NOTICE OF SPECIAL MEETING OF THE SCHOOL BOARD

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Monday, April 29, 2024 – 6:00 PM

Mark Sanford Education Center (Enter at West Door #3)

2400 47th Avenue South, Grand Forks, ND

(The meeting will be broadcast live and archived at https://www.youtube.com/c/GFSchools)

AGENDA

- 1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE
- 2. APPROVAL OF AGENDA
- 3. SUPERINTENDENT'S RECOMMENDATIONS FOR ACTION
 - A. Recommendation to Performance Nonrenew Principal Joshua Mailhot's Contract on Abilities and Board Action
- 4. ADJOURNMENT

April 29, 2024 Page 2 of 40



Dr. Terry Brenner Superintendent of Schools

> Phone: 701.787.4880 Fax: 701.772.7739

tbrenner270@mygfschools.org

MEMORANDUM

Grand Forks School Board Members To:

From: Dr. Terry Brenner, Superintendent April 29, 2024 Date:

Recommendation to Performance Nonrenew Principal Joshua Mailhot's Contract on Abilities and Board Re:

Action

After consulting with Asst. Supt. Matt Bakke and reviewing the performance evaluations on file, I am making the recommendation that the School Board performance nonrenew Principal Joshua Mailhot's contract. A contract nonrenewal, if the Board so moves, serves to end the individual's employment at the conclusion of the current school year.

Mr. Mailhot is in his second year as a principal in Grand Forks Public Schools. There is a ND Century Code statute specific to principals who have been employed by the District in that role for fewer than 2 years, at NDCC 15.1-15-05.1. The statute was included in your Board packet. The contract nonrenewal process for these principals is different than it is for those who have been in the role for more than 2 years. One key difference is that there is no right to a nonrenewal hearing for a principal in the role less than 2 years.

As a result, the Board is receiving my recommendation to nonrenew tonight, and the Board may act on my recommendation tonight. The principal does not have a right to present to the Board or argue against the nonrenewal before a decision is made. Instead, as referenced in the statute you have in front of you, if the Board moves to nonrenew him, Mr. Mailhot can request an executive session meeting with the Board for the Board to convey the reasons for the nonrenewal at a later date.

The reasons for my recommendation to nonrenew Mr. Mailhot's contract are the following:

- 1. Mr. Mailhot's inability to follow directives from his supervisor and show expected improvement in performance over time;
- 2. Mr. Mailhot's inability to provide a clear vision and model of instruction for the school;
- 3. Mr. Mailhot's inability to maintain trust with those he supervises or to communicate effectively with them and the broader school community;
- 4. Mr. Mailhot's inability to understand and implement adequate safety procedures and protocols, causing staff to be concerned about security:
- 5. Mr. Mailhot's inability to carry out basic leadership functions despite his supervisor addressing the same with him throughout the school year;
- 6. Mr. Mailhot's inability to perform in a manner that assists his school in moving forward in a positive trajectory.







Grand Forks School Board Members April 29, 2024 Page 2

The reasons I just gave stem from information described in Mr. Mailhot's performance reviews. The performance reviews – i.e., the observations and evaluations – were also provided in your packets.

At the advice of legal counsel, it is best not to discuss the substance of Mr. Mailhot's evaluations. Instead, based on your review of the evaluations, and considering the inabilities I have listed as the reasons for my recommendation, you may proceed with a motion. You have received suggested motion language in your packet. There would need to be a second, a roll call vote, and a simple majority needed to pass.

If a motion to nonrenew is made and passes, Mr. Mailhot will receive written notice of the Board's decision before May 1, along with information on his right to request a meeting with the Board.

15.1-15-05.1. Principal - Employed for less than two years - Notification of nonrenewal.

- 1. If the board of a school district elects not to renew the contract of a principal, an assistant superintendent, or an associate superintendent, who has been employed by the board in that position for less than two years, the board shall provide written notice of the nonrenewal to the individual before May first. At the request of the individual, the board shall meet with the individual, in executive session, to convey the reasons for the nonrenewal.
- 2. No claim for libel or slander may be brought regarding any communication made at an executive session held in accordance with this section.

Final Evaluation for Joshua Mailhot Finished

Learner: Joshua Mailhot

Evaluator: Matthew Bakke Evaluation Category:

School Leader Category 1

Observation Period:

Aug 1, 2023 to May 31, 2024 America/Chicago

Date Submitted: Apr 11, 2024

Learner UUID: MAI18040

Buildings: Ben Franklin Elementary

Midpoint Evaluations:

Midpoint Evaluation finished on Jan 2, 2024

Final Score: Unsatisfactory

Instructional Practice Weight: 100.0	1%
Unsatisfactory	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Form al	Dec 14, 2023, 4:46:00 PM	Marzano Focused School Leader Evaluation Model	Matthew Bakke
No	Standard	Form al	Apr 11, 2024, 12:43:14 PM	Marzano Focused School Leader Evaluation Model	Matthew Bakke

Frequency Requirements						
Marzano Focused School Leader Evaluation Model	Formal, expected 2, actual 2	-				
	Informal, expected 2, actual 0 Not Met					

Instructional Practice: Unsatisfactory

Marzano Focused School Leader Evaluation Model

Score: Unsatisfactory

Weight: 100.0%

Look-for	Last Observations	Evalu n Sco	
I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.			
I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.		7	_
I(3): The school leader ensures the appropriate implementation of interven- tions and supportive practices to help each student meet achievement goals.			-
II(1): The school leader provides a clear vision for how instruction should be addressed in the school.	Bg Bg	Unsat	tisfact
II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.			-
II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.			_
II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.			
III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.			•
III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.			•
III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.			•
IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.			•
IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.			A A A A A A A A A A A A A A A A A A A
IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.			
IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.			•
$\mbox{\sc V(1)}\mbox{:}$ The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	Dv Bg	Dev	elopir
		g	1.5
V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.	Bg Bg	Unsa	tisfac
		ory	1.0

	safe and Dv Bg Develo
	g 1
VI(1): The school leader ensures that management of the fiscal ical, and physical resources of the school supports effective ins achievement of each student.	
VI(2): The school leader utilizes systematic processes to engage district and external entities in support of school improvement.	e school
VI(3): The school leader ensures compliance to district, state, a rules and regulations to support effective instruction and achiev each student.	nd federal ement of
II(5): The school leader ensures that each student has equal op learn the critical content of the curriculum.	portunity to
In addition to this evaluation, there is a letter that was also review	wed and included in this evaluation. This letter
was signed by both Mr. Matt Bakke and Mr. Josh Mailhot and ha	s been placed in Mr. Mailhot's personnel file.
was signed by both Mr. Matt Bakke and Mr. Josh Mailhot and ha	s been placed in Mr. Mailhot's personnel file.
was signed by both Mr. Matt Bakke and Mr. Josh Mailhot and ha	s been placed in Mr. Mailhot's personnel file.
was signed by both Mr. Matt Bakke and Mr. Josh Mailhot and had approval and Notifications Signatures Acknowledgements: Matthew Bakke acknowledged this evaluation on Apr 11 Joshua Mailhot acknowledged this evaluation on Apr 17 *Additional Acknowledgments:	, 2024 12:46:09 PM.
Approval and Notifications Signatures Acknowledgements: Matthew Bakke acknowledged this evaluation on Apr 17 Joshua Mailhot acknowledged this evaluation on Apr 17	s been placed in Mr. Mailhot's personnel file. , 2024 12:46:09 PM. 7, 2024 11:46:56 AM. r 11, 2024, 12:46:09 PM.
Approval and Notifications Signatures Acknowledgements: Matthew Bakke acknowledged this evaluation on Apr 17 Joshua Mailhot acknowledged this evaluation on Apr 17 *Additional Acknowledgments: Matthew Bakke acknowledged the Final Score rating on Ap Joshua Mailhot acknowledged receiving the Final Score	s been placed in Mr. Mailhot's personnel file. , 2024 12:46:09 PM. 7, 2024 11:46:56 AM. r 11, 2024, 12:46:09 PM.

Observation Results for Joshua Mailhot

Observer:

Date Started: Apr 9, 2024, 12:25:26 AM

Date Submitted:

Apr 11, 2024, 12:43:14 PM Type: Standard (Formal) Location: Ben Franklin Elementary

Matthew Bakke

Evaluation: These results count towards evaluation

Marzano Focused School Leader Evaluation Model

II(1): The school leader provides a clear vision for how instruction should be addressed in the school.

Desired Effect: Teachers use the instructional model.

Evidences:

Sample Evidences for Element 1 of Domain II:

A written document articulating the school-wide model of instruction is in place
☐ The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
☐ The school-wide language of instruction is used regularly by faculty in their informal conversations
Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
☐ Implementation of the instructional model is evident in daily classroom instruction
☐ Intentional planning to use the instructional model is evident in teacher lesson plans
☐ New initiatives are prioritized and limited in number to support the instructional model
Teachers can describe the major components of the school-wide model of instruction
☐ Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
Data are available to support teacher implementation of the instructional model (e.g. lessor plans, observations, PLC notes)
$\hfill \square$ The vision for instruction is shared throughout the school and community

Resources:

<u>Scale</u>

Scale:

Not Applicable Not Using <u>Beginning</u> Developing Applying Innovating

Comments:

The school and the leader continue to be in the beginning stages of this element.

Josh has attempted to provide a clear vision with his staff, especially with his work in HRS, however, the staff continues to express that the expectations are not clear. Additionally, the HRS process has made minimal progress since the beginning of the school year.

Some staff have expressed they don't recognize Josh as the leader of the building at this point. They feel there is a lack of knowledge and understanding of items including instruction.

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Sample Evidences for Element 1 of Domain V:

Evidences:

	Core values of the school are modeled by the school leader								
	Goals, mission, and vision of the school are clearly communicated								
	A published annual growth plan is in place to address how the school leader will address strengths and weaknesses								
✓	Professional development activities consistent with the leader's growth plan have been identified								
✓	Evidence of leadership initiatives is available								
~	Problem-solving and decision-making skills are demonstrated								
~	Regular interactions with an identified mentor are documented								
	☐ Communication is clear and accurate								
	☑ Multiple media sources are utilized to communicate with staff and community								
	☐ Faculty and staff identify the school administrator as the leader of the school								
	Faculty and achievement		the school lead	ler as uncompro	mising regard	ling raising student			
	Data indica and approa		and community	members perce	ive the leader	as visible, welcoming,			
	Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement								
Resources:									
<u>Scale</u>									
Scale:	Scale:								
Not A	pplicable	Not Using	<u>Beginning</u>	Developing	Applying	Innovating			

Comments:

There continue to be major concerns regarding communication. Here are a few concerns that have come forward:

- Staff have expressed concern with the lack of notice and upcoming communication (This was suggested to you to include on your Smore newsletters & it has been implemented but often is missing key events at various times)
 - Examples of this include:
 - Assembly on March 25 not on the Smore
 - Orchestra field trip not on the calendar resulted in testing being rescheduled and UND Student lessons that were planned.
- Staff expressed concern with your negative messaging at Staff Meetings
 - Nazi, Sucks, etc. (Feb. PD meeting I observed this)
 - Talking about others in a negative light including other staff members and district personnel.

- Behaviors with students Communication with parents (not being made teachers call at different times and parents don't know what they are talking about) and feedback or follow-up with staff members after behaviors and disciplinary action have taken place.
- · School Newsletters to families (lack of communication with families)

As a result of these continued concerns, it is clear that Josh has attempted to be transparent and communicate effectively, but he has not been successful.

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students. **Evidences:** Sample Evidences for Element 2 of Domain V: Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues" Ethical decisions and practices are evident in all aspects of the work performed by the leader Student policies and procedures are fair, unbiased, and culturally responsive Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn ☐ Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives Faculty and staff describe the school leader as one whose actions support his/her talk and expectations Positive relationships are developed with staff, faculty, students, parents, and community Resources: Scale

Comments:

Not Applicable

Scale:

Based on recent information shared by staff at the listening session the trust between the staff and the school leader does not exist and Josh has been unsuccessful in establishing this trust. There continue to be major concerns in key areas in which trust can be built including presence/visibility and follow-through. Here are a few concerns that have come forward in these areas including the area of trust:

Follow-through

Developing

Applying

Innovating

- · Staff expressed concerns with follow-through.
 - Staff Feb PD Session "I'm working on that."

Not Using

- Specific example Working on Special Ed to join a grade-level meeting, Handbook, Safety protocols, etc.
- "We need to talk to Bakke/DaLee." Never hear back on the next steps or what comes of it.

Beginning

- Kidney Table example multiple check-ins to get this to happen.
- Student behaviors administrative support and following the current plans that are in place.
- Staff mentioned it's not uncommon for them to face issues that are from a lack of follow-through from you. (Plans in place, communication, student behavior, etc.)

 Para training last spring that was supposed to happen but never did. I sent you an email on Monday, Feb. 19 entitled Follow-up to Tabitha S. regarding this.

Visibility/Presence

- · Lack of visibility and presence at the following events
 - Assemblies
 - Programs
 - · Parent Learning events
 - Staff meetings
 - RED Events
 - · Team Meetings
 - PTO Meetings getting canceled/rescheduled as a result of your schedule
 - Classroom visits how do your students respond when you are in the classroom?
 - · After school dismissal

Trust

- A number of your staff expressed concern about confidentiality and your sharing items with other staff members
- A number of your staff have expressed that they don't feel comfortable sharing personal information with you.
- A number of your staff have expressed they don't know that what you say is accurate or truthful. (Items are illegal & reference that it came from Matt Bakke)
 - Examples include a Field Trip in December with the 2nd Grade team.
 - Classroom Specialist you telling staff that BF will no longer have classroom specialists
- · A number of your staff have indicated that you have lost their trust.

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Evidences:

Sample Evidences for Element 3 of Domain V:

\checkmark	Each student is treated respectfully
	Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
/	Decision making reflects cultural considerations and responsiveness
	Clear and specific rules and procedures are in place
V	Faculty and staff are provided the means to communicate about the safety of the school
\checkmark	Emergency management procedures for specific incidents are practiced
\square	Updates and communication to the faculty and staff regarding emergency management plans are available
	Faculty and school community describe the school as a safe and orderly place
✓	Faculty and school community describe the school as inclusive and focused on supporting learning
\checkmark	Social media is utilized so that students may anonymously report potential incidents
	Students have choice, work in groups, feel empowered, and demonstrate self-efficacy
Z	Systems are in place for mass communication to parents (e.g. a call out system, mass texting)
V	Teachers foster positive relationships with students and the community
V	Coordination with local law enforcement agencies regarding school safety issues is a routine event
	Students, parents, and community provide input regarding issues of school safety

Resources:

Scale

Scale:

Not Applicable Not Using **Beginning** Developing Applying Innovating

Comments:

Josh is continuing to work on his overall knowledge and understanding of safety procedures and protocols within a school. He has made progress in defining what the procedures and protocols should look like with the common language that can be seen throughout the school building. However, the safety procedures and protocols are clearly not in place as there continue to be questions about specific expectations including fire drills, morning expectations, and early-out para coverage. Additionally, minimal progress has been made on the HRS items that were discussed during the February professional development session. The staff continues to express concerns about safety and security, particularly procedures and protocols.

Overall Comments and Notifications

Overall Comments:

There continue to be major concerns regarding Josh's leadership. The following includes a few that have recently been expressed by staff:

- Lack of Leading Assemblies
 - Staff Shared an example of you talking while expectations are being shared with students & not taking
 the lead on assemblies (they did recognize that you did take the lead a few times particularly right away
 after the November listening session but it has not happened consistently since then)
- Staff continue to be concerned about your comments in the staff lounge (this is our third time discussing this) and at staff meetings
 - They talked about you making jokes about people being fired, moving staff onto a cart, or reducing sections.
 - They talked about you sharing and talking about other students.
 - They talked about you using inappropriate comments hell, damn, shit
- Safety and Security
 - Staff expressed that they need to know expectations they questioned whether you were interested in being their friend or a boss. They are looking for a boss and not a friend.
 - Examples of this include the concern about providing clear expectations for paras, specifically during early outs (Encore concern) and before school.
 - Knowledge and understanding they expressed that your common answer is "We need to talk to Bakke/DaLee."
 - Tornado drill Communication being shared during spring break (sub plans not updated because they
 weren't shared ahead of time and this led to chaos in that classroom).
- A number of your staff don't recognize you as the leader of the building at this point.
 - The staff feels there is a lack of knowledge and understanding of items (the situation of what can be done with students before school, the MTSS process, and various legal aspects of the position)

I also have major concerns about honesty and my ability to trust you as a professional. Recently in a meeting on March 26, 2024, we discussed and identified a situation in which a 960 should have been filed, however, you had failed to file this form at that point in time. Additionally, you indicated that you had already started working on it with your social worker. I later came to find that to not be completely accurate. Additionally, on April 8, 2024, you stated the same stance, at which point, I indicated that I was getting a different story including evidence that demonstrates otherwise. This has demonstrated a lack of trust between you and I.

Additionally, at the April 8, 2024 meeting, I brought up a concern regarding an incident in which you failed to communicate with families and follow through with a student behavior incident. Furthermore, I also brought up a concern about miscommunication with another family on the early entrance process and procedures that need to be followed. All of these items on top of the other items identified in this evaluation leave me with major concerns about your ability to lead the school and staff at Ben Franklin Elementary School.

Acknowledgements:

This observation has been completed by Matthew Bakke on Apr 11, 2024, 12:43:14 PM

Joshua Mailhot acknowledged this observation on Apr 11, 2024 4:28:02 PM.

Learner Comments:

Let it be known, that I joshua Mailhot, DO NOT acknowledge these results; however, the system states I must check the acknowledge box because it is required. Talking about others in a negative light including other staff members and district personnel ~This is not the same thing that was typed on my notes you shared with me on April 8. ~Staff members and district personnel? Can I get specifics? PTO Meetings getting canceled/rescheduled as a result of your schedule- ~Two PTO meetings I asked to be rescheduled over a month in advance because something came up and I could not be there. The last PTO meeting I asked to be rescheduled because my mother in law died! Additionally, minimal progress has been made on the HRS items that were discussed during the February professional development session. ~The HRS process is almost complete for level 2 and will be submitted by the end of the month. It is a process that is supposed to be worked on continuously throughout the year. I have received no formal training from district leadership on this process over the last two years nor was I offered any. The most recent training I attended was by searching it out. Additionally, you indicated that you had already started working on it with your social worker. I later came to find that to not be completely accurate. Additionally, on April 8, 2024, you stated the same stance, at which point, I indicated that I was getting a different story including evidence that demonstrates otherwise. This has demonstrated a lack of trust between you and I. ~I stated that I talked to my social worker about the 960 which I did. As far as working on the 960 with her, I never once eluded to that. With all of the 960s I have filed, I never worked with my social worker on filing one. Additionally, at the April 8, 2024 meeting, I brought up a concern regarding an incident in which you failed to communicate with families and follow through with a student behavior incident. ~Failed to communicate is far from the truth; I called the father and left a message for him to call me back. He did not return my call. I made a follow up call with the father and he thanked me for contacting him. Furthermore, I also brought up a concern about miscommunication with another family on the early entrance process and procedures that need to be followed. ~I talked with the parent and told them they needed to come in and talk with us later on in the year, I never promised anything to the family

Notifications:

Matthew Bakke's additional message in notification ema	ail:					
Hi Josh,						
Here is the completed observation. Please let me ki	now if you have any questions.					
Matt						
Signatures						
Observer Signature:	Date:					
Learner Signature:	Date:					



Mr. Matt Bakke
Assistant Superintendent of Elementary Education
Department Phone: 701.787.4882
mbakke190@mygfschools.org

April 10, 2024

Mr. Josh Mailhot,

This letter of reprimand is being issued which will be incorporated within and attached to your evaluation. The foregoing performance concerns evidence of an inability on your part to follow directives from your supervisor, an inability to maintain trust with those you supervise, and an inability to carry out basic leadership functions that your supervisor has addressed throughout this school year. More broadly, you have shown an inability to perform in a manner that assists your school in moving forward in a positive trajectory, and instead, more work has been created for me through my ongoing listening sessions with your staff who have expressed grave concerns about your inability to lead as the principal.

As a result of the above, I am prepared to recommend that the school board contemplate your performance nonrenewal on April 22, 2024. This recommendation, by law, will have to be made during the open, public portion of a board meeting and you will be named. You will not be able to address the board at that meeting, but if the board does contemplate your nonrenewal at the meeting, a hearing will be scheduled for the purposes of discussing and acting upon the contemplated nonrenewal. However, if I receive a letter of resignation from you by Wednesday, April 17 at 12:00 pm (Noon), I will instead recommend that the board accept your resignation. Whether you resign is entirely up to you.

Mr. Matt Bakke

Date

Mr. Josh Mailhot

I have examined this document and have signed it. My signature does not necessarily indicate agreement with the contents, but only that they are recorded with my full knowledge.

Mark Sanford Education Center 2400 47th Ave. S Grand Forks, ND 58201-3405





Midpoint Evaluation for Joshua Mailhot Finished

Learner: Joshua Mailhot Evaluator: Matthew Bakke Evaluation Category: School Leader

Category 1

Observation Period:

Date Submitted: Jan 2, 2024

Learner UUID: MAI18040 **Buildings:** Ben Franklin Elementary Aug 1, 2023 to May 31, 2024 America/Chicago

Final Score: Developing

Instructional Practice	Weight: 100.0%
Developing	

Observations used in this Evaluation

Manually Added	Obs. Type	Туре	Finished	Form	Observer
No	Standard	Form al	Dec 14, 2023, 4:46:00 PM	Marzano Focused School Leader Evaluation Model	Matthew Bakke

Frequency Requirements					
Marzano Focused School Leader Evaluation Model	Formal, expected 2, actual 1	Not Met			
	Informal, expected 2, actual 0	Not Met			

Instructional Practice: Developing

Marzano Focused School Leader Evaluation Model

Score: Developing
Weight: 100.0%

Look-for	Last Observations	Evalu n Sco	3
I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.			_
I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.			=
I(3): The school leader ensures the appropriate implementation of interven- tions and supportive practices to help each student meet achievement goals.			_
II(1): The school leader provides a clear vision for how instruction should be addressed in the school.	Bg	Unsa	tisfact
		ory	1.0
II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.		Š	-
II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.			_
II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.			_
III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.			_
III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.			_
III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.			-
IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.			-
IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.			
IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.			
IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.			
V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	(DV)	Dev	elopin
		g	2.0
V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.	Bg	Unsa	tisfact
		ory	1.0

culturally responsive.		Deve	lopi
		g	2.0
VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.			
VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.		NAVYTI ARVYYYTE ANNOLY	****
VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.			
II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.			
Overall Evaluation Comments Comments			
You Jan 2, 2024, 10:05:19 PM			
This was completed on 12/14/23 but needed to be resubmitted on 1/2/24 du	e to technical issues. I nanks!		
Approval and Notifications		· Managara tuv	
Signatures			
Matthew Bakke's additional message in notification email: This was completed on 12/14/23 but due to technical difficulties was	ns resubmitted on 1/2/24.		
Acknowledgements: Matthew Bakke acknowledged this evaluation on Jan 02, 2024 10:	06:40 PM.		
	5:57 AM.		
Joshua Mailhot acknowledged this evaluation on Jan 03, 2024 7:2			
*Additional Acknowledgments:			
*Additional Acknowledgments: Matthew Bakke acknowledged the Final Score rating on Jan 2, 2024, 10			i
*Additional Acknowledgments:		7 AN	1.
*Additional Acknowledgments: Matthew Bakke acknowledged the Final Score rating on Jan 2, 2024, 10		7 AN	1.

Observation Results for Joshua Mailhot

Observer: Matthew Bakke

Date Started: Dec 13, 2023, 9:00:00 PM

Date Submitted: Dec 14, 2023, 4:46:00 PM

Type: Standard (Formal) Location: Ben Franklin Elementary

Evaluation:

These results count towards evaluation

Marzano Focused School Leader Evaluation Model

II(1): The school leader provides a clear vision for how instruction should be addressed in the school.

Desired Effect: Teachers use the instructional model.
Evidences:
Sample Evidences for Element 1 of Domain II:
☐ A written document articulating the school-wide model of instruction is in place
The school-wide language of instruction is used regularly by faculty in their professional learning communities and in faculty and/or department meetings
 The school-wide language of instruction is used regularly by faculty in their informal conversations
Professional development opportunities are provided for new and experienced teachers regarding the school-wide model of instruction
☐ Implementation of the instructional model is evident in daily classroom instruction
Intentional planning to use the instructional model is evident in teacher lesson plans
☐ New initiatives are prioritized and limited in number to support the instructional model
Teachers can describe the major components of the school-wide model of instruction
 Teachers can explain how strategies in the instructional framework promote learning for the school's diverse population
Data are available to support teacher implementation of the instructional model (e.g. lesson plans, observations, PLC notes)
☐ The vision for instruction is shared throughout the school and community
Resources:
<u>Scale</u>
Scale:

Comments:

Not Applicable

Not Using

Beginning

I see the school in the beginning stages of this element. The need to develop a clear vision and school-wide language along with a model of instruction for the school is evident in some of the recent conversations we have had.

Developing

Applying

Innovating

You have started the process of gathering survey data and feedback with the HRS staff surveys which is a great starting point. Continuing this work throughout the year will be crucial in the development of the school and your leadership.

Your leadership in revisiting the mission and vision of your school would be another recommendation moving forward. Continuing to communicate this vision and integrate it into the work of the school is an important

Continuing to lay out the expectations of instruction during your team's MTSS meetings and leadership meetings will be key moving forward. Consistent attendance and engagement at these meetings have been discussed and need to be a priority moving forward.

V(1): The school leader is transparent, communicates effectively, and continues to dèmonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Evidences:

Samp	le Eviden	ces for Elen	nent 1 of Do	main V:			
	Core values	s of the school	are modeled b	by the school lead	der		
	☐ Goals, mission, and vision of the school are clearly communicated						
	A published annual growth plan is in place to address how the school leader will address strengths and weaknesses						
	 Professional development activities consistent with the leader's growth plan have been identified 						
2 1	☑ Evidence of leadership initiatives is available						
2 1	Problem-so	lving and deci	sion-making sl	kills are demonstr	ated		
Ø 1	Regular inte	eractions with	an identified m	entor are docum	ented		
	Communica	ation is clear a	nd accurate				
	Multiple me	dia sources ai	re utilized to co	mmunicate with	staff and com	nmunity	
	Faculty and	staff identify t	he school adm	ninistrator as the l	eader of the	school	
	Faculty and achievemer		the school lea	ader as uncompro	omising regar	ding raising student	
	Data indica and approa		and communit	y members perce	eive the leade	er as visible, welcoming,	
			the school lea ct on student a		ve communic	ator of non-negotiable	
Resourc	es:						
<u>Scale</u>							
Scale:							
Not Ap	plicable	Not Using	Beginning	<u>Developing</u>	Applying	Innovating	

Comments:

The biggest area of growth as a leader here is continuing to focus on clear and accurate communication with your staff. Focus on communicating with staff in formats that provide opportunities for them to be heard, ask clarifying questions, and see you as the leader of the school. Examples of this are when you are out of the building (clear and accurate plans), starting something new within the school, or when leading a school-wide event. Additionally, continuing to follow up on items that need to be monitored and follow through with items that need to be addressed.

Continuing to define what your expectations and core values are and communicating that to your staff is an important step. Items such as expectations around the building and classroom versus office-managed behaviors.

You have taken the initiative to seek professional development opportunities by attending Cognia, NDCEL, and professional conferences. Your continued growth as a professional is an important step moving forward. Mentorship and observations at other buildings in the district could be additional avenues to explore.

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Desired Effect: All decisions are measured by how they impact students. **Evidences:** Sample Evidences for Element 2 of Domain V: Perception inventories and/or other data indicate that the school leader is recognized by the school community as one who is willing to "take on tough issues" Ethical decisions and practices are evident in all aspects of the work performed by the leader Student policies and procedures are fair, unbiased, and culturally responsive Perception inventories and/or other data show that the school leader performs with integrity and in the best interest of each student Data reveal that the school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan to ensure success for each student Faculty and staff describe the school leader as an individual whose actions are guided by a desire to ensure the well-being of each student and to help each student learn ☐ Faculty and staff describe the school leader as an individual who will follow through with his/her initiatives ☐ Faculty and staff describe the school leader as one whose actions support his/her talk and expectations Positive relationships are developed with staff, faculty, students, parents, and community Resources: <u>Scale</u> Scale: Not Applicable Not Using **Beginning** Developing Applying Innovating Comments: Based on recent information shared by staff at the listening session the trust between the staff and the school leader needs to continue to be addressed and worked on. Following through with the staff on initiatives that are brought forward is an important step in gaining that trust. Additionally, presence throughout the building in the morning, after school, during the day, and at meetings will assist in building those relationships and providing a sense of support. V(3): The school leader ensures that the school is perceived as safe and culturally responsive. Desired Effect: The school is safe and inclusive of each student. **Evidences:**

	Each stude	nt is treated re	spectfully					
		practices are v, culture, and/o		zed to safeguard	l against any	bias relating to		
	Decision ma	ecision making reflects cultural considerations and responsiveness						
	Clear and s	lear and specific rules and procedures are in place						
	Faculty and	Faculty and staff are provided the means to communicate about the safety of the school						
~	Emergency	Emergency management procedures for specific incidents are practiced						
	Updates and communication to the faculty and staff regarding emergency management plans are available							
	Faculty and	l school comm	unity describe	the school as a s	safe and orde	rly place		
⊘	Faculty and school community describe the school as inclusive and focused on supporting learning							
~	Social medi	ia is utilized so	that students	may anonymous	ly report pote	ntial incidents		
	Students ha	ave choice, wo	rk in groups, f	eel empowered, a	and demonstr	ate self-efficacy		
✓	Systems ar	e in place for r	mass commun	ication to parents	(e.g. a call o	ut system, mass texting		
\checkmark	Teachers fo	ster positive r	elationships wi	th students and t	he communit	y		
	Coordinatio event	on with local la	w enforcement	t agencies regard	ing school sa	fety issues is a routine		
	Students, p	arents, and co	mmunity provi	ide input regardin	g issues of s	chool safety		
Resour	ces:							
<u>Scale</u>								
Scale:								
Not A	pplicable	Not Using	Beginning	<u>Developing</u>	Applying	Innovating		

Sample Evidences for Element 3 of Domain V:

Comments:

Continuing the work we have started on developing clear communication and expectations around morning procedures, dismissal procedures, and safety protocols will be important moving forward.

Continue to implement and gather staff feedback on HRS Level I elements during this process. Based on recent data visit with the leadership team and implement changes that are identified and revisit this later this school year.

Overall Comments and Notifications

Overall Comments:

Hi Josh

It has been a pleasure getting to work with you over these past several months. You are a leader who truly cares about the school and wants what is best for the students. I believe we have areas that we need to continue to focus our improvement efforts on but I'm looking forward to your continued growth as a leader and professional. You have demonstrated a willingness and initiative to seek further professional growth opportunities and I want to support you in the next steps moving forward.

Thank you!

This observation has been completed by Matthew Bakke on Dec	: 14, 2023, 4:46:00 PM
Joshua Mailhot acknowledged this observation on Dec 14, 202	3 6:00:05 PM.
Notifications:	
Matthew Bakke's additional message in notification email:	
Thank you, Josh. I appreciated our conversation and look forward moving forward.	ard to working alongside one anothe
Matt	
Signatures	
Observer Signature:	Date:
Learner Signature:	Date:

Acknowledgements:

Final Evaluation for Joshua Mailhot Finished

Learner:

Joshua Mailhot

Evaluator: Brenda Lewis Evaluation Category:

School Leader Category 1 Observation Period:

Aug 24, 2022 to Jun 28, 2023 America/Chicago Date Submitted: Apr 13, 2023

Learner UUID:

MAI18040

Buildings: Ben Franklin Elementary, Mark Sanford Education Center (Elementary Asst Superintendent)

Midpoint Evaluations:

Midpoint Evaluation finished on Dec 19, 2022

Final Score: Effective

Instructional Practice Weight: 100.09	%
Effective	

Observations used in this Evaluation

Manually Added	Obs. Type	Type	Finished	Form	Observer
No	Standard	Inform al	Dec 19, 2022, 11:53:47 AM	Marzano Focused School Leader Evaluation Model	Brenda Lewis
No	Standard	Formal	Dec 19, 2022, 12:05:28 PM	Marzano Focused School Leader Evaluation Model	Brenda Lewis
No	Standard	Formal	Apr 7, 2023, 7:51:58 PM	Marzano Focused School Leader Evaluation Model	Brenda Lewis

Frequency Requirements	
Marzano Focused School Leader Evaluation Model	Formal, expected 2, actual 2 Informal, expected 2, actual 1 Not Met

Instructional Practice: Effective

Marzano Focused School Leader Evaluation Model

Score: Effective Weight: 100.0%

Look-for	Last Observations	Evaluation Score
I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.		-
I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.		-
I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.		-
II(1): The school leader provides a clear vision for how instruction should be addressed in the school.		•
II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.		•
II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.		-
II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.		•
III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.	Ap	Effective
		3.0
III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.		•
III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.		•
IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.		•
IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.		•
IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.		•
IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.		•
V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth	(Ap)	Effective
tinues to demonstrate professional growth.		3.0
V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.		•

Acknowledgements: Brenda Lewis acknowledged this evaluation on Apr 13, 2023 Joshua Mailhot acknowledged this evaluation on Apr 17, 2023 *Additional Acknowledgments: Brenda Lewis acknowledged the Final Score rating on Apr 13, 202 Joshua Mailhot acknowledged receiving the Final Score rating	3 12:11:05 PM. 3, 1:39:35 PM.	3, 12:11:05 PM.
Acknowledgements: Brenda Lewis acknowledged this evaluation on Apr 13, 2023 Joshua Mailhot acknowledged this evaluation on Apr 17, 2023		
Acknowledgements:	1:39:35 PM. 	
Signatures		
pproval and Notifications		
II(5): The school leader ensures that each student has equal opportun learn the critical content of the curriculum.	ty to	
VI(3): The school leader ensures compliance to district, state, and fed- rules and regulations to support effective instruction and achievement each student.	of	
VI(2): The school leader utilizes systematic processes to engage scho district and external entities in support of school improvement.		
VI(1): The school leader ensures that management of the fiscal, techn logical, and physical resources of the school supports effective instruction and achievement of each student.		
		4.
	and the second s	Effectiv

Observation Results for Joshua Mailhot

Observer: **Date Started:** Date Submitted: Type: Location: Brenda Lewis Apr 7, 2023. Apr 7, 2023, Standard Ben Franklin 7:51:12 PM 7:51:58 PM (Formal) Elementary **Evaluation:** These results

Marzano Focused School Leader Evaluation Model

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Desired Effect: The school is safe and inclusive of each student.

Evidences:

count towards evaluation

Sample Evidences for Element 3 of Domain V:

Each student is treated respectfully
 Institutional practices are regularly analyzed to safeguard against any bias relating to individuality, culture, and/or diversity
 Decision making reflects cultural considerations and responsiveness
 Clear and specific rules and procedures are in place
 Faculty and staff are provided the means to communicate about the safety of the school
 Emergency management procedures for specific incidents are practiced
 Updates and communication to the faculty and staff regarding emergency management plans are available

	Faculty and school community describe the school as a safe and orderly place							
	Faculty and school community describe the school as inclusive and focused on supporting learning							
	Social media is utilized so that students may anonymously report potential incidents							
	☐ Students have choice, work in groups, feel empowered, and demonstrate self-efficacy							
O	 Systems are in place for mass communication to parents (e.g. a call out system, mass texting) 							
	Teachers for	ster positive re	elationships wit	h students and t	the communit	у		
O	 Coordination with local law enforcement agencies regarding school safety issues is a routine event 							
	Students, p	arents, and co	mmunity provid	de input regardir	ng issues of s	chool safety		
Resour	ces:							
<u>Scale</u>								
Scale:								
Not A	pplicable	Not Using	Beginning	Developing	Applying	Innovating		

Comments:

Mr. Mailhot has really focused on building culture and relationships at Ben Franklin during his first year. Mr. Mailhot started to set the tone by sending each student a handwritten postcard prior to the start of the school year. This was celebrated by many students who also returned post cards to him.

Mr. Mailhot has worked through some very trying situations with respect to students and families who need additional support. He approaches this from the lens of how to best identify supports for each student while looking at root cause. Mr. Mailhot also works to ensure that staff feel empowered, valued and supported in working through these trying situations.

Mr. Mailhot has focused this year on navigating a school system significantly larger than his prior work experience. He has leane into the supports that are offered at the district level. Mr. Mailhot has worked with another principal to really understand the culture of GFPS and checks in with him to ensure he is making well thought out decisions.

Ben Franklin continues to struggle with culture which existed prior to Mr. Mailhot's arrival. He has worked to implement multiple strategies to address the culture issues.

Meeting with each grade level team to elicit feedback on the climate and culture issues as well as solutions for strengthening the culture

Listening to individual concerns from staff and working to address the concerns from a leadership standpoint

Implementing the think tank to have volunteers bring up the issues in the school and work toward a common solution

Throughout the school year Mr. Mailhot has received feedback and coaching from Dr. Lewis. This coaching has covered a wide variety of topics most often dealing with difficult situations that involve conflict. He has continued to lean into the coaching and has worked to immediately implement the coaching suggestions.

Mr. Mailhot it has been a really awesome experience this year. He has really found value in working in a district that has different levels of support and resources and really appreciates the supports that have been provided at the district level as well as with his principal colleagues.

Mr. Mailhot it has been a pleasure to work with you this first year. I truly value that you take my feedback and immediately act upon it. You have received pretty specific and at times potentially hurtful feedback that staff has provided to me. Yet, you continue to not be defensive and just continue to take the high road and champion the work. I appreciate that you came to GFPS and it is an honor to work alongside you.

Overall Comments and Notifications

Acknowledgements:

This observation has been completed by Brenda Lewis on Apr 7, 2023, 7:51:58 PM

Joshua Mailhot acknowledged this observation on Apr 11, 2023 8:16:07 AM.

Signatures	S	0 0000	q	n	a	t	u	r	е	S
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Observer Signature:	Date:
	Deter
Learner Signature:	Date:

Midpoint Evaluation for Joshua Mailhot Finished

Learner:

Joshua Mailhot

Evaluator: Brenda Lewis Evaluation Category: School Leader

Category 1

Observation Period: Aug 24, 2022 to Jun 28, 2023 America/Chicago

Date Submitted: Dec 19, 2022

Learner UUID:

MAI18040

Buildings: Ben Franklin Elementary, Mark Sanford Education Center (Elementary Asst Superintendent)

Final Score: Effective

Instructional Practice Weight: 100.0%	6
Effective	

Observations used in this Evaluation

Manually Added	Obs. Type	Туре	Finished	Form	Observer
No	Standard	Inform al	Dec 19, 2022, 11:53:47 AM	Marzano Focused School Leader Evaluation Model	Brenda Lewis
No	Standard	Formal	Dec 19, 2022, 12:05:28 PM	Marzano Focused School Leader Evaluation Model	Brenda Lewis

Frequency Requirements		
Marzano Focused School Leader Evaluation Model	Formal, expected 2, actual 1	Not Met
	Informal, expected 2, actual 1	Not Met

Instructional Practice: Effective

Marzano Focused School Leader Evaluation Model

Weight: 100.0%

Score: Effective

Look-for	Last Observations	Evaluatio n Score
I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.		•
I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.		-
I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.		•
II(1): The school leader provides a clear vision for how instruction should be addressed in the school.		-
II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.		•
II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.	•	-
II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.	-	•
III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.	(Ap)	Effective
		3.0
III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.		•
III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.		•
IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.		
IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.	1	•
IV(3): The school leader ensures equity in a child-centered school with inpufrom staff, students, parents, and the community.	t	•
IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.		
V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.	(Ap)	Effective
· -		3.0
V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.		
V(3): The school leader ensures that the school is perceived as safe and culturally responsive.		

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.	_
VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.	
VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.	
II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.	

Overall Evaluation Comments

Comments

Brenda Lewis Dec 19, 2022, 12:12:57 PM

Hi Josh,

It has been such a pleasure getting to work with you over these past several months. You have done a good job of studying the culture of Ben Franklin and getting to know the staff, the students and the families. You have also had some very difficult situations in which you have navigated. The first situation was the death of a parent of a student. You were so very helpful and comforting during that situation.

Then early on in the school year you had a student pass away. This was just such an awful situation. You handled it so very well. You demonstrated warmth, compassion and strength for the staff. I appreciated how you helped the staff, students and families to navigate through.

You have also been working on the culture. You have inherited a building that does not have a deep level of trust and their are pockets within your staff. Your listener stance will continue to heal the culture at Ben Franklin.

It is a pleasure to serve alongside you. I look forward to our continued work together this year.

Approval and Notifications

Signatures

Brenda Lewis's additional message in notification email:

Hi Josh.

Looking forward to our continued work together. Looking forward to our discussion on Wednesday! Brenda

Acknowledgements:

Brenda Lewis acknowledged this evaluation on Dec 19, 2022 12:14:43 PM.

Joshua Mailhot acknowledged this evaluation on Apr 13, 2023 1:36:39 PM.

*Additional Acknowledgments:

Brenda Lewis acknowledged the Final Score rating on Dec 19, 2022, 12:14:43 PM.

Joshua Mailhot acknowledged receivir	ng the Final Score rating Effective on Apr 13, 2023, 1:36:39 PM.
Evaluator Signature:	Date:

Learner Signature:	Date:

Observation Results for Joshua Mailhot

Observer: Brenda Lewis

Date Started: Dec 19, 2022,

11:56:33 AM

Date Submitted: Dec 19, 2022,

12:05:28 PM

Type: Standard (Formal) Location: Ben Franklin Elementary

Evaluation:

These results count towards evaluation

Marzano Focused School Leader Evaluation Model

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

Desired Effect: Teachers and staff continue to grow as they meet their growth goals.

Evidences:

Sample Evidences for Element 1 of Domain III:

☐ Each teacher provides written pedagogical growth goals
☐ Teachers regularly track their progress towards meeting pedagogical growth goals
☐ Evaluation results, growth plans, and interventions for struggling personnel are available
☐ Meetings are regularly scheduled with personnel regarding their growth goals and tracking progress
☐ A teacher induction program is in place to support new teachers
☐ Teacher leaders are identified, supported, and provided opportunities to develop
Personnel records reveal the leader hires and retains effective personnel

Comments:

Josh has done an excellent job of hiring new staff in the middle of a very trying hiring shortage. He continues to fill vacancies in a manner that ensures that teachers have the paraprofessionals that are needed to ensure continuity of service. Josh also has really assisted with hiring with respect to special education positions in his school. This has resulted in our students having the supports present to meet their needs.

Josh also was very instrumental in the PQP event. He worked to ensure that top talent was brought to my attention as well as to the attention of his colleagues to ensure that while he did not have vacancies at the moment he wanted to ensure that the top talent was immediately hired for our district.

GFPS has been pursuing international talent as one strategy to fill hard to fill vacancies. This has been a very in-depth process. Josh has championed the onboarding process for the talent. Josh has really worked to ensure the talent has their apartments fully furnished prior to arrival. He also is constantly seeking donations for our talent. Without this support our talent would come to empty apartments which would cause undo financial burden. As a result our talent feel very warmly welcomed and valued by our district which leads to retention.

Overall Comments and Notifications

Overall Comments:

Josh has done a high quality job of attracting talent both for Ben Franklin and for GFPS. He has been very instrumental to us filling the vacancies within special education both for Ben Franklin programming and district wide programming. Thank you Josh for all you have and continue to do to ensure we have our vacancies filled and our staff feel valued which leads to retention.

Acknowledgements:

This observation has been completed by Brenda Lewis on Dec 19, 2022, 12:05:28 PM

Joshua Mailhot acknowledged this observation on Mar 13, 2023 8:19:10 AM.

Signatures

Observer Signature:	Date:	
Learner Signature:	Date:	

Observation Results for Joshua Mailhot

Observer: Brenda Lewis

Date Started: Dec 19, 2022.

11:30:04 AM

Date Submitted: Dec 19, 2022,

11:53:47 AM

Type: Standard (Informal) Location: Ben Franklin Elementary

Evaluation:

These results count towards evaluation

Marzano Focused School Leader Evaluation Model

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Desired Effect: The school leader is recognized in the school community as a leader who continues to enhance his/her leadership skills.

Evidences:

Sample Evidences for Element 1 of Domain V:

Core values of the school are modeled by the school leader
☐ Goals, mission, and vision of the school are clearly communicated
A published annual growth plan is in place to address how the school leader will address strengths and weaknesses
Professional development activities consistent with the leader's growth plan have been identified
☐ Evidence of leadership initiatives is available
☐ Problem-solving and decision-making skills are demonstrated

	 Regular interactions with an identified mentor are documented 							
\checkmark	Communication is clear and accurate							
	☐ Multiple media sources are utilized to communicate with staff and community							
	☐ Faculty and staff identify the school administrator as the leader of the school							
	 Faculty and staff describe the school leader as uncompromising regarding raising student achievement 							
O	 Data indicate that school and community members perceive the leader as visible, welcoming, and approachable 							
☐ Faculty and staff describe the school leader as an effective communicator of non-negotiable factors that have an impact on student achievement								
Resources:								
<u>Scale</u>					,			
Scale:								
Not A	pplicable	Not Using	Beginning	Developing	<u>Applying</u>	Innovating		

Comments:

Josh has been working through a situation that has posed concerns regarding student behaviors. There was a meeting requested by a teacher with concerns regarding a student and ongoing support needed. Josh demonstrated the ability to listen effectively. He also validated concerns that the teacher had. Josh demonstrated collaboration with the teacher and showcased different ideas and thinking around the student situation. During the meeting Josh also asked for my ideas to collaborate with the teacher. It served to help the teacher feel validated and more importantly resulted in a forward plan and approach to get the students the supports and tools needed to be successful.

The teacher also held a follow up meeting with parents regarding behaviors in the classroom. Josh attended the meeting and shared some words of encouragement in support of the students, families and the teacher.

Overall Comments and Notifications

Overall Comments:

Josh continues to work with teachers to problem solve through various behavior situations. He demonstrated warmth and caring during the meeting. He also took a problem solving approach as well as putting the needs of the student first while supporting the teacher.

Acknowledgements:

This observation has been completed by **Brenda Lewis** on **Dec 19, 2022, 11:53:47 AM**Joshua Mailhot acknowledged this observation on Mar 13, 2023 8:19:56 AM.

Signatures

Observer Signature:	Date:	
Learner Signature:	Date:	

MOTION TO NONRENEW FOR PERFORMANCE & NOTIFY

I move that the current contract of principal Joshua Mailhot, who has been employed in that position for fewer than two years, not be renewed due to the following reasons which were specifically documented in his performance evaluations: [choose at least one, and do choose all, that apply]

- 1. Inability to follow directives from his supervisor and show expected improvement in performance over time;
- 2. Inability to provide a clear vision and model of instruction for the school;
- 3. Inability to maintain trust with those he supervises or to communicate effectively with them and the broader school community;
- 4. Inability to understand and implement adequate safety procedures and protocols, causing staff to be concerned about security;
- 5. Inability to carry out basic leadership functions despite his supervisor addressing the same with him throughout the school year;
- 6. Inability to perform in a manner that assists his school in moving forward in a positive trajectory.

and that the District provide written notice before May 1st to Joshua Mailhot of this determination not to renew said contract and of his right to request an executive session meeting with the Board.

OR

MOTION TO OFFER CONTRACT FOR COMING YEAR

I move that the current contract of principal Joshua Mailhot be renewed for the 2024-2025 school year and that proper notice be given to Joshua Mailhot on or before May 1_{st} , pursuant to NDCC 15.1-15-04.