

**Policy 5310: Performance Evaluation of School Personnel
Comment Log**

April 10th, 2013 – May 13th, 2013

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

| Date | Individual/Organization | Comments | Action/ Type | Rationale |
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| 2013-04-11 | Donna Abel / Clay County Schools | Comments for section 126-142-9 Educator Evaluation ----- Schoolwide progress should not even be a part of an individual educator's evaluation - since you state that this new system is to be more individualized....As a teacher I am responsible for my own instructional technique, my students' growth and learning and my own professional conduct. I have no control over what my colleagues may or may not do, and this should have no bearing whatsoever on my evaluation! | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| | | Comments for section 126-142-13 Evaluation Process for Teachers ----- Unless I missed it, I don't see any details concerning the process/schedule of observation /evaluation for those teachers in the Advanced | NA/o | See Sections 13.4 and 13.5 |

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| | | Progression of experience. Details are listed for early and intermediate progression. | | |
| 2013-04-12 | Stephanie Buckley / Romney Little Rascals Universal Pre-K Classroom | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>In general, I believe and truly feel that the new proposals are what West Virginia needs to bring their education to a competing level with surrounding states.</p> | N/+ | |
| | | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The educators of our schools system need held accountable for the students they teach. West Virginia's Pre-Kindergarten program is ranked fourth in the nation, but our K-12 achievement received a failing grade. We must adhere to the professional teaching standards and perform our jobs to better the lives and educations of the children of the state.</p> | N/o | |
| | | <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>Continuous improvement plans are vital to the success of a school, teacher, and classroom. Educators and all school personnel need important professional development yearly to stay on top of current teaching methods and skills. Every year there is a different group of students in each classroom, with different learning styles and abilities. As an</p> | N/+ | |

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| | | <p>educator, trainings offer knowledge on how to reach each student and improve instruction methods.</p> <p>Teachers and school staff cannot use the same methods repeatedly over the years because no class, and no student is ever the same.</p> | | |
| | | <p>Comments for section 126-142-11 Evaluation Process for School Leaders</p> <p>-----</p> <p>School leaders must be held accountable and be evaluated often because they are the individuals in charge of ensuring that the teachers of their county or schools are performing in the manner they should. Blames when a school does not meet its expectations does not fall solely on the head of the individual teachers because education is a group effort.</p> | N/O | |
| | | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>As a teacher in Early Childhood Education, a student who is graduating with their Bachelors of Science Elementary Education, and most importantly, a mother of two elementary students, we need to continually evaluate our teachers. Sometimes self-evaluation is not affective. A teacher who has the assistance of a system that evaluates them, tells them what they can improve, what is effective, and the steps they can use to improve their methods has endless possibilities for success for themselves and their students. I have heard a lot of complaining by current teachers who have problems with the</p> | N/O | |

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| | | <p>changes to seniority and accountability are generally the educators who are not fulfilling their duties. If they were doing their job correctly then they would feel secure in their positions. Through my classroom observations, I have observed some of the most amazing lesson plans, but I have also seen some horrid ones as well. I have seen educators who are fair, pleasant, and run amazing!</p> <p>classes. I have also witnessed dictatorship in classrooms, and teachers who expect very little of their students, and set them up for failure. As a hopeful future employee of the State of West Virginia BOE employee, I hope that someone holds me to some strict standards so I remain effective. As a mother of two students in the county school system, I hope that my children continue to have highly effective teachers, and the best education possible.</p> | | |
| 2013-04-15 | Counselor | <p>Comments for section 126-142-16 Counselor Evaluation Standards and Elements</p> <p>-----</p> <p>Does this mean that you will be removing all the WVEIS duties? We are now responsible to enroll/withdraw all students (some of us have over 700 students to 1 counselor), ALL paperwork related to enrolling and sending records (making folders, chasing down records and BOOKS from other schools, ALL Master scheduling for the school, Attendance and Edline, Lunch Duty EVERY DAY. We are also the BUILDING LEVEL TEST COORDINATORS, which requires us to drop everything and be completely devoted to the implementation of testing.</p> | N/- | See Section 15. |

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| | | <p>Somewhere in there you are expecting Developmental Guidance to be taught in the classroom. WHEN? What instructional time do we take away from teachers? Someone needs to rethink YOUR EXPECTATIONS at the state level and WHAT IS REALLY HAPPENING TO US IN THE SCHOOLS, No one will meet the standards as we have never met them due to what OUR BOSSES tell us to do. WHO DO WE REALLY ANSWER TO? YOU or The one who pays us to be a secretary with an advanced degree? If something does not give, it will be impossible to handle the vast amounts of paperwork YOU ARE ADDING to an already PAPERWORK INTENSIVE job. Wonder why counselors keep leaving! We are a TEACHER SHORTAGE AREA according to the US Dept of Ed.</p> | | |
| 2013-04-18 | Christina Thomas / Randolph Technical Center, Counselor | <p>Comments for section 126-142-9 Educator Evaluation ----- CTE instructors are evaluated using the data profile system that uses a performance assessment and Workkeys. Workkeys areas include: reading, math and locating information. These programs are supported by Keytrain and the WIN programs and enhance student learning by carrying over to all standardized tests. The current method of evaluation is "working"! Please don't add more to our already overloaded plates.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Scott Staley / Mineral County Technical Center, Director. | <p>Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Education instructors should</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which |

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| | | not be evaluated on WesTest scores, but rather on WorkKeys scores in math, reading and locating information. | | a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Ben Hays / Roane County High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on Work Keys not Wes Test. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Debby Boone / WVU, Professor | Comments for section 126-142-9 Educator Evaluation ----- CTE instructor should not be evaluated on WESTEST Scores, they should be evaluated if on any thing Work Key. When the legislature decides to focus on education for the sake of improving the knowledge of our students and not on WESTEST scores, our school will be much better off. For at least a month every year, all educational instruction comes to a halt so teachers can prepare students for WES TEST. All decisions throughout the year focus on WES TEST...when we focus once again on building knowledge, test scores will improve on their own. So what is more important? Student learning or scores on a standardized test? By focusing on standardized tests, ALL students are being left behind. Let's go | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>back to tracking students with like abilities so all can see that they can succeed at their level. Inclusion has resulted in a watering down of our educational system to the extent no one advances, including our state and country. Select certain classes where students will be integrated, but let's get back to the business of education and not testing. Would you have a rabbit and a fish take the same performance test? No, then why do we do it to our students and then blame the teachers?</p> | | |
| 2013-04-18 | Kathy Morgan / James Rumsey Technical Institute, Assistant Principal. | <p>Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on WorkKeys results rather than WesTest scores.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Beth Massey / Greenbrier East High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation ----- I do not believe that CTE instructors should be evaluated based on west test scores. As a CTE instructor I am required to give the Work Keys and Completer testing to all of the completers in my program. I believe these tests are more than sufficient to evaluate what I am teaching my students and are more specific to the effectiveness of our program. I do not understand the reasoning for using west test for CTE, it would be</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | the same thing as using completer testing to evaluate core subject instructors. If we are responsible for west test they should be responsible for completer testing. I feel as if CTE instructors are being asked to make up for lack of understanding in core subjects and not being allowed to focus on our CSS instruction standards. As it is currently, CTE instructors already have a higher number of CSS's to cover in each course than core subject instructors. | | |
| 2013-04-18 | Veronica Milliken / Robert C. Byrd High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Teachers should NOT be evaluated on tests that assess subject that they don't even teach. As an agriculture teacher, I don't believe that I should be assessed by my student's performance on the Westtest or even Workkeys. I think that student completion of Supervised Agriculture Experiences, the student organization, FFA, involvement and production of agricultural goods and research by students would be a more relevant and real way to see if an ag teacher is doing their job, NOT a standardized test that is not subject specific for me. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Mark Ruble / Wood County Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-18 | Kristin Wilburn / Mercer County Technical Education Center, Integration Specialist. | Comments for section 126-142-9 Educator Evaluation ----- 126-142-9, Section 9.1.rnrnCCTE teachers cannot be evaluated on WesTest. We do NOT even give the WesTest. The regular ed teachers are not evaluated on the Workkeys, because they do not give it. Please do not pass this!!!! | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Deeanna Fleshman / Student | Comments for section 126-142-9 Educator Evaluation ----- I do not think that the Career Tech. Ed. Teachers should not have to be held accountable for the students WesTest Scores. The high school teachers at the students home school should. They are the ones responsible for teaching them the students about the stuff that will be on the WesTest, not the Career Tech Ed Teachers. The students who take the WesTest and do poorly on it should be held responsible, not the teachers who try to teach them. You cannot help those, who do not want to help themselves. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Vickie Bennett / Health Science Education, CNA Instructor. | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors are already evaluated on the students performance on the Work Keys test, I do not feel that we should be evaluated on the Wes Test scores. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04- | Ashley Wickline / Fayette | Comments for section 126-142-9 Educator Evaluation | | See Section 9.1.b. for revised |

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| 18 | County, Student. | ----- I am strongly against vocational teachers being held liable for students WestTest scores. The skills evaluated in the WestTest differ to the skills taught at Vocational centers. | A/- | language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Chandra Harrah / Fayette County, Student. | Comments for section 126-142-9 Educator Evaluation ----- I believe that vocational teachers should not be held responsible for westest scores. Teachers at our home schools, however, should be responsible. At the Fayette Institute of Technology we learn skills that will help us in our future career field. While at our home schools we're taught math, reading/writing, science and history. Vocational teachers shouldn't be punished for scores on westest because vocational school and our home high schools are like two different worlds. For example, why should a vocational teacher that runs a forestry program be punished for his/her students lack of knowledge in math? Just as our teachers aren't punished at our home schools if we don't know the curriculum here at votech. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Karli Louisos / Fayette County, Student. | Comments for section 126-142-9 Educator Evaluation ----- I am a concerned student, I have went to Fayette Institute of Technology for two years now and I do not believe that it is fair that you are trying to hold them accountable for the West Test. The | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | <p>teacher that should be held accountable are the ones that are teaching us those specific classes. Not the teachers who are teaching us Forestry or Pre-Pharmacy. The reason I say that is because I am in the Pre-Pharmacy class I learn things such as working in a pharmacy, I dont learn the history or George Washington. I do not see the reason as to why you would bring Fayette Institute of Technology into the Equation. It would look bad on your part. Not ever student goes to Fayette Institute of Technology so who all would you put for the students that dont come here? I am against the reasons as to why you would put the teachers at Fayette Institute of Technology responsible for the West Test.</p> | A/- | assessment is not available. |
| 2013-04-18 | Adrienne Cline / Fayette County, Student. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I don't believe the teachers at the Fayette Institute of Technology should be held accountable for the students of the county WESTEST scores. If you take a vocational course it has nothing to do with your normal course subjects. Take me, for example, I'm taking a Pre-Pharmacy class at the vocational center, I don't learn english, math, science, etc. Maybe bits and pieces of each subject but that's not the sole expectation of the class. You wouldn't hold the teachers at Oak Hill High School responsible for us making bad scores on our Pharmacy Exams. Would you ? Think about that. Then re-evaluate your decisions on holding all faculty at The Fayette Institute of</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | Technology responsible for our WESTEST scores. | | |
| 2013-04-18 | Jarry Brown / Mercer County Schools, Student Services Facilitator. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE instructors should not be evaluated based upon students' performance on WESTest. CTE instructors deliver hands-on skills and knowledge of a trade/professional skill which is not fairly evaluated based upon WESTest's strictly academic scores. CTE students are already evaluated based upon performance assessments and WorkKeys scores, which is what should continue to happen.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Tresly Harris / RJTC, Instructor. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Teachers should not be evaluated on WesTest scores or WorkKeys. We have already obtained degrees and passed the certification process in order to prove competence to teach. Frankly, the time that it would take for me to test would be better spent preparing lesson plans and activities for my students, so they can learn.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Tonya Kessler / Student | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a student of Meadow Bridge High School and the Fayette Institute of Technology, I am strongly against FIT instructors being held liable for the WESTEST scores of students engaged within their program. Also, teachers at home schools such as Meadow Bridge, Fayetteville, Oak Hill, Valley, and Midland Trail should not be liable for the education taught by the</p> | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>FIT instructors. There is a purpose we come to the vocational center and that is to be taught for the career we choose and that is not available at our home school. At our home school, we are taught four main subjects which include: Math, English, History, and Science as for Vo-Tech we have programs, examples being just a selectd few include: Pre-Pharmacy, Forestry, Automotive, Construction, Computer Drafting Aide, Child Development, and Electical. Skills which are taught within the environment of our home school connect with vocational yes, but that is not what our vocational courses are about. WE are taught these progra! ms and subjects in different locations for a reason. We DO use Math and English within the FIT program, but FIT is not where we learned our English and or Math skills. rnThank you, rnConcerned Student</p> | A/- | |
| 2013-04-18 | Tanya Call | <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>CTE TEACHERS SHOULD NOT BE EVALUATED ON WESTTEST SCORES, BUT ON WORK KEYS!!</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Joe Starcher / Brooke County Schools, CTE Director. | <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>Career Technical Educators should be evaluated directly on assessments that impact their students on attaining workforce job related measurements or</p> | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | <p>their ability to move into post-secondary education based on their chosen curriculum concentration. Their evaluation should be based on ACT Workkeys, EducateWV, and Credentialing scores to assess their student's ability to matriculate into the work place or continue their education in a Technical School/Apprenticeship/Community College/Higher Education. These formative & summative assessment measures are currently the data measures used to evaluate our personnel based on the WVDE Division of Technical, Adult and Institutional Education and should continue by this means not on WESTEST scores.</p> | A/- | assessment is not available. |
| 2013-04-18 | Fowler / MTEC, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Please, please do not evaluate teachers on aspect of performance the the teacher has no control over. Example: Evaluating vocational teachers and their students WESTEST scores. Although vocational teachers try to "help" their students with all areas of a students success, the classroom teachers in the specific areas are the ones that need to be evaluated on WESTEST scores. Workeys or End of Course test would serve as better tools to evaluate Vocational teachers.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Siera Brewer / Fayette County, Student. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I as a student of Fayette County schools, I do not feel that Technology teachers should be evaluated for our performances on the WesTest simply because they do not teach us on the daily courses we learn each</p> | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | <p>day. They teach us based on what we need to know for our class. I believe that the high school teachers should be evaluated for what they teach and how we do on the test, and the technology teachers should be evaluated on what they teach. The skills that I learn and seek at the technology school have nothing to do with what I learn at my regular high school, or the way the I test. I believe the student is held accountable for there actions and if they want to learn or not. It all depends on the student. I do not believe that high school teachers and Technology teachers should be put on the same level as each other when clearly they both teach different skills based on the class.</p> | A/- | assessment is not available. |
| 2013-04-18 | Cheryl Green / Webster County High CTE, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation ----- CTE instructors should not and can not be evaluated according to the WesTest scores!! They are held accountable for Work Keys test scores and should be evaluated according to this testing process which is targeted to CTE.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Ceresa Pettit / FIT, Teacher | <p>Comments for section 126-142-9 Educator Evaluation ----- As a CTE instructor I fail to see the correlation between the information presented to students in my program and the WesTest assessment. The items evaluated are not part of the CTE curriculum and feel it is unfair to evaluate my performance based on the results a student obtains on the WesTest. High school</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | teachers should not and have never been held accountable for the skills taught in my classroom, nor should they be. | | |
| 2013-04-18 | Linda Brooks / Braxton County High School, CTE Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I disagree that CTE should be evaluated on west test scores. We teach math, english, etc. pertaining to our area. We should be evaluated on the work keys scores only! | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Michael Lee Gray / Webster County CTE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- as a cte instructor we are held accoutable for work keys, completion of the nccer program and to work hard to get students certified in the welding field.i have never heard somebody say lets hold the math,english ect, classes accountable for work keys i get students that read on a third grade level and dont even know how to read a rule and i bust my but to get them through work keys but i am not going to be responsible for west test scores when we as cte teachers have enough to worry about to graduate are students to enter the work force. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Robert Mazzella / Summers County CTE, Teacher. | Comments for section 126-142-15 Evaluation Process for Counselors ----- It is absolutely absurd to evaluate CTE instructors by Westest scores. For years CTE instructors and programs have had evaluations linked to end of | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>course testing, placements and Work Keys. These are more assessment evaluations than any teacher has or performance is linked. No teacher has performance evaluations or tests specifically geared to there class that could result in the loss of a program or their job. Linking CTE to Work Keys is a policy that have vehemently opposed for yesrs. The students are assessed on non-program content for the most part, but rather content linked to core classes. Why not use Work Keys to evaluate regular teachers if you are going to use Westest to evaluate CTE linstructors. All the evaluations in place now for CTE represent a bias and an inherent discrimination for CTE instructors. I will be surprised if CTE teachers do not proceed with actions if the Westest is added to their evaluations, if not action for the wWork Keys being only linked to ! CTE teachers with its current content. This porposal is outrageous!!! I can only state after almost 30 years in CTE instruction is a thing of the past and testing does not get students jobs.</p> | A/- | |
| 2013-04-18 | Rita Cordell / Mason County CTE, Teacher | <p>Comments for section 126-142-9 Educator Evaluation ----- I do not agree that CTE teachers should be evaluated to the WestTest scores. Cte teachers should only be under Workkeys results..</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Ian Saville / Mineral County CTE, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation ----- Being a CTE instructor, I should not be evaluated by how well a student was taught in the past. My job should not depend on how well someone else</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | taught the student. My area of knowledge is CTE, not english, math, science, etc. While many of these are integrated into my curriculum, the students should have this type of knowledge by this time. I build upon what they already have, not teach it from the basics. CTE should be evaluated on WorkKeys which are already in place. | | assessment is not available. |
| 2013-04-18 | Lana Shumaker / Fayette Institute of Technology, Teacher. | Comments for section 126-142-1 General ----- I DO NOT AGREE WITH POLICY 5310! CTE Instructors should not be held accountable for WesTest Scores. We should be accountable for WorkKeys scores and the individual certifications our students obtain in their programs of studies. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Pam Blackwood / Ben Franklin Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors are evaluated by their students' performance on the WorkKeys test. They should never be evaluated by WesTest because that does not address CTE education. The WorkKeys evaluation is actually used in the work world and recognized as an effective evaluation tool. WesTests evaluated what our students are learning at other schools and as a CTE educator, I should not be held accountable for that. (Re: Section 9.1) | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Pier Bocchini / Wood County Tech Center, Coordinator. | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical teachers should not be evaluated on WestTest scores. We have 3 public high schools and 1 parochial school that feed into | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | our programs at both technical schools (Wood County Tech Center and Caperton). Therefore, we would have to use all WestTest scores of all high schools in the county. Also, WestTest scores are not an indicator of the "hands on" knowledge that our students have nor the "book" knowledge they receive in all of the various programs we offer. It should not be used to evaluate CTE teachers and is not an indicator of what they teach. | A/- | assessment is not available. |
| 2013-04-18 | Martha Hewitt / Ben Franklin Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- The state and industry worked together to create the WorkKeys assessment. It is used as a tool to 1. Make sure the students and teacher are on track to what is needed and necessary to be successful in industry, 2. It provides a tool to assess the student as a valuable employee, 3. It keeps the classroom current and relevant. The Westest is a different "tool" with different goals and relevance. We have a good "tool" for measuring student/teacher effectiveness, let's not "muddy" the water with throwing more testing at teachers to prove their "worth". | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Melanie Saffle / Taylor County Tech Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I feel that the wording in these section should delineate the difference in Technical Center teachers and Academic teachers in that Technical Center teachers should be evaluated based on students achievement on such exams as the WorkKeys or EducateWV exams. Technical | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | Center teachers, while they incorporate reading, writing and math into their programs, are not solely responsible for such academic subjects. However, Technical center teachers are responsible for students success on WorkKeys testing and EducateWV testing. | | |
| 2013-04-18 | Jill Teets / Mineral County Tech Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on WorkKeys and Global 21 assessments and not WesTest scores. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Doug Kiger / Wood County Tech Center, Principal. | Comments for section 126-142-13 Evaluation Process for Teachers ----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Kathy Kuykendall / WVSD, CTE Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Please consider using the current WorkKeys assessment for the five (5) percent of the evaluation based on student growth for all career and technical education instructors. The WorkKeys assessment is mandated by the state for all CTE completers and should be the assessment used in the new performance evaluation of school personnel. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Tracy L. Chenweth / Tucker County High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teacher need to be held accountable to CTE related assessments. WESTEST2 has nothing to do | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a |

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| | | with CTE - it is an unfair comparison. Use WorkKeys and/or the Educate WV performance assessment as a measurement tool instead. | | positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Kathy / MTEC, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I strongly disagree!!!! CTE teachers should NOT be held accountable for Westest scores. If you want to hold me accountable with some "test" score, please make it the Work Keys. I am working to train and prepare students for the work force. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Tricia King / Monroe County Tech Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE Instructors teach skills and content pertinent to specific areas of industry. We ready students for higher education and the workforce. Yes, the skills and knowledge we teach is transferrable into many areas, and yes, we do find ourselves teaching and remediating English, Math, Science and Social Studies skills and content. However, to be evaluated on students' performance on WestTest is ludicrous. Any teacher can tell you, students do not take WestTest seriously. They feel it has no impact on them, whether they score tremendously well, or terribly low. They often speak of "Christmas Tree" answers. The WorkKeys test used in CTE is a much more telling assessment of student learning and work readiness. The WorkKeys test is linked directly to each student for accountability, and they know that. Global 21/Educate WV assessments test student | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>achievement in content areas. They, too, are linked to each student for accountability. If standardized tests must be used in teacher evaluation, WorkKeys and Global 21/Educate WV assessments are much better indicators of teacher performance and individual student learning. Furthermore, positive student placement, as tracked by CTE, is also an indicator of our success as teachers and the success of our students. I question the validity of any testing procedure that does not directly link the test and score to the tester because accountability is lacking (WestTest). I certainly question my accountability for WestTest when the individual students are not even accountable.</p> | | |
| 2013-04-18 | Teresa, Cline / Mingo Central Comprehensive High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>It is my position that Career and Technical Education teachers should not be evaluated based on WestTest scores but rather on the WorkKeys assessments given to our students. This test is geared toward the curriculum we teach and from which students learn. The WestTest is geared toward Core classes. If you want to incorporate an equal number of Career and Technical Education questions into the WestTest for all students to answer, then you could say the policy would be fair to all CTE educators. As written, it is not justifiable for CTE teachers to be evaluated on CORE class subject matter. Evaluate us on what we teach.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | April Shapiro / MCTC, Coordinator. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> | | See Section 9.1.b. for revised language regarding educators |

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| | | CTE Teachers should be evaluated on WorkKeys scores, not WestTest scores. | A/- | assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Angela L. Varney / Mingo Central High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Section 9.1 - I do not think that CTE teachers should be evaluated by WESTEST scores. We are accountable through testing in Global 21, Work Keys and NCCER. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Jacqueline Beverlin / Mineral County Schools, Assistant Principal. | Comments for section 126-142-9 Educator Evaluation ----- All teachers should not be evaluated by the same school wide assessment. CTE teachers should not be evaluated using WESTEST, CTE teachers already have an accountability system established for each specific program area. Teachers in schools that receive students from multiple sending schools should not be "evaluated" by the performance of the sending school(s). Teachers in other curriculum areas (such as fine arts, PE, driver's ed., foreign language, alternative ed., etc.) should not be evaluated by assessments out of their responsibility/area(s). mHow is my individual performance as an educator a reflection other teachers' results? mIsn't this | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

| | | policy supposed to serve as an evaluation of an individual? | | |
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| 2013-04-18 | Sarah Dennison / Calhoun Gilmer Career Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not believe that CTE instructors should be evaluated on WesTest scores. CTE should not be responsible for evaluations from these core classes. We should only be held responsible for the classes we teach. CTE tests students using ACT WorkKeys which tests students in Math, Locating Information and Reading for Information based on the programs they are enrolled in.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Christina WayBright / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not feel that Career Technical teachers should be evaluated based on student scores on state-wide standardized tests (ie, the WesTest or it's replacement). As a Career Technical teacher, I have no control over whether students are learning the academic standards that are tested. I am currently held accountable for student performance on the Global 21 Assessment, which includes the WorkKeys test. If student test results must be included in the results of my personal evaluation, I feel that the standards I am held accountable to would be more accurately reflected in WorkKeys and Global 21 tests. I also believe that students should be held accountable for their performance on standardized tests. If they don't pass the test, perhaps they shouldn't pass the class. Students regularly admit to intentional underperformance on standardized tests.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | With students who don't care at all about the results of the testing, there is no way to accurately reflect what is taught in the classroom. Hold students accountable for their own performance first, then hold me accountable. Any other route is just backward. | | |
| 2013-04-18 | Geraldine Newlon / Robert C. Byrd High School, Teacher. | Comments for section 126-142-14 Teacher Evaluation Standards and Elements ----- CTE teachers should not be evaluated based on students' WESTEST scores. We are not CORE teachers and are teaching employable vocational skills, not science, social studies, or math. We all use these skills to teach our content so it is reinforced, but our purpose is not to teach these skills as evidenced by our CSO skill sets for each CTE course. This is not fair. CTE teachers should be evaluated by how well our students do on our Content test the Educate WV Performance Assessment that CTE students take when they have completed four courses in one major. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-18 | Debra B. Skeen / CTE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- It has come to my attention that CTE teachers will be evaluated on WestTest scores. Does this mean that the academic teachers will be evaluated on CTE WorkKeys and Educate WV? Seem only fare to me!!rnrnI am not in favor of this proposal; I am not a certified math teacher, English teacher, science teacher, or history teacher. I teach a career/trade, I teach students how to prepare in the world of work, | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>to become a part of a working society. I encourage students to use proper English and to do well in all their classes, this makes for a better employee. (Remember; my classification is to teach dental assisting). I should not be responsible for any student that enrolls in my class as a junior/senior for all of their education. Students go to their home school to take and learn math, science, history, algebra, calculus, and other classes; is it not the position of the academic teachers to teach the student what they are certified in? Is this not what they get paid to teach? !</p> <p>Furthermore, I do not know any teacher that teaches my area (dental assistant) in their classroom, why should I be held accountable for what the academic teachers are certified and hired to teach? Why are they not being held accountable?</p> | | |
| 2013-04-18 | Randy L. Dornon / Wood County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>We as CTE Instructors are currently evaluated with the Work Keys Test. As we prepare our students for the work force, this is the appropriate test for our students and a means of evaluating us as instructors. It seems that if we were to be evaluated with WesTest, it would be similar to a double evaluation that other teachers wouldn't receive.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Denise Stalnaker / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>NO! Career and Technical education teachers should NOT be evaluated based on student scores on</p> | | See Section 9.1.b. for revised language regarding educators assigned to schools in which |

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| | <p>WESTEST or it's replacement. I have no control over whether students are learning the academic standards that are tested. Presently I am held accountable for students passing the WorkKeys test and I am not their English and Math teacher. How fair is it now and you want me to be more responsible for subjects that I don't teach. Completers also have to pass the EducateVA or Global 21 test which I am responsible for. I also believe that students should be held accountable for their performance on standardized tests. If they don't pass the test, they don't pass the grade and/or class. I recently had students in all my classes watch a video of a student who did something stupid on a standardized test and was punished. My students then needed to post a blog entry answering questions and one question was did they always do their best on standardized tests. Approximately 80% of the students in my classes said they did not. Answers included things like it was pointless-- doesn't mean anything--I am not going to college so it doesn't matter--I scored well on the ACT so that test doesn't matter. But teachers are going to be held accountable when students do not try. Approximately 1/3 of my students have missed more than 10 days of school and we are on a block schedule. They don't come to school, I have to give them makeup work to pass, but I am held accountable for them on standardized tests. Our school sends attendance letters to parents when students miss 5 days and yet students continue to miss. If you want to improve</p> | <p>A/-</p> | <p>a student growth score based on the state summative assessment is not available.</p> |
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| | | education in the state of West Virginia--get the kids in school and make them and their parents responsible. We are doing all we can do at the present time and it is not fair to add even more onto our plates. | | |
| 2013-04-18 | G. Dick / Cabell County School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a CTE Educator, teaching in a specialized field that has set standards for US to teach. Even though we use common core standards within our lessons, it is not OUR core. We should be evaluated on our specialty whether it be welding, digital communication, law, or child care. Are common core teachers judged on career aspects of what we teach, No. For us to have our curriculum negated by evaluating us on common core standards is ludicrous. Should a math teacher be evaluated on the success of a drafting student that is not even in his building? I do understand the need for all teachers to focus on writing, reading comprehension and other common skills, but that does not mean that we should fall to the evaluation that is based on subject matters that are beyond our scope of practice. If we need to be evaluated by a form of student performance it should be within the scope of our content standards, not buy the common core specialized teachers successes or failures within their! classroom. We may have the same students but we should not be held accountable for Mathematics or Science principles that are not in our standards.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| | | Comments for section 126-142-13 Evaluation Process | | |

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| | | <p>for Teachers</p> <hr/> <p>As a CTE Educator, teaching in a specialized field that has set standards for US to teach. Even though we use common core standards within our lessons, it is not OUR core. We should be evaluated on our specialty whether it be welding, digital communication, law, or child care. Are common core teachers judged on career aspects of what we teach, No. For us to have our curriculum negated by evaluating us on common core standards is ludicrous. Should a math teacher be evaluated on the success of a drafting student that is not even in his building? I do understand the need for all teachers to focus on writing, reading comprehension and other common skills, but that does not mean that we should fall to the evaluation that is based on subject matters that are beyond our scope of practice. If we need to be evaluated by a form of student performance it should be within the scope of our content standards, not buy the common core specialized teachers successes or failures within their! classroom. We may have the same students but we should not be held accountable for Mathematics or Science principles that are not in our standards.</p> | NA /- | |
| 2013-04-18 | Anastasia Hilvers / MOVTL, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>As an instructor in a vocational school, I question the validity and fairness of any part – no matter how small- of my evaluation being based on 126-142-9.1. I, and my vocational colleagues, have</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | <p>no opportunity to influence any student until his/her junior year. WestTest is last administered to sophomores. To point out the obvious: this law proposes that I be judged by the results of a test administered at a school I where I do not work and administered at least a year before I even met my students. I counter propose that I and all Career and Technical instructors either have this percentage portion of the educator evaluation be added to the measure of student growth by learning objectives, or by utilizing a more germane testing measure, such as WorkKeys scores – a test we actually do actively affect in the time period vocational students are with us.</p> <p>Sincerely, Anastasia Hilvers, Instructor Options Pathway Mid Ohio Valley Technical Institute St. Marys, WV</p> | | assessment is not available. |
| 2013-04-18 | Robert Johnson / Fred W. Eberle Tech Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Through out the course of my 7 year career, I have been strongly opposed to CTE instructors being held accountable for basic skills like math and reading. The WorkKeys test is bad enough; however, how can anyone justify using WESTEST scores to evaluate performance of CTE instructors. If you can manage to justify this action, then I ask you, when are you going to require the Academic teachers to teach, and be accountable for job placement in welding, diesel, collision repair, carpentry, ect. I do not have an issue with incorporating reading, writing, and math lessons into my curriculum, because I do it anyway, what my issue is with is the academic accountability being</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | placed on CTE instructors.. | | |
| 2013-04-18 | Sarah Luczak / Calhoun-Gilmer Career Center, Counselor. | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>teachers should be evaluated on WorkKeys results and not WesTest scores in CTE. That seems to be the reason that Work Keys was put into place, because it measures the basic skills required to be successful in the workplace. The WesTest does not measure these basic skills, and should solely be used as an assessment for the high schools. CTE instructors should not be evaluated on the teaching done in high school classes, rather they should be evaluated on the basic skills required to be successful in the work place (Reading for Information, Locating Information, and Applied Math) and the hands-on EducateWV assessment. These assessments are relevant to CTE, whereas WesTest not.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Michael C. Hipp / South Branch Career and Tech, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>126-142-9, Section 9.1. Career Tech. Teachers should not be evaluated on Westest scores. We are currently evaluated on WIN scores.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Joan Murray / ACTE, Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>There is absolutely NO reason to evaluate Career</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | Tech teachers based on WESTEST scores. Who in their right mind comes up with this crap. We are skilled instructors taching theory and applying it to work based learning experience. | | on the state summative assessment is not available. |
| 2013-04-18 | Paula Meadows / Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors should not be evaluated on Westest scores. How would this be valid, considering that CTE instructors have not nor will not teach anything (ELA, Science, Social Studies and Mathematics) that is found on this test. Patently unfair!!!! This would be like grading a dentist on how well a nurse could draw blood. Totally unrelated!!! If testing results are necessary, CTE instructors should be evaluated on Work Keys results, which is directly related to their area of study. Please reconsider this situation. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Christine Kinningham / Kanawha County Schools, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I do not believe CTE teachers should be evaluated by results of the Westest; we should be evaluated on the results of the WorkKeys tests. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| | | Comments for section 126-142-13 Evaluation Process for Teachers ----- CTE teachers should be evaluated on the results of the WorkKeys tests rather than the WesTest results. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | | | assessment is not available. |
| 2013-04-18 | Luke Parsons / Roane Jackson Tech. Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I believe that workers should be what I am evaluated on! I do not have control of what the students learn in their core classes, I can quit teaching my content area and focus on the 4 core subjects. This is what will happen if I become evaluated with the westest.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-18 | Ralph Smith / Brooke High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>How is it possible for CTE teachers to be evaluated on west test scores when they have absolutely no impact in the teaching toward this test? Shouldn't they be evaluated on work keys scores and job placement?</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Julie Yearego / Liberty High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Please revise the evaluation to EXCLUDE the WESTEST for CTE instructors and INCLUDE the WorkKeys (National Career Readiness Certificate). The WorkKeys better reflects student career readiness for CTE instructors than the WESTEST. To be honest, the Performance Assessment for student completers is, in my belief, the best evaluation of a teacher's instruction as the students are "creating or demonstrating" related work with outside evaluators.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | Thank you for your assistance in this matter. | | |
| 2013-04-19 | Grace Calvarese / Brooke High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The assessment for Career Technical Educators should be based on ACT Workkeys, Educate WV Testing and Credentialing scores that assess their students "work readiness" skills. The goal of CTE Programs is to prepare students for their career goals assisting them to become productive citizens and a benefit to society. These skills are stressed in all of the programs! Career Technical Educators should be evaluated directly on assessments that impact their students on attaining workforce job related measurements or their ability to move into post-secondary education based on their chosen curriculum concentration. Therefore, assess the instructors on the same principles. These formative & summative assessment measures are currently the data measures used to evaluate our personnel based on the WVDE Division of Technical, Adult and Institutional Education and should continue by this means not on WESTEST scores.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Elaine Kimmins / Hancock County Schools, CTE Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not believe that a CTE teacher should be evaluated on WESTtest scores. We should be evaluated on Work Keys test as that is what we are responsible for. I have no control over what is being taught in English, Math, Social Studies or Science classes but I do have control over what is being</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | taught in CTE classes. | | |
| | | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I do not believe that a CTE teacher should be evaluated on WEstest scores. We should be evaluated on Work Keys test as that is what we are responsible for. I have no control over what is being taught in English, Math, Social Studies or Science classes but I do have control over what is being taught in CTE classes.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Misty Dabate / Harrison County Schools, Business Teacher, | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a current business teacher, I believe that CTE Instructors should be evaluated on WorkKeys assessment scores, not WesTest scores.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Cathy Newsom / Poca High School, Business Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE teachers are already evaluated on WorkKeys. As a business educator, I do not teach the core classes covered by the WesTest, although I supplement the core curricula in as many ways as I can. CTE STAFF SHOULD NOT BE EVALUATED ON WESTEST!</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Dolores Conley / Tug Valley High School, Business Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>CTE teachers should never be evaluated through</p> | | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a |

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| | | WESTest scores; since WESTest is core class testing. CTE teachers should/can be evaluated through Work Keys and 21C Assessment scores. | NA /- | positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Vonda Preston, Tug Valley High School, FCS/ProStart Teacher. | Comments for section 126-142-14 Teacher Evaluation Standards and Elements ----- CTE teachers should not be evaluated by the WESTEST. There is nothing non that test pertaining to what we teach. We give the WORKKEYS assessment. If we are going to be evaluated at all it should be on this test. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Alma Cunningham / John Marshall High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores. As much as we try to educate toward all subjects, we cannot be held accountable for all subjects being taught. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | James Snyder / Calhoun-Gilmer Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As a CTE instructor, I believe it would be a better form of evaluation to use Work keys testing data rather than West test scores to evaluate CTE instructors. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Caitlyn / Fayette County, Student. | Comments for section 126-142-9 Educator Evaluation ----- I think it is stupid cause it is not the secondary | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide |

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| | | teacher's fault that the first teacher is not teaching what should be taught. | | growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Bonnie Gilkerson / Fayette County, Student. | Comments for section 126-142-9 Educator Evaluation ----- On regards of CTE teachers being held accountable for west test scores as well as high school teachers. It is wrong to hold them accountable for what they have not taught to students. Teachers that teach the subjects on West Test are the ones that should be held accountable noth CTE teacers | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Hali Zink / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- I am writing this on regards of CTE teachers being held accountable for students Westest scores. I am a junior in Pre-Pharmacy at the Fayette Institute of Technology. My teacher teaches me more during a regular day in one class than I learn in one day in probably all of my other 4 clases that I take at OHHS. I fail to see why my teacher at F.I.T. should be held accountabe for my test results in subjects she doesnt even teach. She teaches us things like anatomy and medical teminology, not math and history. So I dont see why she should be responsible for my scores in math, science, history, and language. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Laura / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- I feel that it is absolutely ridiculous for CTE teachers to be held accountable for the Westest scores of the | | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | students. They do not teach that curriculum and should not have their jobs be put in jeopardy if the students do poorly on the Westest. They are teaching a completely different subject as opposed to the subjects used on the Westest. So I do NOT think it is appropriate for the CTE teachers to be responsible for that. | A/- | on the state summative assessment is not available. |
| 2013-04-19 | Mary Perdue / Garnet Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors should not be evaluated on WesTest scores. Our classes are not on the WesTest exams, therefore, our teachers should not be evaluated by these scores. CTE students are required to take the WorkKeys exam, which measures their knowledge of specific subjects related to CTE. Evaluations should be based on the WorkKeys exam for CTE instructors. Our programs are already evaluated by the WorkKeys exam results. Thank you. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Sara Parrish / Fayette County, Student. | Comments for section 126-142-9 Educator Evaluation ----- I believe that vocational teachers should not be held accountable for west test scores. Vocational teachers are not responsible for west test scores because they don't teach the curriculum. The secondary teachers are the only ones that should be accountable for those scores. They are the ones that teach the curriculum so they should be the one that should be accountable for the scores. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Samantha / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- | | See Section 9.1.b. for revised language regarding educators |

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| | | I feel that the teachers at the vocational school should not be evaluated based upon the scores from the West Test the students make at their home school. It is unfair for the teachers to be judged on what the students make on the test, because they do not teach the subjects at the vocational school. The only curriculum the teachers teach is what they are required to teach at the vocational school. | A/- | assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Ashton / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- In my opinion, if you don't teach that class, then you should not be held accounted for something that you did not do. That's like pleading guilty for a murder that you definitely did not do. Honestly, this policy is not accurate and I do not believe that it should be in effect. Teachers that do teach that certain course should only be held accounted for, not every teacher for every mistake for that student; even if they do have then in some sort of course. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Kimberly Siborun / Wyoming Career and Tech Center, Teacher | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors should not be held accountable for WesTest scores. I should be held accountable for WorkKeys scores since it relates directly to areas taught in Career Technical Education. I am not a Trig. teacher. I am a nurse, therefore I should be held accountable for medical math, locating information, and those areas addressed in WorkKeys. This upsets me greatly. It's like holding a Spanish Teacher responsible for scores a Latin teacher will have. Do | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | you even have a clue what we do in career technical education? I thought this new state board wanted to take a step forward-then get to know us and what we do! | | |
| 2013-04-19 | Andrew / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- I do not believe that if a the instructor does not teach the specified class that they should not be held responsible for the scores. Due to the fact that if they do not teach the class they have no control over how the class or how well it is taught. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Jordan McDonald / Fayette County, Student | Comments for section 126-142-9 Educator Evaluation ----- I do not think that My teacher should be held accountable for something he/she has no control over. He/She isn't the one who is responsible for the teachings of a subject such laguage arts. It's not right to have the work of another teacher's student that doesn't perform well put on someone else who has nothing to do with it. It doesn't make any sense and therefore it's unfair in so many ways. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Debbie Roberts / Buckhannon-Upshur High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Education teachers should NOT be evaluated on the basis of Westest scores. CTE educators do not directly teach in any of the core areas measured by Westest. Instead of Westest, CTE instructors should be evaluated on the basis of the WorkKeys assessment which measures the level of | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | achievement of the students in career and technical programs that are taught by CTE teachers. | | |
| 2013-04-19 | Danny Cummings / Roane County Schools, Vocational Coordinator | Comments for section 126-142-14 Teacher Evaluation Standards and Elements ----- WV Vocational Teachers should not be evaluated on the WesTest Scores. They are using the WorkKeys as a part of their testing and should be evaluated on these scores. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Frances Bivens / McDowell Career Ctr, Coordinator | Comments for section 126-142-9 Educator Evaluation ----- CTE Educators should be evaluated on WorkKeys results and not WesTest scores. The evaluations should not be set up this way. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Cathy Proctor / Carver Career and Tech Center, Teacher | Comments for section 126-142-9 Educator Evaluation ----- I think the WorkKeys is the only thing CTE instructors should be evaluated on. In fact, I feel technical students should not have to take the West Test. These kids are tested far more than the average high school student. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Rhonda Shriver / University High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- Career and technical educators should not be | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide |

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| | | evaluated based on WESTEST scores. We do not directly teach the standards that are tested. We are now being evaluated based on WorkKeys. The test does measure what we teach directly. Career and technical education completers generally take pride in doing well on the WorkKeys test. | | growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Regina Toparis / Chapmanville Regional High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- I do not think CTE Teachers should be evaluated on WESTEST because the WorkKeys results should serve as our evaluation tool. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Crystal Spence / Man High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I believe we should be evaluated on the End of Program exam that is scored by people in our industry rather than the WesTest. Even the Work Keys exam would be better than the WesTest. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Cammy Kesterson / Pocahontas County High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- CTE Staff should not and hopefully never will be evaluated on WesTest. CTE teachers should be evaluated on WorkKeys results and NOT WesTest scores. CTE teachers have more accountability for our programs already compared to academic teacher. We are held accountable for placement, WorkKeys | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | and Global 21 testing. I strongly feel that we are held to fire enough as is for our content. WESTest is not our area and we should not be held to standards that we have no input in or control over. Please leave WESTest out for CTE teachers and leave WorkKeys in. You cannot hold all teachers to the accountability. CTE teachers are in a completely differenct category and should not be held to the same standards. | | |
| 2013-04-19 | Teresa / PCHS, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>We don't evaluate a math teachers performance based on Global 21 test scores do we? No, so we should not be evaluating CTE teachers based on the WESTTEST. If we were to do this we would essentially be telling every CTE teacher that it is not only their job to teach their subject matter but that of every other teacher. Students should come to our classes prepared with the math, read, writing skills; not to gain them. We simply use these skills as a tool to pass along information specific to our vocation. Rather than only making teachers accountable for student learning why don't w make the students accountable? This will improve our schools, not including them in teacher evaluations. This will only further discourage people from entering the education profession, as if the low pay in WV hasn't already done that.</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Frances King / Carver Career Center, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Career and Technical Education teachers should receive evaluations based upon outcomes of the</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | Work Keys test and NOT the WesTest. It would be unfair to do otherwise. | | on the state summative assessment is not available. |
| 2013-04-19 | Nancy Locke Squires / Lewis County High School, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>This year will complete my 27th year as a high school business teacher. I have always been professional in my work and in my relationships with my students. I have been evaluated using numerous methods, and have always been judged as "exceeds standards". I hold a B.A. in Accounting, a B.A. in Business Education, and I have completed graduate work toward master's degrees in both business and in secondary education. My most recent degree was in Educational Leadership, and I hold certifications in business math, marketing, and administrative certifications as principal K-12, county office supervisor, and superintendent. I was an honor student throughout all degree programs, and I am a National Board Certified teacher. I worked very hard to achieve my personal success. I work equally hard to see that my students achieve the educational goals set before them.</p> <p>WesTest covers the four core subjects (English, Math, Science, and Social Studies). Principles of Accounting or! Finance are not classes that create a lot of instructional opportunities for these core subjects. Why, then, would CTE teachers be held accountable for the students' lack of success on WesTest? I do use a website (WIN) on a regular basis in my classes in an effort to help students prepare, not only for the WesTest, but also for the WorkKeys test given every</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | <p>year to CTE students. Last year, of the 29 business completers we tested for WorkKeys, only 2 special needs students did not meet standards. WorkKeys would be a much more accurate estimate of my success as a teacher, and a much more valuable tool in evaluating my performance.</p> <p>Or, perhaps you could look at the number of my former students that go on to college to study business, completing both two and four-year business degrees, becoming successful business men/women.</p> <p>Test scores should not be used to evaluate any teacher unless there are also repercussions for the students for poor test performance. I have!</p> <p>personally witnessed students who intentionally slept through!</p> <p>the test, drew pictures on the answer sheets, or did a pattern (A, B, C, D, A, B, ...) on the test because they simply have no reason or incentive to really care about the outcome. Until students, and their parents, are concerned about their test scores, the scores will not improve. There is also the issue of students intentionally sabotaging their scores if they thought it could hurt the evaluation of individual teachers.</p> <p>If you want to improve test scores, find a way to award, remediate, or otherwise make students responsible and accountable for their own success.</p> <p>If you want to evaluate the professionalism and success of teachers, give administrators more time in their schedules to visit classrooms weekly, observe classroom management skills of particular teachers, and find ways to work</p> | | |
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| | | <p>with those teachers who fall short. If you want to improve WesTest scores, look at the exam itself. You are using a test that is not created by educators. You are testing students on</p> <p>In Geometry, when they are only enrolled in Algebra. There are just so many issues with the exam, but there is one that I will NEVER forget.</p> <p>"Billy" was a 10th grader in my homeroom, so he would be taking the 10th grade WesTest. However, "Billy's" reading comprehension was on the 4th grade level. The test was to be given for 4 mornings in a row. As the administering teacher, I was not allowed to see the test or offer any assistance. So "Billy" cried constantly throughout the exam, for 4 mornings in a row, because "Billy" could not read and understand the exam questions. I will NEVER forget the tears rolling down his cheeks or him begging me for help. It was all I could do to keep from crying with him. His mother called me. There was still no way I could help, so "Billy" did not do well on the test.</p> <p>By the way, "Billy" has his own business. He worked as a mechanic's helper for three years, started doing repair work under an excellent mentor, and is a very successful entrepreneur. "Billy" is judged a success—not by the WesTest scores, but by his own hard work, willingness to learn, and by the teachers who worked with him to give him the coping skills, and to give him the ability to seek help when needed.</p> <p>And then there's "Steven" with his own logging company, owning</p> | | |
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| | | <p>trucks, skidders, etc., managing employees, filling contracts, etc. If you want to evaluate me, and others, as teachers, let me introduce you to our real "measures" of our professionalism and our success.</p> <p>Law makers should ask themselves this question: "If I was working in a toy factory, I should be judged by the work I produce. But should I be held accountable if the materials used to manufacture the toys are defective or are not on the same level of quality." Likewise, teachers should not be judged by overall test scores if the classroom of 30 or more students is 20% low functioning and only one or two are at an above average level.</p> <p>In short, no teacher's professionalism or teaching skill should be evaluated by a student's test score until</p> <p>1) the WesTest is evaluated for its own merit</p> <p>2) the students are rewarded, remediated, or otherwise held accountable for their own success</p> <p>3) CTE teachers are evaluated by WorkKeys scores rather than WesTest scores</p> <p>4) core subject teachers should not be evaluated by WorkKeys scores</p> | | |
| 2013-04-19 | Kathryn Mace / Woodrow Wilson HS, CTE Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I am a CTE teacher who gives Work Keys. I do not believe that I should be responsible for WESTEST scores because students come to my classes for skill content and I am already judged by the Work Keys and end-of course Educate West Virginia tests.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-19 | Marilyn J. McGowan / Brooke High School, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Section 9.1 - Career and Technical Education (CTE) teachers should NOT be assessed based on WESTEST scores. CTE teachers' evaluations should be based on the results of the ACT WorkKeys scores, EducateWV results, and Credentialing scores used to assess their students' abilities. These assessment measures are currently the data measures used to evaluate CTE personnel based on WVDE requirements and should continue by this means. The ACT WorkKeys assessment is used by employers, so it is a real-life assessment that the student can take with them upon high school graduation.</p> | NA/- | |
| 2013-04-19 | Priscilla Suan / Lewis County High School, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE instructors should be evaluated on WorkKeys scores and not WesTest scores. I feel the WorkKeys test results reflect whether students have mastered the CSS's for our content area.</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Lynn Tupes / MCCC, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a CTE teacher, my program is evaluated based on WorkKeys performance results. As I have limited time to impact student scores on Math, Reading and Locating Information (4 semesters)for WorkKeys</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | testing; I certainly feel it would be unfair to evaluate CTE teachers on WesTest scores due to the fact that I may not have any contact with the students who are tested. This would be like evaluating legislators based on the score of a sports team (no contact; no impact)! | | assessment is not available. |
| 2013-04-19 | Roberta Goff / FEA, Teacher | Comments for section 126-142-9 Educator Evaluation ----- Work keys should be source of any evaluation that is used for vocational teachers. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Deborah Chapman / Huntington High School, Teacher | Comments for section 126-142-9 Educator Evaluation ----- Just a reminder that CTE teachers evaluation should reflect Work Key scores or Educate WV scores. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Joan E. Smith / United Technical Center, Director | Comments for section 126-142-1 General ----- Coming from a technical school, I wish to ask the reasoning for making vocational teachers responsible for WESTEST results. Vocational teachers need to | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | be responsible for WorkKeys scores. We know when we are low on the results and what we need to do to bring the scores in line with the Standards. Please reconsider this line of thinking. Example: A student comes to us at the vocational school with a third grade reading level. We remediate and try to bring the schres up but is it our responsibility to bring this student up to grade level in one or two years after he has been in school for ten years.?P | | assessment is not available. |
| 2013-04-19 | Marcia West / Parkersburg High School, Teacher | Comments for section 126-142-1 General ----- WESTEST should never be used to evaluate Business/Marketing teachers as we do not teach core subjects which is what the questions on this test are designed to evaluate for students. But should never be used to assess Business Teachers or Marketing Teachers. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| | | Comments for section 126-142-2 Purpose ----- WESTEST should never be used to evaluate Business/Marketing teachers as we do not teach core subjects which is what the questions on this test are designed to evaluate for students. This test should never be used to evaluate any teacher, and especially not Business/Marketing teachers. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Elwood N. Sites II / Randolph Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Education (CTE) teachers should not be evaluated based on Westest scores. CTE educators should be evaluated based on the | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | <p>WorkKeys results. We do not teach science, math, history or English and our evaluations should not be based on the Westest criteria.</p> <p>We prepare students for a career in various fields, and the WorkKeys results should be used for our evaluations.</p> <p>You would not evaluate an administrative assistant on how well they cut a board with a saw, so why evaluate CTE teachers with WesTest?</p> <p>Please take these comments into consideration when reviewing this policy.</p> | | <p>on the state summative assessment is not available.</p> |
| 2013-04-19 | Frank B. Mann, III / Wyoming County Schools, Assistant Superintendent. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Having all educators evaluated on WesTest scores is not equitable. Career and Technical educators should be evaluated on the ACT WorkKeys results. Please consider making the distinction between academic and career\technical assessment test data for academic and career\technical educator evaluation criteria.</p> | A/- | <p>See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available.</p> |
| 2013-04-19 | Rebecca Baker / Greenbrier East High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Career and Technical teachers should not be evaluated by WesTest scores. CTE has their own evaluation tools; Work Keys and Global 21 Testing. They should be evaluated by those tests. All teachers should only be evaluated by the results of standardized tests in their teaching field. For example; I teach biology, so I should be only accountable for my students' performance on the biology section of WesTest. However, that in itself provides an unfair evaluation of those who teach special education and lower level students. Teachers</p> | NA/- | <p>The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all.</p> |

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| | | <p>who teach more advanced classes would be evaluated on the results of the top students, but those teaching conceptual classes would be evaluated on the results of the lower level students. This would limit the number of teachers willing to teach special education and conceptual students. Special education is already facing shortages. These changes in no way encourage people to enter the teaching field in special education.</p> | | |
| | | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <hr/> <p>Career and Technical teachers should not be evaluated by WesTest scores. CTE has their own evaluation tools; Work Keys and Global 21 Testing. They should be evaluated by those tests. All teachers should only be evaluated by the results of standardized tests in their teaching field. For example; I teach biology, so I should be only accountable for my students' performance on the biology section of WesTest. However, that in itself provides an unfair evaluation of those who teach special education and lower level students. Teachers who teach more advanced classes would be evaluated on the results of the top students, but those teaching conceptual classes would be evaluated on the results of the lower level students. This would limit the number of teachers willing to teach special education and conceptual students. Special education is already facing shortages. These changes in no way encourage people to enter the</p> | <p>NA /-</p> | <p>The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all.</p> |

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| | | teaching field in special education. | | |
| | | <p>Comments for section 126-142-14 Teacher Evaluation Standards and Elements</p> <p>-----</p> <p>Career and Technical teachers should not be evaluated by WesTest scores. CTE has their own evaluation tools; Work Keys and Global 21 Testing. They should be evaluated by those tests. All teachers should only be evaluated by the results of standardized tests in their teaching field. For example; I teach biology, so I should be only accountable for my students' performance on the biology section of WesTest. However, that in itself provides an unfair evaluation of those who teach special education and lower level students. Teachers who teach more advanced classes would be evaluated on the results of the top students, but those teaching conceptual classes would be evaluated on the results of the lower level students. This would limit the number of teachers willing to teach special education and conceptual students. Special education is already facing shortages. These changes in no way encourage people to enter the teaching field in special education.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Donna Singleton / Braxton County High School, Teacher. | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>If CTE teachers are going to be held accountable for a test, it should be the Work Keys test. I do not mind working with the students to improve skills, but I don't think I should be held accountable for</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide |

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| | | something that should be taught in a core area. | | culture that values learning for all. |
| 2013-04-19 | Rebecca L. Wilcox / Parkersburg South High School, Teacher. | Comments for section 126-142-13 Evaluation Process for Teachers ----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Kristye Shaffer / Cabell County CTE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I do not believe that CTE teachers should be evaluated based upon WESTEST scores. I believe that CTE teachers should be evaluated based upon the WorkKeys Assessment which our students take to receive certification in their CTE content areas. CTE teachers should be evaluated based upon the main skills they teach which are evaluated on the WorkKeys and not based on skills to which they provide supplemental support. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | James G. Dixon / Cabell County Schools, Educator. | Comments for section 126-142-9 Educator Evaluation ----- Educator evaluations for CTE teachers should not be Westest. We use Workkeys assessments. Please consider the differences when making this decision. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04- | Rick / Teacher. | Comments for section 126-142-9 Educator Evaluation | | See Section 9.1.b. for revised |

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| 19 | | <p>-----</p> <p>CTE instructors should be evaluated by the performance of students who take the Work Keys test. Work Keys is designed to evaluate the work readiness of CTE students. CTE instructors provide this kind of instruction and should not be evaluated on the academic materials reflected by the WESTEST. WESTEST scores should however be a deciding factor in determining whether a student has the skills to proceed to the next grade. We have too many students being passed along for the sake of numbers. Teachers need the cooperation of students and parents to provide adequate levels of instruction, setting a standard of achievement before promotion to the next grade is the only way to insure that each student does their best. Teachers who continually have students unable to advance would become apparent and appropriate actions taken. Precise and calculated responses tend to lead to better results than the shotgun blast system (with teachers being the easiest target) currently in place.</p> | A/- | language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Andrea / Parkersburg High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a CTE teacher, my evaluations should be based on the school/county work keys test. I spend time preparing my students to work in our world. We use the work keys test that so many other businesses use and we use it to measure and better prepare our students. We do not expect English, Math, Language Arts, or Science to be evaluated based on the work keys test. Core teachers use West Test Scores to</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | measure and evaluate their students. I should not be evaluated based on West Test Scores. | | |
| 2013-04-19 | Steven Burdette / Buffalo High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Westest is a very valuable tool to evaluate Core Curriculum. Work Keys assessment is more specific to the content taught in CTE classes. Please do not link CTE classes to core classes. The evaluation will be incorrect and will devalue the WESTEST results. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Julie Alderman / CRHS, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- This needs revised, as CTE teachers should be held accountable for the area in which they teach specifically and/or end of the year test or Work Keys. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Laura Mills / CTE Teacher. | Comments for section 126-142-9 Educator Evaluation ----- The CTE teachers should be based on the WorkKeys scores. The Westest II does not incorporate what is taught in Career and Tech Ed. This is done through the WorkKeys. We teach practical skills for students to get jobs not take the Westest. How can Career and Tech Ed. be considered in the Westest when we are elective classes not core classes? There is something wrong with that. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-19 | Okey Smith / Mingo County Schools, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Since the subject matter taught by CTE educators is not on the WesTest; I think the WorkKeys test results would be a better evaluation tool for CTE educators.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Cynthia Cassidy / WWHS, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE Teachers are responsible for Work Keys and Educate WV Testing (formerly Global 21 Assessment). Why should we be held accountable for core classes that are not part of our hands-on, work skills related curriculum?</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | John Ritchie / Mineral County, Teacher. | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-2 Purpose</p> <p>-----</p> <p>CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-3 Authorities</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-4 Definitions</p> <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-5 Training</p> <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-6 State Board of Education Review</p> <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-7 Principals of Operation</p> <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-8 Rating Structure</p> <p>----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-9 Educator Evaluation</p> | | |
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| | | <p>-----</p> <p>CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>CTE teachers should be evaluated on WorkKeys results and not WesTest scores.</p> | | |
| 2013-04-19 | Joetta Moore / Mid-Ohio Valley Technical Institute, Coordinator. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Vocational Instructors should not be held accountable for what their students score on the WESTEST. We should be evaluated on how our students perform on the WORKKEYS exams. In vocational education we do not receive our students until their junior and senior years of high school. The last time these students are evaluated is during their junior year with the WESTEST. At that time we have only had the student a few months in our classrooms. I am a Student Support Services Coordinator with Mid-Ohio Valley Technical Institute located in St. Marys, WV. I am in charge of administering the WORKKEYS to our completers. This year I have given approximately 230 students WORKKEYS exams in Reading, Math and Locating Information. Our instructors use the WIN program to review and reteach reading, math and locating information skills to each of our students. I gathered baseline data this year in September using WIN and am in the process</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>of comparing it to our WORKKEYS scores to see just how successful we were. I would be glad to explain our process and share our data with you. WE DO NOT WANT TO BE LEFT OUT OF THE EVALUATION PROCESS OR NOT BE HELD ACCOUNTABLE – WE ONLY WANT TO BE EVALUATED USING AN INSTRUMENT THAT FAIRLY SHOWS HOW WE HAVE HELPED THE STUDENT GROW DURING THE 2 YEARS OF HIGH SCHOOL THAT WE HAVE THEM. I will be glad to share -- 304-684-2464 -- Joetta Moore</p> | | |
| 2013-04-19 | Barry Crist / Fayette Institute of Technology, Principal. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>To tie Westest scores to Career & Technical teachers' evaluations simply doesn't make any sense. Everything Career & Technical schools do revolves around the Work Keys Test, as it is used to improve teacher performance, program improvement, federal Perkins monies, as well as total school profiles. So why we would use anything other than Work Keys scores for teacher evaluation is beyond me. One of the first slides in the New Teacher Evaluation Power Point talks about teacher by in and this is not the way to get it in Career & Technical.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Jeff Broschart / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I believe the current WorkKeys assessment should be the CTE educators evaluative tool.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | | | assessment is not available. |
| 2013-04-19 | Wanda Harman / South Branch Career & Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I do not believe that CTE Instructors should be evaluated on WesTests; however, the current WorkKeys® assessment would be a better evaluative tool. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Chris Mockbee / BHS, STEM Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Career Technical Educators should be evaluated directly on assessments that impact their students on attaining workforce job related measurements or their ability to move into post-secondary education based on their chosen curriculum concentration. Their evaluation should be based on ACT Workkeys, EducateWV. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Walter K. Brown / Marion County Technical Center, Retired Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Having taught in the CTE environment for 27 years, I believe it would definitely be a mistake to evaluate CTE instructors by the WestTest. By their nature, the CTE programs can help support the objectives outlined in the WestTest, but these instructors should be evaluated by criteria designed to reflect evaluation of | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | the objectives for their particular areas. | | |
| 2013-04-19 | Ruth Caplinger / Mason County Schools, CTE Director. | <p>Comments for section 126-142-14 Teacher Evaluation Standards and Elements</p> <p>-----</p> <p>The wording needs to be clear that Career and Technical Education Teachers should NOT be evaluated on WESTEST scores. They should be evaluated on their student's WorkKeys and/or other testing directly linked to the CTE courses they are teaching. rnAlso I think that only the scores of students with an 85% attendance rate or better should be considered for any teacher evaluation (academic or CTE)as poor attendance creates poor test results. The teacher has no control over student attendance and to evaluate the teacher based on the test results of a student with poor attendance is unfair. rnFinally, poor test performance should have some consequences for the students too. Either they do not pass to the next grade or they do not graduate.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Keeneth Burns / Carver Career & Tech Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE Teachers are Career Educators. We have nothing to do with (WesTest scores) basic education (the 3 R's) are done in the grade, middle, and high schools. We do not or have the time to teach the basic education (the 3 R's) which they should already have those basic skills in education. We are already evaluated on WorkKeys results. We do not need to be evaluated on WesTest score results. We as CTE</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>Career Educators have no control over. Who can up with this idea or plan has no idea what Vocational or Career Tech. schools are!!!!!! Or what CTE (Career Technical Educator) means. Not the 3 R's educators. Question when you went to collage did they that time to teach you the basics of the 3 R's no they didn't did they. Oh by the way if you don't know what the 3 R's are, here it is Reading wRiting aRithmetic, now is this what the wesTest is based on Not CTE (Career Techical Education)</p> | | |
| 2013-04-19 | Kristal Roberson / East Hardy High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE teachers should be evaluated on WorkKeys test results NOT Westest results. No more than 5% of teachers' evaluations should be based on standardized testing of any kind.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-19 | Michele Ellis / Roane Jackson Technical Center, Teacher. | <p>Comments for section 126-142-2 Purpose</p> <p>-----</p> <p>126-142-9, Section 9.1.</p> <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Technical education already uses work keys and key train to bring the students up to an acceptable level of performance. Is Westest going to do any more for them? Do the students need any more testing in the curriculum? Testing, that takes time away from leaning??? What is the real reason behind this ???</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | More money??? Or more education. | | |
| 2013-04-19 | Brian Bailey / Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>What about student accountability? It's not appropriate to base my evaluation on those students who don't care how well the score on standardized tests and drag school scores down. You would be surprised at how many students don't care. There needs to be some accountability on their part, such as some competency test to move on at certain grade levels or being made to take remedial classes. Something has to be done to force students to be accountable.</p> | N/- | See Section 9 for a description of the components that are included in the evaluation system. |
| 2013-04-19 | Sallie Hamrick / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I am a CTE Instructor. I am held accountable for the completers in my program. I do not believe it is fair to hold me accountable for WestTests scores. I am trying to prepare future health care workers for the real world. I am an RN and will gladly accept the responsibility for assuring that my students pass a competency test to ensure they can do the job of a Nursing Assistant or Pharmacy Tech. I should not be held responsible for basic math and reading skills. If you want to improve WestTest scores, hold the students responsible. There is no incentive for them to do well. It means nothing to them. Just ask them.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04- | Paula Meadows / Teacher. | Comments for section 126-142-13 Evaluation Process | | See Section 9 for a |

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| 19 | | <p>for Teachers</p> <p>-----</p> <p>How are students held accountable for their test results? I was giving a Benchmark the other day. Notified one of my students was staring out the window. Called his name and told him that he needed to get busy. He immediately turned around to his computer and proceeded immediately to the answer action, bypassing the reading material pertinent to the question, and proceeded to answer the question without reading anything! This student's scores would be used to evaluate me and it is obvious that he cared nothing for giving his best effort. UNFAIR!!! How can a teacher be held accountable for a student's score when they do not even try? Should we evaluate doctors by saying they are good only if all of their patients are at goal weight and their cholesterol numbers are perfect? What about a dentist? Their evaluations could be based on the number of patients that floss daily, brush their teeth twice daily and do not have cavities. That would make them excellent dentists. !!</p> <p>am for evaluation; however, it must be based on standards that are within the teacher's control—not in the hands of students who are not accountable for the results. The students need to be responsible for the results as well, so they can be held back a year, take remedial classes, etc. Evaluation must be consistent in order for the results to be valid. Please reconsider</p> | N/- | description of the components that are included in the evaluation system. |
| 2013-04-19 | Lou Bowen / CCCTC, Teacher. | Comments for section 126-142-9 Educator Evaluation | | See Section 9.1.b. for revised language regarding educators |

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| | | CTE instructors should not be evaluated on WesTest but be evaluated using the Work Keys | A/- | assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-19 | Maria Marsicano / Harrison County BOE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- We need to have some way of holding students accountable for their standardized test scores if you use them at all for a teacher evaluation. Too many students just don't care enough to try because there are no consequences for failure. | N/- | See Section 9 for a description of the components that are included in the evaluation system. |
| 2013-04-21 | Eric Wolford / Mingo County Schools, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Teachers work hard to prepare lessons, and there is already an exorbitant amount of pressure put on teachers as it is. To make the students performance on the WESTEST a criteria for evaluation is unfair because some students may hold a grudge against a teacher and sabotage the test or perform terribly on the WESTEST (It's happened before); the students might not like taking tests like these and answer any answer anything just to get it over with (It's happened before), not giving any thought as to what the correct answer would be; and some students just don't take the test seriously because they are not held accountable for their performance on the state assessment--the WESTEST (It's happened before). If you level the playing field and make students accountable for their performance on a test like this, | N/- | See Section 9 for a description of the components that are included in the evaluation system. |

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| | | <p>then students might decide to do well if they know that their performance is linked to passing or retention of a grade level. Don't do this unfair, egregious thing and all!</p> <p>Now this to stand. Someone has to stand with the teachers at some point. It seems like the state and federal governments are always beating up on teachers, and like the students, we should be celebrated as well. Put student accountability on the table and teachers being evaluated on test scores will become obsolete.</p> | | |
| 2013-04-21 | Susan Belcher / PSHS, CTE Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a business teacher I am against being held accountable for the WestTest results. This particular type of evaluation does not measure students on the subject areas in the Career Technical Education curriculum. I feel that CTE teachers should be held accountable for student performance on the Work Keys test and the WV CTE EducateWV Performance Assessment, but never on WestTest.</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-21 | Colleen Nunnery / PSHS, CTE Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a business teacher, I am against being held accountable for Westest results. This particular type of evaluation does not measure students on the subject areas in the CTE curriculum. I feel that CTE teachers should be held accountable for student performance on the Work Keys Test and the WVCTE EducateWV Performance Assessment but never on</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | Westest. | | |
| 2013-04-21 | Rodger H. Marshall / Preston County BOE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- If CTE teachers are to be evaluated on WEST TEST, then Academic teachers should be evaluated on WORK KEYS. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-21 | Hugh Roberts / Tolsia High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Education teachers should be evaluated based upon WorkKeys scores and EducateWV testing for programs of study. Career and Technical Education teachers should not be evaluated based upon WestTest scores, over which we have limited influence. While we incorporate reading and math skills into our programs daily, our emphasis is on technical applications, not the applications measured by WestTest. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-21 | Annette Jordan / Hedgesville High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE Teachers should not be evaluated based on Westest scores. They should be based on WorkKeys scores. We should not be linked to a test where our | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and |

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| | | subject matter is not tested. If this were to pass, it would be an unfair evaluation of our skills as CTE teachers! | | contribute to a school-wide culture that values learning for all. |
| 2013-04-22 | Sherrie McPherson / Lewis County High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I believe that CTE instructors should be evaluated on Work Key scores. I feel this is a more accurate reflection of whether students are mastering the CSS's for vocational content. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-22 | Michelle D'Antoni / Carver Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As a CTE instructor, I STRONGLY disagree with the proposal that I would be held accountable for students performance on the WesTest! Are academic teacher going to be held accountable for work keys and teaching the fundamentals of event planning and design! I do hope that you will rethink this policy and not hold CTE teachers responsible for what the students are supposed to learn in their academic classes. We already have plenty on our plates that we have to prepare our students for and are held responsible for in the end. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-22 | Kevin Bolen / Academy of Careers and Technology, Coordinator. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I believe WorkKeys testing to be a more equitable assessment to use for Career and Technical Education simply because the policy states "Five (5) percent of the evaluation shall be based on student growth measured by the school-wide score on the state summative assessment." As a member of a Career and Technical school our Faculty senate meets and discusses how to address any and all deficiencies in our schools WorkKeys scores. The Westest is given at the home high school and I have no input on how to address deficiencies in the scores.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Missy Whetzel / Grant County BOE, Ag Educator. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Why should CTE instructors be penalized for the lack of instruction elsewhere in our system. As an ag educator...it is very frustrating to have to teach fractions and how to read a ruler at the high school level. Yes I said teach! I wonder as my new classes flow in for another year how knowledgeable they will be on basic math skills, reading and writing? It is now listed in my CSO's to teach basic math. This is a total step backwards. Why are we waiting for a high school elective to teach basic math skills? No, I do not feel I should be evaluated on my co-workers inadequacies. I am evaluated on my level through WorkKeys and the various steps students participate in to become certified in their chosen CTE Field. Please let's work together to move WV forward not back!</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-22 | Lynnette Brown / NCCTC, Secretary. | Comments for section 126-142-1 General ----- This is not a fair evaluation of instructors....please do not consider this... | N/- | |
| 2013-04-22 | Danny Dewhurst / FFA, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE Teachers should not be evaluated according to Wet test Scores Comments for section 126-142-13 Evaluation Process for Teachers ----- CTE Teachers should not be evaluated according to West Test scores Comments for section 126-142-14 Teacher Evaluation Standards and Elements ----- CTE Teachers should not be evaluated on West Test scores | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Gary Rinehart / Marion County Technical Center, Business Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Teachers who teach in the Career and Technical areas should not be assessed based on WestTest scores. We are not responsible for the students academic standards that are assessed under WestTest. We have our own assessments that students take which include the Work Keys and Educate West Virginia Performance Assessment. We should be evaluated | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | based on these types and not the WestTest results. The assessments the students take in CTE classes assesses their skills that they were taught in class. | | |
| 201304-22 | Michael Opron / Marion County, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As a instructor in CTE, I feel like I should not be evaluated on the WestTest results. I feel that I should be evaluated on the WorkKeys results, because this is a better reflection of what I teach in my classes each year. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Sabrina Hampton / Marion County Technical Center, Counselor. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should not be evaluated on WestTest results. CTE teachers have absolutely nothing to do with the WestTest, therefore they should not be evaluated on it's results. CTE teachers do not teach based on the WestTest. If CTE teachers are going to be evaluated on any test results it should be our WorkKeys test results. The WorkKeys test results are a better reflection of what CTE teachers are teaching in their classes every year. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-22 | Jeremy Sakasi / Marion County Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I do not believe that CTE teachers should not be evaluated by the West Test. This is not a reflection of our abilities. Instead, by basing this evaluation on the Educate WV exam which deals directly with our students. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04- | Kathy Kolar / Marion | Comments for section 126-142-9 Educator Evaluation | | See Section 9.1.b. for revised |

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| 22 | County Technical Center, Teacher. | ----- I believe that the state CTE instructors should NOT be evaluated using 5the Westest results. As a CTE instructor, I feel that I am already evaluated according to the results of our completers' Work Key and Educate WV scores. Why not use one or both of these criteria for our evaluation. | A/- | language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Larry Conaway III / Marion County Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE Teachers should not be evaluated by WESTEST results. CTE Teachers are not involved in giving or preparing for the WESTEST; therefore, they should not be evaluated on such academic assessments. CTE Teachers prepare students for real life experiences and CTE has their own set of performance assessments: Work Keys and Educate WV. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Diana Kincell / ProStart, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I strongly feel that CTE teachers should not be evaluated on Westest assessments. Our CTE students have performance assessments directly related to our areas such as Workkeys and the Global 21 assessment. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | John Pheasant / Construction Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I am writing in regards to the new evaluation process for CTE instructors. as instructors we should be evaluated on what we have control over not what someone else does. I have nothing to do with the west test. we should use work keys or and area that I | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | was employed to teach. | | |
| 2013-04-22 | Kathy Lupo / Marion County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I feel that CTE teachers being evaluated using westest would not be a fair assessment for career technical courses. We have Global 21 Work Keys which gives scores in reading, math, and locating information which shows a better understanding of our fields and preparing students for the work force. Please allow us to be evaluated with testing that reflects our fields of study.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Timothy L. Gump / Marion County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE teachers evaluations should not be held to an academic testing such as the West Test in-which we have no academic responsibilities with our students. CTE teachers have the Work Keys assessment and the Educate WV (Global 21) assessment which are valid tests for our students based upon what we do teach them. CTE teachers should only be evaluated upon these responsibilities only. Thank you.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Larry W. Watson / Marion County Tech, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE teachers should not be evaluated on the basis of WEST TEST scores. First, we do not have access to how to teach to the WEST Test. We should be evaluated on Work Keys or Global 21 and other Perkins data which exceed the accountability of the West Test. High school teachers do not get evaluated</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | on placement in field, overall placement in college, etc. We need to be realistic in our expectations. | | |
| 2013-04-22 | Raymond Frazier / Marion County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE Teachers should not be evaluated on student performance on WESTEST. Our CTE assessments (WorkKeys and Educate WV Performance Assessment) are rigorous and relevant assessments for our students. These assessments are the best indicators of student achievement for CTE students. CTE teachers should not be evaluated on the WESTEST due to the fact that they do not prepare students for this assessment.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Karen Yoho / Marion County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not believe that teachers should be evaluated on the performance of students on the WESTEST, especially career and technical education instructors.</p> <p>rn Career and technical education instructors are not responsible for preparing their students for the WESTEST. Instead, their responsibility, as far as assessments are concerned, is to prepare their students for the WorkKeys Test and the EducateWV Assessment, in addition to any certification required in their program areas. If they must be evaluated on test results of their students, use an assessment for which they are involved in the preparation: for example, the WorkKeys Test and/or the EducateWV Assessment.</p> <p>rn Evaluating academic instructors on the performance of their students on the WESTEST</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>can also be a problem and not accurately assess the effectiveness of the teacher. There are students who do not take the WESTEST seriously no matter how much a teacher may try to encourage them. There are also students!</p> <p>who do not try their best in math and English classes during the school year regardless of extraordinary efforts on the part of their teachers. Sometimes the problem is lack of support from home.</p> | | |
| 2013-04-22 | Deborah Stevenski / Marion County Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I wish to comment on the inclusion that teacher evaluations be based on the "summative" test (WESTEST); I can NOT support this AT ALL!!! Not only is it NOT an evaluation of MY teaching abilities, but more a summary of the students learning. The two are NOT necessarily the same. Student results may or may not indicate the instructors abilities. For years administrators have evaluated teacher performance based on relevancy, observation, and a plethora of related areas. In addition, teachers in the technical arena administer Work Keys, and Educate WV Performance Assessment which is more relevant to the tech ed world. Please reconsider this component of the policy.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Tim Gump / Skills USA, Advisor. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>As an Advisor of the WV Skills USA along with my advisory council of community members we do not believe or feel it is right for CTE teachers to be evaluated based upon an academic assessment such</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | as West Test. We already have the Work Keys and Global 21 assessments which accurately evaluate what we have taught and how we have trained our students. | | |
| 2013-04-22 | Susan Lorraine Adkins / Logan High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE instructors should not be evaluated by West Test scores. CTE instructors should be evaluated on WorkKeys score. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-22 | Leslie Huffman / Ben Franklin Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I do not think that a CTE Instructor should be evaluated on the west test We do not even see the test | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Debbie Dearien / St. Albans High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- The Career/Technical Educators should be evaluated by the WorkKeys assessment and NOT by Westest scores. We have an evaluation process currently in place whereby schools have to demonstrate to the state department of education how each school will ensure that all completers pass the reading for information, locating information, and applied math | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| | | sections of the WorkKeys exam. Completers are also required to complete the end-of-course testing which is called Educate WV. | | |
| 2013-04-22 | Tim Kidwell / Mason County Career Center, Teacher. | Comments for section 126-142-8 Rating Structure ----- Career Tech teachers are not directly responsible for West Test Performance. WE do try to reinforce math, science, reading, and language art skills but are more directly involved with completers testing and work keys. If performance evaluations are going to be based on testing let it be the tests we are directly responsible for. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | A. Martin / WVDE, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- You are proposing that eighty percent of a teacher's evaluation be based on student performance on a standardized test, a test in which there is no accountability for the students who take it. The students are not retained and required to repeat a failed course. Students are not required to attend summer school to improve their skill in the failed course. There is no motivation to insure that students complete the test to the best of their ability, thus making the test an adequate reflection of a teacher's skill. | NA/- | 80% of teacher evaluation is not based on student performance on standardized tests. |
| 2013-04-22 | Charles S. Purdum / Randolph Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As a technical education instructor I have survived a continuous barrage of evaluation instruments over the years. You want to add WESTEST? Sure, I'll do | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | my best but while you're at it why not try doing something to curtail the endless barrage of testing every year. It is now outrageous and only serves to keep administration employed. | | on the state summative assessment is not available. |
| 2013-04-22 | Quinton Crawford / Monroe County Tech. Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Being a Tech Center teacher I do not believe even Work-KEYS should be our sole evaluation standard. I we should have a certification for each specific trade area as a standard. This NCCER certification is a total joke. Help us provide program certification to benefit our students. Things like contractor license, journeymans license, welding cert. types should be acceptable and benefit our students more.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Sarah Wamsley / Business Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Section 9.1 rnl has been brought to my attention that this would evaluate teachers based on students scores for the WesTest. I find this to be an inaccurate measure for CTE teachers. While CTE teachers do teach across the curriculum - the content is related to their specific area and different than that of a specific core curriculum. If CTE teachers are to be evaluated based on the results of student testing - it should come from the WorkKeys Testing required by all completers in Skilled Pathways. This test is designed specifically for students who are focused on CTE coursework. CTE teachers should not be held accountable or evaluated on performance tests that measure skills outside of their curriculum and taught by Core Class Teachers. CTE teachers should only be</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>evaluated based on WorkKeys Assessments and even Global Assessment because these are the tests where students are required to demonstrate the knowledge they have obtained through their CTE courses. This would be like holding a Social Studies Teacher accountable for Math Scores. Please note that this comment is not against the evaluation process or the results of student assessment, rather it is a concern with the form of assessment being used to evaluate teachers that do not teach the curriculum assessed on those assessments.</p> | | |
| 2013-04-22 | Lesia Spears / ACT, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>CTE instructors SHOULD NOT be held accountable for WestTest scores.. It's hard enough to meet the Work Keys standards and also meet teaching requirements for individual courses. Please reconsider this policy change.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-22 | Vanessa L. Merritt / WV Industrial Home for Youth, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>I do not agree with CTE Instructors having the WesTest scores being used as part of our evaluations. If an assessment is necessary to use for our evaluations then use the WorkKeys testing or whatever assessment that is directly linked to the program. Additionally I think that only the scores of students with an 85% attendance rate or better should be considered for any teacher evaluation (academic or CTE). It is no secret that poor</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | attendance results in poor test results. The teacher has no control over student attendance and to evaluate the teacher based on the test results of a student with poor attendance is unfair. Another concern I have is that the students have no repercussion for blowing off the tests. There should be a consequence to the student to try to do well or at least acceptably on the test. Perhaps being held back from the next grade level or even not graduating with a full diploma until remedial work is completed. | | |
| 2013-04-22 | David M. White / Kanawha County Schools, Teacher. | <p>Comments for section 126-142-1 General</p> <hr/> <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <hr/> <p>Comments for section 126-142-14 Teacher Evaluation Standards and Elements</p> <hr/> <p>I came to teach the Electrical Trade to adult students in West Virginia 27 years ago. I came with a broad background of experience in this trade. I thought that when I entered the classroom that this was my goal and purpose. I relished the idea of teaching my trade in a professional manner. I was quickly introduced to the bureaucracy of public education. I sat through endless sessions and meeting on the topics of curriculum and accountability. I quickly was made aware of the fact that decisions were being made higher up simply for the sake of change and to meet deadlines. The real meaningful suggestions by teachers in the trades were mostly ignored or</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>accepted with a wry smile and then placed in the forgotten container with the rest of the trash. I have come to the conclusion that the very definition of trade education has been conveniently changed by someone with the authority to do so, and very little else but this authority. rn The very idea that the West Test should be used as an evaluation of adult trade teaching is insane. Each year the number of students entering my class are coming with a bachelor degree from an accredited college or university. The remainder have a high school degree that evidently doesn't have any value to the very state that issued them in the first place. These students feel mostly insulted by the way they are viewed and categorized by this system. They come to us to learn a trade which can and most often does reward them with a lifetime career. These adult students are mostly ignored by the State Board of Education policies and procedures. rn Most employers that hire my students have come to this same basic request. They are looking for students with skills in the trade as well as good life skills. A score on a test such as West Test is not a very good assessment at all of adult trade education. rn Most of our advanced mathematics and all of the basic math we use today came to us from ancient civilizations. In the beginning it was hard to learn. It was hard to learn for only a few people. It would have never made it to today's world if there had not been those people with a desire to learn the subject matter. I can just imagine</p> | | |
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| | | <p>Plato or Archimedes saying to a student who had trekked a few hundred miles on foot in the hot sun that he must first learn how to milk a goat before he can learn algebra. That didn't happen then nor should it now. rn I ask anyone who has the authority to make change to make a real and meaningful change. Put some real effort and thought into the process. If evaluation is the goal, then pay some attention to who and what is being evaluated.rn My students are paying for their education. They are not paying to take an assessment test that does not assess their learning goals. They are my customer as well as yours. They are paying for me and the State of West Virginia to teach them the Electrical Trade. They may not have to walk miles in the hot sun to enter my classroom, but I treat and teach them as if thy had. I don't teach them how to milk goats.</p> <p>Comments for section 126-142-9 Educator Evaluation</p> <hr/> <p>I came to teach the Electrical Trade to adult students in West Virginia 27 years ago. I came with a broad background of experience in this trade. I thought that when I entered the classroom that this was my goal and purpose. I relished the idea of teaching my trade in a professional manner. rn I was quickly introduced to the bureaucracy of public education. I sat through endless sessions and meeting on the topics of curriculum and accountability. I quickly was made aware of the fact that decisions were being made higher up simply for the sake of change and to meet deadlines. The real meaningful suggestions by</p> | | |
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| | | <p>teachers in the trades were mostly ignored or accepted with a wry smile and then placed in the forgotten container with the rest of the trash. I have come to the conclusion that the very definition of trade education has been conveniently changed by someone with the authority to do so, and very little else but this authority. rn The very idea that th!</p> <p>e West Test should be used as an evaluation of adult trade teaching is insane. Each year the number of students entering my class are coming with a bachelor degree from an accredited college or university. The remainder have a high school degree that evidently doesn't have any value to the very state that issued them in the first place. These students feel mostly insulted by the way they are viewed and categorized by this system. They come to us to learn a trade which can and most often does reward them with a lifetime career. These adult students are mostly ignored by the State Board of Education policies and procedures. rn Most employers that hire my students have come to this same basic request. They are looking for students with skills in the trade as well as good life skills. A score on a test such as West Test is not a very good assessment at all of adult trade education. rn Most of our advanced mathematics and all of the basic math we use today ca!</p> <p>me to us from ancient civilizations. In the beginning it was s!</p> <p>hared am</p> <p>ong very few people. It would have never made it to today's world if there had not been those people with</p> | | |
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| | | <p>a desire to learn the subject matter. I can just imagine Plato or Archimedes saying to a student who had trekked a few hundred miles on foot in the hot sun that he must first learn how to milk a goat before he can learn algebra. That didn't happen then nor should it now.</p> <p>I ask anyone who has the authority to make change to make a real and meaningful change. Put some real effort and thought into the process. If evaluation is the goal, then pay some attention to who and what is being evaluated.</p> <p>My students are paying for their education. They are not paying to take an assessment test that does not assess their learning goals. They are my customer as well as yours. They are paying for me and the State of West Virginia to teach them the Electrical Trade. They may not have to walk miles in the hot sun to enter my classroom, but I treat and teach them as if they had. I don't teach them how to milk goats.</p> | | |
| 2013-04-23 | Susanne Cubick / John Marshall High School, ProStart Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>It does not seem to be appropriate for CTE teachers to be evaluated on subjects or CSO's they do not teach. Our students are tested more than any other student. They take all the test that are required, writing assestment, WesTest, etc. plus they take, Work Keys, performance assestment, and some even go on to take an industry test. Wouldn't that be a direct reflection on CTE teachers? Please do not group CTE teacher evaluations on the basis of someone else's teaching! We deserve to be fairly evaluated!</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| 2013-04-23 | Celesta Miller / East Hardy High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>9.1 The wording needs to be clear that Career and Technical Education Teachers should NOT be evaluated on WESTEST scores. They should be evaluated on their student's WorkKeys and/or other testing directly linked to the CTE courses they are teaching. Also I think that only the scores of students with an 85% attendance rate or better should be considered for any teacher evaluation (academic or CTE) as poor attendance creates poor test results. The teacher has no control over student attendance and to evaluate the teacher based on the test results of a student with poor attendance is unfair. Finally, poor test performance should have some consequences for the students too. Either they do not pass to the next grade or they do not graduate.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-23 | Diane Lucero / Brooke High School CTE, Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Career and Technical educators should not be evaluated on West Test scores. We are performance based educators and expect our students to perform skills in their career field to make them marketable to industry.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-23 | Jeff Hartshorn / Wirt County High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a teacher in the Career and Technical Education field, I find the evaluation of educators to be a</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a |

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| | | reflection of the content our students learn. I believe use of the Work Keys scores is a more accurate reflection of the content delivered in the CTE coursework than use of the WESTEST. If one of my students is applying for a job in most of the technical fields, he/she is administered the Work Keys as a portion of the application process. If the industry is using these scores to determine suitability for employment, it would seem appropriate to use this as an evaluation tool for the CTE teachers rather than use of WESTEST or Smarter Balance. | | positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-23 | Helena Twigg / South Branch Career and Tech, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I believe the state WESTEST should not be used to evaluate career and technical education instructors. The current WorkKeys® assessment should be the evaluative tool for career and technical educators. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-23 | Katrina Dolly / Mineral County Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I feel that CTE teachers should be evaluated on Work Keys scores and not west test scores. I also believe that students attendance and IEP's should also be considered when evaluating the students results to reflect the educators evaluation. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Sandi Archer / MOVTL, Teacher. | Comments for section 126-142-1 General ----- I do not believe CTE Instructors should be evaluated on West Test Scores, as we do not have any | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which |

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| | | connection to these tests. The tests that are given for the CTE students is the Work Keys. It would not be fair to evaluate CTE schools with the West Test Scores. | | a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Tony Wood / John Marshall High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Because I am a CTE Teacher, I believe the 15 percent of my evaluation should be based on student growth measured by the student's learning goals in my concentration not WestTest scores. My students are required to take a WorkKeys and End of Course test every year. These tests are based on my CSOs and CSSs. The scores students earn on those two tests would reflect what is being learned in my concentration area. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-24 | T Morris / Marshall County Schools, CTE Teacher. | Comments for section 126-142-9 Educator Evaluation ----- A CTE instructor should be no more accountable for a students Westtest scores any more than a reading, writing, or math teacher being held accountable for CTE students Workeys scores. CTE needs to be separate from mainstream academics. CTE instructors are held accountable for their own set of tests. CTE students have to take End of Course exams, Workeys tests, and Performance Exams. Please leave CTE programs alone...they are not broken, therefore they don't need fixed! All you will do is run good CTE instructors off and this state needs CTE programs. They provide students skills for high paying jobs not offered by academics. The only gaurantee (4) year | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | colleges offer students is a mountain of debt. Please do your research before you make any decisions because a lot of people will be affected by this. Anyone who suggests that CTE Instructors be held accountabe for students' Westest scores has obviously never taught a CTE class. | | |
| 2013-04-24 | Marsha Condee / Ben Franklin Career Center, SLMS. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>As an educator with 38 years experience, I contend the position that CTE teachers be evaluated on Westests scores is completely inappropriate. CTE teachers have no control as to the completion of the standards tested by the Westest ans as such should not be judged by their students performance on this test. The Workkeys test used to evaluate the students readiness for the workplace would be a much more appropriate use in the evaluation of the CTE students. With 36 of my 38 years spent in elementary and middle school positions and only the last two years at the CTE level, I feel this provision of evaluation would be grossly unfair to the CTE teacher of this stateand should be changed.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Jackie Gore / Washington High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>Since I am a Career Technical Instructor, I do not believe my evaluation should be based on students' scores from the Westest or Core Content Standards. We have testing called "Performance Assessment WVEducate" and that should be used to evaluate us.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |

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| 2013-04-24 | James Goff / Ben Franklin Career Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Section 9.1 - Use of WESTEST data for ALL teachers is unfair. Career and Technical teachers use WorkKeys as their "standardized test" for competency. WorkKeys should be used as the guide for vocational/CTE teachers instead of WESTEST scores because we do not have any access to WESTEST nor the preparation for it.</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Carla King / Mason County Career Center, Counselor. | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>I do not agree with CTE teachers being evaluated with WESTEST for which they have no background in preparing students for and we already have a governing test for which our CTE teachers are evaluated. It is extremely difficult to hire and keep qualified CTE teachers and to place an evaluation on them that is unfair when we already take the ACT-Workkeys and Educate WV which takes up approx 2-3 months of time to prep, evaluate and conclude would put further burden on CTE. Please reconsider evaluating CTE with WESTEST. Thank you</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Quinton Crawford / WVEA, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>No, neither should be used. We need trade/area specific certification to truly benefit our students. This certification needs to be required for graduation. With this process both the students and the teacher would be accountable. Things such as CNA, welding, electrical</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative |

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| | | and others have a certification, this should account for something. The building Trades area needs help make a contractor license available, NOT THIS NCCER JUNK. | | assessment is not available. |
| 2013-04-24 | Joe A. Hypes / Nicholas County Career Tech Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>My welding program consists of 11th and 12th grade students, and requires 2 semesters to complete. I fail to see the fairness in evaluating me based on these students abilities to read, write and do math. When they begin my program, they have been in school for 11 years. If they haven't learned to read and do math during those 11 years, how can I be expected to make a significant and positive impact on these skills in a period of 2 semesters? This is quite unfair.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-24 | Joe Kuskey / Marshall County Schools, CTE Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Is it really logical to use the score of a test that has no consequence on the taker as a criteria for measuring an employees performance. The use of this specific criteria is even more problematic when the employee may not provide direct instruction to the specific areas on the test. Until students have a consequence tied to their Westest scores, how can the data from those scores be used as a standard of performance for teachers.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Lana Jill Weese / Philip Barbour Career Tech Center, Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Career Technical Teachers teach skill sets and should</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which |

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| | | be evaluated by the workKeys tests. This evaluation is geared toward our skills that we teach to our students and would provide a better picture of the skills our students learn. Academic teachers teach different standards than a Career Technical instructor and we should be evaluated in the areas of our expertise. | | a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Ray Freeman / Philip Barbour Career Tech Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As a CTE educator, I feel that my evaluations would be better justified by using student scores on workkeys instead of westtest. The workkeys test is specifically designed to evaluate student learning from our CTE teaching. Westtest is specifically designed to evaluate student learning from Core classes. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Gene Hovatter / Philip Barbour Career Tech Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should not be included in the evaluation of Westtest scoring. CTE teachers focus more on job skills and career placement specific learning objectives that don't specifically address items that might be covered on the Westtest, so our opportunity to re-mediate with students and help them learn that material is very limited | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Gerald Furby / Philip Barbor High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- As CTE Teachers we should only be evaluated on our own CTE end of course assessments and our Work Key assessments. We are part of the School, but | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and |

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| | | <p>what we are responsible for are the assessments for CTE classes which is information seeking and business Math. We need to reconsider holding us responsible for what the core teachers are supposed to teach and what we do teach!</p> | | <p>contribute to a school-wide culture that values learning for all.</p> |
| 2013-04-25 | Rick Daugherty / PBHS, CTE Teacher. | <p>Comments for section 126-142-1 General ----- I am currently a CTE teacher, it is not fair to evaluate CTE on West test score when our student take the KEYS test and also a Completers Test..</p> <p>Comments for section 126-142-9 Educator Evaluation ----- I am currently a CTE teacher, it is not fair to evaluate CTE on West test score when our student take the KEYS test and also a Completers Test..</p> | NA /- | <p>The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all.</p> |
| 2013-04-25 | Ashley Isner / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- Cte instructors are already held responsible for workkeys scores, performance testing, job placement, and now you want add west test scores. When are academic teacher going to be held responsible for tests and leave CTE instructors alone to do there jobs and make working citizens out of our students, enough is enough. We already do our job and acedemic teachers job as well. If your trying to get rid of CTE do it and get it over with I am tired of being pushed around, your running good people out. The</p> | A /- | <p>See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available.</p> |

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| | | future of our country!!!! Ashley Isner RTC Auto-Tech. Thanks for listening. | | |
| 2013-04-25 | Karen Shannon / Barbour County CTC, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I don't feel that the CTE teachers should have their evaluations based on the WESTEST results. I feel the Work Keys tests are better aligned to our CSS's for our program completers. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Rebecca Nesbitt / Barbour County Schools, CTE Director. | Comments for section 126-142-9 Educator Evaluation ----- All CTE instructors should be evaluated using the results from the Work Keys Assessments that CTE completers must take. CTE instructors should NOT be evaluated on WESTEST scores | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-25 | Judy Foster-Holland / Mercer County Schools, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Business educators should not have an evaluation based on WesTest scores or the new tests that will be used through Common Core. This practice is unfair to us since we do not teach the students in the core courses. Also, we already have our own evaluation process for our completers that is being used, which is the WorkKeys and the Educate WV test. Either of these tests would be a more accurate and fair way to evaluate us. Thank you for your perusal of my idea. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-04-25 | Tanya Ball / Ripley High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- CTE teachers should be evaluated on WorkKeys results and not WesTest scores | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-04-25 | Phyllis Harbert / Greenbrier East High School, Teacher. | Comments for section 126-142-13 Evaluation Process for Teachers ----- Career And Technical Teachers should be evaluated on the Work Keys and/or the Hands-on evaluation procedure, rather than West Test. We expect CORE teachers to teach the fundamentals and we add to that knowledge with technical information. I am constantly surprised when students cannot do fractions or percents or know how long a foot or yard are. They cannot read well and can't locate information. How will they be successful in the work place without these skills? | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| | | Comments for section 126-142-9 Educator Evaluation ----- I believe that Career and Technical educators should be evaluated on the basis of Work Keys and/or the End-of-course hands-on evaluation, rather than West Test scores. The CORE teachers should be responsible for their subjects and CTE adds the technical information. I am constantly suprised that students cannot do fractions or percent or know how long an inch, foot or yard are. They cannot read or | NA /- | |

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| | | locate information well. How will they be successful in the work place without these skills? | | |
| 2013-04-26 | Frankie Lucas / Randolph Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE Instuctors should NOT be evaluated on West Test Scores. We should be evaluated on Wrok Keys scores.rnThis action is not fair to the CTE Instructors.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>CTE Instuctors should NOT be evaluated on West Test Scores. We should be evaluated on Wrok Keys scores.rnThis action is not fair to the CTE Instructors.</p> <p>Comments for section 126-142-14 Teacher Evaluation Standards and Elements</p> <p>-----</p> <p>CTE Instuctors should NOT be evaluated on West Test Scores. We should be evaluated on Wrok Keys scores.rnThis action is not fair to the CTE Instructors.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-29 | Kevin Brown / NCCTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>It is unfair to hold CTE teachers responsible for westest scores. I also feel that we should not be accountable for students that do not score satisfactorily on the work keys. If we have to teach them math and reading, what have their other teachers been doing for the 11 years before they come to us? Maybe thay should be required to</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | demonstrate competence in these areas by passing the test before they are allowed to attend CTE classes. I for one am tired of getting students who can not read placed into my program, and then being held accountable for their reading deficiencies. I would like for them to be able to read before they come here, so I can concentrate on teaching them the content which I should be responsible for. | | |
| 2013-04-29 | Randall Mckinney / Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Westtest should not be used to evaluate me as a career and technical education instructor. The WorkKeys test should be used. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-04-29 | Pam Porfeli / Mid-Ohio Valley Technical Institute, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I am writing in response to the proposed Policy 5310. The policy directs that all teacher evaluations will be based on WESTEST scores- even instructors in CTE. I feel that using WESTEST data to evaluate CTE instructors is completely unfair. As an instructor in Health Occupations, my students are evaluated many times throughout the year in ways that provide data about how well I am doing at educating them in the field that I am hired to teach. They are given a comprehensive written/ performance exam that is the CTE equivalent of the WESTEST. This Educate WV exam combined with the Work Keys testing should | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>provide all that is needed to evaluate my effectiveness as an instructor. The success or failure of my students on that as well as the various state and federal licensing exams my students complete is ample data to assess my performance. Additionally, my student's success or failure on these exams has no bearing on the evaluations of their academic instructors- nor should it!</p> <p>t. By the same token, the students performance on the WESTEST- an exam that assesses their academic performance, should have no bearing on my evaluations. I should think that the students sent to CTE programs for skills that will assist them to secure jobs and gain credentials, would possess the skills to perform at that level. If for some reason they do not, then why should I be held accountable at both levels- academic and CTE- while their academic instructors are judged by only the content they teach. I strongly urge that this policy be reconsidered to more fairly reflect the job teachers are doing in the areas they are HIRED TO TEACH. That means WESTEST or some equal assessment for academic teachers and Educate WV and Work Keys for CTE. Thank You.</p> | | |
| 2013-04-30 | Leslie Godfrey / Braxton County High School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Please use the WorkKeys test to evaluate CTE teachers instead of the WesTest. This is much more representative of the curriculum which we deliver and the emphasis we have on job readiness.</p> | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning |

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| | | | | for all. |
| 2013-05-01 | Jimmy I. Halstead / KCS, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I feel that CTE instructors should not be evaluated on subjects in which they have no input into | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-02 | Matthew Call / Marion County Technical Center, Director. | Comments for section 126-142-9 Educator Evaluation ----- Career/Technical Education (CTE) teachers should not be evaluated in any way on WestEST results. CTE teachers have their own set of Perkins accountability standards. One of which, EducateWV Assessment, is a state assessment that measures technical skill attainment. Another, ACT WorkKeys, measures academic skill attainment and is given through ACT, INC. when students reach certain levels on WorkKeys they receive the Wv Governors Work Readiness Credential. Right now because of Perkins Accountability standards CTE teachers are held to higher and more standards than other teachers in WV. These CTE assessments generate individual performance data that shows student mastery of skill sets. In summary, CTE teachers should be held accountable for tests that their curriculum encompasses, not WestEST. WestEST results should not reflect a CTE teachers effectiveness, evaluation, or worth as an instructor. CTE teachers evaluation should be based on their individual CTE | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | concentrations A! CT WorkKeys or EducateWV results. | | |
| 2013-05-06 | Greg Cruey / Southside K-8 School, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The new evaluation process will be unnecessarily tedious and stressful as long as educators can only access their self-reflection and evidence forms while they are physically in the school building. This process needs to either be removed from WVEIS WOW, or the forms in WVEIS WOW's EMP EVAL section need to be accessible from home with simple password protection. rnrn9.2 An October 1 self-reflection should NOT be the basis for evaluating educators in the Spring, since this process is designed to promote professional growth which hopefully will result in the educator not rating themselves the same in the fall as they would in the spring. Policy should specify that educators can update their self-evaluation until perhaps the beginning of February before evaluators indicate whether they agree or disagree with the self-reflection. Evaluators could then indicate by sometime in March whether they agree (element-by-element) with the self-reflection, and educators would know clearly which elements they needed to compile evidence to support for (and which ones they didn't). rnrn9.3.c The self-reflection asks educators to rate themselves on an element-by-element basis, but evaluators respond on a standard by standard basis. While there is no need for the evaluator to write more (or longer) comments, the evaluator should be required to</p> | N/- | The Educator Evaluation Task Force developed the system over the course of two years and used current research surrounding best practice for evaluation. |

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| | | <p>specify where they agree and where they disagree with the educator's self-rating on an element-by-element basis. A set of simple radio buttons or check boxes on the electronic form (perhaps labeled "evaluator agrees" and "needs evidence") would take the ambiguity out of this process and prevent the educator from having to enter evidence unnecessarily.</p> <p>While the policy doesn't specifically mention the rubrics attached to the Professional Teaching Standards, those rubrics play a central role in the evaluation process. In places those rubrics are subjective, even vague. Perhaps the most obvious point that needs clarity is ! collaboration with students. In six of the first nine elements!</p> <p>the difference between being accomplished and distinguished is whether the teacher collaborates with students. There seems to be no consensus as to what that looks like at various grade levels, and without guidance the result will be inconsistency between evaluators. That will rob the process of meaningfulness.</p> <p>(Greg Cruey is the President of the McDowell County AFT.)</p> | | |
| 2013-05-08 | Ben Cummings / Roane-Jackson Technical Center, Director. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As outlined in this proposed policy 5% of the evaluation shall be based on student growth as measured by the school-wide score on the state summative assessment (Westest). From a Career and Technical Education standpoint this makes absolutely</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | no sense. Our academic accountability piece should be how our students score on the ACT WorkKeys in Reading, Math and Locating Information. CTE staff often only have students as Juniors and Seniors. To base a portion of their evaluation on the Westest scores is nonsense and from an administrators point of view a grievable point that a teacher will likely win. This attempt at a one size fits all evaluation system is misguided at best. | | |
| 2013-05-08 | Terry F. Gump / Roane-Jackson Technical Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Instructor evaluations should be based in part on the Work Keys Standards instead of the West Test scores. All of my students are 11th or 12 graders, How is this fair to base my personal evaluation on student's West Test scores, of which I have very little if any input. This is an asinine attempt to make a one-size fits all evaluation standards... Come on people.... | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Marty Soltis / Jefferson County Schools, CTE | Comments for section 126-142-9 Educator Evaluation ----- I have concerns about CTE instructors being held accountable for WesTest scores. All CTE teachers and their students who are program completers are required to participate in the WorkKeys and EducateWV assessments which are more specific to the CTE curriculum. I believe the CTE teachers should be required to meet the standards of those assessments in place of the WesTest scores. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-05-09 | Brenda Tanner / Cabell County Career Tech Center, Director | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE Instructors should not be evaluated on their students/or Career Center's Westest scores. Instead, we need to use our WorkKey scores which cover Reading, Math and Locating Information. We are accountable to the state and Federal Government already for this, so it needs to be used in place of Westest scores for CTE teachers.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Katherine Brown / UHS, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I have concerns about CTE teachers being evaluated using standardized testing that is not related to CTE. Our students are tested separated to determine their expertise in our subject matter. rnrnl also have concerns about the overall evaluation plan. Given the various motivational levels of our students, it is difficult to measure a teacher's performance when you have students who come to you determined to fail no matter what you do. This problem is widespread and needs to be addressed long before the students are in a high school environment.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I have concerns about CTE teachers being evaluated using standardized testing that is not related to CTE. Our students are tested separated to determine their expertise in our subject matter. rnrnl also have concerns about the overall evaluation plan. Given the</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | various motivational levels of our students, it is difficult to measure a teacher's performance when you have students who come to you determined to fail no matter what you do. This problem is widespread and needs to be addressed long before the students are in a high school environment. | | |
| 2013-05-09 | Elizabeth Smith / Wirt County High School, CTE Director. | Comments for section 126-142-9 Educator Evaluation ----- Is it fair that CTE instructor's evaluations are based off of WestTest scores when federal and state money for their programs are based off of student completers? WorkKeys and EducateWV scores should be the indicators of success for CTE instructors and these programs. This is what needs to be the focus of CTE evaluations. | NA /- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-05-09 | Joseph Miker / HVAC, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- Please understand that as a technical education teacher, the skills that I teach are a specialty in industry. I understand the importance of a strong academic back ground. I try and complement the instruction that my students receive in the primary academic classroom. Evaluating me on my primary teachings is more than accurate but holding me accountable for the curriculum at the high school makes no sense what so ever | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Doug Kiger / WCTC, Director. | Comments for section 126-142-13 Evaluation Process for Teachers ----- | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which |

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| | | <p>Technical teachers should not be held accountable for Westest scores. Each school and program is currently held accountable with a school and state profile that includes Work Keys testing, Century 21 End of Course testing, and placement reports. Funding for programs are already tied to these results. Since our programs are considered electives students are not required to take them. If the teacher does not put out a quality product students do not take the class and the program is shut down. Technical teachers are already working under a system that holds them accountable and measures their success.</p> | | <p>a student growth score based on the state summative assessment is not available.</p> |
| 2013-05-09 | Rhonda Shriver / University High School, Teacher. | <p>Comments for section 126-142-1 General ----- Vocational educators should not be held responsible for WESTEST scores. Most vocational programs are evaluated every year through completer assessment.</p> | NA/- | <p>The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all.</p> |
| 2013-05-09 | James Reynolds / Wood Co. Technical Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation ----- I do not believe that WESTEST scores should be used to evaluate Career Technical educators. In my opinion, skills measured in these tests are skills that</p> | A/- | <p>See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based</p> |

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| | | should be mastered by students long before I get them in my class in the 11th grade. I believe that WorkKeys would be an acceptable evaluation tool for Career Technical educators. | | on the state summative assessment is not available. |
| 2013-05-09 | Debra Catron / WVDE, Health Science Coordinator. | Comments for section 126-142-9 Educator Evaluation ----- Career and Technical Education teachers should not be held accountable for WesTest scores, the current WorkKeys® assessment should be their evaluative tool. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Frances King / Carver Career Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- It is unfair to evaluate vocational educators based upon the student's WesTest scores. Work Keys results should be used for this purpose. Thank you for your attention to this matter. | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Bradford Justice / Mingo Central High School, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- It is my belief that WorkKeys is the appropriate assessment for CTE programs. | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-05-09 | Lezlie J. Lough / Monongalia Co. Tech. | Comments for section 126-142-9 Educator Evaluation ----- | | See Section 9.1.b. for revised |

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| | <p>Education Center, Counselor.</p> | <p>I am a counselor in a technical education center Our instructors work diligently with their students to teach them the skills necessary for employment in their respective fields. In addition, they prepare the students for the required Global 21 Performance Assessments and the required WorkKeys tests. They strive to take our students to competitions with FCCLA, Skills USA and HOSA and they take pride in the students' accomplishments. Many of our students come from the skilled pathway but we also have a good percentage of professional pathway students. In addition, we have a large population of students who are identified with IEPs. I am unsure why our instructors should be held accountable for the scores students receive on the Westest which is given in the high schools. I understand that the current plan is to place 5% of the teacher evaluation on the state summative assessment, but I do hope that this could be reconsidered as a measurement for CTE! teachers. The performance assessment or the WorkKeys (if a test must be used in the measurement) would be considered relative to what our teachers are responsible for teaching. I agree that all teachers should be cognizant and reinforce the subjects of math and the English and I believe our instructors do to the extent that they can while meeting all the other responsibilities required of them. I hope that concerns proposed will be given serious thought and consideration.</p> | <p>A /-</p> | <p>language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available.</p> |
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| 2013-05-09 | Tanya, CALL, Teacher | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>CTE teachers should ONLY be evaluated on Work Keys Assessments not the WEST TEST</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Donna Nickell / High School Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I think it would not be necessary to use the WESTEST scores to evaluate students's performance on the content standards taught in CTE classes. That is the purpose of the Work Keys test. Students need to help accountable for their scores, not the educators.</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-05-09 | Jeremy Greene / Jefferson FFA, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As an agriculture education instructor I feel that holding CTE Educators accountable for WESTEST results is both unfair and inequitable. I fully understand and embrace my responsibility to teach across the curriculum and take every step to ensure that I meet those expectations. However, I do not understand how I can be accountable for student positive placement, Tech Ed Completer Numbers, EDGE Credit Numbers, WORKEYS Scores, End of Concentration Testing scores among other things. At what point do we say enough is enough? Additionally, a significant number of students do not</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | and will not take the WESTEST seriously until the state of WV puts some "meat and potatoes" into the test results. | | |
| 2013-05-09 | Tina Nolen / Ben Franklin Career Center, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not see how you can hold CTE instructors accountable for West Test scores. I teach Adult students, who many of them have been out of school for years. How is it fair to hold me accountable for something that doesn't apply to my program?</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-09 | Brenda Brooks / Greenbrier County Schools, Retired Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As I understand this policy it will require that the evaluation of CTE teachers be based in part on WESTEST scores. As a previous CTE teacher, mentor for a CTE teacher and a current substitute teacher I feel that the WESTEST is not the tool to use to evaluate CTE teachers. These teachers are already held accountable not only for their students scores on the WorkKeys assessment, but also the CTE performance assessment. CTE programs must enhance the academic core classes of reading, writing, and math as they relate to the specific area of interest in the CTE program. To evaluate CTE teachers on yet another assessment seems an added burden that will only serve to complicate the ability to deliver the needed CTE instruction and incorporation of the basic academic skills with this instruction. Students in CTE classes must meet</p> | A/- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>eligibility standards to move forward in the CTE programs and the take the afore mentioned WorkKeys and Performance Assessments to show growth. This s!</p> <p>ould serve to identify CTE teachers who are doing their jobs effectively and highlight those who perhaps need assistance to do better. Why should there be an additional evaluation expectation for CTE teachers? Academic teachers are not held accountable for students scores on WorkKeys and Performance evaluations. As our world is changing it is becoming evedient that CTE programs are vital to the preparation of many of our students success in life -- I do not feel that an additional burden should be placed on those trying to help the students prepare for that success. Please do not include CTE teachers in the expected evaluation related to WESTEST scores. Thank you for your time.</p> | | |
| 2013-05-09 | Cindy Greene / (N/A) | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I don't think you can possibly evaluate a teacher on the success or failure of a student in another classroom. Students should be expected to excel in all studies. I believe we should put the emphasis on the student to perform. Success or failure is in their own hands. Again, I think it would be a great dis-service to evaluate a teacher on the performance of a student in another classroom.</p> | NA/- | The Educator Evaluation Task Force examined research and determined that school-wide growth measures can have a positive impact and contribute to a school-wide culture that values learning for all. |
| 2013-05- | Megan Johnson / | Comments for section 126-142-1 General | | See Section 9.1.b. for revised |

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| 10 | Kanawha County Schools, CTE Teacher | ----- I have concern over career tech teachers being evaluated on student's Westest scores. Teachers in career tech should be evaluated on student's performance on WorkKeys. It is very similar to Westest for career tech students and many of our career tech students do not attend classes at there home school. | A /- | language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-10 | Natalie Barnette / Wood Co. Tech. Center, Teacher. | Comments for section 126-142-1 General ----- Making the CTE teachers accountable for the west test scores would be unfair. We can only impact the kids a small portion of the high school years and the learning process has been going on much longer than high school. We are teaching them career information, tools of the trades, work ethics and safety. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-13 | Gary Weaver / Wyoming Co. Career & Tech. Center, Teacher. | Comments for section 126-142-9 Educator Evaluation ----- I teach computer programming - The WESTEST is not an evaluation tool that would be appropriate for my class. As my EOC exam would not be appropriate to evaluate Math and English Scores. In Career and Tech education every minute is used for the objectives we are required to teach and to give the students the skills they need, I simply do not have the time to reteach Math and English and still teach programming - The WESTEST scores do not reflect the information that I teach. | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| 2013-05-13 | Evie Harris / RJTC, Coordinator. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>How can CTE instructors be evaluated based on WESTEST scores of students when: (1) we have not taught these students for years, (2) many students do not take the testing seriously? A students told me that they just marked answers to get finished quickly because they did not see any sense in taking this test every year.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-13 | David R. Gheuvront / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>This is not right to hold a welding instructor liable for something the kids learned at their home school. Complete BS!!!!</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-13 | Donita Young / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I see students as Juniors. They do not come to our school until then. To base my evaluation on these students seems unfair. I must in one year teach a foreign language in the form of Medical Terminology. Do you know Latin. This in itself is an undertaking. In addition human body and function, healthcare systems including medicare, tricare, medicaid, etc. And multiple other information such as law, ethics, nutrition, growth and development, and this just scratches the surface. They are required to pass the</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | Work Keys test. When they leave my class they are prepared to enter the workforce with a skill. Or continue on to school. Being responsible for Westest scores is unfair and will take away from my instruction to prepare my students to be Pharmacy Techs, Certified Nursing Assistants, Phlebotomists, EKG techs, or other health care workers. | | |
| 2013-05-13 | Lea Ann Puckett / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not understand how I will be accountable for 5% of my evaluation based on testing that I am not associated with. As a Postsecondary Career and Technical Instructor, I teach only adults. The majority of them have not even been tested using this instrument. This policy needs to go back and be revised. My evaluation should be based on my students' academic performance, and not a test they are not even exposed to. My major concern for my students is to provide them with skills to get them a job in the workforce. Another concern I have, the teachers that teach pre-K through second grade are not included in this policy. How can a new policy only address the evaluations of a "certain" group of teachers? This policy needs to go back and make some serious corrections.</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |
| 2013-05-13 | Vickie Langford / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not think it is appropriate to make Instructors in Technical Education responsible for things that are not taught specifically in their area. Technical</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based |

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| | | <p>Education takes students and teaches skills for JOBS. We do the math and English appropriate for the content area. Look at the goals and content standards for Health Occupations for example or Welding. We should not be penalized because a student did poorly on the West Test. You should use the test that our students are given in order to complete the program. Adult programs in Technical Centers should not be responsible for their students West Test and what about those who come into the Adult programs with a GED? Think about what a can of worms you are opening using a tool of this magnitude when it is poorly thought out. I was taught early in my service as a teacher "Make a plan and work the plan". This works IF you think before you make your plan.</p> | | <p>on the state summative assessment is not available.</p> |
| 2013-05-13 | Mark D. Webb / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I don't feel our evaluation should be affected by Westest scores because we don't see students until they are in the 11th and 12th grades and have no input on their learning skills until that time. Only teachers that have direct influence with the students during their learning years leading up to and including the years they take the Westest examination, should be evaluated on the scores obtained by the students.</p> | A /- | <p>See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available.</p> |
| 2013-05-13 | Emily Durst / RJTC, Teacher. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The students I receive are in 11th and 12th grade. I</p> | A /- | <p>See Section 9.1.b. for revised language regarding educators assigned to schools in which</p> |

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| | | do not feel that 5% of my evaluation should be based on a standardized testing instrument such as WESTEST. Students come to my program to learn about Early Childhood Education/Educator Prep. This is not a valid way to evaluate me as an educator. I understand that accountability is vital to our profession and in this case assessments currently in use, such as Work Keys and/or Educate WV Performance Assessments could serve as alternates. | | a student growth score based on the state summative assessment is not available. |
| 2013-05-13 | Dr. Helen M. Hazi / WVU, Professor | <p>Comments for section 126-142-1 General</p> <p>-----</p> <ul style="list-style-type: none"> • The 5310 policy is silent on substitute teachers (18A-2-12(e)(1), not the same as an itinerant (13.9 of 5310). Also silent on professional growth and development plan (18A-2-12(e)(2), and recertification (18A-2-12(e)(5). <p>Comments for section 126-142-7 Principals of Operation</p> <p>-----</p> <p>"Principles"rn• Is an "area of concern" a "deficiency" for teachers? Deficiency is used in 18A-2-12 and 18A-3C-2(h).rn• 5310 is silent on "the use of two pieces of evidence at two points in time" (18A-3C-2(b)(C)</p> <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <ul style="list-style-type: none"> • Evidence is only used for a distinguished rating (9.3) or when a disagreement (9.3.c). This defeats the purpose of using data in decision making in school improvement as well as teacher evaluation for | <p>N/-</p> <p>NA /o</p> <p>N/-</p> | <p>Substitute teachers will be evaluated using the process set out in county administrative practice. 18A-2-12 is replaced for classroom teachers, principals, and assistant principals by 18A-3C which sets out requirements for new evaluation system. 18a-2-12 no longer includes this group of educators.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>The SLG process includes the description of requirements of a goal.</p> </div> |

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| | | <p>continuous improvement.rn• Maintain student growth at 15%, especially value-added, until shown to be a valid, reliable, accurate, and stable measure. Research shows it to be biased against those who teach special ed and gifted, and in middle school and high school.rn• “Educators complete one summative evaluation each year” conflicts with 18A-2-12(e)(2) which allows for teachers with 5+ years of experience and without unsatisfactorials to be evaluated once/ 3years. It also conflicts with 18-3C-2.rn• How will Self-evaluation be used in the documentation process, especially since it is not counted toward a score? Teachers’ Guide includes it in the 80% (p.15).</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <hr/> <p>A “Plan for Continuous Improvement” denotes that goals will be set continuously. However, according to 10.1 a goal will only be set upon a deficit, and if unsatisfactory or area of concern, and conflicts with 13.7 as an annual event. rn• CAPS (10.1.b.) and FSPs (10.1.a) are unnecessarily confusing. It will be difficult to keep them straight since only a simple improvement plan is found in 18A-2-12 and 18A-3C-2(h). Also according to form one goes into the personnel file, but not the other.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <hr/> <ul style="list-style-type: none"> • The calendar dates for observation for Initial | <p>N/-</p> <p>N/-</p> | <p>Self-reflection is used at the outset of the school year. The pilot school feedback held that the self-reflection process was one of the most effective portions of the system. The Task Force determined that all teachers should complete this process annually.</p> <p>The self-reflection is used by the educator and evaluator at the beginning of the year to establish the baseline. Over the course of the school year, the educator may then provide evidence to support the ratings. The evaluator uses the rubrics and supporting evidence to determine the final rating for each element.</p> |
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| | | <p>Progression teachers (13.4) are well-intended, but will be a problem for counties with a high-turnover of staff, esp. in the eastern panhandle.rn• The terms Initial, Intermediate & Advanced Progression teachers equate to years of experience. Let's just say this. If you are going to add titles to classify teachers then use it for status in improvement.m• What evidence will be used to evaluate how the student learning goals (SLOs) have been achieved or to assign a performance level rating (13.8)? This will be a major problem. Form specifies "comparable across classrooms" which is NOT in policy.rn• Forms used in the pilot indicate that goals should be reading and math; however, "achievement-related" goals (13.7) will be more relevant to teachers in the middle and high school grades and can encompass math, reading, subject-specific as well as school improvement goals as needed. Let's get the forms to match the policy.</p> <p>Comments for section 126-142-14 Teacher Evaluation Standards and Elements</p> <hr/> <p>• To receive distinguished ratings on 11 of the 16 elements of the rubric (Teachers' Guide pp. 18-22) that operationalizes these standards, teacher must work outside of the classrooms with other teachers or in professional development. This means that what teachers do outside of the classroom is more valued, than what they do inside of the classroom. The State Board sends the wrong message on what is most valued about teaching.rn• Scoring rules are not established in the policy. It's unclear if and how a</p> | N/- | <p>The Educator Evaluation Task Force recommended the use of two types of improvement plans in order to support continuous growth by all teachers.</p> |
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| | | <p>final rating (and score) will be established, and how many elements will warrant an entire standard to be marked unsatisfactory. Will candidates be ranked?</p> <p>• Why is Professional Conduct not calculated into a teacher's rating?</p> <p>* Technology is an element in Professional Support Personnel standards (21.9.1-4) but omitted from the teacher standards.</p> | | <p>The rubrics were developed by the Evaluation Task Force and included a broad stakeholder group.</p> |
| 2013-05-13 | Judy Burkle / WVDE/OIEP, Principal. | <p>Comments for section 126-142-1 General</p> <p>-----</p> <p>No comments</p> <p>Comments for section 126-142-2 Purpose</p> <p>-----</p> <p>Excellent; provides for appropriate staff development to promote/enhance professional personell performance; guides educational prep program to assure continuity and preparedness.</p> <p>Comments for section 126-142-3 Authorities</p> <p>-----</p> <p>How will the state BOE authority set evaluation standards/procedures for instructors within adult classrooms as they are also guided by the federal functioning levels?</p> <p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>Very appropriate; applicable and easily understood.</p> <p>Comments for section 126-142-5 Training</p> <p>-----</p> | <p>N /o</p> <p>N/+</p> <p>N/o</p> | |

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| | | <p>State level training of policy standards and expectations must be extended to all educators including the classroom instructor to assure a comprehensive understanding.</p> <p>Comments for section 126-142-8 Rating Structure -----</p> <p>Welcome change! Clear division of ratings.</p> <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>Provides for the teacher/educator role as a stakeholder and mastery of their ship, so to speak.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement -----</p> <p>Focused Support Plan is wonderful! allows for early pro-active intervention opportunity for improvement.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders -----</p> <p>Targets overall school/program student goals and success; keeps the school leader abreast of any overall deficiencies.</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards -----</p> <p>Responsibilities outlined clearly and completely.</p> | <p>N /+</p> <p>N /+</p> <p>N /+</p> <p>N /+</p> <p>N /-</p> | |
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| | | <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Observable, measureable and data driven student goals force instructors/educators to continually monitor progress. But, I didn't see any clear observable evaluation information for the teacher in the Advanced Area.</p> | | |
| 2013-05-13 | Chris Cress / Mid-Ohio Valley Tech. Institute, Director. | <p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As an administrator at a multi county career center, it is difficult to see it as fair to evaluate my staff on student growth by the WesTest. We only have students during their 11th and 12th grade year at our center. With that in mind our instructors only have contact with the students taking the WesTest for a half of a day for one year. It would not be accurate to judge their teaching performance in regards to student growth on a test they do not directly influence through their classroom teaching or with a staff they have little to no contact or influence. As a pilot of the "new" teacher evaluation system we find it more accurate to take a measure of the student's mathematic and RLA levels using WIN at the entrance of the school year and then compare those levels with the student's Work Keys scores. WIN is an online software geared at the remediation of skills needed for the Work Keys exam. A students level can be obtained through a pretest using the WIN program. These! scores are indicitive of what level a student would</p> | A /- | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>score on the Work Keys exam. Work Keys is the exam given as part of the end of the course assessment for Career and Technical Education (CTE) completers. The WorkKeys is also currently used as an accountability measure for CTE schools. Using the data from WIN and Work Key scores would give a much more valid representation of student growth in the CTE setting. Growth or lack there of is shown from what level they started at during the beginning of the year and what level they ended at in the end of the year. These are the things that are directly influenced by the CTE instructors and the CTE centers. The "new" teacher evaluation program offers a great look into measuring the effectiveness of an instructor, but not all parts can be "one size fits all".</p> | | |
| 2013-04-18 | Twona Kennedy / MCCTC, HSE Instructor. | <p>Comments for section 126-32-1 General ----- CTE Instructors should not be evaluated on WESTEST scores. I actually do not believe CTE instructors should even be evaluated on WorkKeys results. It is not the fault of the CTE instructor that somewhere this child missed critical elements of Math or Reading. I am a Registered Nurse and I am very proficient at teaching the medical math that I am required to teach but I should not be held responsible for what other instructors have or have not taught. mAlso, as a parent with a son in this educational system I can say</p> | A / - | See Section 9.1.b. for revised language regarding educators assigned to schools in which a student growth score based on the state summative assessment is not available. |

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| | | <p>the problem lies in Elementary schools. My son had homework on a different math topic every night. The students and instructors are not allowed to spend enough time on one topic (fractions, multiplication, etc.) to MASTER it. I taught my son multiplication facts the old fashioned way and to memorize them. Students do not have to memorize these nor are they required to write or learn cursive writing. I just polled my high school students and 6 out of 18 students stated they can write cursive well. Two out of 18 students stated they know their multiplication tables well. As a nation, this form of teaching will come back to haunt us when Walmart loses electricity and the cashier does not give you correct change. Also, when these students get older they are not going to know how to sign a legal document in cursive or with a pen (black ink). Extending the school year is not the answer to students learning more. I attended school in McDowell County with school starting after Labor Day and ending before Memorial Day, without having to make up snow days (and it really snowed then) I and everyone I attended</p> | | |
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| | | <p>school with learned more than students today that will go to school on this "balanced calendar." The learning system now is set up where teachers are not actually allowed to teach students-teachers enable them and pass them anyway. Why should I be held accountable for the states mandates on what is taught and students! not learning. Go back to the old system of teaching reading! writing and math and let the teachers teach. Technology is disabling our students. The only thing technology is good for is college research and our students will never find this out because they will never make it to college if we are not allowed to teach.</p> | | |
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