VERMILION PARISH PERSONNEL EVALUATION PLAN

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SECTION 1.0

FOCUS ON EDUCATIONAL IMPROVEMENT

The basic overview of the Vermilion Parish School Board's philosophy and priority educational goals demonstrates that the Board will provide meaningful educational opportunities and learning experiences which will enable the students to grow intellectually, socially, emotionally, and physically. The philosophy is well grounded in the belief that all students can learn. The Vermilion Parish School Board also believes that personnel evaluation provides accountability, professional growth of new and continuing educators, selection and retention of the most competent professional employees, and educational improvement.

The philosophy and purposes of the Vermilion Parish School Board's personnel evaluation plan are related to the philosophy and purposes of the Louisiana State Department of Education's personnel evaluation program in the following beliefs:

1. The evaluation process is an ongoing, shared process aimed at improving instruction and increasing the opportunities for students' learning.

2. The evaluation process encourages the planning and implementation of instructional strategies which are consistent with contemporary research in effective classroom procedures.

3. The purposes of the evaluation process are as follows:
   a. to assure the public that the system provides the best opportunities for all children to learn, that the best qualified and certified personnel are employed in every position, and that effective teaching continues in the classroom,
   b. to provide opportunities for the professional growth of all educators,
   c. to provide support for the professional development of new teachers,
   d. to provide procedures for retaining the most competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment,
   e. to provide procedures for self-evaluation, personal reflection, and peer collaboration, and
   f. to promote positive interpersonal relationships among all school personnel in order that professional competencies may be continually increased.
Personnel evaluation will be used to better facilitate the attainment of short and long term goals of educational improvement at the district and school building levels through the following means:

1. Improvement of the quality of learning experiences for all students by providing for the continuous professional growth and development of all school personnel,

2. Identification of the strengths and weaknesses of professional personnel and using this information to plan and implement effective staff development programs,

3. Creation and maintenance of a systematic school personnel observation/evaluation process in Vermilion Parish,

4. Assistance to school personnel in the formation and fulfillment of their individual professional growth plans,

5. Provision of certified and other professional personnel with inservice training on evaluation procedures in order to promote optimum use of the evaluation process,

6. Promotion of positive interpersonal relationships among all school personnel in order that professional competencies may be continually increased,

7. Provision of information for the review and/or revision of both schoolwide and districtwide instructional programs, and

8. Provision of the professional staff with information to better address the needs of students.
SECTION 2.0

STAFF INVOLVEMENT IN THE PERSONNEL EVALUATION PROGRAM

A steering committee on personnel evaluation shall consist of a balanced representation of secondary, middle, elementary, and special education teachers; educational support employees; central office personnel; and principals. The Vermilion Association of Educators may select 50% of all representatives.

The core team will consist of the Superintendent or designee and the personnel evaluation contact person, plus one classroom teacher and one building-level administrator. Besides this core team, the thirteen member steering committee will include the following:

1 elementary teacher
1 elementary administrator
1 middle school teacher
1 middle school administrator
1 high school teacher
1 high school administrator
1 counselor
1 librarian
1 special education teacher

The steering committee members are selected by the group they represent. Each group accepts a representative interested in serving as a committee member.

The purpose of the committee will be to ensure compliance with applicable state statutes. The committee will annually review and revise the Vermilion Parish Personnel Evaluation Plan to assess its strengths and weaknesses. Annually the committee will evaluate the extent to which the purposes of the evaluation program are being achieved.
SECTION 3.0

PHILOSOPHY AND PURPOSES OF PERSONNEL EVALUATION

Recognizing the need for excellence in education, the Vermilion Parish School Board, in compliance with the 1977 legislative mandates of Act 9 and Act 621, establishes a parishwide program of educational accountability in the area of personnel evaluation. The philosophy and purpose of the evaluation shall be explained and discussed annually during a parishwide inservice meeting with all certified and other professional staff members to ensure a knowledgeable staff striving toward the realization that all students can learn.

Evaluation, an ongoing shared process, is a means to an end--to improve instruction and increase the opportunities for students’ learning. Personnel evaluation is a part of the process that assists in improving the performance of all professional employees. The process encourages creativity and innovation in planning and implementation of teaching strategies that should include fostering parental involvement, integrating the use of technology, developing student assessment practices, and employing school improvement practices that are consistent with contemporary research in effective classroom processes. Personnel evaluation shall emphasize a collegial collaborative relationship between the teacher and the evaluator which will enhance the educational environment and promote effective instruction. Personnel evaluation also shall provide procedures necessary to fulfill the objectives of retaining competent professional employees, embracing sound educational principles, and ensuring the strengthening of the school learning environment.

Through suggestions and/or recommendations provided by Vermilion Parish educators, the School Board desires that the personnel evaluation process achieve the ultimate goal of continuously improving the performance of all school personnel in Vermilion Parish and enhancing the learning environment of students and educators.

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

1. To assure the public that
   a. educational system is providing the best opportunities for all children to learn,
   b. effective certified and other personnel are employed in every position, and
   c. effective teaching continues in the classroom;

2. To foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators,

3. To provide support for the professional development of new teachers during their first year of teaching,
4. To provide procedures necessary to fulfill the objectives of retaining competent professional employees, to embrace sound educational principles, and to ensure the strengthening of the formal learning environment,

5. To provide procedures for self-evaluation, personal reflection and peer collaboration,

6. To promote positive interpersonal relationships among all school personnel in order to continually increase professional competencies, and

7. To foster parental involvement, the use of technology, and the development of student assessment practices.
SECTION 4.0

LEA Personnel Evaluation Glossary

To promote consistency in the evaluation program, the following terms; which are pertinent to the guidelines, plans, programs, rules and/or procedures; are defined as follows:

1. **Accountability** - shared responsibility for actions relating to the education of children
2. **Administrator** - any person whose employment requires professional certification issued under the rules of the board in *Bulletin 746*, or who is employed in a professional capacity other than a teacher
3. **Assessment** - the process by which the Louisiana Department of Education determines whether a new teacher who is seeking to retain or to acquire a regular teaching certificate can sufficiently demonstrate the Louisiana Components of Effective Teaching to qualify for the teaching credential being sought
4. **Assistance level** - denotes the number of times assistance has been prescribed
5. **Certified school personnel** - those persons whose positions require LDE certification
6. **Criteria** - demonstrable levels of performance upon which a judgment or decision may be based
7. **Due Process** - fair and impartial treatment as guaranteed under the law including, but not limited to, the 1st, 5th, and 14th Amendments to the Constitution of the United States, Section 1983 of the Civil Rights Act of 1871, Title VII of the Civil Rights Act of 1964, and Title IX of the Educational Amendment of 1972, relative to substantive and procedural requirements
8. **Duties** - those actions normally required of a position as assigned and/or described in the position description that are necessary to enable the class, school, or school district to accomplish its objectives
9. **Educational accountability** - reflects the respective shared responsibilities and duties of the following groups:
   a. local school boards, administrators, principals, teachers, and other personnel,
   b. the LDE,
   c. parents and students, and
   d. other governing authorities as specified by the constitution and laws of the state
10. **Evaluatee** - one who is evaluated
11. **Evaluation** - the process of making considered judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position
12. **Evaluation period** - Period of time designated each school year during which the evaluation program will be conducted.
13. **Evaluator** - one who evaluates
14. **Goal** - a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period
15. **Instructional personnel** - those LEA personnel who provide classroom instruction (e.g., classroom teacher, special education teacher, special projects teacher)
16. **Intensive Assistance Plan** - the plan that is implemented when experienced personnel do not meet the local school system's standards of performance through the personnel evaluation process. This plan specifies what the evaluatee needs to do to strengthen his/her performance, what assistance/support is provided by the local system, the timelines and procedures for monitoring the progress, and the action that will be taken if improvement is not demonstrated

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

18. **LEA** - local education agency; parish/city school board; local school system

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

20. **LDE** - Louisiana Department of Education

21. **Multi-opportunity** - more than one opportunity

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

23. **Non-instructional certified and other professional school personnel** - those LEA personnel who do not provide classroom instruction

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

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

26. **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

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

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

29. **Primary evaluator** - one who is responsible for the observation/evaluation of the evaluatee

30. **Professional Growth Plan** - a written plan formulated by the satisfactorily performing evaluatee to enhance his/her skills and performance. The plan includes specific goal(s), objective(s), action plans, timelines and evaluation criteria
31. **Public schools** - public elementary and secondary schools governed by parish or city school boards and under the supervision of the State Board of Elementary and Secondary Education (SBESE)

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

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

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

35. **Secondary evaluator** - one who evaluates the evaluatee if an "unsatisfactory" rating is determined by the primary evaluator

36. **Self-evaluation** - the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards of performance pre-established for the position; to be submitted by the individual to the appropriate superior for use in the compilation of the individual's evaluation report

37. **Single official personnel file** - single personnel file maintained in the LEA central office. At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions and self-evaluations, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long term growth plans

38. **Staff development** - process designed for groups of LEA 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

39. **Standard** - that which is set up and established by an authority or by mutual acceptance as a basis for the measure of quantity, value, or quality

40. **Standard of performance** - an authoritative or mutually established level of accomplishment

41. **Teacher** - any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, and who has successfully completed the Teacher Assistance and Assessment Program or who is not required to participate in the Teacher Assistance and Assessment Program

42. **Triennial** - occurring every third year

43. **Uniform evaluation system** - a system of evaluation that applies the same procedures in a consistent manner to all employees of each type or class of certified employees, as well as other professional school personnel
SECTION 5.0

IMPACT OF THE PERSONNEL EVALUATION

The impact of the personnel evaluation process on improvement of teaching and learning at the school building and district levels is documented and discussed each spring. The procedures by which this process will be accomplished include, but are not limited to, the following:

1. School and district educational improvement plans are developed collaboratively by the professional staff as evidenced by documents on file.

2. Both school-wide and district-wide instructional programs are reviewed and/or revised as evidenced by documents on file.

3. Plans to better address the needs of students are developed and implemented as evidenced by documents on file.

The accomplishments of certified and other professional personnel in this regard are celebrated and shared with the school community, as documented by meeting agendas, newsletters, and newspaper articles from the following:

1. School Board Meetings

2. Administrative Meetings

3. Parent-Teacher Organizations

4. School Progress Profiles and Principal's Brag Letter

5. Faculty Meetings

6. Superintendent's Newsletter

7. School Newsletter

8. Media Attention
SECTION 6.0

EVALUATION PROCESS DESCRIPTION

All certified and other professional personnel will be evaluated based on written job descriptions and progress toward the objectives included in the Professional Growth Plan. A self-evaluation, as well as progress toward achieving the objectives included in his/her Professional Growth Plan, will be included in the evaluation process. The Louisiana Components of Effective teaching is included in the written job description and all evaluation instruments for instructional personnel. The Standards for School Principals in Louisiana is included in the written job description and evaluation instruments for principals.

By the end of September or within one month of employment, each evaluatee will be informed by the evaluators of the observation and evaluation procedure, via a conference scheduled by the evaluator and/or written communication. The evaluatee will be informed of the criteria for determining the overall rating of each evaluatee.

With the exception of those teachers participating in the Louisiana Teacher Assistance and Assessment Program, all non-tenured, certified personnel and other professional personnel with three years or less experience in that position will be observed a minimum of once each semester by the primary evaluator and evaluated at least once a year.

All tenured, certified personnel and other professional personnel with more than three years experience in that position will be observed at least once every three years by the primary evaluator. They will be evaluated based on observations occurring at least once during the three year period.

The overall rating on the evaluation instrument for each evaluatee shall be as follows:

1. If the evaluatee receives Satisfactory in each category, then the overall rating is Satisfactory.
2. If the evaluatee receives Needs Improvement in any category, then the overall rating is Needs Improvement.
3. If the evaluatee receives Unsatisfactory in any category, then the overall rating is Unsatisfactory.

Should there be a disagreement with the evaluation, a request may be made for an additional conference and/or evaluation by the secondary evaluator. However, if the evaluator(s) and the evaluatee cannot reach consensus, the procedure for due process in Section 6.10 will be used.

In lieu of the observation/evaluation form, the Incident Report form may be used for specific problems such as excessive tardiness, absence from duty, and other minor professional infractions. Incidents which are of a serious nature may become part of the single official file. Incidents of a less serious nature may be kept on file in the immediate supervisor’s office.

SECTION 6.1
EVALUATION CRITERIA

The evaluation criteria for certified and other professional personnel are clearly defined in writing in the job description. These criteria should be used as a frame of reference for a descriptive review and an analysis of job performance that focuses the evaluation process on strengthening and/or enhancing a few critical areas. The overall rating on the evaluation instrument for each evaluatee shall be as follows:

1. If the evaluatee receives Satisfactory in each category, then the overall rating is Satisfactory.
2. If the evaluatee receives Needs Improvement in any category, then the overall rating is Needs Improvement.
3. If the evaluatee receives Unsatisfactory in any category, then the overall rating is Unsatisfactory.

SECTION 6.1 A

INSTRUCTIONAL PERSONNEL

Evaluation criteria for instructional personnel will be based upon the job description, which includes the Louisiana Components of Effective Teaching, a professional growth plan, and a teacher's self-assessment.

SECTION 6.1 B

NON-INSTRUCTIONAL CERTIFIED AND OTHER PERSONNEL

Evaluation criteria for non-instructional certified and other professional personnel will include the standard criteria in their job description, a professional growth plan, and a self-assessment.

1. The evaluation criteria for all non-instructional certified and other personnel are stated clearly in writing in the job description.

2. The Standards for School Principals in Louisiana are included in the job descriptions of all building-level administrators (principals and assistant principals). The Standards serve as evaluation criteria for all building-level administrators.

3. All employees of the Vermilion Parish school system will be evaluated annually according to their years of experience in their assigned position. The Superintendent of Vermilion Parish will be evaluated annually through a self-evaluation and the progress made on the completion of professional growth plan objectives. The Superintendent’s formal evaluation will be conducted every two years.
SECTION 6.2
ACCOUNTABILITY RELATIONSHIPS

The building administrator will provide inservice training for all certified school employees by the end of September of each school year, or within two weeks for newly appointed employees. The inservice training will include the accountability relationships of the personnel evaluation plan. Upon completion of the training, written documentation with the teachers' signature will be submitted to the personnel department by the building administrator.

The primary evaluator is responsible for the observation/evaluation of the evaluatee. The secondary evaluator may be requested to evaluate the evaluatee if a "needs improvement" or "unsatisfactory" rating is determined by the primary evaluator.

In situations where the primary and secondary evaluators cannot reach a consensus, the procedures outlined in Section 6.10, Procedures for Resolving Conflict...Due Process, may be followed.

Listed below is the Accountability Relationship Register:

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<th>EVALUATEE</th>
<th>EVALUATOR</th>
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<tr>
<td>Superintendent</td>
<td>P - Board</td>
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<td>Assistant Superintendent of</td>
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<td>Administration/Personnel</td>
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<tr>
<td>Supervisor of Classroom Technology</td>
<td>P - Superintendent</td>
</tr>
<tr>
<td></td>
<td>S - Assistant Superintendent</td>
</tr>
<tr>
<td></td>
<td>Administration/Personnel</td>
</tr>
<tr>
<td>Coordinating Supervisors</td>
<td>P - Assistant Superintendent</td>
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<td>Administration/Personnel</td>
</tr>
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<td></td>
<td>S - Superintendent</td>
</tr>
<tr>
<td>Supervisors/Coordinators</td>
<td>P - Coordinating Supervisors</td>
</tr>
<tr>
<td></td>
<td>S - Assistant Superintendent</td>
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<tr>
<td></td>
<td>Administration/Personnel</td>
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**P - DENOTES PRIMARY EVALUATOR**

**S - DENOTES SECONDARY EVALUATOR**
Classroom Technology Specialist/Coordinator\(\text{P} - \) Supervisor of Technology
\hspace{1em} S - Assistant Superintendent
\hspace{1em} Administration/Personnel

Principals \hspace{1em} \text{P} - Superintendent
\hspace{1em} S - Assistant Superintendent
\hspace{1em} Administration/Personnel

Assistant Principals \hspace{1em} \text{P} - Principals
\hspace{1em} S - Assistant Superintendent
\hspace{1em} Administration/Personnel

Teachers, Guidance Counselors, Librarians, Special Education Personnel (based at schools) \hspace{1em} \text{P} - Principals or Designee
\hspace{1em} S - Supervisors/Special Education Coordinators

Special Education Personnel \hspace{1em} \text{P} - Coordinating Supervisor
\hspace{1em} of Special Education/Designee
\hspace{1em} S - Supervisor of Special Ed.

Nurses \hspace{1em} \text{P} - Supervisor of Alternative School Programs/Chapter I Testing and Internal Evaluations
\hspace{1em} S - Assistant Superintendent
\hspace{1em} Administration/Personnel

Other Professional Central Office Personnel \hspace{1em} \text{P} - Coordinating Supervisor
\hspace{1em} S - Assistant Superintendent
\hspace{1em} Administration/Personnel

\textbf{P - DENOTES PRIMARY EVALUATOR}
S - DENOTES SECONDARY EVALUATOR

SECTION 6.3
PROGRAM INSTRUMENTS REGISTER

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<th>FORM NUMBER</th>
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<td>VP1</td>
<td>Professional Growth Plan</td>
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<td>VP1.1</td>
<td>Teacher Observation</td>
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<td>VP1.2</td>
<td>Part II of Self-Evaluation</td>
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<td>Guidance Counselor</td>
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<td>VP2.3</td>
<td>Librarian</td>
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<td>VP2.4</td>
<td>Speech/Language Pathologist</td>
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<td>VP3.1</td>
<td>Assistant Principal</td>
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<td>VP3.2</td>
<td>Principal Observation/Data Collection</td>
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<td>VP3.3</td>
<td>Principal Evaluation</td>
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<td>VP4.1</td>
<td>School Nurse</td>
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<td>VP4.2</td>
<td>Anti-Substance Abuse Coordinator</td>
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<td>Coordinating Supervisor of Special Education</td>
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<td>Coordinator of Special Education</td>
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<td>VP5.4</td>
<td>Coordinator of Pupil Appraisal Services</td>
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<td>VP5.5</td>
<td>Coordinator of Speech, Hearing and Language Services</td>
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<td>VP5.6</td>
<td>Special Education Placement and Management Facilitator</td>
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<td>Child Search Facilitator</td>
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<td>Special Education School Nurse</td>
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VP5.10  Audiologist
VP5.11  Special Education/Regular Education Liaison
VP6.1  Superintendent
VP6.2  Assistant Superintendent of Administration and Personnel
VP6.3  Coordinating Supervisor of Curriculum and Instruction
VP6.4  Coordinating Supervisor of Federal Programs
VP6.5  Coordinating Supervisor of Maintenance
VP6.6  Chief Financial Officer
VP6.7  Information Systems Manager
VP6.8  Supervisor of Child Welfare and Attendance
VP6.9  Supervisor of Instruction
VP6.10  Supervisor of Food Services
VP6.11  Supervisor of Instruction - Title I
VP6.12  Accounting Coordinator
VP6.13  Supervisor of School Lands and Vocational Programs
VP6.14  Supervisor of Classroom Technology
VP6.15  Supervisor of Alternative Programs/Title I Testing and Internal Evaluation
VP6.16  Classroom Technology Specialist/Coordinator
VP6.17  Coordinator of Special Accounting
VP6.18  Federal Funds Accountant
VP6.19  Payroll Accountant
VP6.20  Computer Center Coordinator
VP6.21  Region IV Teaching, Learning, and Technology Center Instructional Assistant
VP7.01 Incident Report

VP7.1 Intensive Assistance Schedule
SECTION 6.4
OBSERVATION PROCESS

A. ALL CERTIFIED AND OTHER PROFESSIONAL PERSONNEL

1. The observation will be conducted by the evaluatee's primary evaluator as outlined in Section 6.2-Accountability Relationships.

2. All tenured, certified personnel and other professional personnel with more than three years experience in that position will be observed by the primary evaluator at least once during the three-year cycle. The results will be recorded on the appropriate observation form as specified in Section 6.3-Program Instruments Register.

3. With the exception of those teachers participating in the Louisiana Teacher Assistance and Assessment Program, all non-tenured, certified personnel and other professional personnel with three years or less experience in that position will be observed by the primary evaluator at least once per semester. The results will be recorded on the appropriate observation form as specified in Section 6.3-Program Instruments Register.

4. The evaluator shall conduct a pre-observation conference during which the evaluatee shall provide the evaluator with relevant information.

5. The evaluator must notify the evaluatee in advance when observation(s) will occur. The length of the observation for all evaluatees shall be appropriate to the position.

6. A post-observation conference will be conducted within five working days following the observation. At this conference, the evaluator will review the results on the observation form, as well as discuss and analyze any commendations and recommendations, with the evaluatee. At this time, the observation form will be countersigned and dated by the evaluator and evaluatee. A signature indicates that the evaluatee has reviewed the results of the observation; it does not indicate agreement. Refusal of the evaluatee to sign the observation form requires the signature of a third party witness verifying the evaluatee's refusal to sign. The evaluatee and evaluator will retain a copy of the observation form.

7. At the end of the evaluation period, the observation forms will be attached to the evaluation form, and these forms will be filed in the single official file.

8. If an evaluatee receives a "needs improvement" or "unsatisfactory performance" rating on an observation form, the secondary evaluator may be requested to conduct an observation. If needed, intensive assistance may be initiated, following the procedures as outlined in Section 6.8-Intensive Assistance for Experienced Staff.
B. INCIDENT REPORT

In lieu of the observation/evaluation form, the Incident Report form may be used for specific problems such as excessive tardiness, absence from duty, and other minor professional infractions. Incidents which are of a serious nature may become part of the single official file. Incidents of a less serious nature may be kept on file in the immediate supervisor’s office.

C. INSTRUCTIONAL PERSONNEL (OBSERVATION PROCESS)

1. Teaching is evaluated through periodic classroom observations as outlined in Section 6.4A.

2. A pre-observation conference is held prior to a scheduled observation to discuss the teacher's lesson plan.

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

4. A post-observation conference is held as outlined in Section 6.4A.

5. The primary purpose of the observation process is not to rate the teacher; instead, the focus is on educational improvement. During the post-observation conference, the evaluator and evaluatee will review the results of the observation in order to reach a consensus on commendations as well as on recommendations to strengthen or enhance teaching. Observations are conducted to determine what impact these recommendations have had on improving the quality of the teaching-learning process in the teacher’s classroom. However, if the evaluator and the evaluatee cannot reach a consensus on the recommendations, the procedures outlined in Section 6.10-Procedures for Resolving Conflict--Due Process may be followed.

6. Follow-up observations are conducted through informal means to reinforce positive practices and to determine how recommendations have affected the quality of the teaching/learning process. This reinforcement and determination may also be accomplished through informal dialogue between the evaluator and evaluatee.

7. Classroom visits may be conducted to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.
SECTION 6.5

DEVELOPING THE PROFESSIONAL GROWTH PLAN

All certified and other professional personnel will develop long-term Professional Growth Plans to strengthen or enhance their job performance. The Professional Growth Plan is developed by the end of October. **For personnel hired after the beginning of the school year, the Professional Growth Plan will be developed within 60 working days from the first day of employment.** Appropriate timelines will be established on the plan.

Professional Growth Plans are based on objectives developed collaboratively by the evaluatee and evaluator. The successful teacher shall not be mandated to participate in any one specific growth activity. These plans must be job related and reviewed/updated annually.

A plan of action and evaluation criteria are specified for each objective. The evaluation criteria should show clearly how achievement of the objective will affect the quality of the job performance. For successful, experienced personnel, objectives can be used to explore new, untried, or innovative ideas or projects.

The evaluator and evaluatee must sign and date each completed Professional Growth Plan form prior to dissemination and filing. The evaluator and the evaluatee must maintain a copy of all completed forms. A copy will be placed in the single official file of each evaluatee. Each item on the Professional Growth Plan is defined in the glossary. (See program instrument VP1).
SECTION 6.6

PERSONNEL SELF-EVALUATION

All certified and other professional personnel are mandated to assume significant responsibility for the evaluation of their performances. Ample opportunities will be provided throughout the personnel evaluation process for personal reflection, self-evaluation, and peer collaboration. The products of such efforts are shared in the annual self-evaluation reports, which certified personnel at the school level will complete prior to the post-evaluation conference that is scheduled before the closure of the school year. For principals and all other professional personnel, self-evaluation reports are completed prior to the post-evaluation conference that is scheduled before the closure of the fiscal year.

As part of the overall annual evaluation, certified personnel at the school level will use the appropriate observation/evaluation form for Part I of the self-evaluation. The evaluatee will complete Part II (VP1.2) of the self-evaluation and will share the results with the evaluator during a scheduled conference. Neither part will be placed in the single official file, but will remain on file in the principal’s office.

As part of the overall annual evaluation, the principals and all other professional personnel will use the appropriate observation/evaluation form for Part I of the self-evaluation. The evaluatee will complete Part II (VP1.2) of the self-evaluation and will share the results with the evaluator during a scheduled conference. Documentation for principals and all other professional personnel that the self-evaluation has been completed must be placed in the evaluatee’s single official file in the central office.

Training should be provided for all certified and other professional personnel in techniques for reflection and self-evaluation. For instructional personnel, additional staff development opportunities will be provided for those teachers who wish to work as peer coaches or in other peer support and assistance roles (i.e. mentors or peer support persons in intensive assistance programs for experienced teachers). Participation in such peer support roles is voluntary. Teachers serving as peer coaches or providing other peer support and assistance are not evaluators as defined in these guidelines.
SECTION 6.7

THE EVALUATION PERIOD

1. With the exception of those teachers participating in the Louisiana Teacher Assistance and Assessment Program, all non-tenured, certified personnel and other professional personnel with three years or less experience in that position will be evaluated by their primary supervisor at least once per year. The evaluation will be based on observations (criteria specified on job descriptions), Professional Growth and Development Plans, and self evaluations.

2. All tenured, certified and other professional personnel with more that three years experience in that position shall be evaluated on a three-year cycle. Results will be recorded on the evaluation form.

3. By the end of September of each school year, each evaluatee will be informed by the evaluator(s) of the observation and evaluation procedures. The evaluatee will be informed of the criteria of the expected performance based on job descriptions that are signed by all employees.

4. By the end of the school year for certified personnel or the fiscal year for principals and all other professional personnel, the evaluator(s) will hold a conference, compile the results of the observations, and record the results of each evaluatee on an individual evaluation form. In cases where the two evaluators cannot reach a consensus, the procedures outlined in Section 6.10-Procedures for Resolving Conflict--Due Process may be followed.

5. Code numbers of evaluation forms and categories of personnel are listed in Section 6.3.

6. A post-evaluation conference will be conducted within fifteen working days following the evaluation. At this conference the evaluator will discuss the rating recorded on the evaluation form with the evaluatee, recommend suggestions, and, if necessary, initiate an intensive assistance program. The evaluation forms will be countersigned by the evaluator and the evaluatee. At this time the evaluatee will receive a copy of the evaluation form. Signatures on forms indicate that the evaluatee has reviewed the results of the evaluation. A signature does not indicate agreement. Refusal of the evaluatee to sign an evaluation form requires the signature of a third party witness verifying the evaluatee's refusal to sign.

7. At the end of the evaluation period, the evaluation forms will be attached to the observation forms and will be filed in the single official file. All evaluation forms for certified personnel at the school level will be due prior to the closure of the school year. Evaluation forms for principals and all other professional personnel will be due prior to the closure of the fiscal year.

8. Personnel who are determined through the evaluation process to be in need of intensive assistance and/or reinforcement will be evaluated until such performance(s) is/are corrected or until dismissal
is recommended. Procedural due process is mandatory in the personnel evaluation programs.

SECTION 6.8

INTENSIVE ASSISTANCE PROGRAMS

1. The members of the Vermilion Parish School System firmly believe in helping the employee to improve his/her performance. Professional assistance is necessary for successful educational experiences. If the evaluatee receives at least one “unsatisfactory” and/or “needs improvement” rating on the observation/evaluation form, that evaluatee will be placed on an intensive assistance plan. The evaluatee will be informed in writing on his/her observation/evaluation form of the reason(s) for placement on the intensive assistance plan. Professional improvement (as noted on the intensive assistance plan) and/or a satisfactory performance rating on an observation/evaluation form will be required before the evaluatee is released from the intensive assistance plan.

2. The intensive assistance plan may include, but is not limited to, the following professional development activities:
   a. recommended reading followed by review
   b. provision of supplementary materials
   c. rescheduling of classes
   d. individual assistance
   e. small group instruction
   f. attendance at demonstration lessons
   g. analysis of videotaped lesson(s)
   h. planned peer observations and/or peer coaching
   i. large group workshops or inservice sessions
   j. continuing education courses
   k. faculty studies
   l. technical assistance provided by the secondary evaluator

3. The evaluatee will be given more than one opportunity to improve his/her performance.

4. The primary evaluator will be responsible for designing and scheduling the evaluatee's intensive assistance plan. The secondary evaluator may be requested to assist in the development of the plan.

5. Signatures on forms indicate that the evaluatee has reviewed the intensive assistance plan. Refusal of the evaluatee to sign the professional assistance schedule requires the signature of a third party witness verifying the evaluatee's refusal to sign.

6. If the evaluatee shows no improvement after completing all three levels of the intensive assistance plan or if the evaluatee refuses to complete any level of the intensive assistance plan, dismissal may be recommended.
SECTION 6.9

INDUCTION OF NEW TEACHERS

Mentor and peer support will be coordinated by the school principal for the induction and professional growth of the teachers. A concerted effort will be made to ensure that teachers are socialized in a professional manner and that they experience success in the classroom. The instructional supervisor will provide support and encouragement toward the professional development of the intern teacher. The instructional supervisor's role may be expanded to evaluator to aid the intern in fostering the continuous improvement of teaching, thereby increasing the opportunities for students' learning. The Louisiana Components of Effective Teaching are a focus for the evaluation of beginning teachers. Assistance will be coordinated with the state assistance and assessment program for any beginning teacher with a Provisional or Temporary Teaching Certificate.
SECTION 6.10

PROCEDURES FOR RESOLVING CONFLICT -- DUE PROCESS

The Vermilion Parish School System's due process procedures for observation/evaluation are these:

1. The evaluator will provide the evaluatee with a copy of the observation results within five working days after the completion of the observation. The evaluator will provide the evaluatee with a copy of the evaluation results within fifteen working days after completion of the evaluation.

2. The evaluator will conduct a post-observation/evaluation conference with the evaluatee. The results recorded on the observation/evaluation form will be discussed. The strengths and weaknesses of the evaluatee will be discussed. Professional assistance, if needed, will be recommended. The observation/evaluation form will be countersigned and dated by the evaluator and the evaluatee. Signatures on forms indicate that the evaluatee has reviewed the results of the observation/evaluation. It does not indicate agreement. Refusal of the evaluatee to sign observation/evaluation forms require the signature of a third party witness verifying the evaluatee's refusal to sign.

3. The evaluatee may, within fifteen working days, file a written response to the observation/evaluation. This response must be signed by the evaluatee and will become a permanent attachment to the evaluatee's single official file.

4. Evaluatees not performing satisfactorily will be informed in writing of such determination.

5. The evaluatee has the right to receive proof or documentation of any item in the observation/evaluation that the evaluatee believes to be inaccurate, invalid, or misrepresented. If there is no documentation, the item in question shall be amended or removed from the observation/evaluation form.

6. The evaluatee shall be provided with assistance to improve performances.

7. The evaluatee may request that another observation/evaluation be conducted by the secondary evaluator.

8. Confidentiality of the observation/evaluation results must be maintained as prescribed by law. Copies of completed observation and evaluation forms must be placed on file. The Superintendent and the Assistant Superintendent of Personnel shall have access to the file.

Complaints and Grievances Procedures
Any employee of the Board shall have the right to appeal the application of policies and administrative decisions affecting him/her. The employee shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance.

All grievances shall be handled expeditiously and shall be handled according to the procedures adopted by the Board.

B. Definitions

1. A grievance is a claim by an individual or student that he has suffered harm or injury from the interpretation, application, or violation of a contract, a school board policy, a law, or constitutionally guaranteed rights. The term “grievance” does not include matters for which the method of review is prescribed by law (e.g., employee termination or student discipline) or where the school board is without authority to act (e.g., employee lack of certification).

2. Any claim by an individual that there has been a violation of rights shall be a grievance and shall be resolved through the procedures set forth herein. Group grievances are not allowed, but, with the consent of the aggrieved persons involved, several individual grievances may be consolidated for consideration.

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

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

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

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

C. Purpose

The primary purpose of this procedure is to secure, at the most immediate level possible, equitable solutions to a claim of the aggrieved person. Both parties agree that these proceedings shall be kept as confidential as possible at each level of procedure.
D. Procedure

Grievances shall proceed as rapidly as possible. The number of days indicated at each level are maximum, and every effort shall be made to expedite processing the grievance.

1. Employees

   Level One - An employee with a grievance must first discuss it orally with his immediate supervisor or principal. Within five days thereafter, the supervisor or principal shall render an oral decision.

   Level Two - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level One or if no decision has been rendered within five days after presentation of the grievance, the aggrieved person shall present the grievance in writing to the immediate supervisor or principal specifying the following:

   a. the nature of the grievance
   b. the nature or extent of the injury, loss, or inconvenience
   c. the results of previous discussions
   d. the dissatisfaction with decisions previously rendered

   This written grievance must be presented to the immediate supervisor or principal within five days after the employee’s receipt of the Level One oral decision. The immediate supervisor or principal shall communicate his decision on the grievance to the aggrieved person in writing within five days of receipt of the written grievance. When the decision of the immediate supervisor or principal is communicated, the aggrieved person shall also be notified of the name of the staff person to whom that decision may be appealed.

   Level Three - In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Two, or if no decision has been rendered within five days from the date of receipt of the grievance by the immediate supervisor or principal, the aggrieved person may, within five school days thereafter, appeal to the member of the central office staff who has jurisdiction to deal with and help to resolve the matters stated in the grievance. The appeal shall be in writing and shall set forth the same types of information called for at Level Two. The central office staff person charged with the responsibility of handling Level Three of this procedure may meet with the parties in interest, but, in any event, he must render a decision on the grievance within ten days from the date of his receipt of it.

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

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

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

D. Miscellaneous

1. A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein.

2. Copies of all written decisions of grievances shall be sent to all parties involved.

3. All documents, communications, or records dealing with a grievance shall be made a part of the personnel files of the participants.

4. Appeals of grievance decisions will be limited to the specific issues raised in the original grievance. The parties in interest will not be allowed to expand the issues during the grievance procedure, except to the extent necessary to respond to administrative decisions made along the way.

5. Failure by the aggrieved person to meet the timelines and requirements of this procedure shall result in the dismissal of his grievance. Failure by the respondent to meet timelines and requirements of this procedure shall allow the aggrieved person, at his option, to proceed to the next level of appeal.

6. If the aggrieved person voluntarily or involuntarily leaves the employment of the Board during the pendency, at any level, of a complaint or grievance, such aggrieved person loses the right to continue the complaint process.
7. Termination or disciplinary action against an employee may not form the basis of a complaint or grievance by that employee.

E. Representation

An “aggrieved person” shall have the right to present his own grievance or may designate a representative to appear with him at any level of the above procedure.

The “aggrieved person” who chooses to have representation shall provide advance notice of such in writing to the superior at the respective procedural level at least two days prior to the hearing on the grievance.
SECTION 7.0

STAFF DEVELOPMENT FOR PERSONNEL INVOLVED IN EVALUATION

The Vermilion Parish School District will provide training on a continuing basis for all staff members involved in the teacher evaluation process (i.e., district level administrators and supervisors, principals and assistant principals, and classroom teachers).

The building administrator will provide inservice training for all certified school employees by the end of September of each school year or within two weeks for newly appointed employees. The inservice training will include the teacher evaluation process of the personnel evaluation plan. Upon completion of the inservice training, written documentation with the teachers' signatures will be submitted to the personnel department by the building administrator.

The Vermilion Parish School District will provide training as follows:

1. Inservice training will be provided at the beginning of the school year for all new personnel.
2. Teachers will be trained prior to the year of formal evaluation in the three-year cycle.

Initial training will focus on developing the following:

1. a positive, constructive attitude toward teacher evaluation,
2. a knowledge of state laws and LEA policies governing the teacher evaluation process and associated due process procedures,
3. an understanding of the Louisiana Components of Effective Teaching, and
4. an understanding of the Vermilion Parish School District's personnel evaluation program, including the philosophy and purposes, criteria, and procedures.

Further training of evaluators should focus on developing those skills needed to diagnose, strengthen, and/or enhance effective teaching.

The Vermilion Parish School District will provide further training in the following skill areas:

1. data collection skills necessary to document a teacher's performance accurately,
2. data analysis skills necessary to make accurate judgments about a teacher's performance,
3. conferencing skills necessary to provide clear, constructive feedback regarding a teacher's performance,
4. skills in developing and facilitating meaningful professional growth plans that strengthen or enhance teaching effectiveness, and
5. skills in writing effective evaluation reports that document how evaluation has had an impact on the quality of the teaching/learning process in the classroom.
SECTION 9.0

JOB DESCRIPTIONS

All certified and other professional personnel shall be provided with a job description for his/her position prior to the beginning of his/her employment in the school system and each time the job description is revised. In addition, documentation of current signatures reflecting the annual review and/or receipt of job descriptions will be filed in a single official file.

Documentation of current signatures reflecting the annual review and/or receipt of job descriptions will be filed in the single official file.
JOB DESCRIPTION

CLASSROOM TEACHER

TITLE: Classroom Teacher

QUALIFICATIONS: As set by State certification authorities

RESPONSIBLE TO: Principal

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To plan and implement instructional strategies which provide quality learning experiences that enable students to achieve intellectual, social, emotional and physical growth

AREAS OF RESPONSIBILITY: The responsibilities of the teacher are as follows:

I. Planning
   A. To specify learner outcomes in clear, concise objectives
   B. To include activity/activities which develop(s) the objectives to enhance mastery
   C. To include and plan activities to accommodate the range of individual needs and differences of each student
   D. To identify materials, other than standard classroom materials, needed to enhance the lesson and broaden student understanding
   E. To state method(s) to evaluate or measure learner outcomes
   F. To develop an Individual Education Plan (IEP), ITP, and/or IFSP (for Special Education teachers only)

II. Management
   A. To provide an enriching environment conducive to learning by
      8. organizing available space, materials, and/or equipment to facilitate learning
      9. promoting a positive learning climate which nurtures the educational growth of students
   B. To maximize student learning through wise use of time, focusing on learning activities by
      1. managing routines and transitions in a timely manner
      2. managing and/or adjusting allotted time for activities planned to maximize learning
C. To manage learner behavior to provide productive learning opportunities by
   1. establishing expectations for learner behavior
   2. monitoring students to facilitate learning

D. To maintain adequate records by
   1. maintaining accurate and complete records as required by parish policy
   2. providing adequate information to parents on student progress
   3. providing for the care of school property and maintaining current inventory

III. Instruction

A. To provide effective delivery of instruction by
   1. utilizing sound principles of learning, current research, and create techniques which develop lesson objectives
   2. sequencing the lesson to include an initiation, an activity and a closure in order to provide for the continuity of the learning experience
   3. organizing materials and procedures to achieve lesson objectives
   4. adjusting the lesson when appropriate to accommodate the needs and responses of students

B. To present appropriate content to provide continuous learning experiences by
   1. presenting content at a developmentally appropriate level, which accommodates the abilities and interest of students
   2. exhibiting knowledge of subject area content and presenting accurate subject matter
   3. effectively relating relevant examples, unexpected situations, or current events to the content presented in order to maximize student interest
   4. answering questions correctly and/or directing students to additional sources, thus providing feedback to facilitate student achievement

C. To provide for students’ active involvement in the learning process by
   1. using instructional techniques based on knowledge of the growth and development of students to accommodate the individual student's learning levels, interests and needs
   2. communicating effectively and exhibiting appropriate use of the English language
   3. stimulating and encouraging higher order thinking skills at the appropriate developmental level
   4. enhancing student interest and actively involving students in learning tasks

D. To assess and evaluate techniques to determine student mastery of objectives by
   1. using assessment procedures which are related to the achievement of objectives in order to accurately evaluate student progress
2. actively monitoring student involvement and performance throughout the lesson to determine student understanding of content and learning tasks
3. providing timely feedback during the learning process to broaden the students' understanding and mastery of content

IV. Professional Development
A. To determine personal objectives and activities for the year which are consistent with the parish-adopted curriculum and based upon careful appraisal of student needs
B. To actively participate in the continuing inservice program of the educational system
C. To improve professional competence through self-evaluation, professional reading, graduate study, participation in organizations and activities, and effective use of principal/supervisor reports

V. Professional Attitude
A. To accept responsibility for a reasonable amount of extra-curricular activities and other duties as determined by the principal
B. To observe high standards of professional ethics at all times

VI. School and Community Relations
A. To use community resources in planning and implementing school programs
B. To maintain cordial and cooperative working relationships with colleagues, parents, and students

________________________________________
Signature

________________________________________
Date
GUIDANCE COUNSELOR

TITLE: Guidance Counselor

QUALIFICATIONS:

Elementary School Counselor
The applicant must hold a valid Louisiana Elementary Certificate and must have completed three years of successful experience at either level. The applicant must hold a Master's Degree in Guidance and Counseling from a regionally accredited institution or a Master's Degree with the equivalent hours and courses required for a Master's Degree in Guidance and Counseling. The graduate training must include a total of 21 semester hours of professional courses. Counselors who have taken a course in Principles and Administration of Guidance at the undergraduate level will not be held accountable for it at the graduate level. Requests for certification must be accompanied by a recommendation from the institution where the individual has completed the above requirements.

Secondary School Counselors
The applicant must hold a valid Louisiana Secondary Certificate and must have completed three years of successful experience at the secondary level or two years of successful experience at the secondary level and one year of accumulated occupational experience. The applicant must hold a Master’s Degree in Guidance and Counseling from a regionally accredited institution or a Master’s Degree with the equivalent hours and courses required for a Master’s Degree in Guidance and Counseling. The graduate training must include a total of 21 semester hours of professional courses. Counselors who have taken a course in Principles and Administration of Guidance at the undergraduate level will not be held accountable for it at the graduate level. Request for certification must be accompanied by a recommendation from the institution where the individual completed the above requirements.

RESPONSIBLE TO: Principal, Supervisor of Guidance

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To help students prevent and/or overcome problems that impede learning and to assist them in making educational, occupational, and personal plans that hold promise for their fulfillment as mature, responsible men and women

PERFORMANCE RESPONSIBILITIES: As defined by Act 389 of the Louisiana Legislature, a counselor is a member of the school faculty who, by training and background, is qualified to provide services for students which will enable them to arrive at their full potential through a process involving direct contact between the counselor and students, parents, teachers, school administrators, and others. The counselor serves as an advocate for children within the adult structure of the school and community and has as his/her prime responsibilities services to and for the student. The counselor does not include among his/her
responsibilities the administration of disciplinary action, substitute teaching or administrative clerical duties. The following represents the responsibilities of the school counselor:

1. To assist students in a structured interactive relationship so that they will function more effectively in their environment. The relationship between counselor and counselee is perceived as a helping, not a manipulative, relationship.

2. To provide individual and group guidance activities, which include information giving sessions with parents and/or other members of the school population.

3. To maintain pupil appraisal, test interpretation, and the coordination of accurate records so as to help student, parent, and the professional staff examine student potential and achievement.

4. To maintain appropriate and current information for students’ educational, career, personal, and social development.

5. To assist the student in the selection of potential employment opportunities for educational development, and help in securing a position in one of his choices.

6. To assist in referring students to another person or agency, either within or without the school, for educational development and potential employment opportunities.

7. To conduct consultation services with parents, teachers, administrators, and community agencies, whereby the counselor serves as a resource person concerning the growth and development of students.

8. To instruct students, teachers, parents, administrators, and the community in the processes and outcomes of specifically planned school, counseling, and guidance activities.

9. To continue the relationship with students for in-school and post-school development and progress and to evaluate the effectiveness of existing programs or conditions.

10. To develop and evaluate each year the counselor plan which is approved by the school principal and filed with the supervisor of Guidance and Counseling.

11. To participate in activities and organizations which will facilitate professional growth and development.

12. To remain readily available to provide counseling and guidance services.

13. To assist in board-approved pilot programs related to guidance and counseling.

14. To accept other duties as assigned by the immediate evaluator/supervisor

______________________________
Signature

______________________________
Date
JOB DESCRIPTION

GUIDANCE COUNSELOR/SEX EDUCATION TEACHER

TITLE: Guidance Counselor/Sex Education Teacher

QUALIFICATIONS: Elementary/Secondary School Counselor

The applicant must hold a valid Louisiana Elementary or Secondary Certificate and must have completed three years of successful experience at either level. The applicant must hold a Master's Degree in Guidance and Counseling from a regionally accredited institution or a Master's Degree with the equivalent hours and courses required for a Master's Degree in Guidance and Counseling. The graduate training must include a total of 21 semester hours of professional courses. Counselors who have taken a course in Principles and Administration of Guidance at the undergraduate level will not be held accountable for it at the graduate level. Requests for certification must be accompanied by a recommendation from the institution where the individual has completed the above requirements.

RESPONSIBLE TO: Principal

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL:

1. To help students prevent and/or overcome problems that impede learning and to assist them in making educational, occupational, and personal plans that hold promise for their fulfillment as mature, responsible men and women
2. To help students develop a basic understanding of the human reproductive system; the physical, physiological, and emotional changes of puberty; and to improve students’ self-esteem, communication skills, and coping skills
3. To help students develop a basic understanding of sexually transmitted diseases and relationships involved in dating, and to create awareness in students of the problems associated with teen pregnancy

PERFORMANCE RESPONSIBILITIES:

As defined by Act 389 of the Louisiana Legislature, a counselor is a member of the school faculty who, by training and background, is qualified to provide services for students which will enable them to arrive at their full potential through a process involving direct contact between the counselor and students, parents, teachers, school administrators, and others. The counselor serves as an advocate for children within the adult structure of the school and community and has as his/her prime responsibilities services to and for the student. The counselor does not include among his/her responsibilities the administration of disciplinary action, substitute teaching or administrative clerical duties.

A. The major aims of individual and group counseling are as follows:
1. To assist students in a structured interactive relationship so that they will function more effectively in their environment. The relationship between counselor and counselee is perceived as a helping, not a manipulative, relationship.
2. To provide individual and group guidance activities, which include information giving sessions with parents and/or other members of the school population.
3. To maintain pupil appraisal, test interpretation, and the coordination of accurate records so as to help student, parent, and the professional staff examine student potential and achievement.
4. To maintain appropriate and current information for students’ educational, career, personal, and social development.
5. To assist the student in the selection of potential employment opportunities for educational development and in the securing of a position in one of his choices.
6. To provide assistance in referring students for educational development and potential employment opportunities to another person or agency either within or outside of the school setting.
7. To conduct consultation services with parents, teachers, administrators, and community agencies, whereby the counselor serves as a resource person concerning the growth and development of students.
8. To instruct students, teachers, parents, administrators, and the community in the processes and outcomes of specifically planned school, counseling, and guidance activities.
9. To maintain a continued relationship with student progress for in-school and post-school follow up.
10. To develop and evaluate on a yearly basis the counselor plan which has been approved by the school principal and provide a copy of the plan to be filed by the Supervisor of Guidance and Counseling.
11. To participate in activities and organizations which will facilitate professional growth and development
12. To remain readily available to provide counseling and guidance services
13. To assist in board-approved pilot programs related to guidance and counseling.

B. The responsibilities of the sex education teacher are as follows:

1. To become well acquainted with the Louisiana State Laws governing sex education and adhere to these laws at all times
2. To become well acquainted with the Vermilion Parish School Board policy on sex-education and adhere to this policy at all times
3. To become well acquainted with the abstinence-based sex education curriculum, activities, and videos as approved by the Vermilion Parish School Board and adhere to these at all times
4. To participate in activities and organizations which facilitate professional growth and development
5. To pilot three units of sex education (Human Reproductive System, Puberty-Maturation, Coping Skills) at the seventh grade level and help revise the units if necessary
6. To pilot three units of sex education (Sexually Transmitted Diseases, Dating, Teen Pregnancy) at the eighth grade level and help revise the units if necessary
7. To teach six units of sex education to seventh and eighth graders
8. To develop daily lesson plans
9. To attend all parental Review Committee meetings
10. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

LIBRARIAN

TITLE: Librarian

QUALIFICATIONS: An authorization to serve as a school librarian will be added to the certificate for teaching in the elementary or secondary school for those teachers who have completed a minimum of 21 semester hours in library science. The work must be completed in each area listed below:

1. Elementary and/or secondary school library materials 9 semester hours
2. Organization, administration and interpretation of elementary and/or Secondary school library service 6 semester hours
3. Elementary and/or secondary school library practice 3 semester hours
4. Audiovisual education 3 semester hours

RESPONSIBLE TO: Principal, Supervisor of Library Services

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To make the library an enjoyable, attractive, pleasant, and productive place to work and learn

PERFORMANCE RESPONSIBILITIES: The responsibilities of the librarian are as follows:

1. To enlist the cooperation of the principal in implementing an adequate school library program
2. To select, organize, administer, and maintain an appropriate collection of print and non-print materials for the use of students and teachers
3. To maintain a collection of professional books, periodicals, pamphlets, and courses of study for the use of the teachers and the administrative staff
4. To encourage the use of the library media center and its resources by pupils and teachers that is commensurate with the interests, needs, and abilities of the pupils
5. To develop an appreciation of good literature and stimulate reading through story hours, displays, exhibits, and book talks
6. To compile bibliographies, guide the program of informational and recreational reading, and serve the reference needs of the school
7. To implement the curriculum by helping the teachers become aware of all library materials
8. To participate in the program of teaching the use of the library media center and its resources to classes, groups, or individuals
9. To orient new students and faculty to the library
10. To train and direct student assistants and clerical workers
11. To conduct the library as a reading center
12. To participate in curriculum development by serving on committees when courses of study and bibliographies are being developed or revised
13. To provide guidance through library materials for the educational, personal, social, and vocational needs of the students
14. To cooperate with community libraries in their endeavor to encourage the continuing education and cultural growth of children and young people
15. To provide guidance in the utilization of technological resources and/or computer applications in order to enhance the educational process
16. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SPEECH/LANGUAGE PATHOLOGIST

TITLE: Speech/Language Pathologist

QUALIFICATIONS: As set by state certification authorities

RESPONSIBLE TO: Principal, Coordinator of Speech, Hearing, and Language Services and Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: The speech, hearing, and language therapist will identify, evaluate, and provide direct therapy to children with speech, hearing, and language disorders.

PERFORMANCE RESPONSIBILITIES: The responsibilities of the speech/language pathologist are as follows:

1. To identify children with speech, hearing, and language disorders which warrant some type of rehabilitative services
2. To provide a thorough assessment of speech, hearing, and language functioning for all students identified as being in need of such services
3. To provide a therapeutic individualized education program (IEP) to meet the needs of students with speech, hearing, and language disorders
4. To maintain a comprehensive active and inactive folder on each student receiving speech, hearing, and language services
5. To develop and maintain a comprehensive caseload/schedule of speech, hearing, and language services
6. To consult with parents, other school personnel and supervisory staff on a regular basis regarding any aspect of speech, hearing, and language services provided
7. To incorporate teacher consultation in the overall speech, hearing, and language program to ensure appropriate classroom management of speech, hearing, and language disorders
8. To serve as a resource to school personnel in the development of a balanced program for total communication and speech improvement
9. To assist and guide teachers in observing, describing and referring suspected and identified speech, hearing, and language disorders
10. To participate in self-developmental activities such as active membership in professional organizations, attendance at professional meetings and workshops
11. To keep abreast of new trends and techniques in the areas of speech, pathology, and audiology
12. To promote positive ideas and concepts to school personnel and parents relative to the goals of speech, hearing, and language services
13. To attend in-service workshops as requested by administrative staff
14. To meet with parents and school board personnel for educationally related purposes when required or requested
15. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION
ASSISTANT PRINCIPAL

TITLE: Assistant Principal

QUALIFICATIONS: The applicant for school principalship must hold at least a valid Type B Louisiana teaching certificate and a master’s degree from a regionally accredited institution including twelve semester hours of professional education at the grade level. The applicant must have had three years of successful teaching experience during the five year period immediately preceding appointment to principalship. For high school principalship, the applicant must have had graduate training in secondary school administration and supervision; for elementary school principalship, the applicant must have had graduate training in elementary school administration and elementary school supervision; for combination elementary-secondary school principalship, the applicant must have had school administration and supervision training at either or both levels.

RESPONSIBLE TO: Principal

EVALUATOR/SUPERVISOR OF: Instructional staff and support personnel

JOB GOAL: To assist and support the principal in making the school an attractive, pleasant and productive place to work and learn

RESPONSIBILITY AREAS: As set forth by school principal

PERFORMANCE RESPONSIBILITIES:

A. Curriculum and Instruction
   1. To administer parish approved curriculum
   2. To supervise and evaluate instruction
   3. To assume active instructional leadership
   4. To continuously strive to meet the various abilities, talents, and interest of students
   5. To interpret testing programs properly and uses test results for the improvement of instruction
   6. To provide for a positive learning environment
   7. To utilize community resources
   8. To display knowledge of the teaching-learning process
   9. To initiate and promote professional growth through such programs as in-service and faculty studies
B. Administration
1. To be prompt in carrying out assigned duties
2. To have the ability to plan and organize effectively
3. To utilize faculty and staff effectively
4. To use and maintain plant and facilities effectively
5. To direct and control school finances
6. To coordinate and supervise school transportation
7. To be effective with child welfare
8. To administer food service programs in accordance with local, state, and federal guidelines

C. Relationships, Communications, and Services with references to the following:
1. Students
2. Teachers
3. Parents
4. Central Office Staff
5. School Administrators
6. Community
7. Others

D. Extra-Curricular Activities
1. To approve, coordinate, and supervise all activities
2. To consider educational values of activities
3. To minimize disruptions of instructional time

E. Miscellaneous
To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

PRINCIPAL

TITLE: Principal

QUALIFICATIONS: The applicant for school principalship must hold at least a valid Type B Louisiana teaching certificate and a master’s degree from a regionally accredited institution and must have completed including twelve hours of professional education at the graduate level as set by state certification authorities. The applicant must have had three years of successful teaching experience during the five-year period immediately preceding appointment to a principalship. For high school principalship, the applicant must have had graduate training in secondary school administration and supervision; for elementary school principalship, the applicant must have had graduate training in elementary school administration and elementary school supervision; for combination elementary-secondary principalship, the applicant must have had school administration and supervision training at either or both levels.

RESPONSIBLE TO: Superintendent

EVALUATOR/SUPERVISOR OF: Assistant Principal, instructional staff and support personnel

WITH SUPPORT FROM THE FOLLOWING STAFF AREAS:

1. Curriculum and Instruction-Coordinating Supervisor and Area Supervisors
2. Administration-Assistant Superintendent of Administration/Personnel
4. Food Services-Coordinating Supervisor of Food Service
5. Transportation-Transportation Coordinator
6. Maintenance-Coordinating Supervisor of Maintenance
7. Textbooks, Testing-Coordinating Supervisor of Curriculum and Instruction
8. Special Services-Coordinating Supervisor of Special Services
9. Federal Programs-Coordinating Supervisor of Federally Funded Programs
10. Financing - Financial Services Officer
11. Data Processing - Supervisor of Management Information System
**JOB GOAL:** To make the school an attractive, pleasant, and productive place to work and learn

**AREAS OF PROFICIENCIES:**

**ELABORATED STANDARD: VISION**

**Knowledge and Skills**

The principal has knowledge, skills, and understanding of the following:

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

**Dispositions**

The principal believes in, values, and commits to the following:

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

**Performances**

The principal demonstrates the ability to perform the following:

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

Knowledge and Skills
The principal has knowledge, skills, and understanding of the following:

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

Dispositions
The principal believes in, values, and commits to the following:

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

Performances
The principal demonstrates the ability to perform the following:

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

ELABORATED STANDARD: SCHOOL MANAGEMENT

Knowledge and Skills
The principal has knowledge, skills, and understanding of the following:

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

Dispositions
The principal believes in, values, and commits to the following:
building a safe, orderly environment;
upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;
upholding high standards in the day-to-day operations of the school and using current technology;
making management decisions to enhance learning and teaching; and
involving members of the school community in shared decision-making processes.

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

Knowledge and Skills
The principal has knowledge, skills, and understanding of the following:

C methods by which information from various sources can be used to establish challenging standards for self, faculty, students, and the school;

C strategies for monitoring progress toward reaching the standards established;

C professional literature related to teaching, learning, curriculum, organizational and staff development, and change processes;

C the school culture, community expectations, and the strengths and weaknesses of self, faculty, students, and community; and

C methods of data collection, analysis, interpretation, and program evaluation.

Dispositions
The principal believes in, values, and is committed to the following:

C empowering others by engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging divergent perspectives from the school community;

C working toward consensus and compromise among members of the school community, guided by the school vision and goals;

C examining one's own assumptions, practices, and beliefs in the light of new knowledge;

C accepting limitations and mistakes from self and others while maintaining commitment to the standards established;

C encouraging faculty experimentation in order to maximize opportunities for all students to learn; and

C promoting a school culture that values and promotes individual and collaborative reflection and learning.

Performances
The principal demonstrates the ability to perform the following:

C provide ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals;

C grow professionally by engaging in professional development activities and making such activities available to others;

C facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning;

C foster the genuine, continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards; and
C enhance school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement.

**ELABORATED STANDARD: PROFESSIONAL DEVELOPMENT**

**Knowledge and Skills**
The principal has knowledge, skills, and understanding of the following:

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

**Dispositions**
The principal believes in, values, and commits to the following:

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

**Performances**
The principal demonstrates the ability to perform the following:

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

**ELABORATED STANDARD: SCHOOL-COMMUNITY RELATIONS**

**Knowledge and Skills**
The principal has knowledge, skills, and understanding of the following:

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

**Dispositions**
The principal believes in, values, and commits to the following:
C establishing a partnership with the school's community for mutually supportive relationships;
C promoting the school as an integral part of the community; diversity as a strength; and
C promoting the positive aspects of the school, celebrating successes, acknowledging the school's shortcomings, and involving the community in overcoming problems within the school.

**Performances**
The principal demonstrates the ability to perform the following:
C be visible and involved in the community and treat members of the school community equitably;
C involve the school in the community while keeping the school community informed;
C use school-community resources to enhance the quality of school programs, including those resources available through business and industry;
C recognize and celebrate school successes publicly; and
C communicate effectively, both interpersonally and through the media.

**ELABORATED STANDARD: PROFESSIONAL ETHICS**

**Knowledge and Skills:**
The principal has knowledge, skills, and understanding of the following:
C various perspectives on ethics;
C his/her own principled convictions about what is best for students and the ethical implications of those convictions;
C relevant laws, policies, regulations, and procedures and the relationship of these to protecting the rights of individuals; and
C ethical means for improving school programs.

**Dispositions**
The principal believes in, values, and commits to the following:
C accuracy in providing information while respecting the rights of others;
C concern for the feelings of others;
C principled action in upholding the substance of laws, policies, regulations, and procedures; and
C using the influence of the principalship constructively and productively in the service of all students.

**Performances**
The principal demonstrates the ability to perform the following:
C model ethical behavior at both the school and community levels;
C communicate to others expectations of ethical behavior;
C respect the rights and dignity of others;
C provide accurate information without distortion or violating the rights of others;
C develop a caring school environment in collaboration with the faculty and staff;
C apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately;
C minimize bias in self and others and accept responsibility for his/her own decisions and actions; and
C address unethical behavior in self and others.
C Accepts other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SCHOOL NURSE

TITLE: School Nurse

QUALIFICATIONS: The applicant must be a registered nurse with current license to practice in Louisiana and must retain certification as a school nurse (see certification requirements)

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOALS: To provide for identified children an optimal health environment by detection and remediation of health problems that may hinder their educational development

PERFORMANCE RESPONSIBILITIES:
1. To act as a consultant to the educational staff, parents, and teachers with regard to the health needs of pupils
2. To conduct school health services, including regularly scheduled health appraisals and vision and hearing testing. Demonstrates knowledge and skill in decision-making, based on prior training and experience
3. To provide information, support, and health counseling to students and their families
4. To coordinate the efforts of school and home to promote better understanding and awareness of health needs and the resources available to meet those needs
5. To visit students’ homes, when necessary, to discuss health problems with parents
6. To attend and/or participate in inservice training programs on topics concerning student health
7. To work with the school staff and other agencies in developing clinics for the remediation of physical and emotional problems
8. To aid in the weekly survey of communicable diseases and prepare other reports needed by the State Board of Health
9. To keep concise, on-going records for each student, which become a part of his school record and safeguards the confidential nature of some health information
10. To assist principals in the exclusion of students with communicable diseases
11. To assist school personnel in establishing sanitary and safe conditions in school
12. To requisition and maintain needed equipment and supplies
13. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

ANTI-SUBSTANCE ABUSE COORDINATOR

TITLE: Anti-Substance Abuse Coordinator

QUALIFICATIONS: Classroom Teacher

RESPONSIBLE TO: Director of Student Services

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOALS: To provide drug education and support for all school-aged children, thereby increasing their ability to learn to deal with others socially and cooperatively

PERFORMANCE RESPONSIBILITIES:

1. To act as a coordinator parishwide for implementing anti-drug abuse programs
2. To provide information, support, and drug counseling to students, faculties and administrators
3. To coordinate school and home communication in order to promote better understanding and awareness of drug education and resources available to meet the needs of children and parents
4. To attend and/or participate in inservice training programs on topics concerning drug education and prevention
5. To aid school personnel to establish “Just Say No” Clubs
6. To assist principals and counselors to start support groups in their schools
7. To conduct presentations to classroom size groups pertaining to drug education and prevention
8. To requisition and supply needed curriculum guides, supplies, and materials throughout the parish
9. To maintain an open and working relationship with the parish organization, “Vermilion Takes A Stand”
10. To keep abreast of new drug information available in conjunction with parish officials and juvenile officers
11. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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COORDINATING SUPERVISOR OF SPECIAL EDUCATION

TITLE: Coordinating Supervisor of Special Education

QUALIFICATIONS: The applicant must hold a valid Louisiana teaching certificate. The applicant must have had five years of successful professional school experience, of which three must have been in special education. She/He must possess certification as a parish or city school supervisor/director of special education, and as parish or city school supervisor of instruction. The applicant must be certified in two or more areas of special education or mild/moderate elementary or mild/moderate secondary or mild/moderate (1-12) education.

RESPONSIBLE TO: Assistant Superintendent of Administration/Personnel

EVALUATOR/SUPERVISOR OF: Central office administrative and support personnel

JOB GOAL: To provide overall leadership in the ongoing development of sound educational programs for children who are considered to be exceptional

PERFORMANCE RESPONSIBILITIES:

1. To provide leadership in the development, implementation and evaluation of effective Special Education services
2. To direct, in cooperation with other school personnel, the coordination of the various areas of special education, the integration of special education into the total program of the school, and the optimum utilization of community and state resources
3. To advise the Assistant Superintendent on the strengths and weaknesses of the Special Education Program
4. To prepare for submission the required parish, state and federal reports
5. To provide essential information for members of the Special Education Advisory Council so that they may participate in planning programs for exceptional children within the framework of the school division's philosophy
6. To participate in meetings with professional and lay groups related to services for exceptional children
7. To advise in the recruitment, screening, selection, assignment and evaluation of special education personnel
8. To work toward developing and implementing programs of in-service training and teacher orientation
9. To observe and evaluate the performance of teachers and staff and to confer and consult with them regarding their performance and professional development

10. To coordinate the development of curriculum and the selection and appropriate utilization of instructional materials

11. To keep abreast of research findings and current trends and practices in the field of special education services and to disseminate information to staff members

12. To participate in conferences, seminars, workshops and graduate level studies which contribute to professional competencies

13. To be responsible for the preparation and expenditure of local, state and federal special education funds

14. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF SPECIAL EDUCATION

TITLE: Supervisor of Special Education

QUALIFICATIONS: The applicant must hold a valid Louisiana teaching certificate. The applicant must have had five years of successful school experience, of which three must have been in special education. He must have had graduate training in special education administration and supervision and must possess certification as a parish or city school supervisor of instruction. The applicant must be certified in two or more areas of special education or mild/moderate elementary or mild/moderate secondary or mild/moderate (1-12).

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To assist with the administration/supervision of appropriate special education programs and services for exceptional students

PERFORMANCE RESPONSIBILITIES:

1. To assist in the development, implementation and evaluation of effective special education services
2. To coordinate parish internal monitoring and extended school year program services
3. To observe and evaluate special education instructional personnel
4. To assist special education teachers in implementing IEP’s, selecting appropriate instructional materials and improving instruction
5. To assist in planning and conducting parish and departmental in-service training
6. To prepare for submission the required parish, state and federal reports
7. To keep abreast of research findings and current trends and practices in the field of Special Education services and to help disseminate information to staff members
8. To participate in conferences, seminars, workshops, and graduate level study which contribute to professional competencies
9. To accept other duties as assigned by the immediate evaluator/supervisor

Signature
JOB DESCRIPTION

COORDINATOR OF SPECIAL EDUCATION

TITLE: Coordinator of Special Education

QUALIFICATIONS: The applicant must hold a valid Louisiana Teaching Certificate. The applicant must have had five years of successful school experience, of which three (3) must have been in special education. He/she must possess certification as Parish or City School Supervisor of Instruction. The applicant must be certified in two or more areas of special education or Mild/Moderate Elementary of Mild/Moderate Secondary or Mild/Moderate (1-12) education.

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To assist in the development and implementation of appropriate special education programs and services for exceptional students.

PERFORMANCE RESPONSIBILITIES:

1. To assist in the supervision and evaluation of special education program services and the implementation of individual education plans
2. To assist with parish internal monitoring
3. To assist special education instructional personnel with teaching techniques and selection of appropriate materials
4. To assist the regular instructional staff in developing and implementing correlated special and regular education programs
5. To provide parents with specific information concerning their child's evaluation and individual education program
6. To assist in the process of evaluation of special education instructional personnel
7. To assist in planning and conducting parish and departmental inservice meetings
8. To assist in completion of parish, state and federal reports
9. To coordinate special projects and activities
10. To keep abreast of research findings and current trends and practices in the field of Special Education Services and help to disseminate information to staff members
11. To participate in conferences, seminars, workshops and graduate level study which contributes to professional competencies
12. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature
JOB DESCRIPTION

COORDINATOR OF PUPIL APPRAISAL SERVICES

TITLE: Coordinator of Pupil Appraisal Services

QUALIFICATIONS: The applicant must hold a valid Louisiana Teaching Certificate and/or Ancillary Certificate. The applicant must have five years of successful school experience, of which three must have been in the area of pupil appraisal services. He must be certified and/or licensed as a school psychologist, or school social worker or assessment teacher.

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To assist in the development of a sound screening, referral, and evaluation program as well as the support services necessary to meet the needs of identified students

PERFORMANCE RESPONSIBILITIES:
1. To coordinate the delivery of Pupil Appraisal Services
2. To assist all schools in the implementation of Vermilion Parish’s policy on disciplining exceptional students
3. To serve as a referral source and liaison to mental health centers and related state and local agencies
4. To provide direct pupil appraisal and support services for students as needed
5. To provide consultative services to parents, teachers, and staff members
6. To monitor and evaluate pupil appraisal compliance with respect to parish, state, and federal mandates
7. To assist with parish internal monitoring
8. To assist in planning and conducting parish and departmental in-service training
9. To assist in the completion of parish, state, and federal reports
10. To provide crisis intervention management and services
11. To serve as LANSER liaison to the State Department of Education and coordinates LANSER for Vermilion Parish Schools
12. To keep abreast of research findings and current trends and practices in the field of Special Education services and help to disseminate information to staff members
13. To participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
14. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

COORDINATOR OF SPEECH, HEARING, AND LANGUAGE SERVICES

TITLE: Coordinator of Speech, Hearing, and Language Services

QUALIFICATIONS: The applicant must hold a valid Louisiana Teaching Certificate with certification in speech pathology, audiology, and/or education of the hearing impaired. The applicant must have had five years of successful school experience in the area of speech, hearing, and language services. He must have a minimum of a master’s degree from an accredited university, hold a valid license from the Louisiana Board of Examiners for Speech Pathology and Audiology, and a certificate of clinical competence from the American Speech and Hearing Association. The applicant must have completed the equivalent educational and work experience requirements for the certificate or have completed the academic program and be acquiring supervised work experience to qualify for the certificate.

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To assist in the development of sound special and related services for exceptional students

PERFORMANCE RESPONSIBILITIES:

1. To assist in the coordination, supervision, and evaluation of audiological and speech, hearing, and language services
2. To assist with parish internal monitoring
3. To assist speech therapists with methods and techniques of teaching, selection of materials, and implementation of IEP’s through monitoring, conferences, and visitations
4. To assist in the process of evaluation of speech therapists and audiologists
5. To serve as designee for Coordinating Supervisor in relation to Sensory Consortia and IEP meetings conducted at certain state and local facilities
6. To monitor and maintain current equipment inventory lists and provides technical assistance as needed
7. To assist in planning and conducting parish and departmental in-service meetings
8. To assist in completion of parish, state, and federal reports
9. To coordinate special projects and activities
10. To coordinate the medicaid services reporting system
11. To provide direct services to students as needed
12. To keep abreast of research findings and current trends and practices in the field of Special Education services and help to disseminate information to staff members
13. To participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
14. To accept other duties as assigned by the immediate evaluator/supervisor

________________________________________
Signature

________________________________________
Date
JOB DESCRIPTION

SPECIAL EDUCATION PLACEMENT & MANAGEMENT FACILITATOR

TITLE: Special Education Placement & Management Facilitator

QUALIFICATIONS: The Special Education Placement & Management Facilitator must hold a valid Louisiana Teaching Certificate, must have a minimum of a Bachelor’s Degree from a regionally accredited institution (Master’s Degree with a minimum of twelve (12) hours of professional education at the graduate level preferred), must have five years of successful school experience (of which three (3) must have been in special education), and must be certified in special education (two areas and/or generic certification preferred but not required).

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/ SUPERVISOR OF: Not applicable

JOB GOAL: To assist with the coordination and management of special education and related services for students with disabilities within the jurisdiction of the Vermilion Parish School Board

PERFORMANCE OBJECTIVES:
1. To schedule, organize, coordinate, and chair assigned IEP conferences
2. To provide parents with specific information concerning their child’s evaluation and IEP
3. To monitor and coordinate placement/services for students with disabilities in accordance with IEPs and parish, state, and federal mandates
4. To coordinate surrogate parent program
5. To assist with parish internal monitoring
6. To assist in coordinating certain related services
7. To assist in planning and conducting parish and departmental in-service training
8. To assist in the completion of parish, state, and federal reports
9. To provide direct services to students as needed
10. To serve as a liaison with certain local and state providers
11. To keep abreast of research findings and current trends and practices in the field of Special Education services and help to disseminate information to staff members
12. To participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
13. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

__________________________________________
Date
JOB DESCRIPTION

CHILD SEARCH FACILITATOR

TITLE: Child Search Facilitator

QUALIFICATIONS: As set by state certification authorities.

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To plan and coordinate the Child Search program, identifying unserved and underserved exceptional children

PERFORMANCE OBJECTIVES:

1. To coordinate the development and implementation of a comprehensive Child Search Plan for the Vermilion Parish School System
2. To develop and direct a community and system-wide awareness campaign aimed at the general public, professionals, educators, and parents of exceptional children
3. To communicate with the Office of Human Development, Health Units, Early Intervention, and local physicians concerning children whom they suspect may be exceptional
4. To coordinate screening and evaluation service for child search referrals with health agencies, pupil appraisal staff and other appropriate evaluators
5. To assist in the completion of parish, state, and federal reports
6. To develop and maintain a tracking system which includes information on child search referrals and special education students exiting the school system
7. To assist with parish internal monitoring
8. To assist in planning and conducting parish and departmental in-service training
9. To coordinate special projects and activities
10. To keep abreast of research findings and current trends and practices in the field of Special Education services and help to disseminate information to staff members
11. To participate in conferences, seminars, workshops, and graduate level study which contributes to professional competencies
12. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

EDUCATIONAL DIAGNOSTICIAN

TITLE: Educational Diagnostician

QUALIFICATIONS: Certification by the State Department of Education as an assessment teacher

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To enable students to derive the fullest possible educational experience from school by providing a full range of assessment teacher services to students in need of such assistance

PERFORMANCE RESPONSIBILITIES: 1. To explain and interpret the educational assessment program to parents, teachers, principals, and other members of the parish school system
2. To assist teachers and other school personnel in the design and implementation of educational and behavioral interventions for referred pupils
3. To evaluate as a member of the multi-disciplinary team and in accordance with the guidelines set forth in Bulletin 1508 and the regulations implementing Act 754, those pupils suspected of being in need of special educational services
4. To function as evaluation coordinator for designated referred students when so assigned
5. To participate in special education eligibility determinations and IEP staffings
6. To interpret assessment findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school
7. To confer with parents, teachers, principals, the director of special services and other parish professional staff whenever necessary on matters relative to assessment behavioral interventions, exceptional children, learning, teaching strategies, recommended interventions, and other areas within the expertise of the assessment teacher
8. To provide or assist in the provisions of inservice training of school personnel on such topics as pupil appraisal, educational assessment program, exceptional children learning styles, classroom management, interventions strategies/techniques, and other areas of expertise
9. To cooperate with personnel of community health and social services agencies
10. To assist in maintaining accurate case records on all clients regarding enrollment in the educational assessment program, initial screening and individual evaluation,
as well as other services provided by the assessment teacher in accordance with the requirements of parish, state, and federal laws, regulations and/or policies.

11. To provide a written report of any educational assessment services provided to students

12. To attend staff, professional, and interagency meetings including those assigned by the immediate evaluator/supervisor

13. To keep abreast of new developments in the area of educational diagnosis and keep other appropriate school personnel informed of the same

14. To complete all required reports of the parish or State Department of Education

15. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SCHOOL PSYCHOLOGIST

TITLE: School Psychologist

QUALIFICATIONS: Certification by the State Department of Education in School Psychology

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To enable students to derive the fullest possible educational experience from school by providing a full range of psychological services to students in need of such assistance

PERFORMANCE RESPONSIBILITIES:

1. To explain and interpret school psychological services to parents, teacher, principals, and other members of the parish school system
2. To assist teachers and other school personnel in the design and implementation of educational and behavioral interventions for referred pupils
3. To provide individual or group therapy/counseling for those children whose identified problems would benefit from such services
4. To evaluate as a member of the multidisciplinary team and in accordance with the guidelines set forth in Bulletin 1508 and the regulations implementing Act 754, those pupils suspected of being in need of special educational services
5. To function as evaluation coordinator of designated referred students when so assigned
6. To participate in special education eligibility determinations and IEP staffings
7. To interpret assessment findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school
8. To confer with parents, teachers, principals, the supervisor of special services and other parish professional staff whenever necessary on matters relative to assessment, behavior management, exceptional children, learning, child development, and any other areas within the expertise of the school psychologist
9. To provide or assist in the provisions of inservice training of school personnel on such topics as pupil appraisal, school psychological services, exceptional children, learning, classroom management, intervention techniques, and other areas of responsibility or expertise
10. To cooperate with personnel of community health and social services agencies
11. To maintain accurate records on all clients regarding their referrals, evaluation, and any other services provided by the psychologist in accordance with the requirements of parish, state and federal laws, regulations and/or policies
12. To provide a written report of any psychological evaluation or other services provided to clients
13. To attend staff, professional, and interagency meetings including those assigned by the immediate evaluator/supervisor
14. To keep abreast of new developments in the area of school psychology and keep other appropriate school personnel informed of the same
15. To complete all required reports of the parish or State Department of Education
16. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
**JOB DESCRIPTION**

**SCHOOL SOCIAL WORKER**

**TITLE:** School Social Worker

**QUALIFICATIONS:** The applicant must have certification by the State Department of Education as a social worker. The applicant must be a board certified social worker (BCSW) or working toward a licensor.

**RESPONSIBLE TO:** Coordinating Supervisor of Special Education

**EVALUATOR/SUPERVISOR OF:** Not applicable

**JOB GOAL:** To enable students to derive the fullest possible educational experience from school by providing or arranging necessary social work services for referred children

**PERFORMANCE RESPONSIBILITIES:**

1. To explain and interpret school social worker services to parents, teachers, principals, and other members of the parish school system
2. To facilitate communication between the home and the school, seeking to involve families in the educational process of their children and providing feedback to the school on family situations and problems
3. To provide consultative services to the families and, when necessary, counseling services to students who are experiencing problems in social and behavioral functioning at school which result from circumstances or events present in the home
4. To serve as liaison between the school and community agencies through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources
5. To function as a member of a multidisciplinary pupil appraisal team in the conduct of evaluations of referred children when social, developmental, adaptive behavior, and/or family assessments are determined necessary
6. To interpret social assessment findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school
7. To produce a written report of any social work assessments or other services provided to clients
8. To provide assistance to students and their families in meeting physical and economic needs through cooperation with or referral to community agencies and service groups
9. To provide or assist in the provision of in-service training of school personnel in areas of responsibility and expertise
10. To participate in special education eligibility determinations and IEP staffings
11. To maintain accurate case records on all clients regarding their referral, evaluations, and any other service provided by the social worker in accordance with requirements of parish, state, and federal laws, regulations, and/or policies
12. To attend staff, professional, and interagency meetings including those assigned
13. To keep abreast of new developments in the area of school social work and keep other appropriate school personnel informed of the same
14. To perform other such duties and assume other responsibilities as assigned by the supervisor of special services
15. To complete all required reports of the parish and State Department of Education
16. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SPECIAL EDUCATION SCHOOL NURSE

TITLE: Special Education School Nurse

QUALIFICATIONS: The applicant must hold a current license as a Registered Nurse in Louisiana and must be certified as a school nurse (see certification requirements)

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOALS: To assist in the development and implementation of a comprehensive health services program for all special education students to help these individuals achieve and maintain an optimal level of health

PERFORMANCE RESPONSIBILITIES:
1. To assist with the identification of exceptional students by obtaining hearing and vision screening results and obtaining medical reports and referrals
2. To provide a medical point of reference for pupil appraisal and school personnel when indicated
3. To act as liaison between physicians and health agencies and the school system
4. To assist with gathering information and making medical determinations related to homebound students
5. To perform specialized health services (catheterization, gastro-feeding, suctioning, CPR, etc.) and instruct and train school personnel in those operations
6. To provide parents, teachers, aides and other staff with medical information through home visits, individual conferences, written materials and inservice training
7. To assist school personnel with preliminary determinations of abuse and neglect concerns
8. To counsel with students about medical, health, and social concerns
9. To attend relevant in-service sessions and disseminate information
10. To prepare relevant reports for the school system
11. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

AUDIOLOGIST

TITLE: Audiologist

QUALIFICATIONS: As set by state certification authorities

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To develop and maintain a comprehensive audiological program to serve the needs of the Vermilion Parish School System

PERFORMANCE RESPONSIBILITIES:
1. To conduct audiological assessment, as a part of the individual evaluation, on all students who are tested by the school speech therapist and fail the established criteria
2. To conduct annual audiological evaluations on all students in the Vermilion Parish School System who are fitted with a hearing aid
3. To conduct audiological assessment on all preschool children referred for an initial evaluation
4. To provide technical assistance and consultation to speech therapists and classroom teachers
5. To provide in-service training on behavioral procedures for audiological testing
6. To provide auditory training services to students identified through the evaluation process as being in need of such services
7. To provide hearing aid maintenance and monitoring to all aided students in Vermilion Parish Schools
8. To serve as a liaison between the Vermilion Parish School Board’s Department of Special Education and local medical and/or community professionals for audiologically related referrals
9. To provide direct speech therapy services to students identified in need of such services
10. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

_________________________________________
Date
JOB DESCRIPTION

SPECIAL EDUCATION/REGULAR EDUCATION LIAISON

TITLE: Special Education/Regular Education Liaison

QUALIFICATIONS: The Special Education/Regular Education Liaison must hold a valid Louisiana Teaching Certificate, must have a minimum of a Bachelor’s Degree from a regionally accredited institution (Master’s Degree with a minimum of twelve (12) hours of professional education at the graduate level preferred), must have five years of successful school experience (of which three (3) must have been in special education), and must be certified in two or more areas of special education of Mild/Moderate Elementary or Mild/Moderate Secondary or Mild/Moderate (1-12) education.

RESPONSIBLE TO: Coordinating Supervisor of Special Education

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To assist in the development, implementation and monitoring of special educational alternative/pre-vocational/vocational and special programs.

PERFORMANCE RESPONSIBILITIES:
1. To assist in the coordination of Special Education alternative/pre-vocational/vocational, and special programs
2. To assist teachers with methods and techniques of teaching, selection of materials, and implementation of IEPs, through monitoring, conferences, visitations, and inservice training
3. To serve as a liaison between the school system and the community regarding vocational training and potential job opportunities
4. To serve as a liaison between regular education and special education regarding joint curriculum initiatives and coordination of effort (mainstreaming)
5. To provide direct services to students as needed
6. To assist with parish internal monitoring
7. To attend workshops, meetings, and conferences in order to keep current in new trends and philosophies of special education
8. To assume responsibility for his/her professional growth and development through membership and participation in professional organizations and graduate level studies
9. To serve as grant writing facilitator
10. To assist with special projects and activities
11. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERINTENDENT

TITLE: Superintendent

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana certificate at the time of his appointment to the position of school superintendent. The applicant must have had five years of successful school experience as parish, city or state superintendent, state supervisor of instruction, parish school supervisor of instruction, visiting teacher, principal of state-approved school, president of a state-approved college, dean, or chairman of a teacher education department in a state-approved college, and/or director of teacher education and student teaching or educational experience certified as equivalent to any of these by the State Board of Elementary and Secondary Education. He must have had three years of professional administrative or supervisory experience during the five-year period immediately preceding his appointment to a superintendency. The applicant must hold a master's degree from a regionally accredited institution, including twelve semester hours in professional education, of which six semester hours are in school administration and supervision.

RESPONSIBLE TO: Vermilion Parish School Board

EVALUATOR/SUPERVISOR OF: Assistant Superintendent and Principals

JOB GOAL: To provide meaningful educational opportunities and learning experiences for the youth of Vermilion Parish through effective administration of the school system's operations and leadership qualities, which inspire and guide all school employees

RESPONSIBILITY AREAS:
1. Leadership and Guidance
2. Educational Program
3. School Personnel
4. Financial Support, Records, Reports and Special Services
5. School Plants and Facilities
6. General Duties

PERFORMANCE RESPONSIBILITIES:

Leadership and Guidance
1. To provide educational leadership for the entire school system
2. To assist the school board in maintaining a factual perspective of the total school program
3. To recommend to the school board guiding principles for the business administration and professional supervision of the schools
4. To help develop and maintain working relationships and professional understanding between administrators and teachers
5. To help the board interpret the school program to the people of Vermilion Parish and keep the public intelligently informed concerning school needs
6. To coordinate all educational forces in the system
7. To act for the board in seeing that all laws relating to schools and regulations of the state and local board are faithfully executed
8. To advise the board on all matters of policy and carry out these policies when adopted
9. To make administrative decisions to meet situations through making rules, not in conflict with adopted board policy, for administration and control of the schools
10. To visit the schools and keeps the board acquainted with their progress and needs

Educational Program
1. To provide for intelligent, cooperative, long-term planning and development of the educational program
2. To make recommendations to the school board concerning school curricula
3. To direct principals and supervisors in the development and operation of a supervisory program for the improvement of instruction
4. To make periodic reports to the school board and the public on the effectiveness of the school program and the instructional needs of the schools
5. To keep the school board, the public, and teaching personnel informed concerning modern trends and practices in education

School Personnel
1. To make recommendations to the school board concerning the appointment, retention, transfer, and promotion of school personnel. All contracts with teachers and bus operators must be signed by him
2. To select, employ, and direct the work of a competent business, professional and clerical staff in the school board office
3. To develop and direct a carefully planned and continuous in-service program for school personnel
4. To develop and maintain mutual respect and confidence among administrators, supervisors, teachers, and other personnel

Financial Support, Records, Reports and Special Services
1. To recommend plans to the school board for providing adequate financial support for the school system
2. To direct the preparation of and be responsible for the execution of the budget
3. To see that school funds are spent in a manner which provides the maximum amount of good education for each dollar spent
4. To formulate and recommend to the school board salary schedules for employees
5. To serve as purchasing agent for the school board
6. To keep accurate records of all business transactions
7. To make financial reports to the State Board of Education and the parish school board
8. To see that economic, safe and efficient transportation for children is provided in accordance with regulations of the school board
9. To prepare recommendations for serving lunches to children and be responsible for the management and operation of the lunch program
10. To serve as parish school treasurer and, in such capacity, furnish bond in the amount and manner prescribed by law
11. To receive all school money appropriated by the state, or raised, collected or donated in the parish for school support and, after giving proper receipt, deposit these monies in the bank or banks designated as fiscal agents by the parish school board
12. To examine all claims and countersign all warrants written on any school funds so collected and deposited
13. To be in charge of all contracts, securities, title papers, documents, insurance policies, books of record, receipts, bills and canceled orders drawn on the school treasury, and of all papers and correspondence transmitted to him pertaining to the business of the school parish
14. To complete all executive and administrative transactions that are not by law required to be brought before the board and prepare all other matters of administrative procedure or policy for board approval
15. To perform all other acts and duties pertaining to the offices of secretary and treasurer of the board

School Plants and Facilities
1. To recommend to the school board provision for adequate utilization, operation, maintenance and insurance of all school board property
2. To make recommendations which will ultimately provide adequate buildings and equipment for the entire school system
3. To direct the planning, construction, and means of financing new school buildings
4. To make recommendations for providing modern and comfortable learning conditions for teachers and students

General Duties
1. To notify each member of the board of the regular meetings of the board at least two days in advance of such meetings and notify all members of the board in writing of special meetings of the board when directed to do so by the president of the board, giving the item or items of business to be considered at such special meetings
2. To carry out these varied responsibilities, and to delegate duties to others when this is not in conflict with statutes or resolutions of the board. Work so done shall
be considered to be the work of the superintendent, and reports on such work
must be channeled to the board through the office of the superintendent.

3. To make such rules and regulations as authorized by the Vermilion Parish School
   Board pertaining to the performance of duties of all school
   employees as he deems necessary for the best interest of the schools and is not
   inconsistent with school board policy.

4. To interpret the regulations governing athletics and other school activities as
   adopted by the board.

5. To furnish each board member a copy of the minutes of each board meeting after
   said meeting.

6. To perform all other duties as assigned by the Vermilion Parish School Board.

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Signature

__________________________________________
Date
JOB DESCRIPTION

ASSISTANT SUPERINTENDENT OF ADMINISTRATION AND PERSONNEL

TITLE: Assistant Superintendent of Administration and Personnel

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana certificate at the time of his appointment to the position of Assistant Superintendent. The applicant must have had five years of successful school experience as parish, city or state superintendent, state supervisor of instruction, visiting teacher, principal of state-approved school, dean or chairman of a teacher education department in a state-approved college, and/or director of teacher education and student teaching or educational experience certified as equivalent to any of these by the State Board of Elementary and Secondary Education. The applicant must have had three years of professional administrative or supervisory experience during the five-year period immediately preceding the appointment to Assistant Superintendent. The applicant must hold a master's degree from a regionally accredited institution, including twelve semester hours in professional education, of which six semester hours are in school administration and supervision.

RESPONSIBLE TO: Superintendent

EVALUATOR/SUPERVISOR OF: Coordinating Supervisors and Transportation Coordinators

JOB GOAL: To assist the Superintendent substantially and effectively in the tasks of providing leadership in developing, achieving, and maintaining the best possible educational programs and services

NATURE OF WORK: This is advanced managerial and administrative work. The employee serves as principle advisor and assistant to the Superintendent, managing a variety of administrative services and functions. Work involves directing, staffing, and evaluating the functions of personnel. Work requires considerable contact of a highly significant or sensitive nature with the school board, parents or community groups, external agencies, and the general public. The employee serves as chief administrative officer in the absence of the Superintendent. Work is performed under the administrative direction of the School Superintendent, who reviews work for achievement of department objectives.

RESPONSIBILITY AREAS:

1. Personnel
2. Oversees the administration of the following:
REQUIREMENTS: The Assistant Superintendent must possess the following abilities:

1. Extensive knowledge of effective management methods, principles, practices, and theories pertaining to such matters as short- and long-term planning, budget planning, personnel management, and policy development
2. Extensive knowledge of local, state, and federal laws, standards, and regulations pertaining to public school districts
3. Extensive knowledge of school district administrative services
4. Ability to plan, organize, coordinate, evaluate, and direct subordinate professional, technical, and clerical staff
5. Ability to develop, implement, and manage diverse and complex program initiatives and administrative functions
6. Ability to establish and maintain effective working relationships with school staff, administrators, parents, representatives of private and governmental organizations, school board members, and the general public
7. Ability to communicate effectively, both orally and in writing, on issues of a highly significant or sensitive nature

ILLUSTRATIVE EXAMPLES OF WORK:

1. To serve as chief administrative officer for the school district in the absence of the Superintendent and advise and/or act for the Superintendent on numerous and complex issues regarding school district administration and operation
2. To serve as the chief Central Office administrator and be responsible to the Superintendent
3. To plan, direct, and coordinate personnel services; to formulate department objectives and goals, priority and performance standards; and to review, approve, and evaluate department operations and activities
4. To coordinate department functions with directors and other Central Office staff; to keep abreast of school board interests, priorities, and requests; and to prepare or supervise the preparation of administrative reporting
5. To recommend policies, procedures, and regulations to guide and govern district and administrative department operations; to communicate, interpret, and ensure implementation of administrative policies and procedures
6. To direct and administer various personnel programs and activities, including the Workers' Compensation Program, job evaluation review, personnel evaluation
program, and anti-discrimination practices and reporting; to review cases or chair committee providing recommendations; to approve or authorize actions and complete reporting requirements; and to monitor implementation of program initiatives

7. To supervise and evaluate subordinate performance, initiate hiring and termination of staff and approve leave, travel, and related personnel requests.

8. To interpret system goals, programs, and policies to staff and the community and to attend school board meetings and work sessions.

9. To assist the transportation coordinator in planning, developing, and implementing guidelines of federal and state programs.

10. To utilize transportation statistics and records in order to provide for the most effective and efficient transportation routes possible.

**NOTE:** These are just illustrative examples of work, and do not necessarily include its entirety.

11. To accept other duties as assigned by the immediate evaluator/supervisor.

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Signature

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Date
COORDINATING SUPERVISOR OF CURRICULUM AND INSTRUCTION

TITLE: Coordinating Supervisor of Curriculum and Instruction

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana certificate at the time of his/her appointment to the position of Coordinating Supervisor of Curriculum/Instruction. The applicant must have had five years of successful school experience as parish, city or state superintendent, assistant parish, city or state superintendent, state supervisor of instruction, parish school supervisor of instruction, visiting teacher, principal of state-approved school, president of a state-approved college, dean, or chairman of a teacher education department in a state-approved college, and/or director of teacher education and student teaching or educational experience certified as equivalent to any of these by the State Board of Elementary and Secondary Education. He/she must have had three years of professional administrative or supervisory experience during the five-year period immediately preceding his/her appointment to Coordinating Supervisor. The applicant must hold a master's degree from a regionally accredited institution, including twelve semester hours in professional education, of which six semester hours are in school administration and supervision.

RESPONSIBLE TO: Assistant Superintendent of Administration/Personnel

EVALUATOR/SUPERVISOR OF: Instructional supervisors, teachers, and support personnel

JOB GOAL: To provide leadership in the ongoing development, assessment, and improvement of the curriculum and instructional programs of the school system

PERFORMANCE RESPONSIBILITIES:
1. To direct and evaluate all instructional personnel and programs in curriculum and instruction
2. To work in cooperation and conjunction with other staff members in the area of curriculum development and the improvement of instruction
3. To supervise the adoption, purchase and delivery of textbooks
4. To assist the Superintendent in the recruitment of school teachers
5. To work with the principals and teachers of the parish in the areas of curriculum development and instructional improvement
6. To work with coordinating supervisor of federally assisted programs in developing federal programs
7. To be responsible for all teacher evaluations and assist the Superintendent in evaluation of all curriculum and instructional personnel from non-professional instructional classification to supervisory classification
8. To coordinate all in-service programs for professional personnel
9. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

COORDINATING SUPERVISOR OF FEDERAL PROGRAMS

TITLE: Coordinating Supervisor of Federal Programs

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana teaching certificate. The applicant must have had five years of successful, professional school experience, three years of which must have been during the five-year period immediately preceding appointment to the supervisory position. The applicant must hold a master's degree from a regionally accredited institution, including twelve semester hours of professional education at the graduate level, nine hours of which shall include courses in supervision, curriculum and instruction, and three hours in school administration.

RESPONSIBLE TO: Assistant Superintendent of Administration/Personnel

EVALUATOR/SUPERVISOR: Instructional supervisors and support personnel

JOB GOAL: To seek supplementary assistance for the Vermilion Parish Schools through federally funded grants and to administer and supervise all grant programs such that they comply with guidelines and meet all component objectives

PERFORMANCE RESPONSIBILITIES:

1. To investigate the possibilities and conduct studies toward obtaining additional funds through various federal aid to educational programs
2. To supervise the labeling, cataloging, inventorying, and distribution of materials and equipment purchased with federal funds
3. To supervise programs of testing to measure the value of federally-sponsored programs
4. To inform the Superintendent, professional staff, and the Board of new developments in federally-sponsored programs
5. To be responsible for the administration and supervision of the Vermilion Parish Adult Education Program
6. To make on-going assessments to determine parish educational and supportive needs for federal programs
7. To complete and submit applications for federal grants
8. To keep informed regarding all laws, assurances and guidelines which pertain to specific grants
9. To assure compliance with federal program laws and guidelines
10. To negotiate all grant budgets and budget revisions and supervise the expenditure of budgeted funds
11. To supervise all federal programs and program personnel.
12. To authorize all purchases of materials, equipment, and supplies for federal programs
13. To maintain a close relationship with the funding agency and with personnel related to federal programs at the State Department of Education
14. To establish and maintain rapport with State Legislators, U. S. Congressmen, and personnel in the Federal Regional Office
15. To prepare and release reports, studies and information which promote understanding and community support for federal programs and activities
16. To accept responsibility for all federally owned physical plants
17. To supervise in-service programs for all federally employed personnel.
18. To accept other duties as assigned by the immediate evaluator/supervisor

Signature

Date
COORDINATING SUPERVISOR OF MAINTENANCE

TITLE: Coordinating Supervisor of Maintenance

QUALIFICATIONS: The applicant must hold a valid Louisiana teaching certificate based on a college degree. The applicant must have had five years of successful school experience, three during the five year period immediately preceding appointment. He must hold a master's degree from a regionally accredited institution, including twelve semester hours of professional education at the graduate level.

RESPONSIBLE TO: Assistant Superintendent of Administration/Personnel

EVALUATOR/ SUPERVISOR OF: Maintenance Managers

JOB GOAL: To keep the Vermilion Parish schools and equipment operational with minimum disruption to the educational program

PERFORMANCE RESPONSIBILITIES:
1. To accept responsibility for developing and maintaining school sites involving landscape designing, land-use planning, and solution of such problems as drainage, road and walk construction, adjustment of grade development of lawns, and selection of vegetation suited to varying requirements and conditions of each site
2. To maintain existing plants, including renovations, additions, and normal repairs
3. To assist in preparing specifications for projects to be accomplished by contracts and to plan supervising work to be done by repair and maintenance employees of the Board
4. To coordinate and supervise repair work to be done by other personnel than school board employees
5. To coordinate and supervise the summer repairs program
6. To supervise maintenance personnel assigned to individual schools
7. To prepare and maintain an inventory of school property
8. To maintain parish owned tractors, mowers and other equipment
9. To supervise all custodial personnel
10. To check and process for payment all invoices pertaining to maintenance and janitorial supplies
11. To obtain janitorial supplies and record by school the distribution of these supplies
12. To keep daily time of maintenance personnel and write up their time sheets for payroll
13. To supervise instructional program of vocational agriculture education
14. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

CHIEF FINANCIAL OFFICER

TITLE: Chief Financial Officer

QUALIFICATIONS: The Chief Financial Officer is required to have a Bachelor of Science degree in Business Administration from an accredited college or university.

RESPONSIBLE TO: Superintendent

EVALUATOR/SUPERVISOR OF: Accounting Coordinator, Coordinator of Special Accounting, Payroll Accountant, and Federal Funds Accountant

AREAS OF RESPONSIBILITY: Accountants Other Staff Members

PERFORMANCE This position involves responsible administrative work of a professional nature in the planning and supervision of the financial operations of the school system.

RESPONSIBILITIES: A. Finances:

1. To plan, receive and report all school board funds, including general funds, construction funds, bond retirement funds, sales tax funds, federal funds, school food service funds, special funds, and trust funds
2. To supervise all fiscally related sections, including the accounting department, the payroll department, the sales tax office, and other staff members
3. To keep aware of the demands of all accounts on funds and have these funds readily available when needed
4. To invest, according to law, all idle funds of the School Board in appropriate government obligations and/or federally insured financial institution associations
5. To maintain proper work sheets on these investment programs for management purposes
6. To discuss with the Superintendent and members of the School Board all matters pertaining to the financial activity requirements of their respective departments
7. To report periodically the interest earned in the investment of idle funds
8. To direct payment of invoices from proper accounts
9. To prepare appropriate financial reports to the Superintendent, to the School Board, and to outside agencies
10. To maintain close liaison with the Department of Education in regard to all financial matters
11. To prepare requests for reimbursement from the Department of Education
12. To certify all payments
13. To certify all expense allowances submitted by employees prior to disbursement
14. To review purchase requisitions and approve purchase orders

B. Accounting and Auditing:
   1. To maintain a general ledger for all funds using the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) guide procedures prescribed by the State Department of Education, and present a quarterly financial statement to the School Board
   2. To prepare and file the Annual Financial Report (AFR) as required by the State Department of Education
   3. To exercise administrative supervision over all work of the staff members who are specifically assigned to these phases of work
   4. To consult with staff members on any problems which might arise within their individual responsibilities
   5. To supervise internal audits of the accounts of individual schools, such as school general funds, athletic funds, organization funds, etc.
   6. To apply state and parish salary schedules and all rules and regulations of the State of Louisiana and the Vermilion Parish School Board relating to retirement, withholding tax, sick leave pay, and sabbatical leave
   7. To maintain up-to-date files on all School Board records, other than minutes of official proceedings

C. Budgeting:
   1. To assemble all of the preliminary financial data which is required prior to actual preparation of the budget and present this budget information to the Superintendent and the School Board for consideration
   2. To prepare the annual budget document for the General Fund and all Special Revenue Funds
   3. To recommend to the Superintendent the millage to be levied
   4. To provide whatever information deemed desirable to the Superintendent and the Board in order to assist them in making their decisions
   5. To maintain the files on annual budget letters and be aware at all times of all changes or programs which might require adjustments in the budget
   6. To bring to the Superintendent all requests or needs for budget adjustments

D. Miscellaneous:
   1. To handle correspondence pertaining to business affairs
   2. To serve as trustee of the Vermilion Parish Education Public Trust
   3. To supervise the activities of the Sales Tax Department
   4. To accept other duties and responsibilities as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

INFORMATION SYSTEMS MANAGER

TITLE: Information Systems Manager

QUALIFICATIONS: The applicant must have a Bachelor of Science Degree in Computer Science and have five (5) years experience as a computer programmer or analyst

RESPONSIBLE TO: Assistant Superintendent of Administration and Personnel

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, achieving, and maintaining an interactive, user-friendly computerized system to support administrative needs

PERFORMANCE RESPONSIBILITIES:

1. To supervise the general operation of the computer center
2. To coordinate with supervisors, principals, and other personnel for the effective and accurate design and implementation of computer applications
3. To interact with various entities which provide telecommunication services
4. To plan, implement, and manage a system wide communications intranet
5. To perform market research to ascertain the most cost effective computerized solutions
6. To prepare specifications for the purchase of computer and networking equipment
7. To implement and manage parish wide e-mail servers, web servers, and application servers
8. To implement and monitor security processes for the Intranet and Intranet/Internet connection
9. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF CHILD WELFARE AND ATTENDANCE

TITLE: Supervisor of Child Welfare and Attendance

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana Teaching certificate. The applicant must have had five years of successful professional school experience, three years of which must have been during the five year period immediately preceding appointment to the position. The applicant must hold a master's degree from a regionally accredited institution including twelve semester hours of professional education and must be certified as a Supervisor of Child Welfare and/or Visiting Teacher.

RESPONSIBLE TO: Superintendent or designee

JOB GOAL: To assist the Superintendent substantially and effectively in the tasks of providing leadership in developing, achieving, and maintaining the best possible student services that will enable each student to take full advantage of the complete range of activities offered by the parish school system

AREAS OF RESPONSIBILITY:
1. Child Welfare and Compulsory School Attendance
2. Work Permits
3. Attendance Zone and Domicile Officer
4. Homestudy
5. Due Process Hearings
6. Random Searches
7. Other duties assigned by the Superintendent

PERFORMANCE RESPONSIBILITIES: Child Welfare and Compulsory School Attendance
1. To serve as mediator in student-parent-school conferences
2. To assist principals and teachers in assessing possible child abuse cases and reporting them to the proper agency
3. To cooperate with state agencies, parents, and school personnel to attain satisfactory school attendance of all children
4. To direct the enforcement of the Louisiana State Compulsory Attendance Law
5. To direct the review of excessive absences with the Vermilion Parish Attendance Review Panel in order to determine if students have earned credits for the semester or school year in accordance with Louisiana State law
6. To review suspension notices and conduct suspension and expulsion hearings
7. To attempt to locate children exempt from school attendance and help to provide educational services to them
8. To serve on FINS (Families in Need for Services) Committee

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9. To file petitions in court as needed
10. To conduct counseling sessions or other meetings related to school attendance and discipline

School Census and Student Enrollment
1. To direct the collection of data to identify all students in attendance in public and parochial parish schools
2. To provide administrators and the general public with pertinent school zone information and supervise the assignment of all public school students to the proper attendance zone
3. To provide the local board and the State Department of Education with census and attendance data and direct the maintenance of the continuing parishwide student locator data
4. To provide principals with the necessary information relative to student entrance age

Work Permits
To direct clerical staff with reference to the issuance of all work permits issued to minors in Vermilion Parish

School Attendance Zones
1. To present recommendations to the Superintendent concerning attendance zones
2. To verify student domiciles for school attendance purposes

Due Process Hearings
1. To conduct hearings as needed for persons objecting to their school assignment
2. To conduct hearings for suspensions/expulsions of students from school
3. To conduct hearings for students denied credit due to excessive absenteeism
4. To conduct hearings for the Child Nutrition Program

Metal Detector Searches
To coordinate and direct random metal detector searches

To accept other duties as assigned by the immediate evaluator/supervisor.

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF INSTRUCTION

TITLE: Supervisor of Instruction

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana teaching certificate. The applicant must have had five years of successful professional school experience, three years of which must have been during the five-year period immediately preceding appointment to the supervisory position. The applicant must hold a master's degree from a regionally accredited institution including twelve semester hours of professional education at the graduate level, nine hours of which shall include courses in supervision, curriculum and instruction, and three hours in school administration.

RESPONSIBLE TO: Coordinating Supervisor of Curriculum and Instruction

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, implementing, evaluating and improving educational programs and services in the schools

PERFORMANCE RESPONSIBILITIES:

1. To supervise the instructional program of the parish schools in his assigned area
2. To assist teachers with methods and techniques of teaching through observations, conferences, visitations, and in-service programs
3. To serve as an advisor to principals and teachers in matters pertaining to classroom instruction, locating appropriate teaching materials and equipment, and effective classroom organization
4. To evaluate the performance of teachers and develop standards of teaching efficiency that will assist in the improvement of instruction and in the growth and development of teachers
5. To inform school principals of his observations and impressions following each visit to the classroom, and make necessary recommendations for improvement
6. To ensure that each curricula as prescribed by law is established in the parish schools and help develop new curricula designed to meet the needs of individual pupils and schools
7. To keep the Coordinating Supervisor of Curriculum and Instruction and the Superintendent informed of the progress of instructional program in the parish schools
8. To ensure that all rules and regulations of the Board and policies of the Superintendent are properly enforced and observed within their areas
9. To help develop parish tests and analyze results of parish and state tests in order to evaluate and improve the instructional program
10. To assist in the adoption, purchase, distribution of textbooks, materials, and equipment
11. To cooperate and assist with all educational activities approved by the Vermilion Parish School Board (local, parish, regional or state)
12. To keep current with literature, research findings, and improved techniques
13. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF FOOD SERVICES

TITLE: Supervisor of Food Services

QUALIFICATIONS: The applicant must have a master's degree in home economics, institutional management, nutrition, business administration, food technology or other food service fields from a regionally accredited institution of higher education. The applicant must have a minimum of three years of successful experience in home economics education, school food service management, or other quantity food management. At least two years of this experience must have been served within a five-year period immediately preceding employment as parish school food service supervisor. He/she must have a minimum of three semester hours in a supervised practicum in school food service management or other quantity food service management. The applicant must have eighteen semester hours, of which six semester hours must be in human nutrition. The remaining twelve semester hours must be presented in course credit in at least four of the following subject matter areas:

- Quantity food purchasing
- Quantity food service organization management
- Quantity cookery
- Quantity food service equipment layout
- Accounting

RESPONSIBLE TO: Assistant Superintendent of Administration/Personnel

EVALUATOR/ SUPERVISOR OF: Cafeteria Managers and support personnel

JOB GOAL: To develop a food service program in the parish as a practical application of sound nutrition education opportunities for school students

PERFORMANCE RESPONSIBILITIES:
1. To develop an effective and efficient financial operation of the school food service program at a minimum cost to students and taxpayers
2. To assist principals in the application of guidelines pertaining to school food service as mandated in Bulletin 1196 and/or U. S. Department of Agriculture
3. To work closely with principals in developing a program to meet the needs of their schools
4. To direct menu planning based on Type A requirements and pupil attendance
5. To establish high standards for food preparation
6. To perform periodic on-site reviews of all school food service programs in the parish
7. To establish and review uniform personnel policies for school food service employees, basic job descriptions and evaluations of personnel
8. To develop and approve specifications and bid conditions for all items requiring bid purchasing by law
9. To establish sound work performance standards for all school food service employees
10. To direct an effective method of distributing, recording, utilizing and inventorying all USDA commodities
11. To assist in administering accurate accounting procedures and records for control and management of money, labor, food and supplies
12. To maintain high standards of sanitation and safety in all phases of the school food service program
13. To develop and provide effective school food service personnel in-service training to ensure the best possible management of the program
14. To direct the selection, purchasing, maintenance and evaluation of all equipment to promote successful operation of the program
15. To consult with building committees and architects on plans and specifications for new or renovated food preparation facilities
16. To assist instructional supervisors with nutrition education by making available materials accessible to the School Food Service Department
17. To establish good rapport with students, teaching staff, school administrators, and the general public
18. To participate in activities that promote professional growth
19. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF INSTRUCTION - TITLE I

TITLE: Supervisor of Instruction - Title I

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana teaching certificate. The applicant must have had five years of successful professional school experience, three years of which must have been during the five year period immediately preceding appointment to the supervisory position.

RESPONSIBLE TO: Coordinating Supervisor of Federally Assisted Programs

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, implementing, evaluating, and improving educational programs and services in the schools

PERFORMANCE RESPONSIBILITIES:
1. To supervise the instructional program of the parish schools in his/her assigned area
2. To assist teachers with methods and techniques of teaching through observations, conferences, visitations, and in-service programs
3. To serve as an advisor to principals and teachers in matters pertaining to classroom instruction, locating appropriate teaching materials and equipment, and effective classroom organization
4. To evaluate the performance of teachers and develop standards of teaching efficiency that will assist in the improvement of instruction and in the growth and development of teachers
5. To inform school principals of his observation and make necessary recommendations for improvement
6. To ensure that each curriculum as prescribed by law is established in the parish schools and help develop new curricula designed to meet the needs of individual pupils and schools
7. To keep the Coordinating Supervisor of Federally Assisted Programs and the Superintendent informed of the progress of the instructional program in parish schools
8. To ensure that all rules and regulations of the board and policies of the Superintendent are properly enforced and observed within areas of supervision
9. To direct testing and analyze results of parish tests in order to evaluate and improve the instructional program
10. To assist in the adoption, purchase, distribution of books, materials and equipment
11. To cooperate and assist with all educational activities approved by the School Board (local, parish, regional or state)
12. To keep current with literature, research findings and improved techniques.
13. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

ACCOUNTING COORDINATOR

TITLE: Accounting Coordinator

QUALIFICATIONS: A Bachelor of Science degree in accounting is required with a minimum of three years experience in school finance.

RESPONSIBLE TO: Chief Financial Officer

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, achieving, and maintaining an accurate accounting and records system

PERFORMANCE RESPONSIBILITIES:

1. To supervise the timely and efficient production of fiscal accounting data, testing and statistical data
2. To prepare or ensure the preparation of annual statistical reports, special reports, and checklists as required by state agencies or as requested by other agencies
3. To conduct the banking business for all funds to include the deposit of receipts, transfer of funds, and ensure an adequate bank balance in all funds for payment of outstanding checks
4. To invest idle funds to ensure maximum revenue and proper distribution of funds between fiscal agencies
5. To maintain files and records to support financial and associated transactions
6. To receive and record revenue receipts into the General Ledger and prepare various related reports
7. To maintain group health and life insurance records, including orientation of new employees/retirees, preparation and reconciliation of monthly billing, and dissemination of insurance information and forms
8. To reconcile and prepare payroll deduction checks in a timely manner, including prompt payment of payroll tax deposits
9. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF SCHOOL LANDS AND VOCATIONAL PROGRAMS

TITLE: Supervisor of School Lands and Vocational Programs

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana Teaching certificate. The applicant must have had five years of successful professional experience, three years of which must have been during the five-year period immediately preceding appointment to the supervisory position. The applicant must hold a master’s degree from a regularly accredited institution including twelve semester hours of professional education at the graduate level, nine hours of which shall include courses in supervision, curriculum and instruction, and three hours in school administration.

RESPONSIBLE TO: Superintendent or designee

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, implementing, evaluating, and improving management of school board lands (other than school campuses) and vocational programs

PERFORMANCE RESPONSIBILITIES:
1. To supervise farming, grazing, trapping, hunting, oil, gas and mineral, and other activities on school board lands
2. To supervise and coordinate vocational programs
3. To develop goals and objectives for implementation of a good management program for school lands
4. To check farming leases for proper rotation and planting
5. To keep records on farm production and income
6. To prepare farming, hunting, grazing and other contracts and/or notice to bidders when due
7. To serve as staff consultant to sixteenth section land committee
8. To check cleanup operations on oil field, drilling, and production sites
9. To prepare yearly vocational plan
10. To prepare budget for expenditure of State and Federal Vocational funds
11. To prepare necessary vocational education reports including inventory and equipment
12. To supervise with assistance of other supervisors vocational programs
13. To evaluate and prepare reimbursement reports for vocational funds
14. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOBS DESCRIPTION

SUPERVISOR OF CLASSROOM TECHNOLOGY

TITLE: Supervisor of Classroom Technology

QUALIFICATIONS: The applicant must hold a valid Type A Louisiana Teaching certificate. The applicant must have a Master's degree and a minimum of five years of successful professional school experience.

RESPONSIBLE TO: Superintendent or designee

EVALUATOR/SUPERVISOR OF: Classroom Technology Specialist/Coordinator and Regional Instruction Technology Training Center Director

JOB GOAL: To assist teachers in providing a technology enhanced instructional program that contributes to the mission of education, enabling each student to master the school skills appropriate to his/her age, grade level, and individual capacity

PERFORMANCE RESPONSIBILITIES:

1. To keep informed about new technologies and keep teachers and staff informed
   a. to learn how to use new hardware and software, and provide inservice training in the use of new products
   b. to read, attend conferences, use online databases, and present information gained to others
   c. to provide information and assistance on site as problems arise

2. To work with teacher committees to design curriculum, discuss teaching activities, and plan for technology implementation

3. To work with administrative and supervisory personnel, advising, assisting, and serving as a resource person
   a. to provide products specifications, recommendations, and pricing information
   b. to advise grant writers and help to implement technology portions of funded projects

4. To plan and deliver regular, ongoing inservice training on a variety of topics ranging from beginning use of technology tools to more advanced specialty uses, and make this training available to all teachers at convenient times, including after work hours
   a. to identify appropriate subjects for inservice, analyze component skills, put them in sequence, and write training module outlines
b. to provide training following these plans, and recruit other teachers to provide technology training
c. to locate and organize a variety of materials pertinent to training, and make them available to teachers and administrators

5. To take an active role in program development as it relates to technology, sponsor projects that enlighten the public, and support the increased use of technology to enhance instruction

6. To understand that technology is but one tool in the educational process, know how and when to integrate technology into the total curriculum, and communicate this knowledge to others

7. To maintain positive relationships and effective communication with all persons in the instructional program

8. To exhibit loyalty and maintains a positive attitude in the promotion the school/system's goals

9. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

SUPERVISOR OF ALTERNATIVE PROGRAMS/TITLE I
TESTING AND INTERNAL EVALUATION

TITLE: Supervisor of Alternative Schools Programs/Chapter I Testing and Internal Evaluation

QUALIFICATION: The applicant must hold a valid Type A Louisiana teaching certificate. The applicant must have five years of successful professional school experience, three years of which must have been during the five-year period immediately preceding appointment to supervisory position. The applicant must hold a master’s degree from a regionally accredited institution including twelve semester hours of professional education at the graduate level, nine hours of which shall include courses in supervision, curriculum and instruction, and three hours in school administration.

RESPONSIBLE TO: Coordinating Supervisor of Curriculum and Instruction; Coordinating Supervisor of Federal Programs

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership in developing, implementing, evaluating and improving educational programs and services to Vermilion Parish School Board Alternative and Chapter I Programs

PERFORMANCE RESPONSIBILITIES: Chapter I Testing and Internal Evaluation
1. To assist the Coordinating Supervisor in making an analysis of the educational needs of the educationally deprived children in Vermilion Parish
2. To prepare for the administration of testing for children in Chapter I schools by determining which children will be eligible to participate in Chapter I activities, and to assist in the maintenance of identified educationally deprived lists
3. To arrange for and oversee pre-and post-testing of all students participating in Chapter I activities, interpret test results, and advise staff members, principals and teachers relative to the effectiveness of the programs and trends in pupil progress
4. To serve as a resource person to staff members, target school principals, and Chapter I teachers in order to more effectively assist identified Chapter I children in areas requiring supportive pupil personnel services
5. To prepare evaluation of Chapter I projects so this information can be used to strengthen the Chapter I programs in the parish
6. To oversee the conducting of diagnostic testing, criterion referenced testing and other specialized testing that may be required within the Chapter I program
7. To oversee the administration of parishwide achievement tests and Louisiana Assessment Program Tests and to analyze and interpret the results
8. To advise staff members, principals, and teachers in the utilization of test data in developing action plans to improve instruction

**Alternative Programs**
1. To assist in the development of Tech Prep Program
2. To coordinate and develop JTPA Alternative Education Program
3. To coordinate and develop the TRAC or AIMS Program
4. To help to coordinate in-school suspension programs in the parish and work with alternative educational students referred to this program
5. To work with ACCESS/ Pre ACCESS in identifying candidates for programs
6. To assist with grant writing to acquire funds for special alternatives programs
7. To assist in the area of truancy as it relates to alternative programs in the parish
8. To help develop alternative curriculum to address the needs of the non-college bound students
9. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION
CLASSROOM TECHNOLOGY SPECIALIST/COORDINATOR

TITLE: Classroom Technology Specialist/Coordinator

QUALIFICATIONS: The applicant must possess a valid Louisiana Teaching certificate and exhibit successful classroom teaching over an extended period of time. Also, the applicant must possess three or more years of experience using computers in the classroom and demonstrate knowledge of DOS, Windows, Windows 95/98, and School View and HTML with basic networking preferred. In addition, the applicant must possess installation knowledge of computers and troubleshooting knowledge (wiring, cables, and printers) along with the knowledge of installing programs, including the setup and configuration of computers to the network. Computer training preferred, as well as possession of good communication and teaching skills.

RESPONSIBLE TO: Supervisor of Classroom Technology

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide assistance, recommendations, evaluations, and integration of classroom technology to the staff within the school system

PERFORMANCE RESPONSIBILITIES:
1. To assist teachers and staff onsite in the use of classroom technology
2. To install programs and troubleshoot software problems
3. To assist classroom teachers onsite with setup and network configuration problems
4. To provide staff development to instructional personnel on the use of classroom technology
5. To assist in the planning and development of ongoing staff development and technology programs
6. To assist in the planning, development, and alignment of the curriculum to the standards, LEAP, and norm-reference testing
7. To provide technical support to school technology specialists
8. To provide evaluations and recommendations of software and models of curriculum integration
9. To assist in the writing, implementation, and evaluation of technology grants and applications
10. To assist in the creation, development, and maintenance of numerous parish instructional network systems
11. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

COORDINATOR OF SPECIAL ACCOUNTING

TITLE: Coordinator of Special Accounting

QUALIFICATIONS: Bachelor of Science Degree in accounting is required with experience in auditing. Practical knowledge is also required in the use of computerized processing in the business function and in providing financial controls or safeguards for the school system's money and property.

RESPONSIBLE TO: Chief Financial Officer

EVALUATOR/SUPERVISOR OF: Not applicable

PERFORMANCE RESPONSIBILITIES: This position involves administrative work of a professional nature in the planning of the various financial areas involved.

A. School Accounting
   1. To keep informed regarding all laws and guidelines which pertain to school accounting and to disseminate information to pertinent personnel
   2. To assist and provide guidance pertaining to fund accounting procedures and policies
   3. To review, balance, and tie-in monthly financial statements for all funds of each school location
   4. To review, balance, and tie-in end of year financial reports for all funds of each school location
   5. To balance and accumulate financial data for school board financial reports
   6. To mediate for schools and interact with any outside agency in performance of school audits

B. Property Accounting
   1. To coordinate physical count of pertinent equipment at all physical locations

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2. To guide persons in charge of particular property in making necessary corrections and completing forms
3. To review and analyze various reports to identify possible discrepancies prior to printing and distributing final reports
4. To accumulate and prepare figures reported on various financial reports
C. **Bank Reconciliations**
   1. To reconcile school board checking accounts as maintained for general, federal, and state funds
   2. To research and resolve any discrepancies, discuss with and provide solutions to Chief Financial Officer

D. **Other**
   To accept other duties and responsibilities as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

FEDERAL FUNDS ACCOUNTANT

TITLE: Federal Funds Accountant

QUALIFICATIONS: Bachelor of Science degree in accounting

RESPONSIBLE TO: Chief Financial Officer

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To maintain the financial operations of federally funded programs for administrative and instructional purposes

PERFORMANCE RESPONSIBILITIES:
1. To prepare budgets for all federally funded programs
2. To prepare end-of-year reports for federal funds
3. To prepare requests for funds for each federal program on a monthly basis
4. To maintain inventory reports and equipment lists for all federal funds
5. To prepare monthly balance statements for the State Department of Education
6. To meet regularly with supervisors of federally funded programs to discuss financial operations
7. To prepare narratives and budget revisions for each federal fund
8. To process invoices on a weekly basis, select items for payment, and process accounts payable checks
9. To prepare reports on a monthly basis for substitute and regular payrolls
10. To accept other duties and responsibilities as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

PAYROLL ACCOUNTANT

TITLE: Payroll Accountant

QUALIFICATIONS: Bachelor of Science degree in accounting

RESPONSIBLE TO: Chief Financial Officer

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To process all payrolls and provide assistance to employees on payroll related matters

PERFORMANCE RESPONSIBILITIES:
1. To prepare and process end-of-month payrolls
2. To prepare and process substitute payrolls
3. To prepare and process any supplemental payrolls
4. To prepare, enter, and maintain off-line checks in the system
5. To process related reports for each payroll: print, summarize, and distribute information to necessary departments for fund transfer, vendor payments, and general ledger posting
6. To handle transactions related to employee payroll deduction changes
7. To field employee related payroll questions
8. To prepare monthly reports for all retirement systems and send electronic transfers
9. To prepare quarterly tax and unemployment reports
10. To prepare year-end balancing report for W-2's, print W-2’s and submit information to the Internal Revenue Service
11. To research employee history for retirement systems upon employee retirement or DROP (Deferred Retirement Option Plan)
12. To organize and input leave information and print related reports
13. To set up computerized payroll files on all new personnel
14. To accept other duties and responsibilities as assigned by the immediate evaluator/supervisor

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Signature

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Date
JOB DESCRIPTION

COMPUTER CENTER COORDINATOR

TITLE: Computer Center Coordinator

QUALIFICATIONS: The applicant must have a Bachelor Degree in data processing or computer science and must have five (5) years experience in computer programming

RESPONSIBLE TO: Information Systems Manager

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To provide leadership and guidance in the generation, coordination, interaction, design, and implementation of the computer programs and systems for all applications of the School Board

PERFORMANCE RESPONSIBILITIES: 1. To provide for complete and up-to-date systems documentation for all applications
2. To provide for adequate written instructions for the use of computer equipment and applications programs
3. To schedule training sessions for those using computer center applications
4. To provide for security of equipment and files from fire, theft, or vandalism within the facilities and means provided by the School Board
5. To provide technical liaison support to the accounting, payroll, personnel, sales tax, transportation, and curriculum departments
6. To interact with the State Department of Education, State Department of Labor, State Department of Revenue Service and Employee Retirement Systems to fulfill mandated reporting requirements
7. To interact with various software vendors to schedule system updates, requirements, and enhancements
8. To accept other duties as assigned by the immediate evaluator/supervisor

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Signature
JOB DESCRIPTION

REGION INSTRUCTIONAL TECHNOLOGY
TRAINING CENTER DIRECTOR

TITLE: Region Instructional Technology Training Center Director

QUALIFICATIONS: The applicant must possess a valid Louisiana Teaching Certificate. Also, the applicant must be able to demonstrate the following: extensive knowledge and related experience in instructional technology; understanding of multiple strategies for using technology as tools for instruction in K-12 classrooms; skills in organization and personnel management; master teacher skills with proficiency in skills necessary to model innovative teaching styles; and an understanding of state government budget planning, purchasing and inventory procedures. In addition, the applicant must possess the ability to develop and maintain professional working relationships with educators and the ability to maintain confidentiality of records.

RESPONSIBLE TO: Supervisor of Classroom Technology

EVALUATOR/SUPERVISOR OF: Not applicable

JOB GOAL: To supervise, coordinate and manage personnel and activities of the Teaching, Learning and Technology Center

PERFORMANCE RESPONSIBILITIES:
1. To teach courses in Louisiana INTECH K-6 and Louisiana INTECH 7-12 (all sections open to teachers in all districts of Region IV)
2. To work in collaboration with the LCET Staff at the Louisiana Center for Educational Technology
3. To develop and provide follow-up activities (beyond the 7 days of INTECH training) for Louisiana INTECH participants
4. To teach courses/workshops in the Classroom Module (Phase 2) and the Administrative Support Module (all sections open to teachers in all districts in Region IV)
5. To develop and coordinate the development of lessons and instructional models for the Regional Teaching, Learning and Technology Center Administrative Support Module and Technical Support Module
6. To provide instructional technology assistance and consulting services to district level instructional coordinators, technology specialists, and other instructional leaders in the development and implementation of school/system instructional technology initiatives
7. To participate in professional growth staff development to keep abreast of current and emerging instructional technologies
8. To perform administrative type tasks - budget adjustments, scheduling of classes, sending e-mail messages, etc.
9. To develop and implement an effective outreach program to all districts in the area, to all universities in the area, and to the Regional Service Center
10. To accept other duties as assigned by the immediate evaluator/supervisor

______________________________
Signature

______________________________
Date
The Vermilion Parish School Board will request the assessment and/or evaluation results of any person it wishes to hire as part of the application process. It will provide other school boards with assessment and/or evaluation results of persons that the other school boards wish to hire. The board to which application is being made shall inform the applicant that as part of the process the applicant's results will be requested. The evaluatee will be given the opportunity to review those assessment and/or evaluation results and will be able to provide any response or information that the evaluatee deems appropriate.
SECTION 11.0

EVALUATION EXEMPTION

Teachers assessed under the Louisiana Teachers Assistance and Assessment Program are exempt from the accountability evaluation required by law during the year(s) that they are assessed. This exemption shall not interfere with the right and duty of a school principal or appropriate school system employee as designated by the Vermilion Parish School Board to observe and evaluate teachers in the performance of their duties. The Vermilion Parish School Board maintains the right to make employment decisions.
SECTION 12.0

STATEMENT OF ASSURANCE

The Vermilion Parish School Board hereby assures the Louisiana Department of Education that the personnel evaluation plan for the parish has been reviewed and approved.

It further assures that the Personnel Evaluation Program will be implemented as written.

__________________________________________  ______________________________
Bill Searle, President                      Date

__________________________________________  ______________________________
Daniel R. Dartez, Ed.D., Superintendent     Date
Appendix A

Toward Strengthening and Standardizing Local School Districts’ Teacher Evaluation Programs
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LOUISIANA LOCAL TEACHER EVALUATION PROGRAM PANEL MEMBERS

Teacher Representatives                          School Superintendent Representatives

Thornton Cappel                                   F. Gary Brewer
Glen Oaks Senior High School                      Beauregard Parish
East Baton Rouge Parish                           

Louise Foster                                     Derwood Duke, Panel Chair
Park Forest Middle School                         Winn Parish
East Baton Rouge Parish                           

Selena Hickerson                                  Raymond Fontenot
Borgnemouth Elementary School                    Joe Tuminello*
St. Bernard Parish                                St. Landry Parish

Amelia Yakupzack                                    Ralph E. Ricardo
Welch-Roanoke Junior High School                  Ascension Parish
Jefferson Davis Parish                             

Max S. Skidmore                                    
Lafayette Parish                                   

Principal Representatives                          Educational Renaissance Group Representatives

Robert L. Adamson                                   Beth Courtney
Judice Middle School                                Louisiana Public Broadcasting
Lafayette Parish                                    Baton Rouge

Jerry Boudreaux                                    
Zachary High School                                
East Baton Rouge Parish                            

Clarence Moss                                      Olive Ann Willis
Abbeville High School                              Region VI Service Center
Vermilion Parish                                    Natchitoches

Hayward Steele                                     
DeRidder Junior High School                        
Beauregard Parish                                   

Martha Wynn                                        Edward F. Iwanicki
M.R. Weaver Elementary School                     The University of Connecticut

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Teaching is thinking,

C thinking about what students need to know and be able to do,

C thinking about what the teacher can do to foster such learning,

C thinking about how successful the teacher has been in achieving the desired learning outcomes, and

C thinking about how the teacher should teach that lesson next time.

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

The panel’s conception of teacher evaluation is consistent with the definition of evaluation found within Personnel Evaluation Accountability: A Guide for Implementation, Bulletin 1525, page 7, #10:

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

Distinctions between Assessment and Evaluation

The panel realized that it was important to make some distinctions between assessment and evaluation. The purpose of the state assessment program is to determine whether a teacher can teach effectively, whereas the local evaluation program determines whether a teacher does teach effectively. The Louisiana Department of Education (LDE) is responsible for the state assessment program while the local school districts are responsible for the local teacher evaluation programs. The Louisiana Components of Effective Teaching are utilized as performance criteria in both programs. Panel II’s responsibility was to establish guidelines for strengthening and standardizing local teacher evaluation. A standardized performance-based instrument for state assessment, the Louisiana Teacher Appraisal Instrument, will be developed by Panel IV.
The Panel’s Charge

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

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

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

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

The statement of philosophy and purposes of teacher evaluation, as well as the guidelines for teacher evaluation programs developed by this panel are presented in the subsequent sections of this report. It is important to note

---

that the panel viewed teacher evaluation in the generic sense, a process for the evaluation of all certified professional staff (i.e., classroom teachers, special services staff, and building, as well as district level administrators).

**Philosophy and Purposes of Teacher Evaluation**

As we move through the decade of the nineties, it is clear that public schools must provide a high quality education that prepares our youth for the demands of the 21st century. In order to meet these challenges, educators must focus on providing the best educational opportunities for all children. Recognizing this, the State Board of Elementary and Secondary Education has established uniform guidelines for personnel evaluation.

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

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

7) To assure the public that
   k) the educational system is providing the best opportunities for all children to learn,
   l) the best qualified personnel are employed in every position, and
   m) effective teaching continues in the classroom;

8) To foster the continuous improvement of teaching and learning by providing opportunities for the professional growth of all educators; and

9) To provide support for the professional development of new teachers during their period of internship.

**Guidelines for Teacher Evaluation Programs**

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

Yes - indicates the school district meets the criterion

No - indicates the school district does not meet the criterion

Partial - indicates the school district has a plan for meeting the criterion

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

1. **Focus on Educational Improvement**

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

**Compliance criteria:**

- District’s philosophy and priority educational goals are related to the philosophy and purposes of teacher evaluation: Y N P
- Teacher evaluation is related to goals for educational improvement at the district level: Y N P
- Teacher evaluation is related to goals for educational improvement at the school building level: Y N P

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

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

A teacher evaluation steering committee is formed at the local school district level that is representative of administrators and classroom teachers and is selected by each of these groups. This standing committee is responsible for assessing the strengths and weaknesses of the school district’s teacher program in light of the Louisiana Guidelines for Teacher Evaluation Programs. Furthermore, it will oversee the planning and implementation of any revisions necessary to strengthen the teacher evaluation process. Periodically, at least every three years, this committee will evaluate the extent to which the purposes of the local teacher evaluation program are being achieved.

**Compliance criteria:**

- A representative teacher evaluation steering committee has been formed to review the current local teacher evaluation program in light of new state guidelines: Y N P
- This committee has balanced representation of Y N P
both teachers and administrators

The committee has developed a plan for strengthening the current teacher evaluation process where necessary

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

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

3. Philosophy and Purposes of Teacher Evaluation

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

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

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

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

Compliance criteria:

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

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

The purposes provide the public assurances that only effective teachers continue to be
employed by the school district. The purposes reflect sound principles of effective teaching and learning that are supported by contemporary research.

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

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

4. Accountability Relationships

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

Compliance criteria:

Accountability relationships are defined clearly in writing (Y N P)

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

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

5. Evaluation Criteria

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

Compliance criteria:

The evaluation criteria for each professional staff position are stated clearly in writing (Y N P)

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

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

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

### 6. The Classroom Process

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

**Compliance criteria:**

Teaching is evaluated through periodic classroom observations ( ) Approval ( ) Conditional approval ( ) Disapproval

Observations are of sufficient duration to see the lesson begin, develop, and culminate ( ) Approval ( ) Conditional approval ( ) Disapproval

The primary purpose of the classroom observation is not to rate the teacher, but rather, to reach consensus on commendations, as well as to make recommendations to strengthen or enhance teaching ( ) Approval ( ) Conditional approval ( ) Disapproval

Follow-up classroom visits and observations are conducted to reinforce positive practice and to determine how recommendations have impacted the quality of the teaching-learning process ( ) Approval ( ) Conditional approval ( ) Disapproval

**Overall assessment:** ( ) Approval ( ) Conditional approval ( ) Disapproval
7.  Developing the Professional Growth Plan

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

**Compliance criteria:**

Teachers develop longer-term professional growth plans to strengthen or enhance the teaching-learning process  
Professional growth plans are based on objectives developed collaboratively by the teacher and evaluator  
A plan of action and evaluation criteria are specified for each objective  
For successful, experienced teachers, objectives are used to explore new, untried, innovative ideas or projects

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

8.  Teacher Self-Evaluation

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

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

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

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

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

9. The Evaluation Period

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

ζ Year 1 - Teacher is evaluated formally on the basis of classroom observation

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

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

Compliance criteria:

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

The evaluation process is tailored to the levels of experience and classroom proficiency of the teacher  Y  N  P
Successful, tenured teachers are evaluated on a multi-year cycle that encourages staff to pursue more meaningful, longer term professional growth and school improvement initiatives.

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

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

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

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

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

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

**Compliance criteria:**

Evaluator’s assessment of teaching is based on the job description, including the Louisiana Components of Effective Teaching

Evaluator’s assessment of teaching is based on progress toward the objectives included in the teacher’s professional growth plan

Evaluation includes the teacher’s self-evaluation of teaching, as well as progress toward objectives included in the professional growth plan

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

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

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

Mentor support is provided for the induction of intern teachers

The Louisiana Components of Effective Teaching are a focus for the evaluation of beginning teachers

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

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

12. Intensive Assistance for Experienced Teachers

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

The plan specifies:

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

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

c) a time line for achieving the objectives and the procedures for monitoring the teacher’s progress including classroom observations and conferences; and

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

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

Compliance criteria:

An intensive assistance program is provided for teachers who do not meet the local district’s standards of satisfactory performance

Any teacher placed in an intensive assistance

Y   N   P

Y   N   P

Y   N   P
program is informed in writing of the reason(s) for this placement

An intensive assistance plan is developed for any teacher placed in such a program

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

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

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

13. **Procedures for Resolving Conflict**

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

**Compliance criteria:**

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

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

Grievance procedures are clearly specified for situations where conflict cannot be resolved

**Overall assessment:** ( ) Approval  ( ) Conditional approval  ( ) Disapproval
14. **Staff Development for Teacher Evaluation**

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

- a) A positive, constructive attitude toward teacher evaluation,
- b) A knowledge of state laws and local school district policies governing the teacher evaluation process and associated due process procedures,
- c) An understanding of the Louisiana Components of Effective Teaching, and
- d) An understanding of the local school district’s teacher evaluation program, including the philosophy and purposes, criteria, and procedures.

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

- a) Data collection skills necessary to document a teacher’s performance accurately,
- b) Data analysis skills necessary to make accurate judgements about a teacher’s performance,
- c) Conferencing skills necessary to provide clear, constructive feedback regarding a teacher’s performance,
- d) Skills in developing and facilitating meaningful professional growth plans, plans that strengthen or enhance teaching effectiveness, and
- e) Skills in writing effective evaluation reports, reports that document how evaluation has impacted the quality of the teaching-learning process in the classroom.

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

**Compliance criteria:**

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

- a) a positive constructive attitude toward **Y N P** teacher evaluation
b) a knowledge of the laws/policies governing teacher evaluation associated due process procedures  Y   N   P

c) an understanding of the Louisiana Components of Effective Teaching  N   P

d) an understanding of the school district’s teacher evaluation program  Y   N   P

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

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

b) data analysis skills needed to make accurate judgements about teaching  Y   N   P

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

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

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

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

15. Impact of the Teacher Evaluation Process

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

Compliance criteria:

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

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

Implementation and Staff Development Plan

Earlier in this report, this panel recommended that the guidelines just presented be used by the LDE to strengthen and standardize local teacher evaluation programs over a three-year period. An implementation and staff development plan is provided below to guide this process.

September/October 1992

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

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

October 1992

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

October/November 1992

The LDE conducts regional workshops to orient the LEA Core Teams to a) the Louisiana Guidelines for Teacher Evaluation Programs and b) the procedures for reviewing current teacher evaluation programs in light of these guidelines.
December 1992

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

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

January 1993

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

February/March 1993

The LDE conducts regional workshops to orient the LEA teacher evaluation resource persons to its process for reviewing the Teacher Evaluation Self-Assessment Reports submitted by the local teacher evaluation steering committees. The LDE proceeds with its review of the Teacher Evaluation Self-Assessment Reports. The Self-Assessment Report submitted by each local teacher evaluation steering committee is examined by a three member State Review Team comprised of an LDE staff member and a teacher and an administrator resource person from another school district. The State Review Team examines the steering committee’s Self-Assessment Report to determine the extent to which the LEA’s teacher evaluation program complies with the Louisiana Guidelines for Teacher Evaluation Programs. The results of this review are summarized in a Teacher Evaluation Status Report that is shared later with the LEA.

March 1993

The LDE completes its review of the Teacher Evaluation Self-Assessment Reports and shares the Teacher Evaluation Status Reports with the LEAs. Then the local teacher evaluation steering committee reviews its LEA’s Status Report. Once the steering committee completes this review, it can meet with the LDE staff if it wishes to discuss any aspects of the Status Report or pose any questions it has about discrepancies between the Status Report and the LEA’s Self-Assessment Report.
March-May, 1993

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

June 1993

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

July-August 1993

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

September 1993-May 1994

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

November 1993 and March 1994

The State Review Teams conduct fall and spring site visits. During these visits the local steering committee meets with its Review Team to provide an update on the progress it has made in implementing and strengthening its teacher evaluation program. Also, the steering committee indicates what staff development resources it would like to see provided through the RSC to support the further implementation of its teacher evaluation program. The Review Team prepares a Site Visit Report to document the outcomes of each visit and shares this report with the LDE and RSC staff.
June 1994

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

July-August 1994

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

September 1994-May 1995

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

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June 1995

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

Building a Capacity for Staff Development

The Implementation and Staff Development Plan just presented requires that the LDE build a capacity for staff development through its LEAs and RSCs. In building such a capacity it is important that training be provided by personnel that are both knowledgeable in techniques of teacher evaluation, as well as in the process of effective staff development. In summary, there is a need to identity or develop a cadre of good people to conduct the training necessary to strengthen local teacher evaluation practices.
While some out-of-state consultants could be used, it is important to develop a local, Louisiana capacity for staff development in teacher evaluation. This could be accomplished by meeting with the deans in schools of education to find out what staff development resources could be provided through higher education. In addition, superintendents could be polled to obtain their recommendations of people in their districts who are doing some good things in teacher evaluation that could be on to do training. Depending on what resources are identified through contacts with deans and superintendents, a decision would need to be made as to whether there is a need to develop further staff development resources for teacher evaluation through a trainer of trainers program for select LEA or RSC personnel.

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

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

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

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

As noted earlier, the Teacher Evaluation Self-Assessment Report submitted by an LEA would be examined by a three-member state review team comprised of an LDE staff member and two teacher evaluation resource persons, a teacher and an administrator from another school district. This team would share the results of its review with the LEA using a Teacher Evaluation Status Report such as the one presented in Exhibit 2. The review team's assessment of an LEA's teacher evaluation program with respect to the Louisiana Guidelines for Teacher Evaluation Programs would consist of a consensus rating, as well as comments regarding the program's strengths and aspects that might be improved. If the review team does not approve the LEA's teacher evaluation program with respect to a particular guideline, it must justify this decision clearly in writing.
Once the LEA receives its *Teacher Evaluation Status Report*, it has 30 working days to respond to the LDE, if either it does not agree with the team's assessment or it wishes to submit a plan to comply with any guidelines for which its teacher evaluation program was not approved. In situations where an LEA submits such a plan, the state review team for that school district would be reconvened to review this plan and to submit a revised *Teacher Evaluation Status Report*. Also, the state review team may be reconvened to deal with those situations where the LDE does not agree with the team's assessment.
Exhibit 1

Teacher Evaluation Self-Assessment Report

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

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

Circle.....

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

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

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

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

After you have rated each of the criteria for a particular guideline, provide an overall assessment of whether you believe your school district's teacher evaluation program should be approved with respect to that guideline. Check....

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

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

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

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

Your cooperation and assistance in carefully completing this Report are appreciated. Thank you!
1. **Focus on Education Improvement**

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

**Compliance criteria:**

<table>
<thead>
<tr>
<th>District's philosophy and priority educational goals are related to the philosophy and purposes of teacher evaluation</th>
<th>Y</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher evaluation is related to goals for educational improvement at the district level</th>
<th>Y</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher evaluation is related to goals for educational improvement at the school building level</th>
<th>Y</th>
<th>N</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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Exhibit 2

Teacher Evaluation Status Report
Overall Summary

District: ____________________________ Review Team: ____________________________

Date: ______________________________

1. Focus on Educational Improvement

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

2. Staff Involvement in the Teacher Evaluation Process

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

3. Philosophy and Purposes of Teacher Evaluation

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

4. Accountability Relationships

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

5. Evaluation Criteria

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

6. The classroom Observation Process

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

7. Developing the Professional Growth Plan

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

8. Teacher Self-Evaluation

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

9. The Evaluation Period

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

10. Information Included in the Teacher Evaluation Process
Overall assessment: ( ) Approval ( ) Conditional approval ( ) Disapproval
11. Coordination with the Induction of Intern Teachers

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

12. Intensive Assistance for Experienced Teacher

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

13. Procedures for Resolving Conflict

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

14. Staff Development for Teacher Evaluation

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

15. Impact of the Teacher Evaluation Process

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

General Comments:

Name: ________________________________  Title: ________________________________

Signed: ________________________________
Exhibit 2 (continued)

Teacher Evaluation Status Report
Analysis by Guideline

1. Focus on Educational Improvement

Compliance criteria:

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

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

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

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

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

**Focusing Beyond the Classroom Teacher**

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

**Purposes of Principal Evaluation**

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

- **School Improvement**-to promote the improvement of school programs and the enhancement of student learning,
- **Professional Growth and Development**-to foster the professional growth and development of new and continuing principals,
- **Selection**-to select the best qualified persons for principalship, and
- **Accountability**-to ensure that only effective principals continue in that role in the school district.

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

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

**Leadership**

*Defining Direction*

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

*Instructional Development*

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

**Human Relations**

*Consideration...*

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

*Collaboration...*

17. Fosters teamwork and collegiality
18. Elicits participation in decision making
19. Facilitates group processes and resolves conflict

20. Encourages participatory leadership on the part of the staff
21. Listens to others
Management

School Program Management

22. Plans and prepares an appropriate budget and manages funds effectively
23. Seeks and allocates appropriate resources (materials, money, time) to support curriculum
24. Implements school programs within the confines of district goals and policies
25. Schedules curricular and co-curricular activities efficiently and effectively
26. Understands and applies knowledge of organizations and community politics in generating support for the school
27. Fosters community support for the school and its programs

The Rules and Regulations...

28. Identifies norms, guidelines and procedures for school operation
29. Develops clear school rules
30. Develops effective discipline and attendance policies
31. Accepts responsibility for in-school behavior of students, teachers and staff

General Operations....

32. Monitors the overall operation of the school
33. Ensures that the physical plant is kept in good order
34. Protects instructional time
35. Maintains a visible presence in the school
Procedures for Principal Evaluation

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

A Step-by-Step Evaluation Procedure for Principals³

I. Determine Needs

1. The principal reviews:
   a. position description
   b. administrative skills
   c. current district and/or building goals

2. The supervisor (evaluator) reviews:
   a. the above four items
   b. current performance in relation to the requirements of the job

II. Formulate Work Plan for the Year

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

III. Complete and Implement Work Plan

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

IV. Assess Results

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

V. Discuss Results

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

Concluding Remarks

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

Louisiana Components of Effective Teaching
Louisiana Components of Effective Teaching

DOMAIN I. PLANNING

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

COMPONENT A: The teacher plans effectively for instruction.

Attributes

36. Specifies learner outcomes in clear, concise objectives

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

37. Includes activity/activities that develop objectives

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

38. Identifies and plans for individual differences

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

39. Identifies materials, other than standard classroom materials, as needed for lesson

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

40. States method(s) of evaluation to measure learner outcomes

   Evaluation may be formal or informal.

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

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

*For special education teachers only.
DOMAIN II. MANAGEMENT

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

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

Attributes:

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

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

Attributes:

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

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

Attributes:

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

This may include reinforcing positive behavior, redirecting disruptive behavior, as well as other methods.
DOMAIN III. INSTRUCTION

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

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

The observer must take into account the special requirements of Act 504, special education regulations, and any other identifiable groups. Alternate methods of assessment must be developed for other professionals holding teaching certificates (i.e., librarians, counselors, speech therapists, and assessment teachers).

COMPONENT A. The teacher delivers instruction effectively.

Attributes:

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

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

2. Sequences lesson to promote learning

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

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

4. Adjusts lesson when appropriate

COMPONENT B. The teacher presents appropriate content.

Attributes:

1. Presents content at a developmentally appropriate level

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

2. Presents accurate subject matter

3. Relates relevant examples, unexpected situations, or current events to the content
4. Answers questions correctly and/or directs students to additional sources (i.e., references, labs, learning centers, etc.)

5. The Teacher Integrates Technology into Instruction.

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

**Attributes:**

1. Accommodates individual differences

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

2. Demonstrates ability to communicate effectively with students

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

4. Encourages student participation

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

**Attributes:**

1. Consistently monitors ongoing performance of students

2. Uses appropriate and effective assessment techniques

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

3. Provides timely feedback to students

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

**DOMAIN IV. PROFESSIONAL DEVELOPMENT**

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

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

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

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

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

COMPONENT B. The intern teacher plans for professional self-development.

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

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

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

COMPONENT A  The Teacher takes an active role in building-level decision making

Attributes:

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

COMPONENT B  The Teacher creates partnerships with parents/caregivers and colleagues.

Attributes:

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

Standards for School Principals in Louisiana, 2000
Standards for School Principals in Louisiana, 1998

Standard #1- Vision:

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

Standard #2- Teaching and Learning:

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

Standard #3-School Management:

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

Standard #4-School Improvement:

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

Standard #5- School-Community Relations:

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

Standard #6- Professional Development:

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

Standard #7- Professional Ethics:

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

Vision: The principal engages the school community\(^4\) in developing and maintaining a student-centered vision for education which forms the basis for school goals and guides the preparation of students as effective, lifelong learners in a pluralistic society.

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

- C a "preferred" future\(^5\) regarding the success of all students;
- C group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student outcomes;
- C theories of child and human development, the teaching-learning process, and models of and processes for on-going school improvement; and
- C relevant research findings and strategies for using data to develop and maintain the school vision.

Dispositions

The principal believes in, values, and commits to:

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

Performances

\(^4\) school community - individuals who have interests in or are affected by events at the school, including administrator\(^\ast\), faculty, staff; students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.

\(^5\) preferred future - an understanding and conviction conveyed to teachers and students that opportunities available to students are not limited.
The principal demonstrates the ability to:

C work collaboratively with the school community to develop and maintain shared school vision;

C bring the school vision to life by using it to guide decision making about students and the instructional programs;

C maintain faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults;

C maintain open communication with the school community and effectively convey high expectations for student learning to the community;

C provide opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement;

C monitor, assess, and revise the school vision and goals as needed; and

C foster the integration of students into mainstream society while valuing diversity.
Elaborated Standard: Teaching and Learning

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

**Knowledge and Skills**

The principal has knowledge, skills, and understanding of:

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

**Dispositions**

The principal believes in, values, and commits to:

- C all children's learning at high levels;
- C excellence and life-long learning;

---

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

7. psychometrically sound- data that are valid and reliable; refers to data from tests and other forms of assessment.
collaborative development of teaching strategies and curricular modifications that ground student learning in real-world situations and promote critical thinking; and

developing a caring environment that nurtures teaching and learning.

Performances

The principal demonstrates the ability to:

recognize, model, and promote effective teaching strategies that enable students to apply what they learn to real world experiences;

encourage and support both the use of innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students;

conduct frequent classroom visits and periodic observations, provide constructive feedback to faculty and staff; and suggest models of effective teaching techniques when needed;

foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized and

promote collaboration and team building among faculty.
Elaborated Standard: School Management

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

**Knowledge and Skills**

The principal has knowledge, skills, and understanding of:

C organizational theory and principles of organizational development;

C human resources management and development, including related/support/ancillary services;

C local, state, and federal laws, policies, regulations, and procedures;

C sound fiscal procedures and practices;

C time management to maximize the effectiveness of the organization; and

C current technologies that support management functions.

**Dispositions**

The principal believes in, values, and commits to:

C building a safe, orderly environment;

C upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services;

C upholding high standards in the day-to-day operations of the school and using current technology;

C making management decisions to enhance learning and teaching; and

C involving members of the school community\(^8\) in shared decision-making processes.

**Performances**

The principal demonstrates the ability to:

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\(^8\) school community - individuals who have interests in or are affected by events at the school, including administrators, faculty, students, parents, and external community members, such as those associated with business, civic, and service organizations, etc.
C maintain a safe, secure, clean, and aesthetically pleasing physical school plant;

C establish and/or implement laws, policies, regulations, and procedures that promote effective school operations;

C maintain a positive school environment where good student discipline is the norm;

C manage fiscal resources responsibly, efficiently, and effectively and monitor whether others do so as well;

C manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff;

C monitor support services such as transportation, food, health, and extended care responsibly;

C provide and coordinate appropriate co-curricular and extra-curricular activities;

C use shared decision making effectively in the management of the school;

C manage time and delegate appropriate administrative tasks to maximize attainment of the school goals;

C use available technology effectively to manage school operations; and

C monitor and evaluate school operations and use feedback appropriately to enhance effectiveness.
Elaborated Standard: School Improvement

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

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

Dispositions

The principal believes in, values, and is commits to:

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

**Performances**

The principal demonstrates the ability to:

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

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

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

Dispositions

The principal believes in, values, and is commits to:

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

Performances

The principal demonstrates the ability to:

- communicate a focused vision for both school and individual professional growth;
- use research and data from multiple sources to design and implement professional development activities;
- secure the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies;
C provide opportunities for individual and collaborative professional development;

C provide incentives for learning and growth and encourage participation in professional development activities at the national, state, and parish levels; and

C assess the overall impact of professional development activities on the improvement of teaching and student learning.
Elaborated Standard: School-Community Relations

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

Knowledge and Skills

The principal has knowledge, skills, and understanding of:

C the composition of the school community including relevant demographic statistics and trends, competing issues and values, and available resources;

C successful strategies for establishing positive school-community relations and fostering parental and community participation;

C techniques for promoting the positive aspects of the school and communicating with the media effectively; and

C effective interpersonal communication skills.

Dispositions

The principal believes in, values, and is committed to:

C establishing a partnership with the school's community for mutually supportive relationships;

C promoting the school as an integral part of the community; diversity as a strength; and

C promoting the positive aspects of the school, celebrating successes, acknowledging the school's shortcomings, and involving the community in overcoming problems within the school.

Performances

The principal demonstrates the ability to:

C be visible and involved in the community and treat members of the school community equitably;

C involve the school in the community while keeping the school community informed;

C use school-community resources to enhance the quality of school programs, including those resources available through business and industry;

C recognize and celebrate school successes publicly; and
C communicate effectively both interpersonally and through the media.
Elaborated Standard: Professional Ethics

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

**Knowledge and Skills:**

The principal has knowledge, skills, and understanding of:

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

**Dispositions**

The Principal believes in, values, and is committed to:

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

**Performances**

The principal demonstrates the ability to:

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<td>Leesville Junior High School</td>
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<td>Deanna Ford, Teacher</td>
<td>Southern University</td>
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<td>Len Harris, Principal</td>
<td>Lafayette Parish School Board</td>
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<td>Janet Hiatt, Principal</td>
<td>Jefferson Parish School Board</td>
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<td>Mary Goff Elementary School</td>
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<td>North DeSoto Elementary School</td>
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<td>Wossman High School</td>
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<td>Richard Laveegne, Principal</td>
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<td>James Lee, Superintendent</td>
<td>Acadiana High School</td>
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<td>Paulette Oliver, Teacher</td>
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<td>Betty Peltier, Principal</td>
<td>Concordia Parish School Board</td>
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<td>Ralph Ricardo, Executive Director</td>
<td>southeastern Louisiana University</td>
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<td>Joseph Rosolino, Associate Superintendent</td>
<td>Our Lady of Holy Cross College</td>
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<td>Dr. Dianne Roussel, Principal</td>
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<td>New Orleans Archdiocese</td>
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<td>Laura Turpean, Principal</td>
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<td>St. Martinville Junior High School</td>
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### Department of Education Staff

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<td>Shelia Chavis</td>
<td>Dr. Annis Tarver</td>
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<td>Barbara A. Dunbar</td>
<td>Dr. Sue Thibodeaux</td>
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<td>Diane Garbo.</td>
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<td>Marlene L Ritter</td>
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<td>Philemon A.St Amant II.</td>
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