PERSONNEL EVALUATION GUIDELINES

ACCOUNTABILITY

BULLETIN 001

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(In compliance with the new guidelines set forth in Bulletin 130)
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1.0 FOCUS ON EDUCATIONAL IMPROVEMENT

In order to ensure an excellent school system, the Tangipahoa Parish Public School System has developed a philosophy of work for its employees to ensure that every student is on track to attain a college degree or professional career.

The Tangipahoa Parish School System recognizes that if it is to provide an excellent educational environment for its students, it must also provide an environment conducive to professional growth for its employees: one that is related to educational goals of both the national and state level as well as the district and school building level; one that stimulates creativity and encourages new ideas; one that is flexible enough to allow for employee originality and experimentation; and one that nurtures the development of the master teacher as well as support for the professional development of the new teacher.

The personnel evaluation process will be used to ensure that goals for educational improvement are met at both the district and school building level. The Tangipahoa Parish School System has developed a personnel evaluation plan aligned to the Regulations for Evaluation and Assessment of School Personnel as outlined in Bulletin 130 to accomplish the following educational goals:

EDUCATIONAL IMPROVEMENT GOALS:
1. To ensure that every student graduates from high school prepared for post-secondary.
2. To ensure that every classroom has an effective teacher.
3. To ensure that every school has an effective leader.
4. To ensure that every employee is committed to achieving these goals.

2.0 FRAMEWORK FOR PERSONNEL EVALUATION PROGRAM

A. The Tangipahoa Parish School System has the responsibility of providing an appropriate program for the evaluation of certified and other professional personnel employed within the system.

B. The Local Personnel Evaluation Plans defined by the Board shall include, at a minimum, the following elements:

1. **Job Descriptions.** Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. 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 the job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15th of each year. The originals must be sent to the Human Resources office no later than October 31st of each year.

2. **Individual Growth Planning Process.** The Tangipahoa Parish School System shall design and provide guidelines for teachers and administrators to develop an individual growth plan with their evaluators. The plans must be designed to assist each teacher or administrator in demonstrating effective
performance, as defined by Bulletin 001. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective. Individual Growth Plans must be completed no later than October 15th for employees hired at the beginning of the school year. Employees hired after that date will develop IGP’s with their evaluator within 30 days of their date of hire.

3. **Observation/Data Collection Process.** The evaluator or evaluators of each teacher and administrator shall conduct a minimum of one formal announced observation and one formal unannounced observation of instructional practice per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. For both formal and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and/or classroom as well as written materials or artifacts, may be used to inform evaluation. All employees newly hired to the Tangipahoa Parish School System and those who have transferred to a new site or a new job description must be observed/evaluated during the first semester. End-of-the-year evaluations will consist of an average from both observations (i.e. 2.8, 3.2) plus the Professionalism Rating Report. All observations/evaluations must be done no later than May 15th.

4. **Professional Development and Support.** The Tangipahoa Parish School System shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance to teachers and administrators, according to the requirements set forth in Bulletin 001.

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

### 3.0 PHILOSOPHY AND PURPOSE OF PERSONNEL EVALUATION

The Tangipahoa Parish School System’s overarching goal is to ensure that all students stay on track to attain a college degree or a professional career. The system believes that in order to achieve this goal there must be an effective teacher in every classroom and an effective school leader at every school. Furthermore, we believe that all students can learn, that good teaching increases the opportunities for students’ learning and that a collaborative relationship produces the climate and culture necessary for student learning.

The Tangipahoa Parish School System believes in the following statements which support its philosophy of personnel evaluation and provide additional direction in defining our purpose:

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

4.0 OVERVIEW OF PERSONNEL EVALUATION FOR CERTIFICATED PROFESSIONALS

In addition to the criteria shown on job descriptions for teachers and other certified professionals, the following information will be used as evaluation criteria by the Tangipahoa Parish School System.

A. Personnel evaluation for teachers and administrators shall be composed of two parts. Fifty percent of the evaluation shall be composed of applicable measure(s) of growth in student learning. The remaining 50 percent shall be based upon a qualitative assessment of teacher or administrator performance.

1. For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.

2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other informal, observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

B. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish levels of overall effectiveness for teachers and administrators.

4.1 MEASURES OF GROWTH IN STUDENT LEARNING – VALUE-ADDED MODEL

A. A value-added model shall be used to measure student growth for the purposes of teacher and administrator evaluation, where available.

B. The value-added model shall be applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than five students with value-added results assigned to an educator.

C. The value-added model shall be a statistical model approved by the BESE Board for linking academic gains of students to teachers in grades and subjects for which appropriate data are available.

D. The value-added model shall take into account the following student-level variables:

1. prior achievement data that are available (up to three years);
2. gifted status;
3. section 504 status;
4. attendance;
5. disability status;
6. eligibility for free or reduced price meals;
7. limited English proficiency; and
8. prior discipline history.

E. Classroom composition variables shall also be included in the model.
F. Additional specifications relating to the value-added model shall be adopted by the BESE Board, in accordance with R.S. 17:10.1(D).

4.2 MEASURES OF GROWTH IN STUDENT LEARNING – NON-TESTED GRADES & SUBJECTS

A. The State Department of Education shall expand the value-added model, as new state assessments become available.

B. For teachers and administrators of non-tested grades and subjects (NTGS), for which there is little or no value-added data available, progress towards pre-determined student learning targets - as measured by state-approved common assessments, where available - shall govern the student growth component of the evaluation. Student learning targets shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence. The quality of student learning targets as well as the attainment of targets shall be evaluated using a standard rubric provided by the department.

C. A minimum of two student learning targets shall be identified for each teacher in the NTGS. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.
   1. State-approved common assessments shall be used as part of the body of evidence measuring students’ attainment of learning targets, where available. At the beginning of each academic year, the State Department shall publish a list of state-approved common assessments to be used in identified non-tested grades and subject areas.
   2. Where no state-approved common assessments for NTGS are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students’ attainment of learning targets.
   3. The Tangipahoa Parish School System will define consistent student learning targets across schools and classrooms for teachers with similar assignments.

D. The State Department shall provide annual updates to LEAs relating to:
   1. The expansion of state-standardized testing and the availability of value-added data, as applicable;
   2. The expansion of state-approved common assessments to be used to build to bodies of evidence for student learning where the value-added model is not available; and
   3. The revision of state-approved tools to be used in evaluating student learning targets.

4.3 OBSERVATION TOOLS

A. The Tangipahoa Parish School System shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning.

B. Tangipahoa Parish observation tools shall adhere to the following minimum requirements.
   1. The tool for teacher evaluation shall align to the Louisiana Components of Effective Teaching. The tool for administrator evaluation shall align to the Performance Expectations and Indicators for Educational Leaders, contained within Bulletin 125- Standards for Educational Leaders in Louisiana.
a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders* may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.

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

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

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

D. The Tangipahoa Parish School System will use the NIET Instructional Rubric observation tools which have been submitted and approved. The following research brief outlines the TAP Evaluation System. Teachers are the most important school-related factor for student achievement gains, but evaluation of teacher performance is seldom conducted in any rigorous way. As policymakers call for a better approach to teacher evaluation, the 10-year history of TAP™: The System for Teacher and Student Advancement provides an example of an integrated system for teacher evaluation and support. TAP teachers are evaluated every year through multiple classroom observations by trained and certified raters and through their contributions to student achievement growth. Based on data from TAP schools, research shows that:

- TAP teacher evaluations provide differentiated feedback on teacher performance.
- TAP classroom evaluations are aligned with value-added student achievement outcomes.
- TAP teachers become more effective over time.
- TAP schools show higher retention of more effective teachers, and higher turnover of less effective teachers.

Creating the capacity for evaluation and evaluation-guided improvement in schools requires the right tools as well as the sustained engagement of teachers and leaders. The example of TAP implies that teacher evaluation should not be pursued as a one-time, one-size-fits-all policy prescription, but should be integrated within a comprehensive, site-based system with specific practical elements to support teachers and improve teaching and learning in the classroom.

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

   a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and

   b. an explanation of how the Tangipahoa Parish School System will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.

2. The State Department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this Bulletin.

3. If requested, revisions to proposed alternate observation tools shall be submitted to the State Department by the Tangipahoa Parish School System.

4. Tangipahoa Parish School Systems proposed alternate observation tools shall be either approved or denied by the State Department no later than August 1.

6. Should the Tangipahoa Parish School System secure department approval for use of an alternate observation tool(s), then the System need not submit them for approval in subsequent years, unless the alternate observation tool(s) is revised, the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*.
Teaching or Performance Expectations for Educational Leaders are revised, or revisions to this section are approved by the BESE Board.

7. The Tangipahoa Parish School System has been approved to utilize the TAP Teacher Instructional Rubric as their alternate observation tool by the Louisiana Department of Education.

The TAP observation process and tools have been used for over 10 years as part of TAP: The System for Teacher and Student Advancement. Research has shown a significant correlation between observation scores using the TAP Rubric and student growth using quantitative measures. For additional information about NIET and TAP, please visit www.niet.org.

4.4 STANDARDS OF EFFECTIVENESS

The following Standards of Effectiveness will be used as scoring criteria by the Tangipahoa Parish School System.

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

1. The 50 percent of evaluations that is based on student growth will be represented by a sub-score between 1.0 and 4.0.

2. The 50 percent of evaluations that is based on a qualitative assessment of performance will also be represented by a sub-score between 1.0 and 4.0.

3. The final composite score for teachers and administrators shall be the average of the two sub-scores and shall be represented as a score between 1.0 and 4.0.

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

<table>
<thead>
<tr>
<th>Effectiveness Rating</th>
<th>Composite Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>&lt;1.5</td>
</tr>
<tr>
<td>Effective: Emerging</td>
<td>1.5 ≤ x &lt; 2.5</td>
</tr>
<tr>
<td>Effective: Proficient</td>
<td>2.5 ≤ x &lt; 3.5</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>3.5 ≤ x</td>
</tr>
</tbody>
</table>

Any educator receiving a rating of Ineffective in either the student growth or the qualitative performance component of the evaluation shall receive an overall final rating of Ineffective.

C. TAP Instructional Rubrics: 5-Point Scale Conversion to Louisiana’s Four Levels of Effectiveness

The TAP Instructional Rubrics utilize a 5-point rating scale, with a 5 indicating Exemplary, a 3 indicating Proficient, and a 1 indicating Needs Improvement. The TAP rubric includes 4 domains and 26 indicators across those four domains. An annual SKR (Skills, Knowledge, and Responsibility) Score is computed for each teacher evaluated using the TAP rubrics. The SKR is based on multiple observations by multiple trained and certified evaluators.

Louisiana Compass has adopted a modified version of the Charlotte Danielson Framework for
Effective Teaching rubric that utilizes a 4-point rating scale. The Compass teaching rubric consists of 3 domains and 5 components across those domains. In addition, the state has adopted Standards of Effectiveness ratings that are based on a 4-point scale: 4 (Highly Effective); 3 (Effective Proficient); 2 (Effective Emerging); and 1 Ineffective.

To align the TAP rubric with the state’s adopted Standards of Effectiveness, it was necessary to develop a conversion chart for districts to apply when calculating and reporting data to the state for purposes of annual teacher evaluation composite scores. After analysis of the two rubrics (domains, components/standards, descriptors/critical attributes), review of the practice and application of the rubrics, and consideration of mathematical proportions, the following conversion methodology was defined:

<table>
<thead>
<tr>
<th>Rating</th>
<th>SKR Range</th>
<th>SKRs in TAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Effective</td>
<td>SKR ≥ 3.5</td>
<td>4.0, 4.5, 5</td>
</tr>
<tr>
<td>Effective Proficient</td>
<td>2.5 &lt; SKR ≤ 3.5</td>
<td>3.0, 3.5</td>
</tr>
<tr>
<td>Effective Emerging</td>
<td>1.5 &lt; SKR ≤ 2.5</td>
<td>2.0, 2.5</td>
</tr>
<tr>
<td>Ineffective</td>
<td>SKR ≤ 1.5</td>
<td>1.0, 1.5</td>
</tr>
</tbody>
</table>

It was further necessary to determine a number between 1 and 4, to the tenth place, to associate with each of the possible SKR scores (*Professional Practice Score*). This corresponding score is needed when calculating the teachers’ overall evaluation composite score:

*Professional Practice Score* + Student Growth Score = Final Composite Score

Prior to calculating the Final Composite Score, the Tap SKR score should be converted to its Compass “equivalent”

<table>
<thead>
<tr>
<th>SKR Score</th>
<th>Compass Equivalent</th>
<th>Effectiveness Level (Professional Practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>4.0</td>
<td>Highly Effective</td>
</tr>
<tr>
<td>4.5</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>3.6</td>
<td>Effective Proficient</td>
</tr>
<tr>
<td>3.5</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>2.8</td>
<td>Effective Emerging</td>
</tr>
<tr>
<td>2.5</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>1.8</td>
<td>Ineffective</td>
</tr>
<tr>
<td>1.5</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

4.5 EVALUATORS

A. The Tangipahoa Parish School System accountability relationships are defined clearly in writing. These relationships are communicated effectively so that all certified and other professional personnel know who is accountable to whom for the purposes of personnel evaluation as indicated by the job description that is signed by the individuals.
B. Principal, assistant principals, and other instructional leaders are eligible to serve as qualified observers. All designated observers must participate in required certification training (4 days) and demonstrate proficiency in the NIET observation process by successfully completing an online, annual certification test to be certified.

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

C. Evaluators of administrators shall be Tangipahoa Parish School Board supervisors, Chief Academic Officers, Superintendents, or the evaluatee’s respective supervisory level designee.

D. All evaluators shall be certified to serve as evaluators, according to the minimum requirements provided by the State Department.

1. The State Department, its contractors, and LEA’s with approved alternate observation tools shall serve as the sole certifiers of evaluators.

2. The evaluator certification process shall include an assessment to ensure inter-rater reliability and accuracy of ratings, based on the use of the teacher or leader observational rubric.

3. Evaluators on record must renew certification to evaluate annually.

E. A full list of the Evaluatee-Evaluator Register can be found in the Appendices in Section 11.4

4.6 PROFESSIONAL DEVELOPMENT

The Tangipahoa Parish School System shall provide professional development to all teachers and administrators, based upon their individual areas of improvement, as measured by the evaluation process, student data, and best practices. Professional development experiences provided by the district shall meet the following guidelines:

1. Professional development shall be job-embedded where appropriate.

2. Professional development shall focus on individualized areas of growth for teachers and administrators based on evaluation results, as well as data gathered through walk-throughs, site visits, school performance results, student achievement data, RTI, discipline data, and cultural sensitivity survey data. Tangipahoa Parish School System shall utilize a differentiated support system in allocating resources and levels of support.

3. Professional development shall include follow-up engagement with teachers and principals, such as coaching, feedback on performance, peer observations, leadership meeting activities, cluster/grade-level meeting activities, blackboard discussions, and reflections from PD360, learning walks, and progress monitoring.

4. Professional development shall include measurable objectives to evaluate its effectiveness, based on improved teacher or administrator competencies and growth in student learning.

Failure by the Tangipahoa Parish School Board to provide regular professional development opportunities to teachers and administrators shall not invalidate any results of the evaluation process.

4.7 INTENSIVE ASSISTANCE

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The intensive assistance program applies to all teachers whether they are new or experienced personnel. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the Tangiaphoa Parish School Systems'
standards of performance, then that evaluatee is placed in an intensive assistance program.

An intensive assistance plan is then developed with the evaluatee. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists, or until resolved through due process or the employee is terminated.

An intensive assistance program must conform to the guidelines listed below:

A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating.

B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan. The evaluatee may have multiple observations/evaluations, as determined by the principal, supervisor or designee during the intensive assistance plan timeframe. Observations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

D. If the evaluatee is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the Tangipahoa Parish School System shall initiate termination proceedings within six months following such unsatisfactory performance.

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

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

2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator; The Tangipahoa Parish School System will offer professional development support to meet the objectives of this plan. With complete regard to all due process rights, plans will be made jointly by the evaluator and evaluatee to provide assistance in developing skills necessary to fulfill the job responsibilities of the evaluatee. Specific assistance programs could possibly include but are not limited to:

   • Inter-school and intra-school classroom visitation and/or observations;
   • Demonstration instruction by other professionals;
   • Preview by supervisor of detailed lesson plans;
   • Observation by supervisor;
   • Utilization of community resources;
   • Special in-service meetings and training programs;
   • Voluntary peer assistance or selection of a mentor;
   • Academic assistance, i.e., consultation, course work, and applicable research;
   • Inter-or intra-school teaching/classroom observations;
   • Use of the Strategies for Effective Teaching;
   • Professional reading, writing, and viewing of professional videos;
   • Others as agreed upon
3. the date that the assistance program shall begin;
4. the date when the assistance program shall be completed;
5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
8. the action that will be taken if improvement is not demonstrated.

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

4.8 DUE PROCESS AND GRIEVANCE PROCEDURES

A. Tangipahoa Parish School System shall establish grievance procedures to address the following components of due process.

1. The evaluatee shall be provided with a copy of his/her evaluation results no later than 15 days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation.

2. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year, to discuss refinement and reinforcement areas from post observation conference.

3. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee’s single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within fifteen (15) days after receipt of the dated evaluation.

4. The evaluatee will receive a copy of the post observation conference results.

5. The evaluatee shall be entitled to grieve to the superintendent or his/her designee, if the conflict in question is not resolved between evaluatee and evaluator. The evaluatee shall be entitled to representation during the grievance procedure.

6. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by LEA, the Board, or the Department and, if retained, are confidential, do not constitute public record, and shall not be released or shown to any person except as provided by law.

B. Failure by the Tangipahoa Parish School System to adhere to the requirements of this section shall be a grievable matter.
4.9 STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

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

1. a positive, constructive attitude toward the teacher and administrator evaluation process;
2. a knowledge of state laws and Tangipahoa Parish Public School System policies governing the evaluation process for teachers and administrators, along with the associated procedures for intensive assistance and due process;
3. an understanding of the *Louisiana Components of Effective Teaching* or an approved modified set of teacher competencies and performance standards;
4. an understanding of the *Performance Expectations and Indicators for Educational Leaders* or an approved modified set of leader competencies and performance standards;
5. an understanding of measures of growth in student learning, as adopted by the BESE Board; and
6. an understanding of the process for calculating a composite score to determine final effectiveness ratings for teachers and administrators;
7. data collection skills necessary to document a teacher’s performance accurately;
8. data analysis skills necessary to make accurate judgments about a teacher’s performance;
9. conferencing skills necessary to provide clear, constructive feedback regarding a teacher’s performance;
10. skills in developing and facilitating meaningful professional growth plans that strengthen teaching effectiveness; and,
11. skills in writing effective evaluations and reports that document how evaluation and assessment has impacted the quality of the teaching-learning process in the classroom.

B. All personnel involved in the teacher evaluation will receive instructions on how to access the Tangipahoa Parish Public School System’s Guidelines for Personnel Evaluation.

Staff development is documented in the following ways:
1. School Improvement Plan Evaluation Reports
2. District and School Reports
3. Parish In-Service Days

The Tangipahoa Parish School District provides training for all staff involved in the teacher evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, administrative assistants, master and mentor teachers, and other designated school personnel, and classroom teachers). The training is supported by the National Institute on Excellence in Teaching (NIET) and the LDOE TAP State
Team. Initial training will be provided during the summer of 2012 to familiarize all staff on the Teacher Advancement Program (TAP) Instructional Rubric which will be used as the evaluation instrument for all teacher evaluations in the Tangipahoa Parish School System. To measure teaching skills, knowledge and responsibilities, TAP has defined a set of professional indicators required of teachers. A comprehensive rubric has been developed to measure teachers’ performance in each of those indicators.

TAP’s Teaching Skills, Knowledge and Responsibility Standards are divided into four domains. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual teacher performance. Teachers earn a score of 1, 2, 3, 4, or 5 for each indicator.

### TAP Schools

<table>
<thead>
<tr>
<th>Teaching Skills, Knowledge and Responsibility Performance Standards</th>
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<tbody>
<tr>
<td><strong>1. Designing and Planning Instruction</strong></td>
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<tr>
<td>a. Instructional Plans</td>
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<tr>
<td>b. Student Work</td>
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<tr>
<td>c. Assessment</td>
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<tr>
<td><strong>2. The Learning Environment</strong></td>
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<tr>
<td>• Expectations</td>
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<tr>
<td>• Managing Student Behavior</td>
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<tr>
<td>• Respectful Culture</td>
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<tr>
<td><strong>3. Implementing Instruction</strong></td>
</tr>
<tr>
<td>a. Standards and Objectives</td>
</tr>
<tr>
<td>b. Motivating Students</td>
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<tr>
<td>c. Presenting Instructional Content</td>
</tr>
<tr>
<td>d. Lesson Structure and Pacing</td>
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<td>e. Activities and Materials</td>
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<td>f. Questioning</td>
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<td>g. Academic Feedback</td>
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<td>h. Grouping Students</td>
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<tr>
<td>i. Teacher Content Knowledge</td>
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<td>j. Teacher Knowledge of Students</td>
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<td>k. Thinking</td>
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<td>l. Problem Solving</td>
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<td><strong>4. Responsibilities</strong></td>
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<tr>
<td>a. Staff Development</td>
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<tr>
<td>b. Instructional Supervision</td>
</tr>
<tr>
<td>c. School Responsibilities</td>
</tr>
<tr>
<td>d. Mentoring</td>
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<tr>
<td>e. Community Involvement</td>
</tr>
<tr>
<td>f. Growing and Developing Professionally</td>
</tr>
<tr>
<td>g. Reflecting Upon Teaching</td>
</tr>
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</table>

### Non-TAP Schools

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Standards and Objective</td>
<td>1. Expectations</td>
</tr>
<tr>
<td>2. Motivating Students</td>
<td>2. Managing Student Behavior</td>
</tr>
<tr>
<td>3. Presenting Instructional Content</td>
<td>3. Environment</td>
</tr>
<tr>
<td>4. Lesson Structure and Practice</td>
<td>4. Respectful Culture</td>
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<td>5. Activities and Materials</td>
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<td>6. Questioning</td>
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<td>7. Academic Feedback</td>
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<td>8. Grouping Students</td>
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<td>9. Teacher Content Knowledge</td>
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<tr>
<td>10. Teacher Knowledge of Students</td>
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<td>11. Thinking</td>
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<tr>
<td>12. Problem Solving</td>
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</tbody>
</table>
This training will review the follow criteria related to teacher evaluation using the TAP Rubric:

- Explanation of Rubric Indicators
- Inter-Rater Reliability
- Preventing Score Inflation
- Post Conferences
- Reinforcement & Refinement Areas
- Conference Scoring Rubric
- Follow-Up/Evidence Activities
- Value-added calculations
- Individual Growth Plan

All persons involved in the observation/evaluation of teachers will become certified to evaluate teachers (yearly certification process) and acquire knowledge of state guidelines and policies governing the evaluation process and associated due process procedures through:

- District-level & School level in-service
- State Networking Meetings
- Webinars
- District evaluation handbook (will include job description and evaluation forms)

All persons involved in teacher observation/evaluation process will receive a copy of the district’s personnel evaluation program, including the philosophy and purposes, criteria, and procedures. Tangipahoa Parish School Board will provide further training in the following areas to help in the development of each school leadership team in order to improve student achievement through improved teacher quality:

- Student Learning Targets
- Data Analysis
- Steps for Effective Learning
- Roles/Responsibilities of Leadership Teams
- TAP Portal

5.0 EVALUATION RECORDS GUIDELINES

A. Copies of evaluation results and any related documentation shall be retained by the Tangipahoa Parish Public School System,

B. All such files shall be confidential and shall not constitute a public record.

C. Such files shall not be released or shown to any person except:
   1. the evaluated employee or his/her designee;
   2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which
includes the authorized representative of any school or school system, public or private, to
which the employee has made application for employment; and
3. for introduction in evidence or discovery in any court action between the local board and a
teacher when:
a. the performance of the teacher is at issue; or
b. the evaluation was an exhibit at a hearing, the result of which is being challenged.

D. Any local board considering an employment application for a person evaluated pursuant to this Bulletin
shall request such person’s evaluation results as part of the application process, regardless of whether
that person is already employed by that school system or not, and shall notify the applicant that
evaluation results shall be requested as part of this mandated process. The applicant shall be given the
opportunity to apply, review the information received, and provide any response or information the
applicant deems applicable.

E. The State Superintendent of Education shall make available to the public the data specified in R.S.
17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational
personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report
of a particular employee.

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

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

6.0 JOB DESCRIPTIONS

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

<table>
<thead>
<tr>
<th>Personnel Category</th>
<th>Position or Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1. Superintendent</td>
</tr>
<tr>
<td></td>
<td>2. Assistant Superintendent</td>
</tr>
<tr>
<td></td>
<td>3. Director</td>
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<tr>
<td></td>
<td>4. Supervisor</td>
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<td></td>
<td>5. Coordinator</td>
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<tr>
<td></td>
<td>6. Principal</td>
</tr>
<tr>
<td></td>
<td>7. Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>9. Any employee whose position requires certification, but whose title is not given in this list</td>
</tr>
<tr>
<td></td>
<td>10. Any employee who holds a major management position, but who is not required to have a college degree or certification</td>
</tr>
<tr>
<td>Personnel Category</td>
<td>Position or Title</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Instructional Personnel    | 1. Teachers of Regular and Sp. Ed. students  
2. Special Projects Teachers  
3. Instructional Coaches and/or Master 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 competency-based job description shall:
1. Be grounded in the state standards of performance;
2. Include job tasks that represent the essential knowledge, skills and responsibilities of an effective teacher or administrator that lead to growth in student achievement;
3. Be reviewed regularly to ensure that the description represents the full scope of the teacher's or administrator's responsibilities; and
4. Be distributed to all certified and professional personnel prior to employment. If said job description is modified based on the district's annual review, it must be distributed to all certified and professional teachers and leaders prior to the beginning of the next school year.

C. The following components shall be included in each job description developed:
5. Position title;
6. Overview or position;
7. Position qualifications shall be at least the minimum requirement as stated in Bulletin 746 – Louisiana Standards for State Certification of School Personnel (The qualifications shall be established for the position, rather than for the employee);
8. Title of the person to whom the employee reports;
9. Performance standards, including statement on responsibility for growth in student learning;
10. Salary or hourly pay range;
11. Statement acknowledging receipt of job description; and
12. A space for the employee's signature and date.

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions. All originals of the job descriptions must be signed by the employee and the evaluator no later than October 15th of each year. They must be sent to the Human Resources office no later than October 31st of each year.

Specific job descriptions can be found in the appendices section of this document in section 11.4
7.0 EXTENUATING CIRCUMSTANCES

A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the State’s release of annual value-added results and in no instance later than June 1.

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

C. For any other extenuating circumstances that significantly compromise an educator’s opportunity to impact student learning, districts may request invalidation of student achievement growth data with relations to value added assessment model by submitting such requests in a report to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the state’s release of annual value-added results and no later than June 1.

8.0 STATEMENT OF ASSURANCE

A. A statement of assurances shall be signed by the superintendent and a representative of the governing body of the Tangipahoa Parish School System. The statement of assurance includes a statement that the Tangipahoa Parish School System personnel evaluation programs shall be implemented as written. The original Statement of Assurances shall be signed and dated by the Tangipahoa Parish School System superintendent and by the representative of the governing body of the School Board. The State Department requests that the LEA submit the statement of assurance prior to the opening of each school year.

9.0 REPORTING AND MONITORING

A. The Tangipahoa Parish School System will submit an annual personnel evaluation report of the most recent academic year to the State Department of July 15th. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the State Department. 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 state-wide perspective. Items that are reported by the LEAs on forms provided by the State Department include, but are not limited to, the following items:

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

10.0 EVALUATION OF NON-INSTRUCTIONAL/SUPPORT PERSONNEL

Non-instructional personnel are evaluated on the basis of criteria that are addressed in the job description and Professional Growth Plan.

Copies of the appropriate job description and evaluation form which identify the criteria of expected performance are provided to evaluatees. A roster will be provided and will be signed annually indicating receipt and/or review of the individual's job description. A copy will be filed at the place of origin and the Central Office.

The evaluation criteria provide a frame of reference for a descriptive review analysis of performance rather than only a rating scale or checklist.

11.0 APPENDICES
11.1 APPENDIX A: Louisiana Components of Effective Teaching
11.2 APPENDIX B: Louisiana Leader Competencies and Performance Standards
11.3 APPENDIX C: Personnel Evaluation Glossary of Terms
11.4 APPENDIX D: Evaluatee-Evaluator Register
11.5 APPENDIX E: Job Descriptions
11.6 APPENDIX F: Evaluation Forms

11.1 LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

APPENDIX A

Louisiana's Teaching Standards for both new and experienced teachers—the Louisiana Components of Effective Teaching—have been developed from the professional knowledge based on teaching and “craft knowledge” acquired by experienced educators. An advisory panel reviewed the professional knowledge based on teaching by examining research-based teacher assessment and evaluation documents from eight states. In addition, other experts on personnel evaluation were consulted, and recommendations were received from out-of-state and in-state review teams. The advisory panel also used the position paper of the Teacher Evaluation Advisory Commission to develop the criteria. The State Board of Elementary and Secondary Education (SBSE) approved the Louisiana Components of Effective Teaching.

The following section contains the Louisiana Components of Effective Teaching.

The chart below contains the Domains and Components which represents the Louisiana Components of Effective Teaching.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>1. Planning and Preparation</td>
<td>1c. Setting Instructional Outcomes</td>
</tr>
<tr>
<td>2. The Classroom Environment</td>
<td>2c. Managing Classroom Procedures</td>
</tr>
<tr>
<td>3. Instruction</td>
<td>3b. Questioning and Discussion Techniques</td>
</tr>
<tr>
<td></td>
<td>3c. Engaging Students in Learning</td>
</tr>
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<td></td>
<td>3d. Using Assessment in Instruction</td>
</tr>
</tbody>
</table>

11.2 LOUISIANA LEADER COMPETENCIES AND PERFORMANCE STANDARDS APPENDIX B

In August 2008, BESE approved the Performance Expectations and Indicators for Education Leaders to replace the Standards for School Principals in Louisiana as criteria for principal evaluation.
The six performance expectations derive from the central concepts of the six ISLLC standards, augmented and updated to the current educational policy context.

The Six (6) Performance Standards for Education Leaders are listed below:
1. Vision, Mission, and Goals
2. Teaching and Learning
3. Managing Organizational Systems & Safety
4. Collaborating with Families and Stakeholders
5. Ethics and Integrity
6. The Education System

Educational leaders should not only have knowledge (understanding) of these standards, but also the standards should be observable in their disposition (attitudes & beliefs) and performance (actions).


The principal’s primary focus is to lead their school to excellence by demonstrating their ability to be the instructional leader of the school. Emphasis has been placed in the following areas by the Louisiana Department of Education through the COMPASS implementation:

**School Vision**
- Sets ambitious goals and a vision for achievement; invests teachers and students in that vision

**School Culture**
- Facilitates teacher collaboration
- Develops a pipeline for teacher leaders
- Creates and upholds systems which result in the orderly operation of the school

**Effective Instruction**
- Observes and provides feedback to teachers regularly
- Ensures teachers set clear, measurable objectives aligned to the Common Core
- Ensures teachers use assessments reflective of common core rigor

11.3 PERSONNEL EVALUATION GLOSSARY OF TERMS

In order that consistency in terminology is maintained on a statewide basis, the State Department has established a list of terms and definitions. Careful consideration of each should be given during the training and implementation of personnel evaluation programs. The definitions below must be adopted by all LEA’s. If additional terms are necessary in establishing clear and concise understanding of evaluation procedures, they must be included in the LEA Local Personnel Evaluation Plan.

**ACCOUNTABILITY**: shared responsibility for actions relating to the education of children who attend the public schools of Tangipahoa Parish and any institutions which are under the jurisdiction of Tangipahoa Parish School Board.

**ADMINISTRATOR**: any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans
shall be considered administrators according to this definition.

**BEGINNING TEACHER:** a teacher who is in his/her first year in Tangipahoa Parish School System.

**BOARD:** State Board of Elementary and Secondary Education

**CERTIFIED SCHOOL PERSONNEL:** those persons whose positions require certification.

**CLASSROOM VISITATION:** an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.

**CLU’s:** Continuous Learning Units

**COMMON ASSESSMENT:** a state-approved assessment to be used for measuring student growth in grades and subjects where value-added is not available.

**COMPONENTS OF EFFECTIVE TEACHING:** the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.

**COMPETENCIES:** skills, knowledge, and abilities required to demonstrate a particular level of performance.

**CRITERIA:** demonstrable levels of performance upon which a judgment or decision may be based.

**DEPARTMENT:** Louisiana Department of Education

**DUE PROCESS:** fair and impartial treatment, including notice and an opportunity to be heard.

**DUTIES:** those functions and tasks normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives.

**EDUCATIONAL ACCOUNTABILITY:** reflects the respective shared responsibility and duties of the following groups: a) the local school boards, administrators, principals, teachers, and other personnel; b) LDOE; c) Parents; d) and students; and other governing authorities as specified by the constitution and laws of the state.

**EDUCATIONAL LEADER:** a person who is certified to serve in any school or district leadership capacity with the exception of Superintendent.

**EMPLOYEE:** one who completes a self-evaluation, who is observed and evaluated with those recommendations being used to develop a Professional Growth Plan or Individual Growth Plan.

**EVALUATION:** the process of making considered judgment 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.

**EVALUATEE**: teacher or administrator undergoing evaluation

**EVALUATOR**: one who evaluates; the school principal or assistant principal or respective supervisory level designees charged with evaluating teachers or the superintendent or other LEA- level supervisor charged with evaluating administrators.

**FORMAL OBSERVATION**: an announced or unannounced observation of a teacher in which the evaluator observes the beginning, middle, and end of a lesson, that is preceded by a pre-observation conference and followed by a post-observation conference in which the teacher is provided feedback on his/her performance.

**FORMAL SITE VISIT**: an announced site visit by an administrator’s evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.

**GRIEVANCE**: a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

**INDIVIDUAL GROWTH PLAN (IGP)** A record keeping document and log to support teachers in their professional growth and to ensure that growth in the classroom practice is clearly connected to measurable increases in student achievement. The IGP should assist teachers in this “action research” where they are directly tying teacher practices in the classroom to incremental changes in student achievement in a focused area of student need. A written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection and evaluation criteria.

**INFORMAL OBSERVATION**: an observation of a teacher which provides evidence to be used in the evaluation process. Such observation may not last for the entirety of a lesson and may or may not be announced. Also defined as a walk-through.

**INTENSIVE ASSISTANCE PLAN**: the plan that is implemented when personnel do not meet the Tangipahoa Parish 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.

**INTERN TEACHER**: a teacher in his/her first year of profession.

**JOB DESCRIPTION**: a competency-based summary of the position title, qualification, supervisor, supervisory responsibilities, duties, job tasks, and standard performance criteria, including improving student achievement, that specify the level of job skill required. Space shall be provided for signature and date.

**LCET**: Louisiana Components of Effective Teaching
LEA: Local Education Agency refers to the Tangipahoa Parish School System.

LDOE: Louisiana Department of Education.

LOCAL BOARD: governing authority of the local education agency, parish/city school or local school system.

NON-TESTED GRADES AND SUBJECTS (NTGS): grades and subjects for which a value-added score is not available for evidence of achievement.

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.

OBSERVER: one who gathers evidence to be sued in the evaluation process through the observation of educator performance.

OTHER PROFESSIONAL SCHOOL PERSONNEL: all school employees whose positions do not require a teaching certificate but require a college degree and/or employees without a college degree who assume major management functions by directing, administering, or managing significant departments or divisions within the LEA.

PEER COLLABORATION: two or more teachers or other professional personnel working together on assessing each other’s skills.

PERFORMANCE EXPECTATIONS: the elements of effective leadership approved by the Board that shall be included as evaluation criteria for all building-level administrators.

PERFORMANCE STANDARDS: the behaviors and actions upon which performance is evaluated.

PERSONAL REFLECTION: A person looking at his/her competencies and assessing his or her skills.

POST-OBSERVATION CONFERENCE: a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and/or evaluation sharing commendations, insights, and recommendations for improvement.

PRE-OBSERVATION CONFERENCE: a discussion between the evaluatee and evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing the lesson plan.

PRINCIPAL’S DESIGNEE: an assistant principal or other administrator who is assigned by the principal to observe and evaluate certificated and non-certificated personnel (the term “principal’s designee” can include
Administrative Assistants when this individual holds a degree in Educational Leadership or Administration and Supervision, and is a qualified observer.

**PROFESSIONALISM RATING REPORT**: a survey that is completed by all teachers in a school and is included as a part of the Professional Practice rating for teachers.

**QUALIFIED OBSERVER**: a person who serves as a principal, assistant principal, administrative assistant, and other instructional leader and who has participated in the required NIET Certification Training and demonstrated proficiency in the NIET observation process by successfully completing an online, annual certification test to be certified.

**SELF-EVALUATION/SELF-REFLECTION**: the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person, based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specified standards of performance pre-established for the position; to be submitted by the evaluate to the appropriate evaluator for use in the compilation of the individual’s evaluation.

**SINGLE OFFICIAL PERSONNEL FILE**: single personnel file maintained by the Tangipahoa Parish School Board's 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, 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 personnel with similarities guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skills/concepts.

**STANDARD CERTIFICATE**: a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

**STANDARD OF EFFECTIVENESS**: adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered effective.

**STUDENT LEARNING TARGET**: a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

**TAP (System for Teacher and Student Achievement) Instructional Rubric**: an identified/defined set of professional indicators required of all teachers. A comprehensive rubric to measure teacher performance with 12 indicators of effectiveness.

**TEACHER**: any person who provides direct instruction or direct instructional support to students, to whom he/she has been formally assigned. Classroom teachers, special education teachers, librarians, and guidance counselors shall be considered teachers according to this definition.

**TEACHERS OF RECORD**: Educators who are responsible for a portion of a student’s learning outcomes within a subject/course.

**VALUE-ADDED**: the use of prior achievement history and appropriate demographics variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.
<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Evaluatee</th>
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<tbody>
<tr>
<td>School Board</td>
<td>Superintendent</td>
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<tr>
<td>Superintendent</td>
<td>Assistant Superintendent of Administration</td>
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<tr>
<td>Assistant Superintendent of Administration</td>
<td>Chief Desegregation Officer</td>
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<tr>
<td>Superintendent or Designee</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Director of Child Welfare &amp; Attendance</td>
<td>Director of HRA Services</td>
</tr>
<tr>
<td>Director of Child Welfare &amp; Attendance</td>
<td>Coordinator of Homebound Services</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Director of WIA</td>
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<tr>
<td>Chief Financial Officer</td>
<td>Head Nurse</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>Director of Child Welfare &amp; Attendance</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>Parish Coordinator</td>
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<tr>
<td>Director of Curriculum &amp; Instruction</td>
<td>Director of Curriculum and Instruction</td>
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<tr>
<td>Director of Curriculum &amp; Instruction</td>
<td>Director of Technology</td>
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<tr>
<td>Director of Curriculum &amp; Instruction</td>
<td>Director of Transportation</td>
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<td>Director of Curriculum &amp; Instruction</td>
<td>Sales &amp; Use Tax Administrator</td>
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<tr>
<td>Director of Curriculum &amp; Instruction</td>
<td>Internal Auditor</td>
</tr>
<tr>
<td>Director of Federal Programs</td>
<td>504 Coordinator</td>
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<tr>
<td>Director of Federal Programs</td>
<td>Testing Coordinator</td>
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<tr>
<td>Director of Federal Programs</td>
<td>Career and Technical Supervisor</td>
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<td>Director of Federal Programs</td>
<td>Limited English Proficient Resource Teacher</td>
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<td>Director of Federal Programs</td>
<td>Parent Center Resource Teacher</td>
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<tr>
<td>Director of Human Resources</td>
<td>Coordinator of Payroll</td>
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<tr>
<td>Director of Special Education</td>
<td>IEP Facilitator</td>
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<td>Director of Special Education</td>
<td>SPED Coordinator</td>
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<tr>
<td>Director of Special Education</td>
<td>Child Search Coordinator</td>
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<td>SPED Coordinator</td>
<td>Program Facilitators</td>
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<td>Pupil Appraisal Coordinator</td>
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<td>Filed Transportation Coordinator</td>
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<td>Principal</td>
<td>Assistant Principal</td>
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<td>General Education &amp; Special Education Teachers(NIET)</td>
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<td>Principal or Assistant Principal or Administrative Assistant (Compass Leader)</td>
<td>Master/Mentor Teachers &amp; Curriculum Support Teachers</td>
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<td>Principal or Assistant Principal or Administrative Assistant (Compass Leader)</td>
<td>Magnet Specialist/Literacy Specialist</td>
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<td>Staff Accountant</td>
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<tr>
<td>Director of Business Services</td>
<td>Purchasing/Risk Management</td>
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<td>Sales Tax Administrator</td>
<td>Sales Tax Auditor</td>
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11.5 JOB DESCRIPTIONS

TITLE: School Principal

QUALIFICATIONS:
1. A valid Teaching Certificate per Louisiana Bulletin 746 (Type A or Level 3)
2. Certification in Principal (Bulletin 746) or Educational Leader Level 1, 2, or 3
3. Five (5) years teaching and/or administrative experience within the last five (5) years

REPORTS TO: Superintendent or his/her Designee

SUPERVISES: School level faculty and staff

JOB GOAL: To ensure that every student is on track to attain a college degree or professional career

PERFORMANCE RESPONSIBILITIES:

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). There are six standards. Each standard is followed by the Knowledge required for the standard, the Dispositions or attitudes manifest by the accomplishment of the standard, and Performances that could be observed by an administrator who is accomplished in the standard.

*Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge
The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions
The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one’s own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance
Performances
The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

*Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge
The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures
**Dispositions**
The administrator believes in, values, and is committed to:
- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- lifelong learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

**Performances**
The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- lifelong learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

**Standard 3:** A school administrator is an **educational leader** who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and **effective learning environment.**

**Knowledge**
The administrator has knowledge and understanding of:
- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

**Dispositions**
The administrator believes in, values, and is committed to:
- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

**Performances**
The administrator facilitates processes and engages in activities ensuring that:
- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

**Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Knowledge**
The administrator has knowledge and understanding of:
- emerging issues and trends that potentially impact the school community
• the conditions and dynamics of the diverse school community
• community resources
• community relations and marketing strategies and processes
• successful models of school, family, business, community, government and higher education partnerships

**Dispositions**
The administrator believes in, values, and is committed to:
• schools operating as an integral part of the larger community
• collaboration and communication with families
• involvement of families and other stakeholders in school decision-making processes
• the proposition that diversity enriches the school
• families as partners in the education of their children
• the proposition that families have the best interests of their children in mind
• resources of the family and community needing to be brought to bear on the education of students
• an informed public

**Performances**
The administrator facilitates processes and engages in activities ensuring that:
• high visibility, active involvement, and communication with the larger community is a priority
• relationships with community leaders are identified and nurtured
• information about family and community concerns, expectations, and needs is used regularly
• there is outreach to different business, religious, political, and service agencies and organizations
• credence is given to individuals and groups whose values and opinions may conflict
• the school and community serve one another as resources
• available community resources are secured to help the school solve problems and achieve goals
• partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
• community youth family services are integrated with school programs
• community stakeholders are treated equitably
• diversity is recognized and valued
• effective media relations are developed and maintained
• a comprehensive program of community relations is established
• public resources and funds are used appropriately and wisely
• community collaboration is modeled for staff
• opportunities for staff to develop collaborative skills are provided

**Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**Knowledge**
The administrator has knowledge and understanding of:
• the purpose of education and the role of leadership in modern society
• various ethical frameworks and perspectives on ethics
• the values of the diverse school community
• professional codes of ethics
• the philosophy and history of education

**Dispositions**
The administrator believes in, values, and is committed to:
• the ideal of the common good
• the principles in the Bill of Rights
• the right of every student to a free, quality education
• bringing ethical principles to the decision-making process
• subordinating one’s own interest to the good of the school community
• accepting the consequences for upholding one’s principles and actions
• using the influence of one’s office constructively and productively in the service of all students and their families
• development of a caring school community

Performances
The administrator facilitates processes and engages in activities ensuring that:
• examines personal and professional values
• demonstrates a personal and professional code of ethics
• demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
• serves as a role model
• accepts responsibility for school operations
• considers the impact of one’s administrative practices on others
• uses the influence of the office to enhance the educational program rather than for personal gain
• treats people fairly, equitably, and with dignity and respect
• protects the rights and confidentiality of students and staff
• demonstrates appreciation for and sensitivity to the diversity in the school community
• recognizes and respects the legitimate authority of others
• examines and considers the prevailing values of the diverse school community
• expects that others in the school community will demonstrate integrity and exercise ethical behavior
• opens the school to public scrutiny
• fulfills legal and contractual obligations
• applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge
The administrator has knowledge and understanding of:
• principles of representative governance that undergird the system of American schools
• the role of public education in developing and renewing a democratic society and an economically productive nation
• the law as related to education and schooling
• the political, social, cultural and economic systems and processes that impact schools
• models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
• global issues and forces affecting teaching and learning
• the dynamics of policy development and advocacy under our democratic political system
• the importance of diversity and equity in a democratic society

Dispositions
The administrator believes in, values, and is committed to:
• education as a key to opportunity and social mobility
• recognizing a variety of ideas, values, and cultures
• importance of a continuing dialogue with other decision makers affecting education
• actively participating in the political and policy-making context in the service of education
• using legal systems to protect student rights and improve student opportunities

Performances
The administrator facilitates processes and engages in activities ensuring that:
• the environment in which schools operate is influenced on behalf of students and their families
• communication occurs among the school community concerning trends, issues, and potential changes in the
• environment in which schools operate
• there is ongoing dialogue with representatives of diverse community groups
• the school community works within the framework of policies, laws, and regulations enacted by local state, and
• federal authorities
• public policy is shaped to provide quality education for students
• lines of communication are developed with decision makers outside the school community

TERMS OF EMPLOYMENT: 12 Months

EVALUATION: Performance in this position will be evaluated in accordance with the guidelines set forth in Louisiana’s Bulletin 130 – Regulations for the Evaluation and Assessment of School Personnel.

PRINTED NAME: __________________________ DATE: ________________

SIGNATURE: __________________________ EMPLOYEE # ___________
TITLE: Teacher

QUALIFICATIONS:

1) A valid Teaching Certificate per Louisiana Bulletin 746 (Type C or Level 1),
2) Additional criteria as the Board may establish

REPORTS TO: Principal or Assistant Principal

SUPERVISES: Students

JOB GOAL: To ensure that every student is on track to attain a college degree or professional career

PERFORMANCE RESPONSIBILITIES:

INSTRUCTION

Standards and Objectives

- Most learning objectives and state content standards are communicated.
- Sub-objectives are mostly aligned to the lesson’s major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- State standards are displayed.
There is evidence that most students demonstrate mastery of the objective.

Motivating Students

- The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.
- The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.
The teacher sometimes reinforces and rewards effort.

Presenting Instructional Content

Presentation of content most of the time includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.
- examples, illustrations, analogies, and labels for new concepts and ideas.
- modeling by the teacher to demonstrate his or her performance expectations.
- concise communication.
- logical sequencing and segmenting.
- all essential information.
- no irrelevant, confusing, or non-essential information.

Lesson Structure and Pacing

- Most lessons start promptly.
- The lesson’s structure is coherent, with a beginning, middle, and end.
• Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.
• Routines for distributing materials are efficient.
  Little instructional time is lost during transitions

Activities and Materials
Activities and materials include most of the following:
• support the lesson objectives.
• are challenging.
• sustain students’ attention.
• elicit a variety of thinking.
• provide time for reflection.
• are relevant to students’ lives.
• provide opportunities for student to student interaction.
• induce student curiosity and suspense.
• provide students with choices.
• incorporate multimedia and technology.
Incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).

Questioning
Teacher questions are varied and high quality providing for some, but not all, question types:
  o knowledge and comprehension,
  o application and analysis, and
  o creation and evaluation.
• Questions are usually purposeful and coherent.
• A moderate frequency of questions asked.
• Questions are sometimes sequenced with attention to the instructional goals.
• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
• Wait time is sometimes provided.
The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.

Academic Feedback
• Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
• Feedback is sometimes given during guided practice and homework review.
• The teacher circulates during instructional activities to support engagement, and monitor student work.
Feedback from students is sometimes used to monitor and adjust instruction.

Grouping Students
• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) adequately enhance student understanding and learning efficiency.
• Most students in groups know their roles, responsibilities, and group work expectations.
• Most students participating in groups are held accountable for group work and individual work.
Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.

Teacher Content Knowledge
• Teacher displays accurate content knowledge of all the subjects he or she teaches.
Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.
The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.

**Teacher Knowledge of Students**

- Teacher practices display understanding of some student anticipated learning difficulties.
- Teacher practices sometimes incorporate student interests and cultural heritage.

Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

**Thinking**

Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:

- analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
- practical thinking where students use, apply, and implement what they learn in real-life scenarios.
- creative thinking where students create, design, imagine and suppose.
- research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.

The teacher sometimes provides opportunities where students:

- generate a variety of ideas and alternatives.
- analyze problems from multiple perspectives and viewpoints.

**Problem Solving**

Over the course of multiple observations, the teacher implements activities that teach and reinforce 4 or more of the following problem solving types.

- Abstraction
- Categorization
- Drawing Conclusions/Justifying Solution
- Predicting Outcomes
- Observing and Experimenting
- Improving Solutions
- Identifying Relevant/Irrelevant Information
- Generating Ideas

Creating and Designing

**DESIGNING AND PLANNING**

**Instructional Plans**

Instructional plans include:

- goals aligned to state content standards.
- activities, materials, and assessments that:
  - are aligned to state standards.
  - are sequenced from basic to complex.
  - build on prior student knowledge.
  - provide appropriate time for student work, and lesson and unit closure.
- evidence that plan is appropriate for the age, knowledge, and interests of most learners.
- evidence that the plan provides some opportunities to accommodate individual student needs.
**Student Work**
Assignments require students to:
- interpret information rather than reproduce it.
- draw conclusions and support them through writing.
- connect what they are learning to prior learning and some life experiences.

**Assessment**
Assessment Plans:
- are aligned with state content standards.
- have measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).
- require written tasks.
include performance checks throughout the school year.

**LEARNING ENVIRONMENT**

**Expectations**
- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where most students can experience success.
- Students complete their work according to teacher expectations.

**Managing Student Behavior**
- Students are mostly well-behaved, and on task, some minor learning disruptions may occur.
- Teacher establishes rules for learning and behavior.
- The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.

**Environment**
The classroom
- welcomes most members and guests.
- is organized and understandable to most students.
- supplies, equipment, and resources are accessible.
- displays student work.
- is arranged to promote individual and group learning.

**Respectful Culture**
- Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
- Students exhibit respect for the teacher, and are generally polite to each other.
Teacher is sometimes receptive to the interests and opinions of students.  

PROFESSIONALISM:
- The teacher engages in self-reflection and growth to support high levels of learning for all students.
- The teacher reflects on individual performance and school performance to help identify areas of strength and areas of improvement.
- The teacher engages in professional development based on identified areas of improvement using both classroom and school data to guide decision-making.

PROFESSIONAL RESPONSIBILITIES:
- Requires regular attendance and punctuality.
- Communicates effectively with students, staff, parents, and community
- Assumes outside classroom duties as assigned
- Assists in implementing school/Board rules and policies
- Participates in activities to improve professional competence
- Creates partnerships with parents/caregivers and colleagues
- Supports school programs and displays positive attitude
- Completes reports and records as assigned in a timely manner
- Follows district dress code
- Completes the activities outlined in the Individual Growth Plan
- Assumes additional responsibilities as assigned by the Principal
- Participates in the development of an Individual Education Plan (IEP), ITP, and/or IFSP as necessary.

TERMS OF EMPLOYMENT:  9 months

EVALUATION: Criteria establish by School Board Policy.

REVIEWED AND AGREED TO: ____________________________ DATE: ____________

LOCATION: ________________________________ EMPLOYEE I.D.: ____________
TITLE: School Assistant Principal

QUALIFICATIONS: 1. A valid Louisiana Teaching Certificate per Louisiana Bulletin 746
2. Certification in Principal (Bulletin 746) or Educational Leader Level 1, 2, or 3
3. Five (5) years teaching and/or administrative experience within the last 5 years

REPORTS TO: Principal

SUPERVISES: All School Personnel at School Site

PERFORMANCE RESPONSIBILITIES:
1. 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.
2. Uses a knowledge of teaching and learning in working collaboratively with faculty and staff to implement effective and innovative teaching practices which engage students in meaningful challenging learning experiences.
3. 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.
4. Honor and showcase the accomplishments of both teachers and students to excel.
5. Uses understanding of the culture of the community to create and sustain mutually supportive school-community relations.
6. Communicates effectively and gains support for goals within the school and community.
7. Demonstrates honesty, integrity, and fairness to guide school programs in an ethical manner.
8. Identifies areas for instructional program development through the collection and interpretation of student and school data.
9. 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.
10. Recruits, interviews, selects, and assigns appropriate personnel for the effective delivery of the school program.
11. Serves on parish wide committees.
12. Utilizes clear and meaningful oral and written expression.
13. Facilitates group processes and effectively manages conflict.
14. Encourages the volunteer participation of parents and the community and uses this resource to enhance the quality of education in the schools.
15. Plans and prepares an appropriate budget and manages funds effectively.
16. Seeks and allocates appropriate resources (materials, money, time) to support the school program.
17. Implements school programs within the confines of the district’s goals and policies.
18. Schedules curricular and co-curricular activities efficiently and effectively.
19. Identifies rules, guidelines, and procedures for total school operation and accepts responsibility for student, teacher, and staff compliance.
20. Collaboratively develops effective discipline and attendance policies.
21. Maintains a visible presence in the school, in classroom, and on school campus on a scheduled basis.
22. Protects instructional time when scheduling events and communication efforts.
23. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe and orderly learning environment.
24. Performs other appropriate duties assigned by the superintendent or designee.
26. Reports job-related injuries within 48 hours of work accident to the immediate supervisor
27. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy.

TERMS OF EMPLOYMENT: 9 months or 9 ¼ months

EVALUATION: Criteria as Established by School Board Policy

REVIEWED AND AGREED TO: ___________________________ DATE: __________

Employee

APPROVED: ___________________________ DATE: __________

Evaluator

TITLE: Administrative Assistant
QUALIFICATIONS: Must meet certification requirements as outlined in State Department of Education Bulletin 746 as revised, and any other local school system requirements as they exist.

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To assist the principal in planning, organizing, and implementing all educational and supportive activities of the school.

PERFORMANCE RESPONSIBILITIES
1. Collaborates with school administration in planning, designing, and implementing the school improvement process.
2. Assists in supervising extra-curricular programs.
3. Assists in providing educational leadership by creating an environment conducive to teaching and learning.
4. Communicates with the public about programs and services of the school and establishes positive school/community relations.
5. Investigates grievances and complaints involving parents, students, faculty members, etc.
6. Establishes an effective method of communications with students, faculty members, etc.
7. Assists in supervising auxiliary school personnel assigned to the building and promotes a spirit of cooperation among the personnel.
8. Assists in administering, supervising, or delegating supervision equitably for all school sponsored activities, including those occurring after the regular school day.
9. Assists in new teacher evaluation, if trained and assigned.
10. Cooperates with community agencies whose purposes relate to health, safety and welfare of children.
11. Assists in making teacher duty assignments on an equitable basis.
12. Assists with building maintenance and care as requested.
13. Assists the principal and teachers with disciplinary matters.
14. Performs other duties as assigned by the principal.

INSTRUCTION
1. Assists with instructional program based on identified goals and objectives.
2. Assists teachers on a regular basis.
3. Involves teachers, parents and students in planning and reviewing the instructional program.
4. Provides educational leadership in creating environment conducive to teaching and learning.
5. Supplements and supports classroom teaching by providing ready access to all special and auxiliary services available.
6. Requisitions, receives and distributes instructional supplies.

PROFESSIONAL GROWTH
1. Develops and implements an Individual Growth Plan based on individual CLU requirements, the School Improvement Plan and the prior year's observation and evaluation recommendations.
2. Completes a self-evaluation annually.
3. Belongs to and participates in appropriate professional organizations.

PROFESSIONAL ETHICS
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and support school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
11. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy

TERMS OF EMPLOYMENT: 9 months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: ___________________________ DATE __________

Employee

APPROVED: ___________________________ DATE __________

Evaluator

TITLE: Instructional Coach
QUALIFICATIONS: Must meet certification requirements as outlined in State Department of Education Bulletin 746 as revised and any other local school system requirements as they exist.

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To assist the principal in planning, organizing and implementing all educational and supportive activities of the school.

PERFORMANCE RESPONSIBILITIES
1. Collaborates with school administration in planning, designing and implementing the school improvement process.
2. Assists in creating the professional development activities of the school.
3. Assists in providing educational leadership by creating an environment conducive to teaching and learning.
4. Communicates with the public about programs and services of the school and establishes positive school/community relations.
5. Establishes an effective method of communications with students, faculty members and others as needed.
6. Assists in supervising auxiliary school personnel assigned to the building and promotes a spirit of cooperation among the personnel.
7. Assists in administering, supervising, or delegating supervision equitably for all school sponsored activities, including those occurring after the regular school day.
8. Assists in teacher evaluation, if trained and qualified.
9. Cooperates with community agencies whose purposes relate to health, safety and welfare of children.
10. Assists in making teacher duty assignments on an equitable basis.
11. Assists with building maintenance and care as requested.
12. Assists the principal and teachers with instructional practices.
13. Performs other duties as assigned by the principal.

INSTRUCTION
1. Assists with instructional program based on identified goals and objectives.
2. Assists teachers on a regular basis.
3. Involves teachers, parents and students in planning and reviewing the instructional program.
4. Provides educational leadership in creating environment conducive to teaching and learning.
5. Supplements and supports classroom teaching by providing ready access to all special and auxiliary services available.
6. Requisitions, receives and distributes instructional supplies.
7. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
PROFESSIONAL GROWTH
1. Develops and implements an Individual Growth Plan based on individual CLU requirements, the School Improvement Plan and the previous year’s observation and evaluation recommendations.
2. Completes a self-evaluation annually.
3. Belongs to and participates in appropriate professional organizations.

PROFESSIONAL ETHICS
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy.

TERMS OF EMPLOYMENT: 9 months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: ___________________________ DATE ____________

Employee

APPROVED: ___________________________ DATE ____________

Evaluator

TITLE: Guidance Counselor (High School)
QUALIFICATIONS:
1. Master’s Degree in Education
2. A valid Louisiana certificate in guidance and counseling
3. Three years of school experience
4. Additional criteria as the Board may establish

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To insure the development of a guidance program which provides students with maximum opportunities for growth and development.

PERFORMANCE RESPONSIBILITIES
1. Collaborates with school administration in planning, designing and implementing the school improvement process.
2. Provides individual counseling for students.
3. Assists students in educational and vocational planning.
4. Provides vocational career education materials.
5. Implements testing programs.
6. Maintains cumulative records on students.
7. Interprets cumulative record data to parents, teachers and students.
8. Assists in placement of pupils.
9. Recommends selection of educational material and resource persons for the school.
10. Maintains an up-to-date file on community resources.
11. Refers students to appropriate service agencies.
12. Keeps abreast of innovative approaches to counseling programs.
13. Works with teachers upon request in dealing with special problems.
14. Follows emergency procedures which have been established at the school.
15. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
17. Develops and implements an Individual Growth Plan based on CLU requirements, the School Improvement Plan and the previous year’s observation and evaluation recommendations.
19. Performs other duties as assigned by the proper authority.

PROFESSIONAL ETHICS
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy.

TERMS OF EMPLOYMENT: Nine/ Nine and one-half months/ or Ten Months (Please Circle)

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: ___________________________ DATE ________

Employee

APPROVED: ___________________________ DATE ________

Evaluator

TITLE: Librarian/Media Specialist
QUALIFICATIONS:
1. Louisiana teaching certificate (with Library science certificate)
2. Additional criteria as the Board may establish

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To maintain the library with a wide variety of materials and resources and to aid all students in the acquisition of library skills.

PERFORMANCE RESPONSIBILITIES
1. Plans and develops goals for the school and district library media center programs with faculty, administration and students.
2. Meets with principal to discuss goals and accomplishments for improving the library media center.
3. Expends funds based on the needs and objectives of the library media center program.
4. Adheres to library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright laws and technology.
5. Maintains a technologically current facility and program based on district technology standards.
6. Organizes, classifies and catalogs library materials, following nationally recognized professional standards such as AARC2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.
7. Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.
8. Evaluates programs, services, facilities and materials informally and formally on a continuous basis, identifying strengths and weaknesses.
9. Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.
10. Publicizes the library media center programs, services and materials through a variety of ways (memos, letter to parents, book fair advertisements, memo to notify teachers of new materials).
11. Is responsible for the proper use of library media center facility, materials and equipment.
12. Plans/participates in special projects or proposals, e.g. book fairs.
13. Trains and supervises library media center clerical staff, volunteers and student helpers.
14. Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
15. Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional recommendations.
16. Maintains a professional collection, e.g. professional periodicals.
17. Demonstrates competency in selection, acquisition, circulation and maintenance of materials, technology and equipment which support the school’s curriculum and educational philosophy.
18. Keeps a card or automated card catalog.
19. Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
20. Makes general repairs, weeds collection and takes annual inventory.

INSTRUCTIONAL PROGRAM
1. Exercises a leadership role and serves as catalyst in ensuring the library media center is central to the instructional program of the school.
2. Maintains use of the library media center by individuals, small groups and large groups for research, browsing, recreational reading and listening.
3. Participates as a member of the instructional team(s) and plans regularly with teachers.
4. Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.
5. Provides training to library staff in use of new materials, technology and equipment, demonstrating practical applications for curriculum connections.
6. Supports classroom teachers as a consultant in the development of instructional units, activities and curriculum with print and non-print materials.
7. Establishes positive rapport with staff and students.
8. Makes the library media center and its resources accessible to students and faculty.
9. Provides orientation for new faculty and students.
10. Maintains effective communication with staff and students, e.g. informs faculty and students of new acquisitions and services.
11. Is available as a personal resource for all students and faculty.
12. Provides the resources and promotes recreational reading for the school community.
13. Plans and presents appropriate instruction.
14. Plans and implements a library media center program of library information literacy in collaboration with classroom teachers.
15. Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
16. Provides for independent and cooperative group learning.
17. Guides students in the selection of appropriate resources.
18. Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
19. Promotes appreciation of various forms of literature emphasizing the highest quality.
20. Encourages students to develop lifelong reading, listening, viewing and critical thinking skills, and to become skilled in all modes of communication.
21. Incorporates the use of technology in accessing information.
22. Assists students in the use of multi-media for completed projects.

PROFESSIONAL GROWTH PRACTICES
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationships with peers, parents and community members.
10. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy.
11. Promotes compliance with the copyright laws.
12. Supports the use of technology in the library.
13. Participates in professional organizations.
14. Develops and implements Individual Growth Plan based on individual CLU requirements, the School Improvement Plan and the previous year’s observation and evaluation recommendations.

SCHOOL KEEPING
1. Assists the principal in the day-to-day operation of the school.
2. Practices school rules and policies.
3. Notifies principal of absences and provides substitute teacher with lesson plans.
4. Assumes responsibility for implementation of emergency procedures.
5. Completes reports and paper work as scheduled.
6. Maintains consistent school-wide disciplinary standards in keeping with Board policy.
7. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
8. Provides students with standards for treatment of school property.
9. Holds students accountable for standards.
10. Reports to duty on time and is responsible for students in your charge at all times.
11. Promptly attends school meetings as required.

TERMS OF EMPLOYMENT: Nine months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: ________________________ DATE __________

Employee

APPROVED: ________________________ DATE __________

Evaluator

TITLE: Speech Therapist

QUALIFICATIONS: 1. Master’s Degree/State certificate in Speech Therapy
2. Louisiana teaching certificate
3. Additional criteria as the Board may establish

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: To maximize the communication behavior of each child classified as Speech Impaired by delivery of appropriate speech therapy services.

PERFORMANCE RESPONSIBILITIES
1. Screens children referred for suspected communication problems.
2. Complies with Louisiana Bulletins 1706 and 1508 guidelines for procedures relating to identification, evaluation and placement of speech impaired students.
3. Maintains current records and time lines based on LANSER requirements.
4. Enforces disciplinary policy campus-wide and in the classroom.
6. Assumes other school-keeping duties as assigned.
7. Follows planning, management and instruction domains of Louisiana Components of Effective Teaching as much as applicable, adapting as necessary to accommodate the Individual Education Plan (IEP) of each student.
8. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
9. Develops and implements an Individual Growth Plan based the School Improvement Plan and on the previous year’s observation and evaluation recommendations.
11. Performs other duties as assigned by the proper authority.

PROFESSIONAL ETHICS
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the Tangipahoa Parish School Board’s Sexual Harassment Policy.

TERMS OF EMPLOYMENT: Nine months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.
REVIEWED AND AGREED TO: ___________________________ DATE ________
                        Employee

APPROVED: __________________________________________ DATE ________
                        Evaluator

TITLE: TAP Master Teacher

QUALIFICATIONS:
• Master's Degree from a Regionally Accredited Institution
- Valid Louisiana Teaching Certificate
- Must have at least 5 years successful teaching experience
- Experience in model teaching, team teaching, classroom presentations and inservice presentations is preferred

REPORTS TO: Principal

SUPERVISES: Career Teachers

DUTIES: A. PERFORMANCE RESPONSIBILITIES:

Leadership Team

1. Analyze student data to identify student learning goals
2. Develop a school academic plan
3. Create a school assessment plan
4. Monitor goal setting
5. Goal attainment and follow-up for cluster groups
6. Goal attainment and follow-up for teacher Individual Growth Plan (IGP’s)
7. Assess teacher evaluation results
8. Maintain inter-rate reliability
9. Serves on the School Improvement Team

Cluster Groups

10. Develop the long-range cluster plan
11. Maintain weekly cluster group meeting records
12. Conduct activities, as needed, with other members of the leadership team
13. Overseeing and leading, co-leading or attending selected cluster meetings weekly by:
   - Following the Steps of Effective Learning
   - Providing appropriate follow-up in the classroom
   - Assessing cluster group’s progress toward goals

Individual Growth Plans (IGPs)

14. Assist teachers in developing goals
15. Provide instructional intervention with proven results
16. Facilitate teacher proficiency with new strategies through classroom follow-up
17. Ensures that the progression of teacher skill development is aligned with changing student learning needs.

Evaluations/Conferences

18. Conducts classroom evaluations
19. Conducts conferences for both formal and informal observations
Classroom Follow-up

20. Classroom follow-up after every cluster meeting by providing:

- Observation/Feedback
- Model Teaching
- Demonstration Lessons
- Team Teaching
- Assist in acquiring materials
- Support the embedded use of technology in teaching and learning situations
- Provides instructional strategies regarding various tests and test-taking skills
- Conducts professional development activities for teachers

B. PROMOTES PERSONAL, PROFESSIONAL GROWTH AND DEVELOPMENT

1. Reads professional journals and publications.
2. Attends conferences, workshops, meetings, and specialized training sessions.
3. Examines current research studies on research-based strategies related to the instructional program and other areas of student activities and achievement.
4. Examines and evaluates new materials.

C. PERFORMS ASSOCIATED TASKS ASSIGNED BY THE APPROPRIATED AUTHORITY

OFFICIAL DOMICILE: Assigned School

TERM OF EMPLOYMENT: 9 Months & 20 days

EVALUATION: Criteria established by School Board Policy

REVIEWED AND AGREED TO:

[Signature] [Date]

TITLE: TAP Mentor Teacher

QUALIFICATIONS:
- Valid Louisiana Teaching Certificate
Minimum of three years’ teaching experience

REPORTS TO:  
Principal  
Master Teacher

SUPERVISES:  
Career Teachers

DUTIES:  
A. PERFORMANCE RESPONSIBILITIES:

Leadership Team

1. Analyze student data to identify professional needs  
2. Assist in developing an academic achievement plan  
3. Assist in creating a school assessment plan  
4. Monitor goal setting, activities, classroom follow-up, and goal attainment for cluster groups  
5. Monitor Individual Growth Plans (IGP’s)  
6. Assess teacher evaluation results  
7. Maintain inter-rate reliability

Cluster Groups

8. Develop the long-range cluster plan  
9. Develop weekly cluster group agendas and activities, following the Steps of Effective Learning  
10. Lead or co-lead weekly cluster meetings  
11. Maintain the cluster group record  
12. Provide appropriate classroom follow-up

Individual Growth Plans (IGPs)

13. Facilitate teachers in developing IGP’s  
14. Facilitate in acquiring instructional interventions  
15. Enhance teacher proficiency by providing classroom follow-up  
16. Ensure that the progression of teacher skill development is aligned with changing student needs.

Evaluations/Conferences

17. Conducts classroom evaluations  
18. Conducts conferences for both formal and informal observations

Classroom Follow-up

19. Classroom follow-up by providing:
• Observation/Feedback
• Model Teaching
• Demonstration Lessons
• Team Teaching

B. **PROMOTES PERSONAL, PROFESSIONAL GROWTH AND DEVELOPMENT**

20. Reads professional journals and publications.

21. Attends conferences, workshops, meetings, and specialized training sessions.

22. Examines current research studies on research-based strategies related to the instructional program and other areas of student activities and achievement.

23. Examines and evaluates new material.


C. **PERFORMS ASSOCIATED TASKS ASSIGNED BY THE APPROPRIATED AUTHORITY**

**OFFICIAL DOMICILE:**  Assigned School

**TERM OF EMPLOYMENT:**  9 Months & 10 days

**EVALUATION:**  Criteria established by School Board Policy

**REVIEWED AND AGREED TO:**

____________________________________________________________________  ____________________________________________________________________
Signature                                      Date

**TITLE:**          MAGNET SCHOOL SPECIALIST

**QUALIFICATIONS:** Minimum requirements as stated in Bulletin 746, Louisiana Standards for State Certification of School Personnel for School Teacher
REPORTS TO: School Principal or Assistant Principal

SUPERVISES: Students

PERFORMANCE RESPONSIBILITIES:
To direct student learning and to assist the District magnet staff in providing leadership in developing, maintaining, and achieving objectives that will meet the magnet goals established for the school.

1. To perform teaching responsibilities through the components of effective teaching as determined by the school principal and Supervisor of Magnet Programs.
2. To assist the Supervisor of Magnet Programs and the school principal in planning, implementation, and operation of the school’s magnet theme.
3. To facilitate research and staff development in accordance with the school magnet theme.
4. To be responsible for the implementation of the program of studies.
5. To work in the classrooms with teachers on a daily basis.
6. To serve as a resource person for the faculty.
7. To coordinate academic activities.
8. To work with parents and students regarding academic problems.
9. To establish and execute a professional growth and self-evaluation plan.
10. To work effectively with school personnel and staff.
11. To consistently demonstrate self-direction.
12. To submit accurate records and reports promptly.
13. To exhibit professional ethics.
14. To foster open communication and positive relationships with school personnel and staff.
15. To foster open communication and positive relationships with the community.
16. To accept and perform other duties by the Principal and Supervisor of Magnet Programs within grant parameters.
17. To follow State, School Board, and School policies.

Terms of Employment: 9 months

Evaluation: Criteria established by School Board Policy

REVIEWED AND AGREED TO: __________________________ DATE: __________
LOCATION: _________________________________________

TITLE: MAGNET SCHOOL TECHNOLOGY SPECIALIST

QUALIFICATIONS: Minimum requirements as stated in Bulletin 746, Louisiana Standards for State Certification of School Personnel for School Teacher
REPORTS TO: School Principal or Assistant Principal

SUPERVISES: Students

PERFORMANCE RESPONSIBILITIES:
The Magnet School Technology Specialist will provide on-site technical assistance, training and technology integration in the classrooms to school-based personnel. This person will assist with maintenance of hardware at the school site.

1. Enhance teaching and learning by providing support to help teachers integrate technology into the daily curriculum.

2. Provide technology staff development classes after school, on Saturdays and during the summer.

3. Provide technology staff development in the production and creation of video projects and video conferencing for administrators, teachers and students.

4. Oversee and coordinate the use of video conferencing in TPSS.

5. Develop and help support webpages for school sites.

6. Work with teachers to develop and post individual classroom web pages.

7. Develop and teach technology Connected Lesson Plans based on the Comprehensive Curriculum and GLE’s.

8. Develop and model technology connected lessons for teachers to improve technology integration with the Comprehensive Curriculum.

9. Teach TangiTech Staff Development Institutes – technology integration activities and projects that correlate with the Comprehensive Curriculum and GLE’s.

10. Guide teachers in providing more STUDENT centered technology integrated activities as opposed to teacher directed technology presentations.

11. Develop and facilitate Blackboard Online learning courses.

12. Help teachers and students with gaggle email accounts.


14. Conduct iSafe classes for school faculties- Internet safety.

15. Provide support for the School Administrators in the development of a school Blackboard course.
16. Teach the skills necessary to use instructional software packages and Internet Resources such as Accelerated Reader, Skills Tutor, United Streaming, WorldBook Online and EBSCO K-12 Databases.

17. Serve as a liaison between TPSS Technology Department and the schools.

18. Support teachers in the writing of technology grants.

19. To provide ongoing routine maintenance for all designated hardware.

20. Prepare “Tech Tips” for software applications.

21. Perform such other tasks and assume other responsibilities as the Principal or Assistant Principal may from time to time assign.

22. To follow State, School Board, and School policies.

**TERMS OF EMPLOYMENT:** 9 months

**EVALUATION:** Criteria established by School Board Policy

**REVIEWED AND AGREED TO:** _______________________________ DATE: ___________

**LOCATION:** ____________________________________________

**TITLE:** Mental Health Counselor

**QUALIFICATIONS:**
1. Master’s Degree in Human Services with appropriate licensure
2. A valid Louisiana certificate in guidance and counseling
3. Additional criteria as the Board may establish

REPORTS TO: School Principal

SUPERVISES: None

PERFORMANCE RESPONSIBILITIES:
1. Collaborates with school administration in planning, designing and implementing the school improvement process.
2. Provide clinical services to include assessment, treatment planning, direct services, case review, collateral contacts and documentation of services to assigned clients.
3. Facilitate communication between home and the school.
4. Serve as a consultant to the School Building Level Committees on selected cases.
5. Participate in scheduled case reviews as scheduled by the Program Coordinator.
6. Maintain accurate case records on all students regarding any services provided.
7. Provide crisis stabilization services to students.
8. Provides individual counseling for students.
9. Provides group counseling to students.
10. Social Skills education in individual or group settings.
11. Parent education and support services to include behavioral health issues and parenting skills.
12. Training to school personnel to assist in providing appropriate services to students.
13. Assist students in educational and vocational planning.
14. Provides vocational career and educational materials.
15. Interprets cumulative record data to parents, teachers and students.
16. Maintains up-to-date file on community resources.
17. Refers student to appropriate service agencies.
18. Keeps abreast of innovative approaches to counseling programs.
19. Works with teachers upon request in dealing with special problems.
20. Follows emergency procedures which have been established by the school.
21. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
23. Develops and implements Individual Growth Plan based on CLU requirements, the School Improvement Plan and the previous year’s observation and evaluation recommendations.
25. Performs other duties as assigned by the proper authority (Coordinator, Building Principals).

PROFESSIONAL ETHICS:
1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents, and community members.
10. Adheres to the Tangiaphoa Parish School Board’s Sexual Harassment Policy.

TERMS OF EMPLOYMENT: 9 Months

OBSERVATIONS: Health Coordinator and Building level principals.

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: ___________________________ DATE__________

Employee

APPROVED: ___________________________ DATE__________

Evaluator

11.6 EVALUATION FORMS

Please click the links below to access the Evaluation Forms

Teachers, Librarians, & Counselors
- TAP Evaluation Rubric
- NIET Evaluation Rubric
- NIET Professionalism Rating Report
- Additional Scoring and Evidence Template
- Reinforcement Plan Form
- Refinement Plan Form
- Individual Growth Plan (IGP)
- Self-Evaluation
- SLTs for Teachers
- Evaluator/Self-Evaluation Report
- NIET Teacher Observation Report Template

School Leaders, Assistant Principals, & Academic Deans

- Memo for School Leaders
- School Leader Evaluation Rubric
- SLTs for School Leaders
- Part 2/SLTs for School Leaders
- Individual Growth Plan
- Self-Evaluation
- Leader Observation Feedback Rubric

Non-Instructional Certified & other Professional School Personnel

- Evaluation Form