interests in or are affected by events at the school, including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

<sup>2</sup>Preferred future: An understanding and conviction to teachers and students that opportunities available to students are not limited.

<sup>3</sup>Powerful learning: Learning that occurs when students are proactive in developing skills through intrinsically challenging activities that build 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)

<sup>4</sup>Psychometrically sound: Data that are valid and reliable; refers to data from tests and other forms of assessment.

<sup>5</sup>School community: Individuals who have interests in or are affected by events at the school including administrators, faculty, staff, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

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

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 30:2298 (October 2004).



**Title 28**  
**EDUCATION**  
**Index**

Accountability Relationships Register, 6	Information Included in the Teacher Evaluation Process, 18, 22
Annual Summary Reporting Format, 13	Intensive Assistance for Experienced Teachers, 18, 22
Appendix A, 15	Intensive Assistance Programs, 9
Appendix B, 24	Job Descriptions, 11
Appendix C, 26	LEA Personnel Evaluation Glossary, 5
Coordination with the Induction of Intern Teachers, 18, 22	Monitoring LEA Personnel Evaluation Programs, 14
Definitions, 3	Observation Process, 7
Developing the Professional Growth Plan, 7	Personnel Self-Evaluation, 8
Employment Requirements, 12	Philosophy and Purposes of Personnel Evaluation, 5
Evaluation Criteria, 6	Philosophy of Personnel Evaluation, 1
Evaluation Exemption, 12	Procedures for Resolving Conflict, 19, 22
Evaluation of Instructional Personnel, 6	Procedures for Resolving Conflict(Due Process, 10
Evaluation of Non-Instructional Certified and Other Professional Personnel, 6	Process Instruments, 11
Evaluation Process Description, 5	Program Instruments Register, 7
Focus on Educational Improvement, 4	Purposes of Personnel Evaluation, 2
Framework for LEA Personnel Evaluation Programs, 2	Staff Development for Personnel Involved in Evaluation, 11
Guidelines of the Program, 1	Staff Development for Teacher Evaluation, 19, 22
Impact of Personnel Evaluation, 5	Staff Involvement in the Personnel Evaluation Program, 5
Impact of the Teacher Evaluation Process, 19, 22	Statement of Assurance, 13
Implementation of Personnel Evaluation Programs, 2	Technical Assistance Program, 13
Induction of New Teachers, 10	The Evaluation Period, 8