

**GBH  
PROCEDURES**

**EVALUATION OF CERTIFIED AND CLASSIFIED STAFF PROCEDURES**

**Section I. INTRODUCTION**

The administration is responsible for establishing procedures to implement the Evaluation of Certified and Classified Staff Policy. The Office of Human Resources shall coordinate and keep on file all staff evaluations.

**Section II: TEACHER EVALUATION**

A teacher observation instrument shall be used which measures the level of competence in major instructional skills (i.e., the 16 generic competencies, described in the Mississippi Effective Teaching Skills Program). A minimum level of competence for each teaching position shall be established. The minimum standard set by the district shall and/or not be less than the minimum required for school/district accreditation.

**Section III: STUDENT SUPPORT PERSONNEL**

An observation instrument shall be used for student support personnel that measures the level of competence of said personnel in implementing major student support skills. These behaviors shall include the development and implementation of a student support program that addresses student and instructional program needs. The behaviors shall further provide for individual and group counseling with students and consultation with parents, teachers, administrators, and agency personnel.

**Section IV: LIBRARY MEDIA SPECIALIST**

An observation instrument shall be used fo

3. Contributes to the development of needs and short-or-long-range goals for the total school program.
4. Consults with and employs teachers' input in selecting and purchasing materials, books, and audiovisual supplies and equipment.
5. Uses the Internet to teach students and impart knowledge.

**Section V: ADMINISTRATIVE/SPECIAL ASSIGNMENT PERSONNEL**

An administrative evaluation instrument shall be used which measures the level of competence in major performance areas of the Administrative/Special Assignment Evaluation Report. This instrument contains 21 competencies in the following performance areas: leadership, job performance, professional growth, initiative, loyalty, adaptability, interpersonal relationships, management, and school reform. These competencies relate to district reform and change initiatives directed at improving student achievement. A minimum level of competence for each administrative/special assignment position shall be established.

**Section VI: EVALUATION COORDINATION**

All evaluations shall be coordinated and kept on file by the office of human resources.

**SOURCE:** Jackson Public School District

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