

Bremen City Schools Personnel Evaluation Plan

2016-2017

Bremen City Schools.....Excellence In All We Do

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Introduction

The purpose of evaluating all personnel employed by Bremen City Schools Board of Education is to ensure employees are aware of their strengths as well as areas needing additional focus. Evaluation encourages all personnel to focus on continuous improvement. It is intended to be a positive process and a growing and learning experience for both the person being evaluated and the person conducting the evaluation.

All persons employed by Bremen City Schools are evaluated at least annually. A copy of the annual evaluation will be kept on file at the Bremen Board of Education office in the employee's personnel file.

Georgia Code of Ethics for Educators

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

- (1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.
- (2) Definitions
 - (a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
 - (b) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
 - (c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
 - (d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
 - (e) "Revocation" is the invalidation of any certificate held by the educator.
 - (f) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
 - (g) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
 - (h) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent- organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) **Standard 10: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students. (k) **Standard 11:**

Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Teachers Job Description

Reports To: Principal/Assistant Principal

Qualifications:

- Bachelor degree in Education or related field with valid Georgia teaching certificate.
- Is highly qualified to teach the subject and/or class assigned as defined by the Georgia Professional Standards Commission. To meet this requirement the teacher must pass a content knowledge test acceptable to the PSC in the subject, or provide written documentation that may exempt the test requirement within 20 days of employment.
- Ability to relate well to students, parents, and co-workers.

Teaching Tasks:

I. Provides Instruction

- Teaches at an appropriate instructional level for high school students
- Provides content development (teacher and student-focused)
- Builds for transfer (initial focus, content emphasis and linking, summary)
- Uses and requires student use of instructional technology
- Utilizes instructional best practices in a standards based environment
- Incorporates critical thinking components into instruction

II. Assesses and Encourages Student Progress

- Promotes student engagement
- Monitors student progress (formative and summative assessments)
- Responds to student performance
- Engages students in critical thinking assessment
- Uses assessment data to drive instruction

III. Manages the Learning Environment

- Uses time efficiently (instructional and non-instructional)
- Maintains effective physical setting for instruction
- Maintains appropriate student behavior in the classroom
- Reports all negative behavior or violation of the Student Code of Conduct

General Duties and Responsibilities:

I. Teacher Duties and Responsibilities:

- A. Follows professional practices consistent with school and system policies
 1. Interacts in a professional manner with students and parents
 2. Is available to students and parents for conferences
 3. Maintain parent communications (conferences, telephone, and written)
 4. Maintains confidentiality of students and students record
 5. Provides school administrators documentation showing academic gains of students toward the schools achievement goals
 6. Works cooperatively with school administrators, special support personnel, colleagues, and parents
- B. Complies with school, system and state regulations and board of education policies
 1. Conducts assigned classes at the time scheduled

2. Enforces regulations concerning student conduct and discipline
 3. Is punctual
 4. Provides adequate information, plans, and materials for substitute teacher
 5. Maintains accurate, complete and appropriate records and files reports promptly
 6. Attends and participates in faculty meetings and other assigned meetings
 7. Complies with conditions as stated in contract
- C. Demonstrates professional practices in teaching
1. Models correct use of language, oral and written
 2. Demonstrates accurate and up-to-date knowledge of content
 3. Implements designated curriculum
 4. Maintains lesson plans as required by school policy-curriculum maps-unit plans
 5. Assigns real world tasks and uses homework effectively to reinforce instruction
- D. Acts in a professional manner at all times
1. Follows the Georgia Professional Standards Code of Ethics
 2. Takes precautions to protect records, equipment, materials and facilities
 3. Assumes responsibility for supervising students in out-of-class settings

II. Local System Duties and Responsibilities

- Is punctual and dependable in handling other scheduled duties
- Participates in professional growth and development activities on an annual basis
- Contributes to school improvement through participating on assigned committees
- Supervises teaching assistants where applicable-paraprofessionals
- Collaboratively develop and maintain current curriculum maps
- Fulfills duties fully as assigned by administration
- Actively participates in the teacher evaluation process

III. Professional Learning

- Completes all prescribed activities in the Professional Learning Plan or as assigned.
- Provides documentation or demonstrates through direct observation that professional development opportunities received are being applied in the classroom or school activities

Performs all other duties as assigned.

- All teachers employed by Bremen City Schools will be evaluated annually utilizing the Georgia TKES (Teacher Keys Effectiveness System).

Classified Staff Evaluation Form

All classified staff members will be evaluated at least annually utilizing the form below.

Non-Certified Personnel Annual Evaluation

Position:

Location:

Year:

Name:	Satisfactory	Needs Improvement	Unsatisfactory
Attendance			
Attitude Toward Work			
Communicates Clearly			
Demonstrates Enthusiasm			
Demonstrates Professionalism			
Dresses Professionally			
Effectively Organizes Time			
Finishes Assigned Tasks			
Follows Directions			
Knowledge of Job			
Loyalty			
Receptive to Correction			
Receptive to New Ideas			
Reports to/Leaves Work on Time			
Shows Initiative			
Works Well With Others			

Strengths:

Weaknesses:

Other Comments:

Employee Signature

Date

Evaluator Signature

Date

Principal/Director Signature

Date

Coordinator of Intervening Services Job Description

Reports To: Assistant Superintendent

Qualifications:

1. Master's degree in Education; T-5 certificate covering appropriate grades; minimum of L-5 certification in appropriate field of supervision.
2. Minimum of five (5) years successful school experience as a teacher and/or in an instruction leadership role.
3. Ability to relate well to parents, teachers, students, peers, and other staff.

Duties:

1. Is present at work every day, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Collaborates with building administrators and school based teams for the facilitation of the multi-tiered systems of supports including the Student Support Team process
5. Commitment to equity; Passionate about closing the achievement gap for students regardless of background or circumstance
6. Uses data to monitor the implementation and evaluate the effectiveness of the RTI process
7. Works directly with students within the RTI process
8. Leads and/or assists with professional development concerning RTI
9. Develops and maintains effective relationships with parents of students within the RTI process (e.g. makes phone calls, makes home visits)
10. Assist with curriculum improvements or change concerning research based interventions
11. Perform other duties as assigned.

The Coordinator of Intervening Services will be evaluated annually utilizing the Coordinator of Intervening Services Evaluation Form.

Coordinator of Intervening Services Sample Evaluation Form

Annual Evaluation	M	D	
Demonstrates appropriate verbal and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	
Implements researched-based instructional strategies to address student needs	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains a professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	
Enhances knowledge and skills through professional learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	
Consults and collaborates with administrators, teachers, counselors, and parents	<input type="checkbox"/>	<input type="checkbox"/>	
Consults with those implementing interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Reviews RTI/SST files for compliance with system policies and procedures, as requested	<input type="checkbox"/>	<input type="checkbox"/>	
Shows initiative and assumes responsibility for job duties and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibits time on task, while maintaining a flexible schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Supports all staff in the implementation of RTI	<input type="checkbox"/>	<input type="checkbox"/>	
Interprets assessment results	<input type="checkbox"/>	<input type="checkbox"/>	
Keeps accurate records and documents	<input type="checkbox"/>	<input type="checkbox"/>	
Develops, evaluates and revises RTI/SST system policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Consults/Collaborates with staff concerning interpretation of diagnostic assessments	<input type="checkbox"/>	<input type="checkbox"/>	
Uses data to support/suggest appropriate, timely interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts with Community Agencies, as requested/needed	<input type="checkbox"/>	<input type="checkbox"/>	
Seeks input from others as needed	<input type="checkbox"/>	<input type="checkbox"/>	
Conducts professional learning/in-service activities, as requested	<input type="checkbox"/>	<input type="checkbox"/>	
Fosters a sense of community and belonging	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes relationships with families and the community	<input type="checkbox"/>	<input type="checkbox"/>	
Actively supports the System Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	

(M=Meets Expectations D = Does Not Meet Expectations)

Employee Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

Comments:

School Psychologist Job Description

Reports To: Director of Special Programs

Qualifications:

1. Educational Level: Masters Degree or higher.
2. Certification/Licensing: May enter with S5 certification in School Psychology.

Duties

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Demonstrates knowledge and proficiency in the use of computer applications as applicable to job responsibilities.
5. Demonstrates appropriate verbal and written communication skills.
6. Complies with school, system, state and federal regulations and policies, including the PSC Code of Ethics, as related to job requirements.
7. Maintains confidentiality of sensitive information and material; adheres to chain of command.
8. Maintains and improves knowledge and skills to promote proficiency in the operations of an organized, modern, updated and efficient operation.
9. Participates in professional organizations, workshops and professional learning activities as deemed necessary by the Assistant Superintendent and Director of Special Education.
10. Shows initiative and assumes responsibility for all aspects of job responsibilities; performs routine duties and tasks with little or no direct supervision.
11. Exhibits time on task and a flexible, cooperative, progressive and hard working attitude and style.
12. Monitors compliance with policies and laws concerning area of responsibility.
13. Checks for essential preliminary referral information on students to be evaluated.
14. Adheres to local procedures for processing evaluation referrals.
15. Conducts individualized comprehensive psychological evaluations, when required.
16. Prepares written evaluation reports that follow state guidelines in a timely manner.
17. Verbally communicates assessment results and/or recommendations to appropriate personnel.
18. Assists with data collection for local, state and federal reporting.
19. Keeps accurate records and documents.
20. Actively participates in meeting to review assessment data and reach decision regarding the appropriate action to be taken.
21. Consults and collaborates with school staff, parents and others.
22. Serves as team member or consultant to those implementing intervention strategies.
23. Provides counseling to individuals or groups, as necessary.

24. Advises system-wide test coordinators and/or others in matters related to student assessment.
25. Stays current with professional literature evaluation instruments and assessment techniques and applies what is learned when applicable.
26. Assists director with the purchase of evaluation instruments and related assessment software.
27. Helps to establish departmental goals.
28. Participates with other system personnel in planning and decision making meetings.
29. Reviews new special education files for compliance with state and federal regulations.
30. Enhances the climate of the building and the morale of colleagues.
31. Performs other duties as assigned by the supervisor.

School Psychologists will be evaluated annually utilizing the School Psychologist Annual Evaluation Form.

School Psychologist Sample Evaluation Form

Annual Evaluation	M	D	
Demonstrates appropriate verbal and written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	
Complies with SED state and federal regulations	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	
Maintains a professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	
Enhances knowledge and skills through professional learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	
Consults and collaborates with administrators, teachers, counselors, and parents	<input type="checkbox"/>	<input type="checkbox"/>	
Consults with those implementing interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Reviews SED files for compliance with state and federal regulations, as requested	<input type="checkbox"/>	<input type="checkbox"/>	
Shows initiative and assumes responsibility for job duties and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibits time on task, while maintaining a flexible schedule	<input type="checkbox"/>	<input type="checkbox"/>	
Adheres to SED system policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Interprets assessment results	<input type="checkbox"/>	<input type="checkbox"/>	
Keeps accurate records and documents	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes GOIEP to complete appropriate SED reports	<input type="checkbox"/>	<input type="checkbox"/>	
Adheres to timelines for all psychological reports	<input type="checkbox"/>	<input type="checkbox"/>	
Consults/Collaborates with staff concerning interpretation of diagnostic assessments	<input type="checkbox"/>	<input type="checkbox"/>	
Uses data to support/suggest appropriate, timely interventions	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts with Community Agencies, as requested/needed	<input type="checkbox"/>	<input type="checkbox"/>	
Seeks input from others as needed	<input type="checkbox"/>	<input type="checkbox"/>	
Conducts professional learning/in-service activities, as requested	<input type="checkbox"/>	<input type="checkbox"/>	
Fosters a sense of community and belonging	<input type="checkbox"/>	<input type="checkbox"/>	
Establishes relationships with families and the community	<input type="checkbox"/>	<input type="checkbox"/>	
Actively supports the System Strategic Plan	<input type="checkbox"/>	<input type="checkbox"/>	

(M=Meets Expectations D = Does Not Meet Expectations)

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Comments:

Media Specialists Job Description

Reports To: School Administration

Qualifications:

1. Educational Level: Masters Degree.
2. Certification/Licensing: Georgia Certification

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Demonstrates knowledge and proficiency in the use of internet and email as applicable to job responsibilities.
5. Demonstrates knowledge and proficiency in the use of other computer applications as applicable to job responsibilities.
6. Demonstrates appropriate verbal and written communication skills.
7. Complies with school, system, state and federal regulations and policies, including the PSC Code of Ethics, as related to job requirements.
8. Maintains confidentiality of sensitive information and material; adheres to chain of command.
9. Maintains and improves knowledge and skills to promote proficiency in the operations of an organized, modern, updated and efficient department.
10. Participates in professional organizations, workshops and professional learning activities and applies what is learned to the job working through the Principal and Assistant Superintendent of Curriculum and Instruction.
11. Shows initiative and assumes responsibility for all aspects of job responsibilities; performs routine duties and tasks with little or no direct supervision.
12. Exhibits time on task and a flexible, cooperative, progressive and hard working attitude and style.
13. Assists administration with implementation of goals.
14. Supports the vision/mission of the administration.
15. Reports to principal about status of programs.
16. Makes recommendations of appropriate actions and alternatives to the principal.
17. Keeps abreast of and informs the principal of current trends and developments concerning area of responsibility.
18. Monitors compliance with policies and laws concerning area of responsibility.
19. Coordinates the building media committee.
20. Recommends building media policies and implementation procedures in line with system policies and procedures.
21. Serves on curriculum and textbook adoption committees.
22. Assists teachers in designing and developing instructional materials.
23. Recommends media and technology based on the needs of the instructional program and the individual users.

24. Plans with the instructional staff to integrate media skills instruction with classroom content.
25. Manages and ensures accessibility to media resources and facilities at all times during the school day and school year.
26. Coordinates the acquisition, processing, organization circulation, maintenance and inventory of print materials.
27. Updates and maintains the automated media management system in a timely manner.
28. Keeps users informed of media services and resources.
29. Promotes effective utilization of facilities, resources and services.
30. Maintains inventory of electronic equipment on campus.
31. Adheres to and assists in monitoring adherence to federal copyright laws and guidelines regarding printed and electronic media.
32. Assists with the design and implementation of Acceptable Use Policies for students and personnel.
33. Plans and implements media budget according to system guidelines and procedures.
34. Perform other duties as assigned by the Principal.

All media specialists will be evaluated annually utilizing the Georgia Media Specialist Evaluation Program.

GMSEP Sample Form

Reset

CONFIDENTIAL GEORGIA MEDIA SPECIALIST EVALUATION PROGRAM ANNUAL EVALUATION SUMMARY REPORT

Media Specialist's Name: _____		Evaluator's Name: _____	
System: _____	System Code: _____	System: _____	System Code: _____
School: _____	School Code: _____	School: _____	School Code: _____
Last 4 digits Media Specialist's SSN: _____		Last 4 digits Evaluator's SSN: _____	
Media Specialist's Race/Ethnicity:		<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian
		<input type="checkbox"/> Black	<input type="checkbox"/> Other
		<input type="checkbox"/> Hispanic	<input type="checkbox"/> White
Media Specialist's Sex:		<input type="checkbox"/> Male	<input type="checkbox"/> Female

Evaluation Summary		
<input type="checkbox"/> S <input type="checkbox"/> U	<input type="checkbox"/> S <input type="checkbox"/> U	<input type="checkbox"/> S <input type="checkbox"/> U

GEORGIA MEDIA SPECIALIST EVALUATION INSTRUMENT

Summary Comments	Mark any annual NIs in the annual NI column.	Annual NI
	TASK I: Manages/Assists in Managing Media Program	
	IA1. Participates in formation and ensures convening of media committee	<input type="checkbox"/>
	IA2. Seeks input from media committee	<input type="checkbox"/>
	IA3. Informs media committee of needs and progress toward goals	<input type="checkbox"/>
	IA4. Recommends media plan, policies and procedures	<input type="checkbox"/>
	IB1. Informs users of policies and procedures	<input type="checkbox"/>
	IB2. Conducts media plan activities	<input type="checkbox"/>
	IB3. Evaluates and revises media plan activities	<input type="checkbox"/>
	IC1. Supervises staff	<input type="checkbox"/>
	IC2. Maintains scheduling system	<input type="checkbox"/>
	IC3. Maintains circulation and retrieval system	<input type="checkbox"/>
	IC4. Promotes accessibility	<input type="checkbox"/>
	IC5. Maintains functional facility	<input type="checkbox"/>
	IC6. Works toward, maintains, or improves automation	<input type="checkbox"/>
	ID1. Maintains accurate catalog and shelf list	<input type="checkbox"/>
	ID2. Maintains accurate equipment inventory	<input type="checkbox"/>
	ID3. Maintains accurate financial records	<input type="checkbox"/>
	IE1. Informs users of resources and services	<input type="checkbox"/>
	IE2. Informs faculty of media plan	<input type="checkbox"/>

Summary Comments	Mark any annual NIs in the annual NI column.	Annual NI
	TASK II: Develops and Maintains Media Collection IIA1. Analyzes collection based on curriculum objectives IIA2. Selects media consistent with policy and needs IIA3. Utilizes variety of selection aids IIA4. Seeks staff input about needs IIB1. Orders consistent with policy and procedures IIB2. Ensures processing IIB3. Catalogs and arranges media IIC1. Ensures shelving IIC2. Inspects, maintains and weeds	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	TASK III: Provides Services to Facilitate Instructional Process IIIA1. Plans with school staff for information access skills instruction IIIA2. Assists with information access skills instruction IIIA3. Instructs students in use of media center IIIB1. Assists in selection, location and use IIIB2. Assists in accessing other collections IIIB3. Provides information about and complies with copyright law IIIB4. Plans with staff to incorporate resources into instruction IIIB5. Assembles materials for class topics IIIB6. Serves as a resource for materials production IIIB7. Conducts in-service activities IIIB8. Integrates and disseminates skills and knowledge	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Georgia Media Specialist Duties & Responsibilities Instrument Summary Comments	Identify GMSDRI Areas for required PDP	

Signatures:

 Evaluator Title Date

 Media Specialist Date

 School Principal (if other than evaluator) Date

Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. If comments are attached, initial and date here. _____

Counselors Job Description

Reports To: School Administration

Qualifications:

1. Educational Level: Masters Degree
2. Certification/Licensing: Georgia Certification in Guidance and Counseling

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Demonstrates knowledge and proficiency in the use of internet and email as applicable to job responsibilities.
5. Demonstrates knowledge and proficiency in the use of other computer applications as applicable to job responsibilities.
6. Demonstrates appropriate verbal and written communication skills.
7. Complies with school, system, state and federal regulations and policies, including the PSC Code of Ethics.
8. Maintains confidentiality of sensitive information and material; adheres to chain of command.
9. Maintains and improves knowledge and skills to promote proficiency in the operations of an organized, modern, updated and efficient department.
10. Participates in professional organizations, workshops and professional learning activities and applies what is learned to the job working through the Principal and Assistant Superintendent of Curriculum and Instruction.
11. Exhibits time on task and a flexible, cooperative, progressive and hard working attitude and style.
12. Supervises and evaluates programs as assigned.
13. Assists administration with implementation of goals.
14. Supports the purpose of the administration.
15. Reports to principal about status of programs.
16. Makes recommendations of appropriate actions and alternatives to the principal.
17. Keeps abreast of and informs the principal of current trends and developments concerning area of responsibility.
18. Monitors compliance with policies and laws concerning area of responsibility.
19. Collects data and prepares reports associated with the position as required by local, state and federal agencies.
20. Helps to plan and develop the guidance program and the curriculum in relation to the needs of pupils.
21. Helps each pupil with self-acceptance, development of personal decision-making competencies, and resolving problems.
22. Maintains accurate and appropriate student records in a timely manner.
23. Interprets information concerning pupils and communicates this information to the students, their parents, their teachers and others as needed.

24. Helps to identify pupils with special abilities or needs.
25. Collects and disseminates to pupils and their parents any information concerning school offerings, opportunities for further education, and career training.
26. Makes appropriate referrals and maintains liaison and cooperative working relationships with other pupil personnel specialists and with agencies in the community as needed.
27. Assists in providing placement services for pupils by helping teachers and administrators with advisement and scheduling.
28. Helps students make appropriate choices of school programs and develop long-range plans of study.
29. Helps students make the transition from one school level to another, from one school to another or from school to employment successfully.
30. Coordinates placement work with others for the most effective use of the placement services available in the school and the community.
31. Assist parents by acting as a consultant to them regarding the growth and development of their children and provides them with information concerning their children.
32. Assists with coordinating state and local standardized testing of students.
33. Performs other duties as assigned by the principal.

All guidance counselors will be evaluated annually utilizing the Georgia School Counselor Evaluation Program.

GSCEP Sample Form

CONFIDENTIAL

GEORGIA SCHOOL COUNSELOR EVALUATION PROGRAM ANNUAL EVALUATION SUMMARY REPORT

(Please print or type)

School Counselor's Name: _____ Evaluator's Name: _____
 System: _____ System Code: _____ System: _____ System Code: _____
 School: _____ School Code: _____ School: _____ School Code: _____
 Last 4 digits School Counselor's SSN: _____ Last 4 digits Evaluator's SSN: _____

Counselor's Race/Ethnicity: Am. Indian _____ Asian _____
 Black _____ Hispanic _____
 White _____ Other _____
 Counselor's Sex: Male _____ Female _____

Evaluation Summary		
GSCEI	GSCDRI	Overall Evaluation Summary
S U	S U	S U

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT		Annual NI
Summary Comments	Mark any end-of-year NIs in the annual NI column.	
TASK I: Establishes Guidance & Counseling Program _____ _____ _____	IA1. Develops School Guidance Plan IA2. Implements Individual Plan	<input type="radio"/> <input type="radio"/>
TASK II: Implements Counseling Services _____ _____ _____	IIA1. Schedules Counseling IIA2. Adheres to Policies IIB1. Counsels Students IIC1. Leads Counseling Groups IIC2. Evaluates Group Counseling	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
TASK III: Implements Guidance Services _____ _____ _____	IIIA1. Collaborates with Staff IIIA2. Conducts Classroom Guidance IIIA3. Determines Effectiveness of Classroom Guidance IIIB1. Provides Assistance for Test Taking IIIB2. Provides Information on Test Scores IIIC1. Provides Information on Career/Life Development IIIC2. Assists Students in Transitions IIIC3. Leads Skill-Building Groups	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
TASK IV: Consults _____ _____ _____	IVA1. Exchanges Information with Staff IVA2. Develops Plan with Staff IVA3. Follows up Counseling Referrals IVB1. Exchanges Information with Parents IVC1. Consults with Staff in Making Referrals IVC2. Interacts with Community Agencies	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
GEORGIA SCHOOL COUNSELOR DUTIES & RESPONSIBILITIES INSTRUMENT SUMMARY COMMENTS (Refer to Instrument)		Identify GSCDRI Areas for required FDP

Signatures: _____ (Evaluator) _____ (Title) _____ (Date) (Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. If comments are attached, initial and date here. _____)

_____ (School Counselor) _____ (Date)

_____ (School Principal) _____ (Date)

ORIGINAL: PAL, 115 Sycamore Drive Athens, GA 30606 COPY: Evaluator COPY: Counselor

Assistant Principals Job Description

Reports To: Principal

Qualifications:

1. Master's degree in Education; T-5 certificate covering appropriate grades; minimum of L-5 certification in appropriate field of supervision.
2. Minimum of five (5) years successful school experience as a teacher and/or in an instruction leadership role.
3. Ability to relate well to parents, teachers, students, peers, and other staff.

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Supervise students and implement appropriate disciplinary measures.
5. Assist with student activities program, student safety, and security.
6. Assist teachers in creative ways to deliver curriculum.
7. Assist with staff selection, evaluation, and professional development.
8. Orient students to school and maintain high level of visibility/availability to students.
9. Develop and maintain effective relationships with law enforcement and judicial personnel.
10. Assist with curriculum improvements or change.
11. Participate in budget proposal development.
12. Maintain inventory of school property assigned to the school.
13. Help coordinate requests for student transportation for athletic trips and field trips.
14. Serve as administrator in charge of school in absence of principal; may routinely supervise some segment of school staff.
15. Present information about the school to parents, students, and service or civic groups.
16. Assist in scheduling school events.
17. Participate in facility and professional meetings, professional learning, and other trainings working through the Principal and Assistant Superintendent of Curriculum and Instruction.
18. Perform other duties as assigned.

All assistant principals will be evaluated annually utilizing the LKES (Leader Keys Effectiveness System).

Principals Job Description

Reports To: Superintendent

Qualifications:

1. Valid Leadership Certification in Administration and Supervision; a
2. Master's degree or higher is required; a minimum of five years acceptable school experience.
3. Ability to effectively communicate with students, staff, parents, and the public.

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Act as the instructional leader of the school, using leadership and communication skills to increase student achievement by creating an increase in quantity and quality of effective teacher collaboration, professional learning, and instructional best practices in the classroom.
4. Supervise the school's educational program and work cooperatively with appropriate staff in the effective implementation of the Georgia Performance Standards in all classrooms in Bremen City Schools.
5. Utilize various data, including, but not limited to, achievement scores, grades, formal assessment results, summative assessment results, student discipline reports, perception surveys, to create a school-wide approach to raising achievement and creating a positive school climate.
6. Assume responsibility for the implementation and observance of all state and local policies and regulations by the school's staff and students.
7. Work cooperatively in the recruiting, screening, hiring, training, assigning, and evaluation of the school's staff as defined by board policy and regulations.
8. Assume responsibility for the safety and administration of the school plant.
9. Delegate authority to responsible persons to assume responsibility for the school in the absence of the principal.
10. Budget school time to provide for the efficient conduct of school instruction and business.
11. Plan and supervise fire drills and an emergency preparedness program.
12. Maintain high standards of student conduct and enforce discipline as necessary, affording due process rights to the students.
13. Assert leadership in time of civil disobedience in school in accordance with established board policy.
14. Work cooperatively with the in-service orientation of training of teachers, with special responsibility for staff administrative procedures and instructions.
15. Supervise the preparation of all school reports for the district office.
16. Make recommendations concerning the school's administration and instruction.
17. Assume responsibility for the attendance, conduct, and health of students.

18. Prepare a school budget under direction of the district office and keep accurate financial records of the school's budget.
19. Supervise the maintenance of accurate records on the progress and attendance of students.
20. Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
21. Make arrangements for special conferences between parents and teachers.
22. Conduct meetings of the staff as necessary for the proper functioning of the school.
23. Assume responsibility for maintenance and upkeep of the school building(s) and grounds.
24. Assume responsibility for the organization, operation, and evaluation of all school extracurricular activities.
25. Interpret school, district, and state testing programs to the staff and to the public.
26. Work cooperatively in the planning and implementation of the district program for exceptional children.
27. Coordinate and participate in facility and professional meetings, professional learning, and other trainings working through the Assistant Superintendent of Curriculum and Instruction.
29. Perform other duties as assigned.

All principals will be evaluated annually utilizing the LKES (Leader Keys Effectiveness System).

Director of Special Programs Job Description

Reports To: Assistant Superintendent

Qualifications:

1. Minimum of Masters Degree in Education Leadership (L6 Preferred)
2. Successful Experience as a Classroom Teacher and School Level Administrator

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Participates in professional organizations, workshops and professional learning activities and applies what is learned to the job; accepts new challenges in a professional manner.
5. Shows initiative and assumes responsibility for all aspects of job responsibilities; performs routine duties and tasks with little or no direct supervision.
6. Exhibits time on task and a flexible, cooperative, progressive and hard working attitude and style.
7. Supervises and evaluates all assigned personnel.
8. Keeps abreast of and informs the superintendent of changes in rules and regulations of the Georgia Board of Education and state and federal laws concerning area of responsibility.
9. Keeps abreast of and informs the superintendent of current trends and developments concerning area of responsibility.
10. Makes budget recommendations concerning area of responsibility to the superintendent.
11. Monitors compliance with policies and laws concerning area of responsibility.
12. Ensures department expenditures are within limits approved by the school board.
13. Attends Board meetings and prepares such reports for the Board as needed.
14. Develop and initiate survey programs for continuous identification of exceptional children.
15. Continuously evaluate existing programs, and recommend changes and additions as needed.
16. Develop procedures for referral, securing medical reports, psychological examination, and placement.
17. Assist in recruitment, selection, and recommendation for hiring for any special education staff.
18. Assume responsibility for compiling, maintaining and filing all reports and records legally required or administratively useful.
19. Oversee cumulative individual records of all children receiving special services or enrolled in special classes to ensure compliance.
20. Assist with arrangements for transportation of all children placed in special classes.
21. Interpret the objectives and programs of the special education services to the Board, the administration, the staff, and the public at large.

22. Establish procedures for requisitioning, ordering, and paying for special education equipment and supplies.
23. Make recommendations on design, furnishings, equipment, and location of new special education facilities as applicable.
24. Oversees Title I-A, II-A, III-A, and Title IX.
25. Serves as the central office contact and coordinator of special events.
26. Oversees and evaluates the facilities/maintenance, financial, and transportation departments.
27. Oversees RTI/SST services for the system.
28. Working with school administrators, monitors non-resident residency compliance issues.
29. Working with school-level testing coordinators, ensures a smooth testing program for the school system.
30. In coordination with school administrators, develops and monitors safety plans of the schools and system.
31. Serve as the school system representative on community committees such as LIPT, child abuse protocol, DFCS, and family connections.
32. Coordinates, as needed, discipline tribunals.
33. In coordination with school-level staff, monitors student attendance and coordinates improvement as needed.
34. Serves as the central office contact for hospital homebound services.
35. Serves as the central office contact and coordinator for neglected and delinquent services.
36. Serve as the migrant education contact for the school system.
37. Serve as the homeless liaison for the school system.
38. Serve as the drug free schools coordinator.
39. Coordinate and oversee operation of school councils in coordination with school principals.
40. Oversee the school and system inventories of equipment and other school system owned items.
41. Acts as advisor to the superintendent and reports on the status of programs and services to the superintendent including staffing needs.
42. Demonstrates loyalty to the school system and administration.
43. Performs other duties as assigned by the superintendent.

The Director of Special Programs will annually prepare a professional enhancement plan submitted to the assistant superintendent and will be evaluated annually utilizing the GLEI (Georgia Leadership Evaluation Instrument).

Assistant Superintendent Job Description

Reports To: Superintendent

Qualifications:

1. Minimum of Masters Degree in Education Leadership (L6 Preferred)
2. Successful Experience as a Classroom Teacher and School Level Administrator

Duties:

1. Is present at work everyday, on time, and performs all duties as assigned effectively and efficiently.
2. Is neat and professional in appearance befitting the job they provide the school system.
3. Shall exhibit a professional attitude and demeanor at all times in dealing with the board, school administration, fellow employees, parents, students, and the public.
4. Participates in professional organizations, workshops and professional learning activities and applies what is learned to the job; accepts new challenges in a professional manner.
5. Shows initiative and assumes responsibility for all aspects of job responsibilities; performs routine duties and tasks with little or no direct supervision.
6. Exhibits time on task and a flexible, cooperative, progressive and hard working attitude and style.
7. Supervises and evaluates all assigned personnel.
8. Keeps abreast of and informs the superintendent of changes in rules and regulations of the Georgia Board of Education and state and federal laws concerning area of responsibility.
9. Keeps abreast of and informs the superintendent of current trends and developments concerning area of responsibility.
10. Makes budget recommendations concerning area of responsibility to the superintendent.
11. Monitors compliance with policies and laws concerning area of responsibility.
12. Ensures department expenditures are within limits approved by the school board.
13. Attends Board meetings and prepares such reports for the Board as needed.
14. Oversees the development and implementation of long and short range goals for the system for curriculum and instructional programs, student achievement, etc.
15. Establishes a program for the ongoing improvement, supervision and evaluation of curriculum and instruction.
16. Directs and coordinates the functions of Principals, Assistant Principals, and other instructional specialists in setting and implementing long and short range goals for curriculum and instruction.
17. Involves the community in planning and problem solving for the schools. Confers with parents, administrators and other educational personnel on matters of concern relating to curriculum and instruction.
18. Communicates vision/mission to school personnel and interprets the philosophy, programs and instructional policies of the school system and recommends changes as needed.
19. Supervises the selection of textbooks, library books and periodicals, other instructional materials and equipment.

20. Relates system goals to professional learning activities.
21. Develops an annual professional learning plan for submission.
22. Works to achieve a cooperative coordinated team approach through the involvement of all concerned in the maintenance and improvement of curriculum and instruction.
23. Acts as advisor to the superintendent and reports on the status of programs and services to the superintendent including staffing needs.
24. Directs the development of system and school improvement plans and submits appropriate applications to the state in a timely manner.
25. Oversees Title IIA
26. Oversees section 504
27. Oversees Gifted Instructional Program
28. Serves as Central office contact and coordinator of human resources
29. Serves as TLE platform specialist
30. Demonstrates loyalty to the school system and administration.
31. Performs other duties as assigned by the superintendent.

The Assistant Superintendent will annually prepare a professional enhancement plan submitted to the superintendent and will be evaluated annually utilizing the GLEI (Georgia Leadership Evaluation Instrument).

GLEI Sample Form

GEORGIA LEADERSHIP EVALUATION INSTRUMENT CONFIDENTIAL ANNUAL EVALUATION SUMMARY REPORT

Employee Name _____ School/Facility _____ Overall Evaluation Summary:
 Social Security Number _____ Evaluator _____ Satisfactory
 Total Years Experience _____ Position _____ Unsatisfactory
 Years in School System _____ School Year _____

Evaluator must write a comment for every Performance Area in which there is an assigned dimension. Attach additional sheets if more space is needed for comments.
 Number of attachments, if any: ()

DIMENSION SCORES: NA=Not Assigned NI=Needs Improvement S=Satisfactory
 (Circle appropriate score for each dimension.)

PERFORMANCE AREA I: CURRICULUM A. Planning and implementing an appropriate curriculum B. Evaluating the curriculum or its implementation Comments:	NA NI S NA NI S
PERFORMANCE AREA II: STUDENT PERFORMANCE C. Implementing and reporting assessment program results D. Using assessment results to improve the instructional program Comments:	NA NI S NA NI S
PERFORMANCE AREA III: STAFF PERFORMANCE E. Implementing a staff performance evaluation program F. Planning appropriate staff development activities Comments:	NA NI S NA NI S
PERFORMANCE AREA IV: ACADEMIC FOCUS G. Promoting maximum use of instructional time H. Setting and enforcing high expectations for student behavior Comments:	NA NI S NA NI S
PERFORMANCE AREA V: COMMUNICATION I. Communicating effectively with professional personnel J. Communicating effectively with the public Comments:	NA NI S NA NI S
PERFORMANCE AREA VI: ORGANIZATIONAL SETTING K. Establishing an appropriate physical environment L. Using resources to enhance system goals Comments:	NA NI S NA NI S
PERFORMANCE AREA VII: COMPREHENSIVE IMPROVEMENT PLANS M. Collaboratively developing a comprehensive improvement plan N. Basing the comprehensive improvement plan on current evaluation data Comments:	NA NI S NA NI S

Professional Development Plan Attached? _____ YES _____ NO

Evaluator	Title	Date
Evaluatee	Title	Date
Principal/Supervisor	Title	Date

Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached.

Superintendent Evaluation Timeline

January	The Board of Education evaluates the Superintendent based on agreed upon goals and evidence of accomplishment from the previous year. The evaluation instrument is modified, if needed.
June	The Board of Education meets in a retreat setting with system leadership to review accomplishments from the previous school year and areas for improvement going into the new school year.
August	The Superintendent recommends the system strategic plan to the Board of Education at the Board of Education meeting. Within the plan are the goals for the school system for the coming year. Goals are developed based upon discussions from the June retreat as well as discussions throughout the year. Additionally, goals are developed through the use of a system strategic planning committee.
August	The Board of Education approves the Superintendent evaluation instrument again at this point to address identified areas of school system improvement, if needed.
August	A school system improvement survey is distributed and available to students, parents, staff, and community. Survey questions are based upon the identified goals and strategic plan of the school system. Results are reviewed by the system strategic planning committee, leadership team, and Board of Education to inform and modify, if needed, the system strategic plan.
Ongoing:	All standardized test results for students as well as other student achievement information is shared with the Board of Education throughout the year.
Ongoing:	The system strategic planning committee meets during the year to receive reports and discuss progress being made in regard to the identified goals and strategic plan of the school system. Adjustments to the strategic plan are made as needed to reflect a continuous improvement approach to school system improvement. The strategic planning committee consists of teachers, paraprofessionals, parents, and administrators.

Each January, if the Superintendent receives a satisfactory evaluation, the superintendent may request an extension or modification to the employment contract.

Intent to Return Sample Form

TO: All BCS Employees
FROM: David Hicks
DATE: December 9, 2016
RE: Intent to Return for 2016-2017

Check one of the blanks, sign, and return to your Principal by **Friday, January 13th**. (Central Office Staff Return Form to Me)

- _____ I plan to return for employment in 2016-2017
- _____ I do not plan to return for employment in 2016-2017
- _____ I would like to apply for a transfer in 2016-2017
- _____ I plan to retire at the end of the school year 2016-2017

Comments:

Signature: _____

Date: _____