

CITY OF BAKER SCHOOL SYSTEM

Baker, Louisiana



BULLETIN 130

*Regulations for the Evaluation and
Assessment of School Personnel*

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Chapter 1. Overview

In order to ensure an excellent school system, one that provides opportunities for all children to learn, the City of Baker School System fosters a work environment conducive to teaching and learning. The school system recognizes that if it is to provide an excellent educational environment for its students, it must provide an environment conducive to professional growth for its employees that: 1) is aligned with educational goals at the State level as well as the district and school building levels; 2) stimulates creativity and encourages new ideas; 3) is flexible enough to allow for employee originality and experimentation; and 4) nurtures the development of the highly effective educator as well as support the professional development of the new educator. These guidelines are derived from *Bulletin 130: Regulations from the Evaluation and Assessment of School Personnel*.

§101. Guidelines of the Program

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

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

C. BESE also authorized the convening of the Louisiana Components of Effective Teaching (LCET) Panel in spring of 1992. The charge of the panel was to determine and to define the components of effective teaching for Louisiana's teachers. Reviewed and revised in the late 90s and 2002, the components are intended to reflect what actually takes place in the classroom of an effective teacher. The original 35 member panel was composed of a majority of teachers. The resulting *Louisiana Components of Effective Teaching*, a descriptive framework of effective teacher behavior, was intended to be a uniform element that served as evaluation and assessment criteria in the local teacher evaluation programs.

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

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

§103. Purposes of Personnel Evaluation

The City of Baker School System recognizes the need to fully implement *Bulletin130, "Regulations for the Evaluation and Assessment of School Personnel,"* if it is to fulfill the expectations of this community and the State of Louisiana.

Embedded in the educational philosophy of the City of Baker School System are the beliefs that:

1. all students can learn,
2. good teaching increases growth in student learning, and
3. a collegial, collaborative relationship between an evaluatee and evaluator creates the appropriate climate for effective teaching. To support this relationship, the purposes of the evaluation program are explained and discussed with all evaluatees.

The philosophy of principal evaluation in the City of Baker School System embraces the belief that an effective administrator:

1. works with staff to identify school goals. These goals promote the enhancement of growth in student learning.
2. maintains a safe and orderly school environment and promotes a positive school atmosphere where staffs are empowered to make decisions collaboratively regarding the school's programs.
3. represents a visible, positive role model who is respected by staff, students, and the school community.
4. encourages, by example, ongoing professional development of those around him/her.
5. promotes leadership in others so all can learn to lead.
6. serves as a fair and consistent, yet flexible enough to be a creative problem-solver and risk-taker.

The City of Baker School System believes that this philosophy captures the essence of the effective administrator and will serve as the foundation for the administrator performance management process.

The City of Baker School System has developed a District Strategic Plan that includes district wide goals. Each school submits annually a Plan for Student Success that addresses the goals delineated in the District Strategic Plan. Through the personnel evaluation process personnel are required to develop Professional Growth Plans that reflect the goals of both the district and school. Therefore, the goals of the District Strategic Plan, the Plans for Student Success, and the Professional Growth Plans should be aligned.

A. The purposes of the City of Baker School System personnel evaluation and assessment regulations are as follows:

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

105. Framework for LEA Personnel Evaluation Programs

- A. The City of Baker School System has the responsibility of providing a comprehensive framework for the evaluation of certified and other professional personnel employed within the system.
- B. The Local Personnel Evaluation Plans defined by the Board shall include, at a minimum, the following elements:
1. **Job Descriptions.** Job descriptions for every category of teacher and administrator which contain the criteria by which the teacher and administrator shall be evaluated. Job descriptions must be reviewed annually; however, current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of the job descriptions. All originals of the job descriptions and job description signature rosters shall ideally be signed prior to the start of each school year; however, no later than the designated deadline established by the Office of Human Resources. The originals must be sent to the Office of Human Resources by the established deadline for such submission. Copies should be kept at the school level and by the employee. Employees/evaluatees hired after October 1st will sign job descriptions and job description signature rosters within seven (7) working days of their date of hire.
 2. **Professional Growth Planning Process.** The City of Baker School System shall design and provide guidelines for teachers and administrators to develop a Professional Growth Plan (PGP) with their evaluators. The plans must be designed to assist each teacher or administrator in demonstrating effective performance, as defined by *Bulletin 130*. Each plan will include objectives as well as the strategies that the teacher or administrator intends to use to attain each objective. PGPs must be completed no later than the designated deadline set forth by the Office of Human Resources of each year for employees/evaluatees hired at the beginning of the school year. Employees/evaluatees hired after that date will develop PGP's with their evaluator within thirty (30) working days of their date of hire. For evaluatees who fall under the Comprehensive Performance Management System (COMPASS), PGPs shall be entered into the Human Capital Information System (HCIS) by the date designated by the Office of Human Resources.
 3. **Observation/Data Collection Process.** The evaluator or evaluators of each teacher and administrator shall conduct a minimum of one formal, announced observation and at least one other informal observation of instructional practice per academic year. Each formal and informal teacher observation must be long enough to see one lesson begin, develop, and culminate. The building-level principal, as the Instructional Leader, must serve as the official Evaluator for all Year One and Year Two new teachers who must participate in the City of Baker New Teacher Induction Program. For each formal observation, evaluators shall conduct a pre-observation conference and a post observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or observer(s) with relevant information. An evaluator must hold a pre-conference with the evaluatee at a mutually agreed upon time and in an appropriate setting to review the evaluatee's lesson plan or to provide the evaluator with relevant information about the lesson or activity to be observed. For both formal and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. As soon as possible, but no later than five (5) working days following an observation, the evaluator holds a post-observation conference to discuss formal or informal observation results. In addition to indicating the areas that need improvement, the evaluator must give specific, concrete improvement activities to promote growth and improvement. The evaluator is encouraged to prioritize the number and quality of areas needing the improvement so that an educator is not overwhelmed with a large number of activities. Additional evidence collected by an observer listed in the Accountability Relationship Register, such as data from periodic visits to the school and /or

classroom, as well as written materials or artifacts, **may** be used to inform evaluation. All COMPASS evaluatees newly hired to the City of Baker School System and or who have transferred to a new site or a new job description, before the last day in February, shall be observed and evaluated in COMPASS. All Value Added Model (VAM) COMPASS evaluatees hired after October 1st may be treated as “Late Hires” and will not receive VAM scores; however, they should still develop two Student Learning Targets and two objectives for their Professional Growth Plans if they are hired prior to the last day in February. It is understood that the timeline for midpoint modification and the timeline for end of year completion/attainment will be on a case by case basis. Any evaluatee hired after the last day in February does not have to be summatively evaluated; however, he or she must be informally and formally observed at least once prior to the end of the his or her last day of work for the school year. Any teacher at Baker Middle School must be observed in accordance with the guidelines for the Teacher Advancement Program (TAP). All observations and any other performance management operations for nine, ten, eleven, and twelve month employees shall be conducted in accordance with the timelines established by the Office of Human Resources.

4. **Professional Development and Support.** The City of Baker School System shall provide multiple opportunities for teachers and administrators to receive feedback, reflect on individual practice, and consider opportunities for improvement throughout the academic year, and shall provide intensive assistance plans to teachers and administrators, according to the requirements set forth in *Bulletin 130*.
5. **Grievance Process.** A description of the procedures for resolving conflict and/or grievances relating to evaluation results in a fair, efficient, effective, and professional manner shall be included in the process.

Chapter 3. Personnel Evaluation

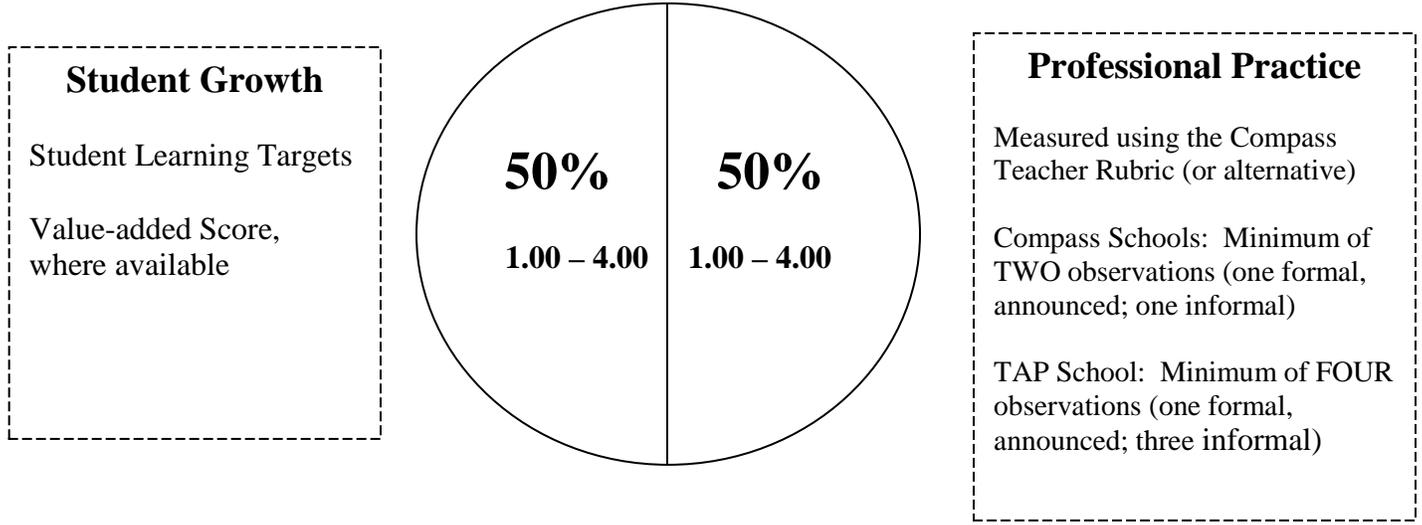
§301. Overview of Personnel Evaluation

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

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

1. For teachers, the 50 percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth.
2. The 50 percent of the evaluation that is based on a qualitative measure of teacher and administrator performance shall include a minimum of one formal, announced observation or site visit and at least one other informal observation or site visit. This portion of the evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products.

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



1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00
Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective

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

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

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

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

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

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

E. Classroom composition variables shall also be included in the model.

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

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

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

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

C. A minimum of two Student Learning Targets shall be identified, the designated timeline by the Office of Human Resources, for each teacher in the NTGS. The SLTs shall be recorded in the Human Capital Information System (HCIS) by the designated time set forth by the Office of Human Resources. There will also be a midyear window of opportunity, with an ending date, designated by the Office of Human Resources, in which midyear changes may be made in any aspect related to SLTs. Teachers, professional school counselors, librarians, assistant principals, and principals at Baker Middle School are evaluated using the Teacher Advancement Program (TAP) design; however, all of these evaluatees must simultaneously satisfy the SLT and PGP requirements of COMPASS within the HCIS. With educators from Baker Middle School in the TAP, there will be a merge of SLT scores in HCIS, and the observation scores within the TAP system. The department shall provide an evaluative tool for evaluators to use in assessing the quality and attainment of student learning targets.

1. State-approved common assessments shall be used as part of the body of evidence measuring students' attainment of learning targets, where available. At the beginning of each academic year, the State Department shall publish a list of state-approved common assessments to be used in identified non-tested grades and subject areas.
2. Where no state-approved common assessments for NTGS are available, evaluatees and evaluators shall decide upon the appropriate assessment or assessments to measure students' attainment of learning targets.
3. The City of Baker School System will define consistent student learning targets across schools and classrooms for teachers with similar assignments.

D. The State Department shall provide annual updates to LEAs relating to:

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

§307. Observation Tools

- A. The City of Baker School System shall utilize an observation tool to conduct a qualitative assessment of teacher and administrator performance, which shall represent the 50 percent of evaluations that is not based on measures of growth in student learning. The Charlotte Danielson Rubric as modified by the Louisiana Department of Education will be used at Bakerfield Elementary School, Baker Heights Elementary School, Park Ridge Academic Magnet School and Baker High School. The Teacher Advancement Program (TAP) Rubric will be used at Baker Middle School. The appropriate COMPASS rubric will be used for Librarians, Professional School Counselors, and Educational Leaders. Any Non-COMPASS certified, managerial, and other professional evaluatees and any classified support personnel will be observed using the appropriate City of Baker observation tools until such is developed for COMPASS for other job categories.
- B. City of Baker School System observation tools shall adhere to the following minimum requirements.
1. The tool for teacher evaluation shall align to the *Louisiana Components of Effective Teaching*. The tool for administrator evaluation shall align to the *Performance Expectations and Indicators for Educational Leaders*, contained within *Bulletin 125- Standards for Educational Leaders in Louisiana*.
 - a. The *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders* may be reviewed as needed by the Department in collaboration with educators administering the evaluation system and appropriate third parties to determine the need for modifications and their continuing utility.
 - b. The Board shall approve any changes made to the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*.
 2. Observation tools shall provide an overall score between 1.0 and 4.0. Total scores on observation tools may include tenths of points, indicated with a decimal point.
- C. The State Department shall develop and/or identify model observation tools according to these minimum requirements, which may be adopted by LEAs.
- D. If the City of Baker School System should decide NOT to use model observation tools developed or identified by the Department, the City of Baker School System shall submit proposed alternate tools to the State Department for evaluation and approval. Any proposed alternate observation tools shall be submitted to the State Department for approval.
1. With the submission of proposed alternate observation tools, the City of Baker School System may request a waiver to use competencies and performance standards other than those provided in the *Louisiana Components of Effective Teaching* and the *Performance Expectations and Indicators for Educational Leaders*. Such requests shall include:
 - a. a justification for how the modified competencies and performance standards will support specific performance goals related to educator and student outcomes; and
 - b. an explanation of how the City of Baker School System School System will ensure the reliability and validity of the alternate observation tool intended to measure the modified competencies and performance standards.
 2. The State Department may request revisions to proposed alternate observation tools to ensure their compliance with the minimum requirements set forth in this Bulletin.
 3. If requested, revisions to proposed alternate observation tools shall be submitted to the State Department by the City of Baker School System.
 4. City of Baker School Systems proposed alternate observation tools shall be either approved or denied by the State Department no later than August 1.
 5. Should the City of Baker School System secure department approval for use of an alternate observation tool(s), then the System need not submit them for approval in subsequent years, unless the alternate observation tool(s) is/are revised, the *Louisiana Components of Effective Teaching or Performance Expectations for Educational Leaders* are revised, or revisions to this section are approved by the BESE Board.

§309. Standards of Effectiveness

The following Standards of Effectiveness will be used as scoring criteria by the City of Baker School System:

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

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

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

Effectiveness Rating	Composite Score Range
<i>Ineffective</i>	1.00-1.49
<i>Effective: Emerging</i>	1.50-2.49
<i>Effective: Proficient</i>	2.50-4.49
<i>Highly Effective</i>	3.50-4.00

C. Any educator receiving a rating of *Ineffective* in either the student growth or the qualitative performance component of the evaluation shall receive an overall final rating of *Ineffective*. At least one mechanism to recognize, reward, and/or retain educators who demonstrate an overall “Highly Effective” shall be developed.

D. Teacher Advancement Program (TAP) teachers will be evaluated using the process and instrumentation from that performance management system. Teachers, professional school counselors, librarians, assistant principals, and principals at Baker Middle School are evaluated using the Teacher Advancement Program (TAP) design; however, all of these evaluatees must simultaneously satisfy the SLT and PGP requirements of COMPASS within the HCIS. With educators from Baker Middle School in the TAP, there will be a merge of SLT scores in HCIS, and the observation scores within the TAP system. Any Non-COMPASS certified, managerial, and other professional evaluatees and any classified support personnel will be evaluated using the traditional observation tools until such is developed for COMPASS.

§311. Evaluators

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

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

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

C. Evaluators of administrators shall be City of Baker School System supervisors, Directors, Superintendent, or the evaluatee’s respective supervisory level designee.

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

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

Listed below is the Accountability Relationship Register for the City of Baker School System:

<i>Evaluators</i>	<i>Observers*</i>	<i>Evaluatees</i>
City of Baker School Board	City of Baker School Board	Superintendent of Schools
Superintendent of Schools	Superintendent of Schools or his Designee	Administrative Assistant Business Manager Director of Instruction (Elementary) Director of Instruction (Secondary) Maintenance Manager Manager of School Food Service Supervisor of Child Welfare and Attendance and Transportation, and Transportation Liaison Supervisor of Federal Programs Supervisor of Human Resources Supervisor of Special Education
Director of Instruction (Elementary)		Elementary School Principals Supervisor of Information Management, Technology Services and the Arts

<i>Evaluators</i>	<i>Observers</i>	<i>Evaluatees</i>
Director of Instruction (Secondary)		Secondary School Principals (Middle School, High School & Alternative)
Supervisor of Special Education	Directors of Instruction (Elementary) Supervisor of Instruction (Secondary) Supervisor of Federal Programs	Behavioral Intervention Strategist Education Diagnostician Individualized Education Program (IEP) Facilitator Response to Intervention (RTI) Coordinator School Nurse School Psychologist School Social Worker Special Education Records Specialist Speech Language Pathologist Speech Therapist
Supervisor of Child Welfare & Attendance, and Transportation Liaison		Transportation Manager Bus Drivers
Supervisor of Federal Programs		Administrative Assistant
Supervisor of Human Resources		Human Resource Analyst
Manager of Transportation		Bus Drivers
Business Manager		Accounts Payable Specialist Coordinator of Employee Benefits Finance Specialist Payroll Clerk-Main Office Purchasing Clerk Senior Accountant

<p>Secondary School Principal</p> <p>Secondary School Assistant Principal</p> <p>District TAP Coordinator</p> <p>TAP Master Teacher (Baker Middle)</p> <p>TAP Mentor Teacher (Baker Middle)</p>	<p>Director of Instruction (Secondary)</p> <p>Supervisor of Special Education</p> <p>Supervisor of Federal Programs</p>	<p>Assistant Principal</p> <p>Classroom Teachers (Regular Education & Special Education)</p> <p>Professional School Counselor</p> <p>Librarian</p> <p>Speech Language Pathologist</p> <p>Speech Therapist</p> <p>TAP Master Teacher (Baker Middle)</p> <p>TAP Mentor Teacher (Baker Middle)</p> <p>TAP Career Teachers (Baker Middle)</p> <p>Custodians</p> <p>Executive Secretary</p> <p>Paraprofessionals</p> <p>School Clerk</p>
<p>Elementary School Principal</p>	<p>Director of Instruction (Elementary)</p> <p>Supervisor of Special Education</p> <p>Supervisor of Federal Programs</p>	<p>Classroom Teachers (Regular Education & Special Education)</p> <p>Professional School Counselor</p> <p>Librarian</p> <p>Speech Language Pathologist</p> <p>Speech Therapist</p> <p>Custodians</p> <p>Executive Secretary</p> <p>Paraprofessionals</p> <p>School Clerk</p>

**Refer to definition of “observer” included in “Section 905 – Definitions” of this document, and “Section 105, # 3 – Framework for LEA Personnel Evaluation Programs.”*

§313. Professional Development

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

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

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

§315. Intensive Assistance

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The Intensive Assistance Program applies to all teachers and administrators whether they are new or experienced personnel. If it is determined through the performance management process that an evaluatee does not meet the City of Baker School Systems' standards of performance (emerging effective, proficient effective, or highly effective), then that evaluatee is placed in an Intensive Assistance Program.

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

An Intensive Assistance Program must conform to the guidelines listed below:

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

B. An Intensive Assistance Plan shall be developed with the evaluatee within thirty (30) school days of an evaluation resulting in the initiation of the intensive assistance plan, or the determination of consistent ineffective performance prior to an evaluatee receiving an ineffective rating.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the Intensive Assistance Plan. The evaluatee may be re-evaluated as needed, as determined by the evaluator (i.e. principal, supervisor or designee) during the intensive assistance plan timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

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

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

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator;
3. the date that the assistance program shall begin;
4. the date when the assistance program shall be completed;
5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
8. the action that will be taken if improvement is not demonstrated.

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

§317. Due Process and Grievance Procedures

A. The City of Baker School System grievance procedures address the following components of due process:

1. The evaluatee shall be provided a copy of his/her evaluation results no later than fifteen (15) working days after the final evaluation rating is determined and shall be entitled to any documentation related to the evaluation. It is always incumbent upon the evaluator to comment on and document specific needs in the evaluation report.
2. The evaluatee shall be entitled to provide a written response to the evaluation, to become a permanent attachment to the evaluatee's single official personnel file. The response may be a signed statement clarifying or rebutting the issue(s) in question and must be submitted within ten (10) working days after receipt of the dated evaluation.
3. Upon the request of the evaluatee, a meeting between the evaluatee and the evaluator shall be held after the evaluation and prior to the end of the academic year to discuss the results of the evaluation (this discussion will target the strengths and areas in need of improvement of the evaluatee).
4. The evaluatee shall be entitled to grieve to the superintendent or his designee if the conflict in question is not resolved between the evaluatee and the evaluator. The evaluatee shall be entitled to representation during the grievance procedure. Evaluatees determined to be "Ineffective" are informed in writing of such determination by receipt of the evaluation report.
5. Copies of the evaluation results and any documentation related thereto of any school employee may be retained by the City of Baker School System, the SBESE, or the State Department of Education and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except as provided by law.

6. The confidentiality of evaluation results must be maintained as prescribed by law. Copies of all evaluation documents will be maintained in the evaluatee's single official file and copies will be provided to the evaluator and the evaluatee for their files. Individuals authorized to enter the single official files are: the Superintendent and the Human Resources Manager.

B. Failure by the City of Baker School System to adhere to the requirements of this section shall be a grievable matter.

C. Teacher Dismissal Procedures

Non-tenured Teacher

- Letter from the City of Baker School Superintendent providing the teacher with reasons therefore
- Teacher has seven (7) days to respond to the Superintendent
- The teacher's response shall be included in the teacher's personnel file in the single official file.

Tenured Teacher

- Written and signed charges from the City of Baker School Superintendent
- Teacher has seven (7) days to respond to the Superintendent and the response shall be included in the teacher's personnel file in the single official files.
- At the end of the seven-day time period, the Superintendent may terminate the teacher's employment. A teacher shall not be terminated for an "ineffective" performance rating until completion of the grievance procedure, if a grievance was timely filed. Within seven (7) days after dismissal, a teacher may request and upon request shall be granted a hearing by a panel.
- The panel shall be composed of a designee of the Superintendent, a designee of the principal, and a designee of the teacher.
- The hearing shall begin within seven (7) business days after receipt of the teacher's request for such hearing.
- The Superintendent may or may not accept the panel's decision.
- The teacher may seek court review within sixty (60) days of notification of dismissal.

§319. Staff Development for Personnel Involved in Evaluation

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

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

B. All personnel involved in the teacher evaluation process will receive instructions on how to access the City of Baker School System's *Regulations for the Evaluation and Assessment of School Personnel*. Staff development is documented in at least one of the following ways:

1. District In-Service
2. School In-Service
3. District Website

§321. Evaluation Records Guidelines

- A. Copies of evaluation results and any related documentation shall be retained by the City of Baker School System
- B. All such files shall be confidential and shall not constitute a public record.
- C. Such files shall not be released or shown to any person except:
 - 1. the evaluated employee or his/her designee;
 - 2. authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment; and
 - 3. for introduction in evidence or discovery in any court action between the local board and a teacher when:
 - a. the performance of the teacher is at issue; or
 - b. the evaluation was an exhibit at a hearing, the result of which is being challenged.
- D. Any local board considering an employment application for a person evaluated pursuant to this Bulletin shall request such person's evaluation results as part of the application process, regardless of whether that person is already employed by that school system or not, and shall notify the applicant that evaluation results shall be requested as part of this mandated process. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems applicable.
- E. The State Superintendent of Education shall make available to the public the data specified in R.S. 17:3902(B) (5) as may be useful for conducting statistical analyses and evaluations of educational personnel. However, the Superintendent shall not reveal information pertaining to the evaluation report of a particular employee.
- F. Public information may include school level student growth data, as specified in R.S. 17:3902(B) (5).
- G. Nothing in this section shall be interpreted to prevent de-identified student growth data from public view.

§323. Job Descriptions

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

Personnel Category	Position or Title
Administration	1. Superintendent 2. Assistant Superintendent
	3. Director 4. Supervisor
	5. Coordinator 6. Principal 7. Assistant Principal
	8. Any employee/evaluatee whose position does not require certification but does require a minimal education attainment of a bachelor’s degree from an accredited institution of higher learning
	9. Any employee/evaluatee whose position requires certification, but whose title is not given in this list
	10. Any employee/evaluatee who holds a major management position, but who is not required to have a college degree or certification
	Instructional Personnel
Support Services	1. Professional School Counselors 2. Librarians 3. Therapists
	4. Any employee whose position does not require certification but does require a minimal educational attainment of a bachelor’s degree from an accredited institution of higher learning
	5. Any employee whose position requires certification, but whose title is not given in this list
	6. Any employee who holds a major management position, but who is not required to have a college degree or certification

B. The competency-based job description shall:

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

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

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

NOTE: Job descriptions must be reviewed annually. Current signatures must be on file at the central office in the single official file to document the annual review and/or receipt of job descriptions. All originals of the job descriptions must be signed by the employees and the evaluators by the designated deadline set forth by the Office of Human Resources.

§325. Extenuating Circumstances

- A. For any year in which a school temporarily closes due to natural disasters or any other unexpected events, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting a letter to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the State's release of annual value-added results and in no instance later than June 1.
- B. Evaluation results shall be invalidated for any teacher or administrator with 60 or more excused absences in a given academic year, due to approved extended leave, such as maternity leave, military leave, extended sick leave, or sabbatical leave.
- C. For any other extenuating circumstances that significantly compromise an educator's opportunity to impact student learning, districts may request invalidation of student achievement growth data with relation to the value-added assessment model by submitting such requests in a report to the State Superintendent of Education. Requests for invalidation of evaluation results shall be made prior to the state's release of annual value-added results and no later than June 1.

§327. Statement of Assurance

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

§329. Charter School Exceptions

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

Chapter 7. Reporting and Monitoring

§701. Annual Summary Reporting Format

- A. The City of Baker School System will submit an annual personnel evaluation report of the most recent academic year to the State Department by July 15th. Information included in the reporting format reflects data deemed necessary in presenting annual reports to the State Department, as well as to the LEAs. The reporting of such information includes a variety of responses directed toward the collection of data useful to an analysis of the evaluation process from a statewide perspective. Items that are reported by the LEAs on forms provided by the State Department include, but are not limited to, the following items:
 - 1. individual-level teacher evaluation results, by teacher;
 - 2. the number of certified and other professional personnel, by categories, who were evaluated as performing ineffectively;
 - 3. the number of certified and other professional personnel, by categories, who were terminated because of not having improved performance within the specified time allotment (Include the reasons for termination.);
 - 4. the number of certified personnel, by categories, who improved (from ineffective to effective) as a result of the evaluation process (Report the data by distinguishing between personnel in position 0-3 years and personnel in position 4 or more years.);
 - 5. the number of formal grievances filed as a result of ineffective performance ratings or disagreement with evaluation results;
 - 6. the number of evaluatees who received intensive assistance.

Chapter 9. Appendices

§901. Appendix A. Louisiana Components of Effective Teaching

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

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

§903. Appendix B Louisiana Leader Competencies and Performance Standards

Domain	Component
Domain I: School Vision	1a. Sets ambitious, data driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.
Domain II: School Culture	2 a. Facilitates collaboration between teams of teachers. 2 b. Provides opportunities for professional growth and develops a pipeline of teacher leaders 2 c. Creates and upholds systems which result in a safe and orderly school environment
Domain III: Instruction	3a. Observes teachers and provides feedback on instruction regularly 3b. Ensures teachers set clear, measurable objectives aligned to the Common Core 3c. Ensures teachers use assessments reflective of Common Core rigor

§905. Definitions

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

- 1) **Accountability** - shared responsibility for actions relating to the education of children.
- 2) **Administrator** - any person who serves in an academic leadership role at the school-level and is employed in a professional capacity other than a teacher. Principals, assistant principals, and academic deans shall be considered administrators according to this definition.
- 3) **Beginning Teacher** - any teacher in their first three years of the profession.
- 4) **Board** - State Board of Elementary and Secondary Education.
- 5) **Certified School Personnel** - those persons whose positions require certification.
- 6) **Charter School** - an independent public school that provides a program of elementary and/or secondary education established pursuant to and in accordance with the provisions of the Louisiana Charter School Law to provide a learning environment that will improve student achievement.
- 7) **Classroom visitation** - an informal visit to a classroom of sufficient duration to monitor progress toward achievement of professional growth plan objectives and to provide support or assistance.
- 8) **Common assessment** - state-approved assessment to be used for measuring student growth in grades and subjects where value-added data is not available.
- 9) **Components of Effective Teaching** - the elements of teaching performance defined by the board in formal, recognized collaboration with educators and other stakeholders involved in education, to be critical to providing effective classroom instruction.
- 10) **Competencies** - skills, knowledge, and abilities required to demonstrate a particular level of performance.
- 11) **Criteria** - demonstrable levels of performance upon which a judgment may be based.
- 12) **Department** - Louisiana Department of Education
- 13) **Due Process** - fair and impartial treatment, including notice and an opportunity to be heard. 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.
- 14) **Duties** - those functions and tasks normally required of a position as assigned and/or described in the job description that are necessary to enable the class, school, or school district to accomplish objectives.

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

16) Evaluatee - teacher or administrator undergoing evaluation

17) Evaluation - process by which a local board monitors continuing performance of its teachers and administrators annually, by considering judgments concerning the professional accomplishments and competencies of a certified employee, as well as other professional personnel, based on a broad knowledge of the area of performance involved, the characteristics of the situation of the individual being evaluated, and the specific standards of performance pre-established for the position.

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

19) Formal Observation -an announced observation of a teacher in which the evaluator observes the beginning, middle, and end of a lesson, that is preceded by a pre-observation conference and followed by a post-observation conference in which the teacher is provided feedback on his/her performance.

20) Formal Site Visit - an announced site visit by an administrator's evaluator, that is preceded by a pre-visit conference and followed by a post-visit conference in which the administrator is provided feedback on his/her performance.

21) Grievance - a procedure that provides a fair and objective resolution of complaint by an evaluatee that the evaluation is inaccurate due to evaluator bias, omission, or error.

22) Human Capital Information System- a web-based performance management system, available at no charge to Local Education Agencies (LEAs) across Louisiana. The system supports implementation of Compass, the state's new educator support and evaluation system, through a secure, reliable, and user friendly design.

23) Informal Observation - an observation of a teacher which provides evidence to be used in the evaluation process. Such observations may not last for the entirety of a lesson and may or may not be announced.

24) Intensive Assistance Plan - the plan that is implemented when it is determined, through the evaluation process, that personnel have not met the standards of effectiveness. This plan includes the specific steps the teacher or administrator shall take to improve; the assistance, support, and resources to be provided by the City of Baker School System; an expected timeline for achieving the objectives and the procedure for monitoring progress, including observations and conferences; and the action to be taken if improvement is not demonstrated.

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

26) Local Board - governing authority of the local education agency, parish/city school or local school system.

27) Local Education Agency (LEA) - city, parish, or other local public school system, including charter schools.

- 28) Non-Instructional Certified and Other Professional School Personnel** - those City of Baker School System personnel who do not provide classroom instruction.
- 29) Non-Tested Grades and Subjects (NTGS)** - grades and subjects for which a value-added score is not available for teachers or other certified personnel.
- 30) Objective** - a devised accomplishment that can be verified within a given time, under specifiable conditions, and by evidence of achievement.
- 31) Observation** - the process of gathering facts, noting occurrences, and documenting evidence of performance.
- 32) Observer** - one who gathers evidence to be used in the evaluation process through the observation of educator performance.
- 33) Performance Expectations** - the elements of effective leadership approved by the Board that shall be included as evaluation criteria for all building-level administrators, henceforth.
- 34) Performance Standards** - the behaviors and actions upon which performance is evaluated.
- 35) Philosophy** - a composite statement of the relationship between the individual and society based upon the beliefs, concepts, and attitudes from which the goals and objectives of the City of Baker School System are derived.
- 36) Principal's Designee** - an assistant principal or other administrator who is assigned by the principal to observe and evaluate certificated and non-certificated personnel (the term "principal's designee" does not include Administrative Assistant).
- 37) Post-observation Conference** - a discussion between the evaluatee and evaluator for the purpose of reviewing an observation and sharing commendations, insights, and recommendations for improvement.
- 38) Pre-observation Conference** - a discussion between the evaluatee and the evaluator which occurs prior to a formal observation; the purposes are to share information about the lesson to be observed and to clarify questions that may occur after reviewing of the lesson plan.
- 39) Professional Growth Plan** - a written plan developed to enhance the skills and performance of an evaluatee. The plan includes specific goal(s), objective(s), action plans, timelines, opportunities for reflection, and evaluation criteria.
- 40) Self-Evaluation/Self-Reflection** - the process of making considered judgments of one's own performance concerning professional accomplishments and competencies as a certified employee or other professional person based upon personal knowledge of the area of performance involved, the characteristics of the given situation, and the specific standards for performance pre-established for the position; to be submitted by the evaluatee to the appropriate evaluator for use in the compilation of the individual's evaluation.

41) Single Official Personnel File - the single personnel file is maintained by the City of Baker School System's Central Office (Human Resources office). At minimum, the contents of the single official personnel file must include: 1) documentation for the annual review or update of job descriptions, 2) copies of completed observations and evaluations, and 3) completed professional growth plans or evidence to support the initiation and annual review of long-term growth plans.

42) Staff Development - process designed for groups of personnel with similarities and guided by school/district goals and plans; encourages collective growth in a common direction and leads to enhanced repertoire of skill/concepts.

43) Standard Certificate - a credential issued by the state to an individual who has met all requirements for full certification as a teacher.

44) Standard of Effectiveness - adopted by the State Board of Elementary and Secondary Education as the final composite score required for teacher or administrator performance to be considered *effective*.

45) Student Learning Target - a goal which expresses an expectation of growth in student achievement over a given period of time, as measured by an identified assessment and/or body of evidence.

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

47) Teachers of Record - Educators who are responsible for a portion of a student's learning outcomes within a subject/course.

48) Value-Added – the use of prior achievement history and appropriate demographic variables to estimate typical achievement outcomes through a statistical model for students in specific content domains based on a longitudinal data set derived from students who take state-mandated tests in Louisiana for the purpose of comparing typical and actual achievement.

STATEMENT OF ASSURANCE

Plan for the Assessment and Evaluation of School Personnel

The plan for the assessment and evaluation of school personnel in the *City of Baker School System* has been revised to align with the regulations set forth in *Bulletin 130: Regulations for the Assessment and Evaluation of School Personnel* and to meet the needs of our district. It has been reviewed and approved by our local school board. This Statement of Assurance confirms that the *City of Baker School System* will implement its plan for the assessment and evaluation of school personnel according to its administrative guidelines.

Signature of Superintendent

Date

Name of Superintendent (Printed)

Date

Signature of Board President

Date

Name of Board President (Printed)

Date



JOB DESCRIPTIONS

(Certificated/Managerial/Supervisory/Professional Personnel and Support/Classified Personnel)

- 1) Accounts Payable Specialist
- 2) Administrative Assistant
- 3) Administrative Assistant to the Superintendent
- 4) Assistant Principal
- 5) Behavior Intervention Strategist
- 6) Behavior Modification Paraprofessional
- 7) Bus Driver
- 8) Business Manager
- 9) Classroom Teacher
- 10) Clerk
- 11) Coordinator of Employee Benefits
- 12) Custodian
- 13) Director of Instruction (Elementary)
- 14) Director of Instruction (Secondary)
- 15) Education Diagnostician
- 16) Executive Secretary
- 17) Executive Secretary (School)
- 18) Finance Specialist
- 19) Human Resources Analyst
- 20) Individualized Education Program (IEP) Facilitator
- 21) Librarian
- 22) Maintenance Manager
- 23) Manager of School Food Service
- 24) Paraprofessional
- 25) Payroll Clerk (Main Office)
- 26) Professional School Counselor
- 27) Purchasing Clerk
- 28) Response to Intervention (RTI) Coordinator
- 29) School Nurse
- 30) School Principal (Elementary, Middle, and High)
- 31) School Psychologist
- 32) School Social Worker
- 33) Senior Accountant
- 34) Special Education Records (SER) Specialist
- 35) Speech Language Pathologist
- 36) Speech Therapist
- 37) Superintendent of Schools
- 38) Supervisor of Federal Programs (No Child Left Behind)
- 39) Supervisor of Human Resources
- 40) Supervisor of Information Management, Technology Services, and the Arts
- 41) Supervisor for Instruction, Child Welfare and Attendance, and Transportation Liaison
- 42) Supervisor of Special Education
- 43) Teacher Advancement Program (TAP) Master Teacher
- 44) Teacher Advancement Program (TAP) Mentor Teacher
- 45) Transportation Manager