

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

May 15th, 2014 - June 16th, 2014

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
2014-05-17	Steve Hudson / Community Member	Comments for section 126-142-13 Evaluation Process for Teachers ----- Before making evaluations dependent on student performance, student must be made accountable for behavior, effort, etc. , students of different abilities must be equitably distributed among teachers. It is unfair to compare teachers of the least motivated and/or able with teachers of the most motivated and/or able students. Policies have tied the hands of teachers as far as eliminating disruptions in class, insisting that students be responsible, etc. Perhaps the policies should encourage, not discourage educators.	N/-	
2014-05-19	Opal Lively / Reading Teacher / Mercer County	Comments for section 126-142-9 Educator Evaluation ----- This area on Policy 5310 is too vague and should clearly, specify the elements to affect a teacher's evaluation. Also, much consideration needs to be put upon the SES, culture, and other factors of the	N/-	

		needs to be slightly revised to match 11.4, as currently 12.2 reflects that both goals are about student growth.		
2014 – 05-23	R. Bowers / Teacher & Parent / Fort Ashby, WV	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I don't agree with raising the value of standardized testing to 15 percent on teacher evaluations. Teachers have no control over how well students may choose to perform on these tests. Students may not take it seriously, may not care, may have had a bad day, or may simply be a poor test taker. In addition, a child's growth cannot always be measured by a test, but may be evident in a child's character, social skills, independence - the list goes on and on. All of these topics, by the way, are handled and taught by teachers. Not simply academics are taught in the real world. I work very hard as a teacher, and have a child in third grade. I love my job and work very hard, but don't feel this is a fair policy. I cannot control how a student chooses to test ...and just because he/she gets something wrong on a test doesn't mean it is the teacher's fault! My list of concerns continues...how will students on IEPs be considered in this overall progress to assigned students?! And how about newly identified students who just started an IEP? Special education students are not always evenly distributed across classrooms. I hate to say it, but it seems possible for a principal to hand pick a class to set up a teacher for success or failure depending on gifted or special needs student IEPs. I also feel that the workload is very unbalanced since art, music, PE, Title I/reading specialists are either not tested or do not have assigned rosters. It is a good day to be a</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>

		<p>resource teacher...not fair!</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>See above</p>		
2014-05-24	Blankenship / Gilbert, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I think increasing the weight of standardized testing on teacher evaluations should not occur. Next year will be the first year for the Smarter Balanced test, and many educators know very little about the test. Additionally, I think the WV public school system is becoming entirely too data driven. If standardized test scores are to become more important for the schools, then the students should be held accountable for their actions on the test. Many students know the tests do not count against them in any way and therefore, do not try to do well. I think the first step in ensuring high scores, would be to hold students' accountable for their actions, and then look closer at the data for the schools.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-05-26	Jillian Richmond / Teacher / Mercer County	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I think it is absurd to point out certain teachers just because of the grade level/subject they teach. I work hard every day to help my students with their</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the</p>

		<p>education and personal life, but unfortunately I cannot control everything. I cannot control if they pay attention. I cannot control if they eat at night. I cannot control if they go to bed at a reasonable hour. I cannot control if their parent/parents are in jail. I cannot control if they have major anxiety during a test. I cannot control many factors that can affect their test scores. It is unfair that we will be judged on our teaching by a score on a test. It is simple, if our evaluations are judged in any form by our test scores, then many teachers will leave the profession. What a disservice to our students to have wonderful teachers walk out the door over politics. You are also discouraging people to teach things such as math and science. It is already harder to find teachers for these subjects. Add this to the mix and it will become near impossible. How will it be fair when you have one teacher that gets evaluated on their test scores and one not because they do teach something that does not end with a test? This sounds like a very unfair policy in an already struggling profession. Please, let me continue doing what I love, teaching. Please do not kill the passion I have for it when I feel like my job is on the line over a test. I have hoped over the years we would stop teaching to the test and start testing less. Our students deserve to feel a love for education that is lost when all we do in concentrate on a test.</p>		<p>ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
<p>2014-05-27</p>	<p>Charlie Brown / Teacher / Parkersburg, WV</p>	<p>Comments for section 126-142-9 Educator Evaluation ----- The new system is very flawed! Teachers are going to be rated by the WESTEST in which large groups of students put random answers down as answers! If you want a system that will work then give the</p>	<p>N/-</p>	

		<p>WESTEST, but make the students accountable. Example, make the WESTEST a requirement for graduation. And don't say it won't work because other states are doing it now (Ohio). Another flawed part of the evaluation is the 5% part that has students rate their teacher. If a student gets a F then they are going to rate the teacher poorly. This part boils down to a popularity contest! Are we here to educate or entertain? And I don't believe this part will stay 5%, it will be increased. I hope I am wrong! I am a very concerned teacher that wants the best for my students, BUT this new evaluation system is crazy!!! I hope we change or modify it in the near future.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders</p> <p>-----</p> <p>I am commenting on the WESTEST for school leaders. Why is it that the state department of education will let a student opt out of the WESTEST but then hold the school accountable if they are absent? Not a very good method of evaluating a school or principal or anything!!! Make all the students take the TEST and make the TEST mean something!!! Like a graduation requirement. Hmmm what a concept, personal responsibility!!!</p>	N/-	
2014-05-28	Billie Browning / Teacher / Tolsia High School	<p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>I feel that the educator evaluation is unfair because teachers cannot have their evaluations based on student test scores because that is something that is out of our control. I feel it would be unfair to base 20</p>	A/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to

		<p>percent of our teacher evaluation on standardized test scores.</p> <p>Comments for section 126-142-9 Educator Evaluation ----- I feel that the educator evaluation is unfair because teachers cannot have their evaluations based on student test scores because that is something that is out of our control. I feel it would be unfair to base 20 percent of our teacher evaluation on standardized test scores.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- I feel that the educator evaluation is unfair because teachers cannot have their evaluations based on student test scores because that is something that is out of our control. I feel it would be unfair to base 20 percent of our teacher evaluation on standardized test scores.</p>		<p>improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-05-28	June Klassen / Teacher / Herbert Hoover High School	<p>Comments for section 126-142-13 Evaluation Process for Teachers ----- It is unfair to evaluate teachers based on test scores, it is also unfair evaluate only teachers of tested subjects on a more stringent system than that which other teachers are evaluated. Research shows that standardized test scores cannot determine teacher effectiveness. Teachers should be evaluated through a system of peer review, observations, and personal goal setting, not on arbitrary data points provided by faulty standardized tests.</p>	A / -	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component</p>

				during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-05-28	Frances Tolley / Teacher / Hurricane, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>How can teachers not all be evaluated by the same criteria? Am I missing something? Who will ever teach in a tested special education area? This seems grossly unfair and infinitely unwise upon my initial read. Please correct my impression!</p>	N/-	
2014-05-29	Woody Yoder / Director / Marshall County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>9.1.c Differentiating the evaluation system for teachers of RLA and Math will have a negative impact on schools. Last year teachers made great gains in collaborative goal setting and school-wide ownership of test results. This change will set us back to the "not my job" language and thinking. These efforts to pin point teachers for reward or punitive action will undermine the work of a principal in the building and in the end, NOT meet their targeted objective. As a principal, I was encouraged by the collective effort established in the demonstration school year and the first implementation year state-wide. Linking of teachers of all subjects was motivational daily and in our PLC development. 9.4 The roster verification process will result in more questions, greater confusion, and a base for arguments and distractions about equity in the evaluation system. I worked on the</p>	N/-	

2014-05-29	Robin Long / Teacher / Nitro Elementary School	<p>Comments for section 126-142-9 Educator Evaluation ----- I spent too much time writing my goals and providing evidence on my own personal time which took away from my family and students. I am a fabulous teacher and this evaluation process is too much! Being able to fill out a lengthy evaluation does not make you an exemplary teacher. There are those than can write the evidence and those that can create the evidence in future leaders and citizens. You can either walk the walk or not!</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- I spent too much time writing my goals and providing evidence on my own personal time which took away from my family and students. I am a fabulous teacher and this evaluation process is too much! Being able to fill out a lengthy evaluation does not make you an exemplary teacher. There are those than can write the evidence and those that can create the evidence in future leaders and citizens. You can either walk the walk or not!</p>	N/-	
2014-05-30	Jennifer McClanahan / Teacher / Mercer County Schools	<p>Comments for section 126-142-9 Educator Evaluation ----- 9.1c Be more specific. Are you taking the data of say last year's 9th graders and seeing how they are doing at the end of the 10th grade? Are you comparing the 10th graders I teach this year to the 10th graders I teach next year? That is a big difference. Also, is there allowances for when students refuse to take the testing seriously? What are the processes for when students go in to testing and take a test in 5 minutes or less? Do teachers have any recourse to dispute the results?</p>	NA /o	Student Growth is measured for individual students through year-to-year comparisons of an individual student's performance on the state summative assessment.
2014-06-01	Amy Harrison / Teacher / Mercer County Schools	<p>Comments for section 126-142-9 Educator Evaluation ----- It is unfair to hold teachers accountable to test scores when students and parents have no accountability. I</p>	A/-	WVDE believes that a core component to any teacher's

		<p>would have no problem having 15% of my students' test scores be part of my evaluation, but students have no incentive to do well on the test. I have too many students who miss 2-3 days a week, have parents who do not value education, therefore their children don't either, and students who finish the test in record time. Even my brighter students have admitted that WESTEST (and in the future, Smarter Balanced) doesn't matter to them. Of course I always tell my students how important it is they do their absolute best on the test, but unfortunately my cheerleading isn't always enough. Hold students accountable. Make the scores available immediately; as soon as they finish the test. Make the test scores tied to whether or not they pass the grade. Until there is accountability on all three sides of the equation: teacher, student, parent; there will be no real change in test scores.</p>		<p>job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-02	Courtney Martin / Teacher / Summersville Middle School	<p>Comments for section 126-142-9 Educator Evaluation ----- The lack of access to the guiding documents upon which this policy is so dependent ensures that all affected by the policy are kept uninformed, not provided the information needed to understand requirements, make informed decisions, and be involved in the decision making process. Further, the fact that English/Language Arts and Math teachers will be held accountable in the form of 20 percent of their evaluation being dependent upon student test scores on the state standardized test, while other content area teachers are still able to use their own data for</p>	N/-	

		<p>evaluation (through the online Educator Evaluation System) is nothing short of discrimination. All educators should be evaluated uniformly regardless of content area. Also, there is no consideration for student or parent accountability in this policy. Putting 100% accountability on the educator for how a student performs on ONE test is ludicrous and will result in a vast shortage of high quality teachers in the state of West Virginia.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The lack of access to the guiding documents upon which this policy is so dependent ensures that all affected by the policy are kept uninformed, not provided the information needed to understand requirements, make informed decisions, and be involved in the decision making process. Further, the fact that English/Language Arts and Math teachers will be held accountable in the form of 20 percent of their evaluation being dependent upon student test scores on the state standardized test, while other content area teachers are still able to use their own data for evaluation (through the online Educator Evaluation System) is nothing short of discrimination. All educators should be evaluated uniformly regardless of content area. Also, there is no consideration for student or parent accountability in this policy. Putting 100% accountability on the educator for how a student performs on ONE test is ludicrous and will result in a vast shortage of high quality teachers in the state of We! st Virginia.</p>		
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2014-06-02	Tom McGirl / Teacher / Nicholas County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- I feel this policy is a huge step in the wrong direction.	N/-	
2014-06-02	Jill Sergent / Teacher / Putnam County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- How is it ok to use test scores as a percentage of a teacher's evaluation when not all subjects are even tested? I could be the best art, health, business, PE, foreign language, etc. teacher in the world, but my evaluation is based on the test scores of subjects that OTHER teachers teach? How can that even be legal? How can you even consider the test scores for some teachers be more a larger percentage of a teacher's evaluation than other subjects? The language and math teachers would carry the other teachers and they themselves would be scrutinized even greater? It sounds absurd! There is plenty of instances where a great number of teachers have bounced between a couple different schools, one being a great test score school and one being not so great. Test scores don't change. There are too many other variables. Look at how many teachers have taught at Riverside AND George Washington. How can you say that the test scores are because of the teacher when there are many teachers that have taught at BOTH schools! I am very offended that my evaluation could be based on students who don't care about that test at all. Parents are trying to opt their students out and they are being denied. This angers them and then they tell their students not to even try. So, with no importance being put on these tests by parents and students, and the national movement being to get rid of testing, I resent	A/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.

		<p>my evaluation being based on them. I have no control over how well the Language and Math teachers are at my school. HOW should my evaluation be tied to their test scores? Where is the accountability to parents and students? Why do their test scores fall solely on the teacher's shoulders? What about teachers who teach inclusion? How can we be accountable, especially when we only get an inclusion teacher HALF of the time?</p>		
2014-06-02	<p>Barbara Crawford / Teacher / Summersville Middle School</p>	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The language is very vague. There is a real concern that specific content teachers, ELA and Math, will be discriminated against. This policy will lead to a shortage of teachers in the core areas. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST scores could not be used as an evaluation tool. Without consultation, this has been completely reversed. Student and parent accountability are not given any consideration as a component of this policy. Attendance, another component of student success, is not addressed. The lack of access to the guiding document ensures that those most directly involved are not being provided the information needed to understand the requirements to make informed decisions, and will not be involved in the decision making process. Historically decisions made without representation leads to confusion, an imbalance of power, and uninformed judgments.</p>	N/-	
2014-06-02	<p>Patty Smallwood / Teacher / Nicholas County Schools</p>	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p>		

		<p>The Language is vague. There is real concern that specific content teachers, Reading and Math, will lead to a critical shortage in the core subject areas. It was clearly stated in the 2012/2013 Teacher's evaluation manual, that WESTEST scores could not be used as an evaluation tool. Without consultation this was dramatically changed. Student and parent accountability are not given any consideration in the policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information needed to understand the requirements, make informed decisions, and be involved in the decision making process. Historically decisions without representation leads to confusion, imbalance of power, and uninformed judgements.</p>	N/-	
2014-06-02	Leonard Tyree Jr. / Teacher / Summersville, WV	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The policy is vague in its reading. There is a real concern that RLA and Math teachers are being discriminated against. This will lead to a shortage of teachers in core subject areas. Everyone is not evaluated the same. Math and RLA teacher evaluations are 15% + 5% for a total of 20%, whereas other teachers are evaluated at 5%. There was a severe lack of access to the guiding documents. Guiding documents were not given for comment and were labeled draft purpose only. There is no parent or student accountability built in. How can you hold teachers accountable if you don't hold the students accountable. Students can put whatever they want on the New Balance Test and there are no ramifications, but you are going make this worth 20% of my evaluation. This has been a problem for years. If this</p>	N/-	

		problem is not addressed, then any teacher evaluation is useless. I would imagine there are many lawsuits pending if this policy passes. We can do better than this.		
2014-06-02	Mary Dale Cruse / Teacher / Summersville, WV	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The language in this policy is vague. There is real concern that specific content teachers, English Language Arts and Math, will be discriminated against. This policy will most likely lead to a critical shortage of teachers in the core subject areas as well as special educators, where there is already a shortage. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST scores could not be used as an evaluation tool. Without consultation, this was dramatically changed. Student and parent accountability are not given any consideration in this policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information needed to understand the requirements, make informed decisions, and be involved in the decision making process. Historically, decisions without representation leads to confusion, imbalance of power, and uninformed judgments.</p>	N/-	
2014-06-02	Carrie Ciccolella / Teacher / BCEA	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Our school is a hub for the EBD students in our county. This means we take all of the EBD students and the ones on consult from 4 of the elementary schools in our county. Along with them comes their test scores. I feel that it is NOT FAIR that we have to take all of the EBD students and their scores when we</p>	NA/-	Within the pilot, the 15% for tested grades and subjects links teachers directly to the students they teach, holding teachers accountable only for the

		<p>are not their home school. This directly relates to our evaluation even at 5%! I can not imagine what will happen when it is 15%. This is unfair as I strive to be Distinguished and this will make it IMPOSSIBLE!</p> <p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>Brooke County really needs someone to evaluate our Central Office!</p>	N/-	students on which they have instructional impact.
2014-06-02	Jennifer Proctor / Teacher/ Summersville, WV	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The available information pertaining to this policy makes it clear that it is intended to be draconian in nature. It is simply cruel to hold teachers solely responsible for student performance. A segment of the student population readily proclaims their knowledge and belief that standardized tests do not matter to them. This policy should include real accountability for students . . . not JUST teachers. This policy is also very vague when it comes to the fine details. Reference has been made to, "Guidance Documents," that will be provided after the policy is implemented. No public policy of any kind should be implemented without complete transparency. Please make complete details of this policy available for comment, and address student accountability in a meaningful way.</p>	N/-	
2014-06-03	Kimberly F. Moore / Teacher / Summersville, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>In reference to Policy 5310, I feel that an inflexible formula could shortchange some important teaching</p>	N/-	

		<p>functions and adversely affect great educators. Subjective performance evaluations can be based on extremely subjective criteria and can undermine moral and lead to perceptions of unfairness. Wherever the system goes it will almost certainly have a major impact on teachers' rights and related employment law issues.</p>		
2014-06-03	Tamara Fleming / Teacher / Summersville, WV	<p>Comments for section 126-142-9 Educator Evaluation ----- This policy does not cover responsibilities of parents and students. How can a teacher be responsible for a student's test score when a major problem is lack of effort on students' part. Teachers setting goals and working toward them is a good idea, but the goals need to be attainable and based on the teacher's work and not be dependent on a student. Also, what is included in the "Guidance Document"? This policy may look good on paper and help get money/funds for our state; however, will it help students perform on level? At this time I think more research and revising needs to be addressed with this policy to actually benefit the learnin/levels of our children.</p>	N/-	
2014-06-03	Mary Beth Cook / Teacher / Summersville Middle School	<p>Comments for section 126-142-13 Evaluation Process for Teachers ----- It is with great dismay and disappointment that I address the issue of the WVDE plan to include 20% student performance in teacher evaluations. Student performance should be assessed first with a plan to require students to buy into the assesement, holding them accountable for their learning, secondly a plan to require parents to buy into their child's learning assesment, holding them accountable to their child's learning, and also teacher assesment. However, 20%</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative</p>

		<p>is not professional, productive, positive nor reasonable. In this plan, the language is very vague and as a long time teaching professional I was never informed or presented with this information until the last week of May. Neither my school nor county made this information available to me or my colleagues, and had it not been for the AFT and WVEA teaching professionals would have been ignored in the process. This is poor form on the part of WVEA. Among my colleagues, each of whom has spent personal time, money and resources to maintain a high level of professionalism, there is a great concern that specific content teachers, Math & ELA, will be discriminated against in the plan of assessment. This policy will lead, in turn, to a critical teacher shortage and fewer new professionals entering a teaching career. It was clearly stated in the 2012-13 manual that WESTEST scores could NOT be used as an evaluation tool toward teacher stated goals. Without consulting the professional to whom this is directly related, this was dramatically changed. Why? For what purpose and to what end? To bargain a deal with the federal government and gain a waiver against No Child Left Behind? Student and parent accountability is not addressed or considered in this policy. Why? For what purpose and to what end? The lack of access to the guiding document ensures that those most directly involved are not provided the information need to understand the requirements, make informed instructional decisions and be involved in the decision making process. History proves that decisions made without representation leads to confusion, imbalance of power, uninformed judgements, poor performance, impotent leadership and students who continue their</p>	<p>factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
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		<p>academic career without accountability and responsibility for their learning. Poor form WVDE. Have you sold out your professionals to whom you depend upon for the future of our state citizens and tax-paying population base? I am disappointed in this policy and believe it to be the result of a bargain or deal in which financial gain was placed above best educational practices. Your WV state teachers work hard each day to do our best for and with our student learners. We need your support, not another unreasonable policy, to help us continue in our efforts to be the best we can be to and for our WV children. The initial 5% was fair and reasonable but 20% is not. This is not a standard in any part of our American society, whether business, industry, paid elected government workers such as yourself, and other professions.</p>		
2014-06-03	<p>Michael Hince / Superintendent / Marshall County Schools</p>	<p>Comments for section 126-142-9 Educator Evaluation ----- West Virginia and Marshall County have made improvements in our educator evaluation practice. We have a collaborative effort now in place that trusts that administrators are working with teachers to improve education through the use evaluation system. Everyone share the responsibility to improve and move forward. The new changes that differentiate Reading Language Arts and Mathematics teachers as having a greater responsibility in the schools performance than other teachers creates an unhealthy atmosphere of blame and shedding of responsibility. I cannot see how this improves the evaluation process.</p>	N/-	

		<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The unbalanced responsibility of the reading language arts teachers and mathematics teachers is unfair and will create more problems than it will solve.</p>	N/-	
2014-06-03	Carrena Rouse / Teacher / Boone County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>It is unfair to hold the teacher accountable for student test scores when students are not required to pass the tests to move on to the next grade level. I have seen students finish a test in five minutes that should take an hour or more to finish and this is not an isolated instance.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-04	Dr. Anne Gaudino / Director of HR / Ohio County Schools	<p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>4.6 Corrective Action Plan: Definition needs more clarification. Needs to include that plan may</p>	N/o	

		<p>commence immediately when performance concern is significant or severe enough to require immediate corrective action.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>10.1.b2: Corrective Action Plan: Needs more clarification. Needs to include that if a corrective action plan is completed successfully and the employee subsequent performance regresses to an unsatisfactory level, the employee is terminated for unsatisfactory performance.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders</p> <p>-----</p> <p>Needs to include: The superintendent of his/her designee who implements the evaluation process will attend a required training from The West Virginia Center for Professional Development on how to use and implement the Evaluation Process for School Leaders.</p> <p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>Needs to include: The superintendent of his/her designee who implements the evaluation process will attend a required training from The West Virginia Center for Professional Development on how to use and implement the Evaluation Process for Professional Support Personnel and Central Office Personnel.</p>	<p>N/o</p> <p>N/o</p>	
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		those directly involved are not provided the information needed to understand the requirements or be involved in the decision making process, perhaps as was intended. Only those who possess poor judgment or simply an apathy toward the future of education would support this policy.		factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-04	Denise McGraw / Teacher / Summersville Middle School	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The language used in this policy is very vague. There is real concern that specific content teachers, ELA and math will be discriminated against. This policy will lead to a critical shortage of teachers in the core subject areas as well as special education. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST score could not be used as an evaluation tool. Without consultation this was dramatically changed. Student and parent accountability are not given any consideration in this policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information necessary to understand the requirements, make informed decisions, and be involved in the decision making process. Historically decisions without representation leads to confusion, imbalance of power and uniformed judgments.</p>	N/-	
2014-06-04	Brad McGraw / Parent / Summersville, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>The language used in this policy is very vague. There is</p>	N/-	

		<p>real concern that specific content teachers, ELA and math will be discriminated against. This policy will lead to a critical shortage of teachers in the core subject areas as well as special education. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST score could not be used as an evaluation tool. Without consultation this was dramatically changed. Student and parent accountability are not given any consideration in this policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information necessary to understand the requirements, make informed decisions, and be involved in the decision making process. Historically decisions without representation leads to confusion, imbalance of power and uniformed judgments.</p>		
2014-06-04	<p>Daniel Aaron Carr / Teacher / Winfield High School.</p>	<p>Comments for section 126-142-9 Educator Evaluation ----- Teachers should be evaluated, but the burden of the evaluation should fall on the Administration. The current evaluation is too concerned with quantitative data and neglects the fact that teachers are expected to do many tasks that are qualitative.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- The evaluation process is a burden to teachers. It proves very little. Other professionals are not expected to do their own evaluation. The standards are confusing as are the timelines and goals. WVEIS is one of the most user unfriendly websites ever. Students would be better served by their teachers with the burden of evaluation substantially reduced.</p>	<p>A/-</p> <p>N/-</p>	<p>WVDE believes that a core component to any teacher’s job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the</p>

				evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-04	April Burkhammer / Teacher / Ranson, WV	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I find it extremely unfair that my evaluation will be based on the scores of my students and teachers who are not in a test year will not. I cannot be responsible for all the growth alone. Try as I might, it is a reality that some children do not improve the way we want despite our BEST efforts. Teachers of ESL or SPED children are also going to be penalized when their students don't make the same growth as other students. Please reconsider this change!</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-04	Trudy Parker / Teacher / Berkeley County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As a previous special education teacher in ELA, I find this policy unfit for teacher evaluations. My student's</p>	A/-	<p>WVDE believes that a core component to any teacher's</p>

		would most definitely score very differently than those students in a college preparatory English Language classroom. Additionally, this policy seems to be suggesting that English and math teachers are teaching to a different audience than the rest of the school. Finally, the students of WV are not held accountable for their performance on standardized testing; so, how can an evaluator measure the effectiveness of the teacher using substandard effort from the student.		job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-04	Lisa Meador Ervine / Teacher & Parent / Charles Town, WV	Comments for section 126-142-9 Educator Evaluation ----- As a parent, I am concerned that the proposed evaluation system would devastate the middle school - teachers at this level as usually certified as multi-subject teachers or have multiple certifications. Teachers would no longer want to teach Language Arts and Math. As a teacher- it is unfair to hold teachers accountable while students have no investment in the testing process. If there are no real-life connections the students do not always put forth their best efforts.	N/-	
2014-06-	Crystal Bere / Teacher /	Comments for section 126-142-9 Educator Evaluation		

04	Jefferson County Schools	<p>-----</p> <p>Before teachers are held accountable for student growth, the students need to be motivated. Currently, they have no motivation to do well. There has to be "buy-in". This year, I saw students finish a standardized test in less than 10 minutes due to guessing.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Before teachers are held accountable for student growth, the students need to be motivated. Currently, they have no motivation to do well. There has to be "buy-in". This year, I saw students finish a standardized test in less than 10 minutes due to guessing.</p>	N/-	
2014-06-04	Pat / Teacher / Kearneysville, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Highly unfair. Most of the students I've been getting are not even on grade level reading or math. How can I be judged on testing if my students can get above partial mastery because they can't read or do math on grade level.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the</p>

				evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-04	Terri Bohr / Teacher / Berkeley County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>You cannot use standardized test scores to evaluate teacher performance. Every child, every class is unique. In WV students are not held accountable for their performance so they do not see the need to put forth any effort to try. An honors student cannot be compared to a conceptual student in the same course using the same instrument. This is like comparing a cardiologist's patients with a GP's - they will not have the same number of patients showing improvement or dying! A one shot test on one day is not a fair assessment. This places an incredible burden on teachers, administrators, children and school staff. We need to work together as a team to enhance student learning, not be held accountable for the results of me test. These tests take up way too much instructional time and too much attention is directed to the test and not enough to the learning process</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-04	Earnest Sowards / Teacher / Lincoln County HS	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>This evaluation procedure is flawed and simply wrong.</p>	N/-	

		<p>The state will lose those highly qualified teachers because of this new evaluation policy.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>National Board Teachers will be unfairly evaluated with the guidelines of this policy. This is unfair and wrong.</p>	N/-	
2014-06-04	Roberta Holland / Teacher / Tolsia HS	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>As an educator in A low socioeconomic region of West Virginia for 11 years, I have grave concerns over the new evaluation system implemented by the state. The system appears to only hold educators responsible for the educational process. However, the educated hold as much, or even more, responsibility in the process in that they must choose to be involved in the process. Students who live in poverty, as many of those I teach, tend to lend less value to education than students in higher socioeconomic regions. Therefore, I find the prospect of having my value as an educator being based on test results of students who, in many cases, place no substantive value on education very troubling. My subject is not test, but I will have my worth judged upon standardized testing that in many cases has a cultural or other bias toward my students.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>

2014-06-04	Peggy High / Teacher / Hampshire County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I disagree with the plan to base 15% of Math and English teachers' evaluations on standardized test results while other teachers will continue to be evaluated using student learning goals. More discussion and consideration needs to be given to this topic.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-05	S. Mellott / Teacher / Charles Town, WV.	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Simply put, until the state makes the logical decision to hold students personally accountable for their performance on standardized tests, it is both illogical and counterproductive to hold ELA and Math teachers MORE accountable for their students' performance. rrrnUntil such time, students will continue to perform poorly on standardized tests. Many of my colleagues and I have had open dialogues with our students</p>	N/-	

		<p>about standardized testing. The attitude from the majority of students (from AP to General classes) is "it doesn't affect me, so why should I care?"</p> <p>Therefore, this new increased expectation of performance placed upon teachers (combines with students' attitude towards testing, poor performance and subsequent poor test scores) will neither encourage students to put their best effort into testing nor give teachers positive encouragement and incentive in the classroom. Instead, it will feel like an unjust mandate from an unjust legislature. The state may find (at least in the Eastern Panhandle where there are three other states within commuting distance) that teachers will feel more incentive to pursue our profession in other states where education is taken seriously, students are held accountable and, as such, are part of a collaborative effort in furthering their education, instead of remaining in one where teachers are given ALL of the responsibility for student performance (based upon one test that is meaningless for students) with no rational or sane means with which to make it happen. Teachers in the western part of the state may (and should) feel wildly taken advantage of, seeing as they have no other good choice but to continue to work within the state. [Sad that the state of West Virginia would take such measures against its own citizens; ones who have dedicated their lives to the noble and self-sacrificing pursuit or trying to make a difference in the lives of children.]</p> <p>I encourage the powers that be to please thoughtfully reconsider giving this slap in the face to its teachers, to !</p> <p>do their research, and to make a common sense decision about how to increase student motivation(!!) and</p>		
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		performance so that students will finally feel an incentive to rise to the level of achievement that we all know they are capable of.		
2014-06-05	Dan Faircloth / Teacher / Berkeley County Schools	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>If you are going to base a teacher's evaluation on student achievement on a standardized test is fine. Virginia & other states do it, but please base it on a test that matters to students. Make passing the test a requirement for the student to move onto the next grade level (Virginia does it so why can't WV). This will give the student an incentive to do well. As it stands right now it doesn't count against them if they do terrible, so the students have no incentive to do well on the test(as they do on any other test they take in the classroom). Therefore it serves no point to evaluate teachers on how well their students do on a standardized test that they don't take seriously.</p>	N/-	
2014-06-05	Jason Johnsons / Teacher / AFT	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I really find it hard to believe that in one of the most difficult periods in our country's history that the state of West Virginia, ranked near the bottom of the pay scale in this great nation, continues to try and find ways to alienate it's teachers! 99.99999% of us show up to work every day and give 110% to our students and all we want in return is the support of our parents, students, administrators, and the community. We are continuously under fire in the public eye for snow days, summer breaks, etc., then part of our effectiveness is based on the scores of our students. We cannot make students learn! We can encourage them to learn, but we cannot force feed them knowledge. Until the standardized test scores are used</p>	N/-	

		<p>for determining a student's grade level advancement, they are pointless to them, which makes it difficult to get them prepared for the test!</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I feel like the evaluation process is fair, but I do not like the fact that we have to set goals based on student achievement. Yet again, we are being forced to be judged on things that are beyond our control.</p>	N/-	
2014-06-05	Stephen Willingham / Teacher / Jefferson County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I think that it is tacitly unfair to evaluate English/Language Arts and Math teachers differently than other teachers. My biggest objection focuses on basing 15 percent of a teacher's evaluation on student performances on standardized tests. Recently, I have been assisting with Westest makeup at our school. On several occasions now I have witnessed students opening and completing the RLA portions of the test in less than 20 minutes. The time expended on the math test was much the same. Once again, with students not being held individually accountable for their performance on the Westest, as well as the upcoming Smarter Balance test, disinsentivises many of them from trying their best on the test itself. With literally "no skin in the game," why should they care? If nothing else, standarized tests are a good way for disaffected students to get back at their school and teachers. For others, there is just no good reason to be concerned about their scores. After all, teachers an!</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon</p>

		d schools are held accountable, not students. Until students are subject to consequences related to their scores on state mandated test, it is patently unfair, and punitive, to hold particularly RLA/Math teachers to a separate evaluation standard.		student growth, not student proficiency.
2014-06-05	Jeffrey Rogers / Teacher / Fairmont, WV	<p>Comments for section 126-142-4 Definitions -----</p> <p>The proposed policy will require that teachers of tested grades (3-8, 11grades) and teach Reading/Language Arts and Math be required to use two consecutive years of summative assessment data from the state wide assessment. The teachers who do not teach in the tested grades and subjects of the state-wide assessment shall have 15% of their evaluation based on the use of evidence at two points in time over the instructional term to demonstrate student learning, which is required by WV Code 18A-3C- 2(c). Teachers of tested grades and subjects will not be required to develop and submit two learning goals as currently required by WVDE policy 5310 because they will be using data from statewide assessment. Teachers of non-tested grades and subjects will continue to develop and submit yearly student learning goals. A definition of school-wide growth was also added to the proposed policy, which will require 20% of a teacher’s evaluation based on results of data from the state summative assessment for teachers in tested grades and subjects. Teachers of non-tested grades and subjects will have 5% of their evaluation based on school-wide growth from the state summative assessment, which is required by all teachers in WV Code 18A-3C-2(2).</p> <p>Comments for section 126-142-9 Educator Evaluation</p>	N/-	

		<p>-----</p> <p>The proposed policy will require that teachers of tested grades (3-8, 11grades) and teach Reading/Language Arts and Math be required to use two consecutive years of summative assessment data from the state wide assessment. The teachers who do not teach in the tested grades and subjects of the state-wide assessment shall have 15% of their evaluation based on the use of evidence at two points in time over the instructional term to demonstrate student learning, which is required by WV Code 18A-3C- 2(c). Teachers of tested grades and subjects will not be required to develop and submit two learning goals as currently required by WVDE policy 5310 because they will be using data from statewide assessment. Teachers of non-tested grades and subjects will continue to develop and submit yearly student learning goals. A definition of school-wide growth was also added to the proposed policy, which will require 20% of a teacher’s evaluation based on results of data from the state sum!</p> <p>summative assessment for teachers in tested grades and subjects. Teachers of non-tested grades and subjects will have 5% of their evaluation based on school-wide growth from the state summative assessment, which is required by all teachers in WV Code 18A-3C-2(2). rn The school-wide growth language for educators in Pre-K to 3 and Career and Tech Centers should remain as it is in current policy. The policy does not account for the students that may not have been served at feeder schools. The proposed policy changes would completely eliminate sections 9.1.b.1 and 9.1.b.2 in current policy.</p>		
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<p>2014-06-05</p>	<p>L. Polen / Special Educator / Winfield, WV</p>	<p>Comments for section 126-142-4 Definitions ----- The special needs students' are at a different growth rate of achievement and should not be treated as equal to a general ed students' growth.</p> <p>Comments for section 126-142-9 Educator Evaluation ----- Fifteen percent is too high to give to students achievement. It should be based on if the teacher is effectively doing their job. Special educators spend a lot of time with parents, in meetings, documenting achievement, following the growth of students. Special educators should be rated differently than general educators.</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards ----- A poor principal should be evaluated by the teachers/staff/service people that work at that school. An evaluation should not be all about scores on a test. We should not be judged by achievement from a single test, but from the overall growth of an individual.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- Special educators should be evaluated differently than general education teachers. The job of a special educator is very different from a general education teacher and it should reflect that.</p>	<p>A/-</p> <p>N/-</p> <p>N/-</p> <p>N/-</p>	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
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		<p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>A professional support person should be evaluated on how well they do the job - not on who they know or who they know the dirt on to protect themselves.</p>	N/-	
2014-06-05	Phyllis Wharton / Title 1 Reading / Moundsville, WV.	<p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>Teacher of Record: "The educator who is responsible for a significant portion of a student's instructional time..." A more specific definition of 'significant' should be given. A growing number of students in WV schools are transient due to parents relocating for jobs, lack of financial stability, giving custody to grandparent guardianship, or by serving criminal sentences. These students move many times during the school year, often returning to an original school. If a student begins at 'School A'; transfers to 'School B'; transfers to 'School C'; then returns to 'School A', should 'School A' be held as the significant school when the majority of consecutive instructional time has not be spent there? Furthermore,"...the summative assessment data results available on the first day of the instructional term shall compose the baseline evidence. The second point in time shall be the administration of the statewide summative assessment for that instructional term." We are speaking of young human beings who may have suffered parental abuse; sexual abuse; loss of parent(s) through the courts, divorce, remarriage, criminal sentencing to prison, etc.; merging of two families; loss of jobs for parents; health issues; etc. An educator cannot be realistically evaluated with these</p>	N/-	

		<p>fixed end-points when there are so many variables that can cause a significant change in the students' growth.</p> <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>"School-wide growth for educators in PreK-3 setting shall match the growth score of the students at the 4th grade recipient school." This burdens the grade 4 educators with the weight of the evaluations of the Prek-e staff. Grade 3 educators don't feel any pressure, because their growth is not measured until the end of the Grade 4 year. It's not my job can be the montra of these earlier educators, creating diversity within the school system when educators should be working together to team a total educational framework for each student. "15% of the evaluation shall be based upon student growth ...for which two consecutive years of summative assessment data is available". Educators are not 'god-like'; therefore, the control of the students' mental and physical state cannot be altered by an educator. Educators are only able to plan & execute the NxGen CCSS. They cannot control 'if, how, and when' the students will use that knowledge. Students are not inanimate objects w! here an educator can 'tool' them into perfection.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement -----</p> <p>What does " all tested grades and subjects" mean? This is a vague phrase and can be interpreted as an opinion.</p>	<p>N/-</p> <p>N/o</p>	
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		<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Why are we making changes to Policy 5310 in the first year of full implementation? Why and how will the evaluations of reading language arts and math teachers differ from those teachers now? How do principals explain the differences in evaluations for teachers of different subjects when the principal is creating a school-wide learning community?</p>	N/o	
2014-06-05	Eric Tennant / Taxpayer / Vienna, WV	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>A standardized test score is the least factor that should be used to evaluate any teacher! When policy makers and administrators start making decisions best for the student, then students will perform at a higher level. Involving the Professionals that actually work with the students is in the students best interest! Too much taxpayer money is spent on administration and not put in the classroom where it will do the most good! Daily Physical Education, music and art will help develop better learners/performers! Movement is the foundation of memory and learning! If anyone needs that explained to them, they can contact me.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student</p>

				proficiency.
2014-06-05	Wendy Peters / Teacher / Raleigh County Schools	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I am writing to state my concerns about the change in policy for teacher evaluation. I believe that it is a very poor decision for the board to increase test scores as an indicator of teacher success to an additional 15%. There are many reasons that this is a bad idea. First of all, the online WESTEST this year is not a good indicator of growth. There were too many invalidations and problems throughout the state for the test to be a valid source of data. Also, the only stakeholders in the testing are principals and teachers. Parents and students are not held accountable for the test scores. Many students do not have supportive parents who play a role in their education. The parents do not care how they do and therefore neither do the students. Drugs, poverty, and other issues adversely affect our children and impact their educational performance. Another issue that should be considered is attendance. Many students do not attend school on a regular basis. It is hard to teach a student who does not come to school and/or is chronically tardy. These students and their parents are not held accountable for attendance, but the school is impacted negatively when they are. Until all stakeholders are held accountable, using testing as a method to evaluate teacher effectiveness is not a valid measure. Our students often times come to school hungry, displaced, and unable to concentrate. It is not fair to our children or our school employees. Please take these factors into consideration before making any decisions to change the teacher evaluation policy.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>

		<p>potential. Multiple samples of work, tests, and observations together are better indicators of knowledge. Thirdly, changes like this chip away at teacher morale and self-worth. It villainizes teachers. More and more great teachers who care about their students learning are contemplating changing professions to another field where they will no longer be seen as a villain. That's what these kinds of policy do! They beat down the teachers you WANT in classrooms teaching your children! Granted, there are teachers who should not be teaching but the proposed changes are not the answer. The answer to removing poor teachers is not a policy-driven solution. The solution can be found easily with a good administrator following current policy. The problem is there are ineffective administrators who do not want to do the work it takes to remove a poor teacher. So, just as there are bad teachers, there are bad administrators who do nothing to solve the problem. Lastly, when will we see legislation and policy on accountability that is TRULY balanced? In order to have productive, worthwhile educational reform, ALL stakeholders need to be held accountable: teacher, parents, student, and administration. As it is, teachers are asked to be miracle workers without raising expectations for anyone else! An analogy comes to mind here. Is it reasonable to evaluate doctors on their patients' health status regardless if their patients are smokers, obese, use drugs or alcohol, have hereditary factors for heart disease, cancer, etc. Of course not! So why does this policy support holding teachers accountable at an absurd level without taking in to account student and parent attitudes, home issues, poverty level, attendance/truancy,</p>		
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		<p>disabilities, etc?</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I am opposed to the changes made to policy 5310 on many levels. First, I especially oppose holding math and language arts teachers to higher standard than any other teacher! It's unconstitutional! Secondly, I do not believe that ONE standardized test should ever be used to determine the measurement of a child's potential. Multiple samples of work, tests, and observations together are better indicators of knowledge. Thirdly, changes like this chip away at teacher morale and self-worth. It villainizes teachers. More and more great teachers who care about their students learning are contemplating changing professions to another field where they will no longer be seen as a villain. That's what these kinds of policy do! They beat down the teachers you WANT in classrooms teaching your children! Granted, there are teachers who should not be teaching but the proposed changes are not the answer. The answer to removing poor teachers is not a policy-driven solution. The solution can !</p> <p>be found easily with a good administrator following current policy. The problem is there are ineffective administrators who do not want to do the work it takes to remove a poor teacher. So, just as there are bad teachers, there are bad administrators who do nothing to solve the problem. Lastly, when will we see legislation and policy on accountability that is TRULY balanced? In order to have productive, worthwhile educational reform, ALL stakeholders need to be held accountable: teacher, parents, student, and</p>		
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		administration. As it is, teachers are asked to be miracle workers without raising expectations for anyone else! An analogy comes to mind here. Is it reasonable to evaluate doctors on their patients' health status regardless if their patients are smokers, obese, use drugs or alcohol, have hereditary factors for heart disease, cancer, etc. Of course not! So why does this policy support holding teachers accountable at an absurd level without taking in to account student and parent attitudes, home issues, poverty level, attendance / truancy, disabilities, etc?		
2014-06-06	Joshua Johnson / Teacher / Mingo Central HS	Comments for section 126-142-9 Educator Evaluation ----- I don't believe that formally reporting your "smart goals" makes you a better teacher. Even if I never got up from my desk to teach, I could come up with two goals and manufacture evidence to support those goals. I feel that it is just another tedious task that will drive even more new teachers out of the profession.	N/-	
2014-06-06	Amber Champ / Teacher / Hardy County Schools	Comments for section 126-142-9 Educator Evaluation ----- I do not support a policy that is going to judge a teacher's ability on a single tested measure.	N/-	
2014-06-06	David Vincent / Teacher / Greenbrier County Schools	Comments for section 126-142-9 Educator Evaluation ----- Coming from the State of North Carolina, I have seen the state develop this new evaluation process with part being based on student performance on a standardized test. It makes no sense. If you want to judge teachers based on student performance then you need to pretest and post test to see if the students have learned.	N/-	

2014-06-07	Paula Buck / Teacher / Wellsburg, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>Lest the WVDE has forgotten, we need to remind them that the Smarter Balance Assessment is BRAND NEW for the upcoming school year. How in the world can our evaluations be weighted with 15% accountability for student test scores on a BRAND NEW assessment. If we're going to be that much more accountable, how about wait at least one more year? That way we'll know what to expect from Smarter Balance. Thank You for your time and consideration.</p>	N/-	
2014-06-07	Pam / Teacher / Maysville, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I disagree with the new proposal to have reading/language arts and math teachers in tested grades 3-12 have 20% of their evaluation be based on 2 consecutive years of summative assessment data from the statewide assessment. If all students retained what was taught for the year, this form of assessment for teachers would be fair but that is not the case. Our state educational system is in the biggest education reform in years (Common Core Standards). Our students are being taught in a way they are finding very hard to understand. It is a completely new way of learning information and using what is learned. Our schools are floundering to find materials and teaching techniques to teach these new objectives. Our books are out of date and textbook companies are nowhere near creating books to teach these new standards. Also, this coming year will be the 1st year we will be assessing students using the new Smarter Balance assessments. The preview examples have thrown teachers and students for a loop. This was also the first year our students took a</p>	N/-	

		<p>state-wide state assessment test online. Coming from a 3rd grade teacher's standpoint, I know many of our students just click answers instead of taking time to think and work out the questions/problems. Many of them think no one sees what they are doing on the tests since it is computer-based. With all of these adverse factors, I do not see where that adequately assesses a teacher's proficiency. High quality teachers do their best with what they get each year, but we are not miracle workers who can change a child's IQ. Many factors go into that - environment, home life, motivation, and genetics. Evaluating us this way seems like an easy way to assess teachers from an administrative standpoint, but it is a grave injustice to our talents and abilities. Please keep these facts in mind when you decide on this new assessment procedure for math & language arts teachers in grades 3-12.</p>		
2014-06-08	Sara Singleton / Teacher / Tioga, WV	<p>Comments for section 126-142-4 Definitions ----- Progression (p. 3, section 4.18, and subsections 4.18 a-d) – AFT-WV believes substitute teaching should count as experience if these educators are evaluated under Policy 5310. A definition of “substitute experience” should be added to the policy. For example, if a substitute has completed a year(s) of teaching experience and was given a satisfactory rating under 5310, the experience would factor in determining the level of progression. This is a current practice in a number of counties and would be beneficial to make the practice uniform throughout the state. School -Wide Growth (p.4, section 4.23) is defined in the proposed policy as “an aggregate measure of student growth within a school, based</p>	N/-	

		<p>upon results data from the state summative assessment in Reading/Language Arts and Mathematics." AFT-WV believes this definition to be extremely vague. Defining aggregate measure would clarify data points. Teacher of Record (p.4, section 4.27) is defined as "the educator who !</p> <p>is responsible for a significant portion of a student's instruction time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relative assessment in grades/subjects that do not have a state assessment." AFT-WV believes this section of policy is unclear. How do special educators fit into this definition? WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not been seen by stakeholders. This should be in policy. WV state code §18A- 3C requires "the use of two pieces of evidence at two points of time over the instructional term to demonstrate student learning as an indicator of educator performance." Two Points of Time is defined in the policy as "the first point in time shall be the first day of the instructional term." The baseline is the summative assessment results from the previous year's test results. This definition is different for teachers not teaching the content and grade levels on the state assessment. The definition for these teachers will be two data points determined within the instructional year in which each educator measures student learning. This is to measure achievement between two points in time. Adequate time, instruction and formative assessment are used to measure, not summative assessment. Hence, this group of educators will be treated differently in the evaluation process.</p>		<p>Guidance Documents for "Teacher of Record" will be made available publicly in the Fall of 2014.</p>
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		<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>It is not fair that 20% of our evaluation will be based upon results from the statewide assessment. It took our school 3 weeks to complete the on-line test this year and I made a mistake and couldn't exit the students out. I put in the wrong test code and a group of students had to take the second session of a science test before they took the first part. I was very upset because I try to work very hard and I made a huge mistake and apparently the test doesn't have room for human error. I was sick and very upset. We only get one opportunity to take this test and what happens when mistakes like this happens. Plus other students within the school was shut out of the computer lab for 5 weeks. They did not get computer instruction for 5 weeks. The students in K-2 had no computer instruction, because grades 3-5 had to take the Writing assessment which lasted 2 weeks and the WesTest lasted 3 weeks. That is not fair to the students or teachers. Also these students did not get all the instruction they needed from their Sp. Ed. Teacher or from Title I because these people had to administer the test or work as proctors. We are spending more time testing than we are teaching and then you want to evaluate us on the TEST. This is not fair. Section 9.1.b.1 was added to the policy stating "school-wide growth for educators in Pre-K to 3 settings shall match the growth score of the 4th grade feeder school" without discussion by the task force. Section 9.1.b.2 states "school-wide growth for educators in Career and Technical Education Center settings will be based on the state summative assessment results of the students they serve." There was no discussion by the Task Force on these two</p>	<p>NA/-</p>	<p>Sections 9.1.b.1 & 9.1.b.2 - Leadership representing both CTE educators and Early Learning educators were consulted and agreed on these changes prior to incorporation into policy.</p>
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		<p>items. The school-wide growth language for educators in Pre-K to 3 and Career and Tech Centers should remain as it is in current policy. The policy does not account for the students that may not have been served at feeder schools. The proposed policy changes would completely eliminate sections 9.1.b.1 and 9.1.b.2 in current policy. 9.1.c- The guidelines for calculating growth percentile at the classroom level are based on "meaningful consultation" with the Educator Evaluation Task Force and through a pilot program. Current policy required the guidelines for calculating the student growth percentile to be developed during the 2013-14 school year through meaningful consultation with the task force and also through a pilot program. The January meeting only identified concerns with changes in the policy. The pilot program was not discussed. The pilot is currently in operation for May-June 2014 and only includes 15 schools. This is inadequate time to conduct a pilot that will effectively gauge the successfulness or potential problems. The pilot will actually still be in progress if the state board votes to put this out on public comment at the May meeting. Policy 5310 pilot programs implemented by the WVDE have typically run for one full school year. Section 9.5.b states the growth measures must include a minimum effective size of 10 students. The policy does not specify the procedure if a teacher has less than ten students. What measures are used in this case?</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>The last sentence of section 10.1.b.2 states "the area of unsatisfactory performance guides the choice of</p>	<p>A/o</p>	<p>Section 9.5.b has been revised and expanded to address growth measures procedures used when fewer than 10 students are involved.</p>
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		<p>policy for evaluators to modify the goals. What about teacher aides? These people play a role in providing services to students. Many times these people are used to fill in as substitutes for absent teachers then they are provided with kickbacks such as leaving school early. How is that fair? Then you want to evaluate a teacher on test scores when they were absent there wasn't even a qualified teacher in the room instructing! That's not right.</p> <p>Comments for section 126-142-15 Evaluation Process for Counselors</p> <p>-----</p> <p>These people need to be held accountable also.. We don't even know their schedule and most work in numerous schools.</p> <p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>I feel that the county central office is overstaffed anyway. Why pay an attendance director when they aren't taking cases to the Judge. Why pay 2 extra people for Special Ed. not sure what they do! Also what does RESA do? Let's talk about that agency that takes millions of WV tax payers money and for WHAT?? Not sure what they do and if you would survey teachers throughout the whole state, they would tell you the same. What does RESA do?? Let's evaluate them!!!</p>	<p>N/-</p> <p>N/-</p>	
2014-06-	Suzanne Davidson /	Comments for section 126-142-9 Educator Evaluation		

09	Teacher / Follansbee, WV	<p>-----</p> <p>I am extremely disappointed that the WVDE wants to assign 15% of teacher evaluation to test scores. As a teacher who works in a school with two educational behavior disorder (EBD) units, I am already at an unfair advantage compared to educators at other schools in my district. This school year a high percentage of my students had IEPs that indicated modifications to their classroom education and testing procedures (several disabilities). The test given online may read to the students with modifications, but the educators monitoring the testing cannot force the students to listen to the questions. This policy will punish those of us who work with students with disabilities. Why not assign 15% of the evaluation to what the teacher does throughout the school year. Many of my colleagues and I support after school tutoring, STEM Clubs, math competitions, service programs for students, after school family nights, anti-bullying programs etc. Thank you for allowing me to express my opinion. I am a teacher who cares for her students. Please be a department of education who cares for teachers.</p>	N/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-09	Amy Oliver / Teacher / Big Sandy, WV.	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I think it is totally unfair to base our evaluations on student performance when we have no control over how the student will perform. It is like a farmer and his crops-he plants, waters, and fertilizes but has no control if the crops will do well or not. Students have complete control over their test but the test does not affect them in any manner. Would you want your job performance based on 9 year olds who don't care about a test that has no bearing to them-I don't think</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment</p>

		so. Thank you.		results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-09	Jane Nash / Teacher / Princeton, WV.	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I do not think it is fair to allow our evaluation to be 20% from the annual school-wide test scores. I have been teaching since 1988 and have seen a big decline in the responsibility given to the students and their parents. I have many parents that do not care if their child does/doesn't complete their homework. The students don't care if they don't pay attention to the teacher or if they complete their homework. I also have seen students that just mark or click on any answer without even reading the question on the WESTEST. Is this fair to us, educators? We can teach till we are blue in the face, but if a child doesn't want to learn or do well on a test, then they won't. I ask that you rethink the use of test scores to help with the evaluation process. Should your pay be influenced by what the citizens do? Should your pay be influenced on the amount of law breakers that exist in WV? I think not!!!!</p>	A/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon

				student growth, not student proficiency.
2014-06-09	Katherine Howard / Teacher / Marshall County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>15% of an educator's evaluation should NOT be tied to student performance. Student motivation is linked to a teacher, but an educator cannot be held solely responsible for motivating each and every student to want to perform at their best. Students who do not care will continue to bomb the test, thus affecting an educator's evaluation. Students who do not make an effort should not determine how a professional is evaluated. Teachers also instruct students who are grouped by ability level. Is it fair to evaluate the teacher who is responsible for four sections of the lowest level learners at 15% of their evaluation? I think not. This is a ridiculous new proposal that would never be supported by anyone who is actually in the classroom. Educators spend every single day striving to reach students and engage them in meaningful learning, but at the end of the day, or on the tests, those students ultimately choose how much they've learned, retained, and wish to demonstrate. Teachers! should NOT receive consequences based on such.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>15% of an educator's evaluation should NOT be tied to student performance. Student motivation is linked to a teacher, but an educator cannot be held solely responsible for motivating each and every student to want to perform at their best. Students who do not</p>	A/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
			N/-	

		<p>care will continue to bomb the test, thus affecting an educator's evaluation. Students who do not make an effort should not determine how a professional is evaluated. Teachers also instruct students who are grouped by ability level. Is it fair to evaluate the teacher who is responsible for four sections of the lowest level learners at 15% of their evaluation? I think not. This is a ridiculous new proposal that would never be supported by anyone who is actually in the classroom. Educators spend every single day striving to reach students and engage them in meaningful learning, but at the end of the day, or on the tests, those students ultimately choose how much they've learned, retained, and wish to demonstrate. Teachers! should NOT receive consequences based on such.</p>		
<p>2014-06-09</p>	<p>Linda Bunce / Teacher / Raleigh BOE</p>	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I have been teaching over 20 years. This evaluation process is the least valuable I have ever known. Though it involves a lot of the principal's time to complete evaluations on everyone, the time spent is not equal to any gain in quality. The best system was the teacher actually selecting a goal on their own for the year, and then sitting down to discuss with the principal about the goal: a discussion about something important in education, and a reminder to work on it. This whole new rating system practically forces people to pick goals that will not be cumbersome to prove or rate. It is a mountain of words meaning nothing. Education in WV is constantly heading in the wrong way. Why don't we take the audit's advice and reduce the size of educational</p>	<p>N/-</p>	

		<p>(ex:specialists)or children who are pulled out for things like chorus or gifted programs.</p> <p>Comments for section 126-142-9 Educator Evaluation ----- Fourth grade teachers are saddled with the evaluations of Pre K. This also gives third grade teachers a year with no pressure of evaluation.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement ----- Will classroom teachers be evaluated on the grades from specials and resources? I don't think that is made clear.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- Why are we redoing the evaluation process already?</p>	<p>N/-</p> <p>N/o</p> <p>N/o</p>	
2014-06-10	Nicole Rose-Taylor / Teacher / Dunmore, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers ----- I do not think standardized test scores should be any part of teacher evaluation. Some students do not put effort into standardized test. When a student spends 15 minutes on the WESTEST we have a problem if we connect those scores to teacher evaluations.</p>	NA/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student</p>

				Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-10	Lisa Angalich / Teacher / Marshall County Schools	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>9.1 Differentiating the evaluation systems for teachers will not have any positive effects. By doing that, the state will be opening the door for "that's not my job" mentality in the schools. Teachers teach to the best of their ability regardless of subject matter. Sometimes, students just don't respond, therefore test scores alone are not an accurate reflection of the teaching going on. Schools are much more successful when everyone works & plans together. Students seem to feed off of the idea of community when they see the teachers working together for their best interests. By instituting different evaluation standards for teachers of different subject areas, you will be undermining any progress that is being made.m9.5 The roster verification process will lead to more confusion as well as arguements about the fairness of the evaluation system.</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards -----</p> <p>12.2 This revision needs to clarify the point about 15%</p>	NA/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student

		<p>of the student growth being based on educator's goals. One goal is student learning & the other is based on reflection. Are both leader goals student learning goals?</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>13.7 A different evaluation system for tested grades & subjects will have a negative effect on the entire evaluation process & it will also be detrimental to the community-building effort throughout the school. All teachers should be evaluated equally. A teacher's evaluation should not be heavily dependent on the students they teach. Most professions base an employee's evaluation on their own merit, not on their coworker's performance. The students are a teacher's coworkers, & students don't always take testing seriously. Another reason to revisit these proposals is because they are likely to make the teaching profession a less desirable career choice for college students. At the very least, they will graduate & go to other states with less rigid standards to find work.</p>	<p>NA/o</p> <p>N/-</p>	<p>proficiency.</p> <p>Both goals are founded in growth: one goal is student growth, the other goal is professional growth.</p>
2014-06-10	Christena Malcomb / Teacher / Valley Bend, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Increasing the amount that standardized testing counts to 20% is unfair to teachers in the tested grade levels. Those teaching in non-tested grade levels will only have to use standardized testing as 5% of their evaluation. The problem with this system is that you are only holding one stakeholder accountable. Teachers of the lower grades are just as responsible for test scores as the teachers in the tested grade</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative</p>

		<p>levels. They provide the foundation that upper grade teachers build on. Also, two very important stakeholders are left out of this equation as well. Parents and students are NEVER held accountable for test scores. Until it means something to them, things will never change. Not that there isn't room for teachers to grow and adjust their teaching, use researched based techniques, and continue to educate themselves to improve their teaching. Please rethink this change. Why is there a need to change a policy that we just started?</p>		<p>factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-10	Jessica / Community Member / Hurricane, WV	<p>Comments for section 126-142-9 Educator Evaluation ----- It seems very unfair that reading/language arts and math teachers will be evaluated differently than their peers. This clearly prioritizes school subjects, what kind of message does that send to staff, parents and students? Shouldn't all teachers be held to the same standard whether teaching reading or health or chemistry? What about students who do not test well? All students learn, retain and test differently. Does this give the excuse for students to put off other subjects in order to concentrate on reading/language arts and math? Setting a precedent that these two subjects are superior will only hurt the student and their attention to other subjects as they have been deemed as less important. As for the teachers, basing their aptitude on students' standardized test scores is like an elephant in the circus; no matter intelligence, the elephant can be taught to perform but will not if it does not want to, or it will be forced into going through the motions but not really "putting on a show." As previously mentioned, some students have</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student</p>

		<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The implementation of this policy will cause a financial hardship on most counties in WV. Students are not randomly assigned to math and language arts/reading teachers at the middle school level. They are assigned based on their ability resulting in gifted students being together in a class with a gifted teacher and special needs students being grouped together (sometimes 50% of the class). This grouping is done because there is a shortage of funds to provide an adequate number of special education teachers and the homogeneous grouping allows for special ed/regular ed collaborative teaching in the math and language arts/reading classes. True heterogeneous grouping would be the only fair way to implement this policy; however it would cause a financial catastrophe to most counties in terms of providing the required services to special education students. This policy also does not appear to address the role of the collaborative special educator. He/she should also share in the responsibility of the students growth. The School-wide growth definition does not define what constitutes growth over a one-year period. Is it the measure of students' scores increasing (whether or not they are at grade level)? Is it the measure of students being at grade level?</p>	N/o	
2014-06-11	Margaret Blake / Teacher / Marshall County Schools	<p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>How will the changes in Policy 5310 work with the Smarter Balanced Assessment? Why are we making changes to Policy 5310 in its first year of full</p>	NA/o	Equivalency studies between Smarter Balance and Westest have been conducted to ensure the transition between

		<p>implementation?</p> <p>Comments for section 126-142-9 Educator Evaluation ----- What are the benefits of the roster verification system beyond verifying which students were enrolled in the class? Does it guarantee they were present? Does a contributing professional get linked to only his/her students? If yes, how do you justify wanting qualified personnel to work with special education or Title 1 services?</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards ----- Using this system for student growth for everyone seems less complicated and more meaningful to each educator and the school as a whole</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- Why and how will the evaluations of reading language arts and math teachers differ from those of other teachers now?</p>	<p>N/o</p> <p>N/o</p> <p>N/o</p>	<p>assessments leads to valid student and teacher evaluation results</p>
2014-06-11	Jennifer Sanders / Teacher / Tunnelton, WV	<p>Comments for section 126-142-9 Educator Evaluation ----- 4.22.b. – should still include multiple measures and not just state assessments. Select teachers being judged by standardized test scores is wrong</p>	N/-	
2014-06-11	Leslie JP Goe / Teacher / Clay Middle School	<p>Comments for section 126-142-9 Educator Evaluation ----- Teachers should be held responsible for educating their students. However, students need to be held</p>	N/-	

		<p>responsible for learning as well. If a student is absent more than 90% of the school year, it is not possible for that student to be educated by a teacher. The evaluation is based on one test on one day. If a student was having a bad day, is not a good test taker, or simply chooses not to try, the test score may not accurately represent what that child knows or has learned. Students need to be held accountable for their test scores as well. The practice of learning should be shared between teacher and student. Until there are consequences for students, it is unfair to hold test scores against a teacher during evaluation.</p>		
<p>2014-06-12</p>	<p>Dale Lee / WVEA / Charleston, WV</p>	<p>Comments for section 126-142-4 Definitions ----- For years, WVEA has worked with teachers, school administrators, state education officials and other stakeholders to craft meaningful educator evaluation policy changes. But the work of the Educator Evaluation Task Force, which convened in 2009, has been ignored with these proposed changes to Policy 5310. Having 15 percent of educators' evaluations based on their students' scores on a statewide standardized test is problematic. The task force said clearly that 15 percent of some teachers' evaluations being based on test scores is wrong, and the WVEA agrees. The assumption that all students learn at the same pace and all are ready to be tested on the same material at the same time is wrong. Poverty is pervasive in West Virginia and other Southern states, and the proposed policy changes don't take into account that students come from different home situations. WVEA asks that the state Board of Education members listen to those who spent years working on the Educator Evaluation Task Force, as well</p>	<p>A/-</p>	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>

		<p>as the many teachers who express their concern about these proposed changes. 4.1 – assigned educator. Definition needs to be more specific. 4.5 – contributing professional. Definition needs to be more specific. 4.22.b. – should still include multiple measures and not just state assessments. 4.27 – Teacher of Record. What is meant by “significant portion”? Teachers of records are normally those considered to be the one assigning grades. Can the teacher of record and the assigned teacher be the same?</p> <p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>9.1.c - Fifteen percent needs to be spelled out more clearly as to whom it applies. Those who “teach in tested grades and subjects” needs to be spelled out specifically in the policy.mrn9.4.b- Those who “teach in tested grades and subjects” needs to be spelled out specifically in the policy. Which teachers are included? mrn9.5 - Those who “teach in tested grades and subjects” needs to be spelled out specifically in the policy. Which teachers are included? 9.5.a – What is the ‘roster verification process’ and how long does it take? Time is a factor for all teachers and this appears to be something that is asking for more time.mrn9.6.a-d – Which of these types of teachers are to be evaluated using the 15%? Policy is not clear about the link and who is included in the 15% of the statewide assessment.</p>	<p>NA/o</p> <p>N/-</p>	<p>Guidance Documents regarding “Teacher of Record” will be made available to all educators in the Fall of 2014.</p>
2014-06-12	Anne Example / Teacher	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>There are discrepancies with current state law and much of the policy is vague. In regards to roster</p>	NA/-	<p>The revisions made to Policy 5310 are completely within the confines of state</p>

		<p>verification, when will the teachers be given adequate time to complete this requirement? A middle or high school content teacher (of a tested subject area) may have as many as 150 students on their class roster for verification. This whole policy is ridiculous. It is like Obamacare....gotta pass it to find out exactly what is in it and then it is too late!!</p>		<p>law, specifically Section 18A-3C-2 of State Code.</p>
2014-06-12	<p>Lisa Wyatt / Teacher / Putnam County Schools</p>	<p>Comments for section 126-142-9 Educator Evaluation ----- Students are not stakeholders for this standardized test. They do not care about their score on that test at all. It does not change their course grade, it does not change what courses they are allowed to take, it does not make a difference whether they graduate, it does not change what college they are accepted to - they have NO incentive to do well on this test. If you want to evaluate me - PLEASE visit my classroom - watch me get students actively involved in their learning, see how I get students to do more to raise their abilities. Do NOT evaluate me on that one day test score that students do not care about at all!</p>	<p>N/-</p>	
2014-06-12	<p>Debra Diem / Teacher / Caldwell, WV</p>	<p>Comments for section 126-142-9 Educator Evaluation ----- I do not believe it is fair to base 15% of the teacher's evaluation on the students' test scores. Several of us teach in low economic areas where drug arrests are daily. Students from these homes do not know where they will be daily.</p>	<p>A/-</p>	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component</p>

				during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-12	Michael Consla / Teacher / Hambleton, WV	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>When you evaluate someone, you need to look at what progress the students have made long term. Basing evaluations on a single test, short changes the work done year long. When students are multiple grade levels behind entering your class, it is extremely difficult to close that gap in a single year. When superintendents refuse to retain students, the gap only continues to widen to the point of collapse. The entire system needs accountability brought back in the picture along with common sense.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>When you evaluate someone, you need to look at what progress the students have made long term. Basing evaluations on a single test, short changes the work done year long. When students are multiple grade levels behind entering your class, it is extremely difficult to close that gap in a single year. When superintendents refuse to retain students, the gap only continues to widen to the point of collapse. The entire system needs accountability brought back in</p>	N/-	

		the picture along with common sense.		
2014-06-12	Sarah Logan / Teacher / Mingo County Schools	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>I am strongly opposed to much of Policy 5310, but particularly the portion that deals with educators who teach tested content having 20% of their evaluation based on test scores. It is illegal to hold some educators more accountable than others. West Virginia State Law (18A-2-12), requires that the State Board of Education shall adopt a written system of the employment performance of personnel, which shall be applied uniformly by county boards and must be consistent with state law. WVDE policy 5310 obviously does not adhere to these requirements. Also, with the adoption of the common core, ALL content areas should be teaching literacy and writing. Does that not mean that all educators are responsible for the literacy and writing ability of their students? I do believe that educators should be held accountable for test scores. However, they should not be held more accountable than students, parents, and administration.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-13	Chris Coughlin / Teacher / Charles Town, WV	<p>Comments for section 126-142-9 Educator Evaluation -----</p> <p>Changing the law so that some teachers will depend on student performance for 15% of their evaluations is a poorly thought out plan. As a middle school math teacher, I am under constant pressure to increase achievement. This policy means that math, LA, and</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to</p>

		<p>special education teachers will be judged differently than all other teachers. How can you hold us accountable for home life issues, learning disabilities, and other outside forces. This policy change will result in math and special education teachers leaving West Virginia. It will negatively impact students in our state by pushing teachers out of the state and making young teachers choose to teach elsewhere. It will create an unhealthy culture in schools by pitting teachers against one and other - for example, I would become a vocal advocate for no field trips being allowed for band, FFA, or sports during instructional time. If I am going to be accountable for ALL students, then ALL students will attend my class everyday with no exceptions. The state will need to change their policy on out of school time even when it is "educational", because the band, agriculture teachers, and coaches should not be permitted to schedule events during school time.</p>		<p>improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-13	Harriet Cartmill / Teacher / Winfield, WV	<p>Comments for section 126-142-9 Educator Evaluation ----- Evaluation is good and necessary. I did appreciate the opportunity to complete a self-reflection. In business and industry employees are evaluated by their superiors, not themselves. Again, this procedure has dumped more paperwork on teachers who are already "drowning" in paperwork. I do believe that as an educator I am responsible for my children's learning, but at the same time you must remember that you can lead a horse to the water, but you cannot make it drink. So it is with our students. It all begins at HOME. If students' home lives are in shambles, how can they be expected to successfully complete any educational task. I think it is totally unfair to consider</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component</p>

		<p>weighing the results of our students test scores any higher than 5%. I can be the best teacher, but yet because of circumstances beyond my control, my students do not master the material. This past year is a prime example--(1) polar vortex (2) water crisis (3) WESTTEST (taking one month to complete result! ing in much loss of instructional time.) There is too much emphasis placed on state testing and not having enough instructional time. THERE IS MORE TO A STUDENT THAN A TEST SCORE AND THERE IS MORE TO AN EDUCATOR THAN WHAT IS REFLECTED IN THAT SCORE. Teachers need to be involved MORE in planning of testing procedures, etc. We are the ones in the trenches; we understand what needs to be accomplished.</p>		<p>during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-13	Diana Aston / Teacher / Cameron High School	<p>Comments for section 126-142-9 Educator Evaluation ----- I have concern regarding using state assessment for teachers' evaluation. SPED students struggle with on grade level curriculum from lack of basic skills and their disabilities that the assessment is not valid to their ability level or textile. It does not seem fair to penalize teachers for students lack of when they are doing their very best to teach the concept.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA</p>

				teachers is based upon student growth, not student proficiency.
2014-06-15	Jennifer Davis / Teacher / Summersville, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I am appalled that you are discriminating against math and English teachers. I teach math and have for eleven years. This provision about judging me based on one test on one day of a student's life is sad. You are unaware of what these students may be going through when they step into the testing center. Some may be sick, living through a divorce, have a loved one ill, or placed into foster care because of horrible living conditions. This is unjust. What happens to a teacher when students decide they do not care for that particular teacher and band together to do blow off the test in order to get the teacher fired? Middle school students will do this. I give one-hundred percent everyday in the classroom. I do not stress about the test at the end of the year because I teach to mastery. I tell the students to do the absolute best and that is all I ask of them. I never cover everything I am supposed to because I teach the concepts to mastery. It is impossible to teach every ! concept in one school year to mastery, but with this new evaluation I feel that instead of teaching to mastery I have to teach all concepts and hope the students pick up on them. Are you wanting me to teach the test? Additionally I have volunteered to teach all the special education students. This helps the co-lab teacher be able to work with only one math teacher instead of two. I see my students make</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>

		<p>progress every year and I enjoy working with them. They improve but not at the rate required by law. If my evaluation is going to be based on their test scores from one test of one day of their lives, I guess I will have to say I want them equally divided among the two math teachers. This is not beneficial for them because now the co-lab teacher has to be able to plan with more than one teacher. Lastly I feel that you discouraging teachers. I feel that I am being punished. This state already has a shortage of math teachers and now 15% of their evaluation is based on one test. This does not encourage teachers to obtain an endorsement in math.</p> <p>It encourages me to find a lower elementary job. English and math teachers are responsible for the entire list of NGCSOs while the other subject areas chose one objective to have their students master for their goal. I believe this is discrimination.</p>		
2014-06-15	Gary Davis / Community Member / Summersville, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Evaluating only math and English teachers 15% on the score of one test while others write their own goals is discriminatory. You are discourage good teachers from their job. There is already a shortage of teachers and this will not help.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15%</p>

				component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-15	Danny Rogers / Community Member / WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- This addition to the evaluation process for math and English teachers is discriminatory and discouraging for good teachers. You are driving the good teachers away from the profession.	A/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-15	Carol Rogers / Community Member / WV.	Comments for section 126-142-13 Evaluation Process for Teachers ----- Why would seasoned teacher choose to bid on an	N/-	

		English or math job if 15% of their evaluation comes from whether their students cared enough to try on a test? You are driving good teachers away from the profession.		
2014-06-15	Grace Tallhamer / PK-5 Curriculum Director / Lewis County Schools	<p>Comments for section 126-142-9 Educator Evaluation ----- County Level administrators assigned to supervise a school needs access to view teacher evaluations of their school to monitor completion. Principals can go into a teacher evaluation with one comment in one area and when they save a green checkmark shows on the status site. Leading supervisors or superintends a false illusion of evaluations being completed when they have not been.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders ----- Teachers and principals need to have the option of uploading actual documents of evidence not just narratives.</p>	NA/o	This is not a policy remark, rather a suggestion for improving the online system.
2014-06-15	Grace Tallhamer / PK-5 Curriculum Director / Lewis County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers ----- 9.4.b should be deleted. 9.4.a should include all teachers. I worry that if all teachers do not complete goals they will lose focus.</p>	N/o	
2014-06-15	Millie Stoneking / Teacher / Parkersburg, WV.	<p>Comments for section 126-142-4 Definitions ----- Definition of assigned educator needs to be more specific. Definition of contributing professional needs to be more specific. Student growth should include multiple measures not just state assessment. Teacher</p>	NA/o	Guidance Documents regarding "Teacher of Record" will be made available to all educators in the Fall of 2014.

		<p>of Record needs to be more specific. What is meant by "significant portion"? Teachers of records are normally those considered to be the one assigning grades. Can the teacher of record and the assigned teacher be the same?</p> <p>Comments for section 126-142-9 Educator Evaluation ----- Those who "teach in tested grades and subjects" needs to be spelled out specifically in ALL the areas it appears in the policy. Need to define more clearly the educators whose evaluation includes the 15%. What is the 'roster verification process' and how long does it take? Time is a factor for all teachers and this appears to be something that is asking for more time. Which of these types of teachers are to be evaluated using the 15%? Policy is not clear about the link and who is included in the 15% of the statewide assessment. Need to address this situation: Many educators have students enrolled in a subject which is not included in the student growth score but the grade level of the student is included in the student growth score. Example: 9th grade students in 10th grade courses-- 10th or 11th grade students repeating a 9th or 10th grade course. Teachers will not want to teach in the grade levels and subjects that are included in the student growth because they will be evaluated in a different manner. The changes to the policy discriminate between those who teach in the grade levels and subjects that are included in the student growth and those who do not. How can evaluations be equitable?</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards</p>	<p>N/o</p> <p>N/-</p>	
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2014-06-15	Jennifer Weddington / Teacher / Hurricane HS	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>I have taught secondary English for 26 years and have concerns about the teacher evaluation of the proposed policy. A) It takes a village to educate a child: reading and writing are part of all classes. Teachers of these subjects do instruct, but they do not hold the sole responsibility of the learning. If teachers of other subjects are not held to the same standards, it appears that those subjects are not as integral. In fact, some students and teachers already feel that writing well is only required in the English classes. B) Much too often, students, at least on the secondary level, do not care about their scores on standardized tests. We will be evaluated on others' efforts, whether or not the students put forth all of their effort? I know that many do not take the tests seriously, I'm assuming because they do not suffer consequences from their scores. I don't like the idea of standardized</p>	N/-	

		<p>test scores determining class grades or promotion, but that might have to be added. Further, if a group of students wanted to do damage to a teacher, deliberately doing poorly on the tests could be a tool. This might sound paranoid, but it could be very real.</p> <p>C) We will be administering the Smarter Balance exam next year. From my exposure to the plans I know that it is a rigorous exam, and I know from data results that states that already use it have experienced drops in scores, as much as 30%! This paired with the proposed increase in the weight of standardized tests in teacher evaluation is wrong.</p>		
2014-06-15	Elizabeth K. Surface / WVPE / President	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>I am commenting as a both classroom educator and President of the West Virginia Professional Educators. After discussions with colleagues in my local school and members of the WVPE Executive Board, I have grave concerns about the proposed changes to this portion of the policy. I have been given permission to write on behalf of WVPE on this issue. Section 9.1.b.1</p> <p>We believe the proposed change here is problematic on several levels. First, it is inequitable for teachers of K-3 programs to be held accountable for the growth of students in fourth grades or above. Numerous factors can affect students' growth after leaving the primary grades: attendance, health concerns, family issues, transfers to different schools, and even the quality of programs beyond third grade. Second, this section of policy is vague in terms of how students will be followed. We question whether there is the capacity of derive growth data from previous students who may have transferred to other schools,</p>	N/-	

		<p>counties, or states. Section 9.1.3 We are dismayed at the proposed change of 15% to some educators' evaluations to be based on statewide summative assessment results. This change is not equitable for those teaching in the tested grades and/or subjects who work tirelessly to meet the needs of students and facilitate student growth in these subjects. The success of students, however, is the shared responsibility of the entire school community; all educators should be accountable for student growth with the same evaluation process. We feel all educators should be setting student learning goals within the context of their disciplines and subjects, and we urge you to return to the original evaluation procedure. In addition, this proposed change disregards the extensive work of the Educator Evaluation Task Force. This dedicated group of stakeholders from varied aspects of the education community worked cooperatively to arrive at the evaluation standards, rubrics, measures and percentages. The current system was approved and promoted by these stakeholders; the evaluation process allows professionals to hone their craft and focus on desired student growth. To make this proposed change diminishes and disregards educators' professional judgment and expertise. We urge you to remove this portion of the proposal and allow all educators to continue set learning goals for their students.</p>		
2014-06-16	Elizabeth K. Surface / WVPE / President	Comments for section 126-142-13 Evaluation Process for Teachers		

		<p>----- Section 9.1.3 I previously commented on behalf of the Executive Board of West Virginia Professional Educators. At this time I'd like to share my personal opinions and comments on this policy. I currently teach third grade and have had the opportunity to serve on the Educator Evaluation Task Force. The proposed change to this section of Policy 5310 is demeaning and inequitable to educators. I feel the current system of setting two learning goals allowed me to use my professional judgment in monitoring the growth of my students. I worked diligently to meet these two goals while incorporating next generation standards and preparing students for the WESTEST2. My school has high expectations for student growth and achievement, and we work collaboratively to promote student success. At my final evaluation conference with my administrator, I was proud to share the results of my students' growth. As a veteran educator with over thirty years of experience, I strongly urge you to continue this process of goal setting for all educators, no matter what subject area or grade level. Utilizing different evaluation percentages for teachers of different levels or subjects undermines the shared responsibility for student achievement. As we move to next generation standards and more depth of knowledge across the disciplines, all educators should be equally diligent in preparing our students for the Smarter Balanced assessments. None of us work in isolation; we are all responsible for collaboratively ensuring students' social, emotional and academic growth.</p>	N/-	
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2014-06-16	Frank / Teacher / Shinnston, WV.	<p>Comments for section 126-142-9 Educator Evaluation ----- Standard testing should never be a part of any teacher evaluation.</p>	A/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-16	Jane Yokum / Teacher / Hardy County, WV.	<p>Comments for section 126-142-9 Educator Evaluation ----- 9.1.b.1: This potentially penalizes great Pre-K, K, 1, 2, 3 teachers who have no control over what happens after the students leave their classroom. If growth data is based only on statewide testing, there is a lot of room for outside factors affecting students on the testing day(s). For example, 5 students in my intermediate school lost parents this year. One of the deaths occurred during the testing window. We also have a number of foster children. It is not unusual for a child</p>	N/-	

		<p>to be moved to a different location with no notice. These are only a few examples of things that may impact students on any given day.m9.1c: Stakeholders from across the state worked on the evaluation guidelines for a number of years to come up with a workable and equitable plan for evaluation. Once again, their work has not even been given a chance to be fully implemented before being overridden.</p>		
2014-06-16	Sara Singleton / Teacher / Tioga, WV	<p>Comments for section 126-142-4 Definitions ----- Teacher of Record What about Title I teachers and Special Education teachers? WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not be seen by stakeholders. This should be in policy. Do you realize that these Standardized Tests do not measure big-picture learning, critical thinking, perseverance, problem solving, creativity, or curiosity, yet those are the qualities that we as teachers were taught to use in college to bring out in a student, but we are not allowed to do these activities. We are asked to prepare for the test. What about all the other work and grades that a teacher does throughout the year, but yet all we are concerned with is the TEST. A one shot deal that doesn't even allow for human error. Such as a teacher tying in a wrong code or the child or teacher that becomes physically ill before or during the test. What about the students that did not receive computer instruction for 5 weeks out of this school year. Then our now 2nd grades are expected to type their writing assessment as a 3rd grader as early as March of next year. Are they going to be prepared? Testing needs to be changed. What was the purpose of doing it on-line this year? Do we get our results back anytime sooner? NO!No! What is the point?</p> <p>Comments for section 126-142-9 Educator Evaluation ----- We are already asked to just focus on reading and math because we want great test scores but what about all the</p>	N/-	

		other subjects? It's no wonder that our kids are not good at science, because we are not giving them you the opportunity to learn science. All schools should have a science lab, art room, and a music room. Our new school wasn't even built big enough to accommodate all our needs.		
2014-06-16	Paula Athey / Principal / Mineral County Schools	Comments for section 126-142-9 Educator Evaluation ----- Regarding, 9.1.b.1 School wide growth, My school is a Prek to Second Grade- The students in third and fourth grade whose growth scores will be counted in our growth, attend another school. I am not he principal of that school nor do I supervise the teaching staff. I want to be responsible for my students. Since this is a feeder school, I don't feel this is fair to hold myself and my staff accountable for performance of studnets that I cannot control. My staff and I take responsiblity for preparing them, but this seems unfair. Thanks	N/-	
2014-06-16	SLG / Teacher / Weirton, WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- Ridiculous. Do not pass. Everyone should be held to the same standard.	N/-	
2014-06-16	Jerry Throckmorton / Teacher / Sissonville, WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- TEACHERS IN TESTED GRADES AND SUBJECTS WILL NOW HAVE 20% OF THEIR EVALUATION BASED ON THE STATE ASSESSMENT TEST. TEACHERS ON NON TESTED SUBJECTS AND GRADES WILL ONLY HAVE 5% OF THEIR EVALUATION BASED ON STATE ASSESSMENT. THIS IS CONTRARY TO STATE law.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Kurtis Davis / Teacher / Grafton, WV.	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section

		Other teachers will only have 5% of their evaluation based on state assessment.		18A-3C-2 of State Code.
2014-06-16	Sam Burnett / Teacher / Morgantown HS	<p>Comments for section 126-142-4 Definitions ----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-9 Educator Evaluation ----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement ----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders ----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards ----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and</p>	N/-	

		<p>unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-15 Evaluation Process for Counselors</p> <p>-----</p> <p>The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-16 Counselor Evaluation Standards and Elements</p> <p>-----</p> <p>The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.</p> <p>Comments for section 126-142-18 Improvement Plan for Professional Support Personnel and Central Office Personnel</p>		
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		----- The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair. Evaluations should be equal across all areas of study.		
204-06-16	Jason Zyla / Teacher / Wood County School	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluations will be 20% while tested teachers will only have 5% of theirs be based on state assessment. not Fair.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	William Biro / Teacher / Morgantown, WV.	Comments for section 126-142-9 Educator Evaluation ----- It is not fair or legal that teachers in tested subject/grades evaluation will be 20% based on State Assessment test- other teachers will only have 5% of their evaluation based on State assessment. 126-142-13 evaluation Process for teachers.	N/-	
2014-06-16	Steven Shamblin / Teacher / Riverside HS	Comments for section 126-142-13 Evaluation Process for Teachers ----- Contrary to state law, this policy now holds a segregated group of teachers to a different standard. State law provides that only 5% will be based on the statewide test. With this policy, English and math will illegally be held to a 20% standard.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Lisa Austin / Teacher / Kanawha County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- I find it extremely concerning that Math and English teachers' evaluations will be based on 20% of test scores while others will only evaluated on 5%. This is contrary to	N/-	WVDE believes that a core component to any teacher's job performance is the ability to guide students to

		state law as well as the concept that everyone in a school is responsible for everyone's learning. In addition, how does this affect special educators? Are their evaluations based on learning goals or test scores? While special educators often teach English/Language Arts and Math, they also teach other subjects that are not targeted.	NA/o	improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.
2014-06-16	Kendal Nidy / Counselor / Kanawha County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment test- other teachers will only have 5% of their evaluation based on State Assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Dustin Ludolph / Teacher / Wood County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment test- other teachers will only have 5% of their evaluation based on State Assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section

				18A-3C-2 of State Code.
2014-06-16	Ronald C. Perdue Jr. / Teacher / Wood County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>It is not fair or legal that teachers will be evaluated by the State Assessment Test by a 20% standard. There are numerous factors that affect performance and test results. If teachers work in Lower SES schools, there are multiple factors that affect performance. Therefore, 20% is an exorbitant amount of blame to place on a single individual.</p>	NA/-	<p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-16	Erin Bashaw / Teacher / Marion County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test- other teachers will only have 5% of their evaluation based on state assessment.</p>	NA/-	<p>The revisions made to Policy 5310 are completely within the confines of state law, specifically Section</p>

				18A-3C-2 of State Code.
2014-06-16	Mark Blevins / Teacher / Lindside, WV.	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects/grades evaluation will be 20 percent based on the state assessment test. Other teachers will only have five percent of their evaluation based on the state assessment.</p>	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	William Britton / Teacher / Kanawha County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>The following proposal is not fair or legal for teachers evaluations to be increased to 20% on their tests scores. Other teachers will still only be based on 5% of their test scores on their state assessments.</p>	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Jaqueline Stillion / Teacher / Cabell County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test (especially in the Special Education population!). Other teacher will only have 5% of their evaluation based on stated assessment.</p>	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Chrisa Hayes / Teacher / Cabell County Schools	<p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects/ grades evaluation will be 20% based on State Assessment test.</p>	NA/-	The revisions made to Policy 5310 are completely within the confines of state

		Other teachers will only have 5% of their evaluation based on Sate Evaluation process for teachers.		law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Christina Bentley / Teacher / Cabell County Schools	Comments for section 126-142-11 Evaluation Process for School Leaders ----- I do not think it is fair that 20% of an evaluation is based on the state wide test.	N/-	
2014-06-16	Beth Post / Teacher / Buckhannon, WV	Comments for section 126-142-9 Educator Evaluation ----- If your goal was to create an evaluation system that teachers and the public will not understand, you've done it. Perhaps an example of how it would actually work with actual numbers would help me understand it.	N/-	
2014-06-16	Jennifer Stitt / Teacher / Hampshire County	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test -- other teachers will only have 5% of their evaluation based on state assessment. This change would be a sheer offense against core-subject teachers, who strive to do our best to raise scores and to better our students' lives at the same time.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Samantha Kaleal / Teacher / Hampshire County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test. Other Teachers will only have 5% of their evaluation base don state assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.

2014-06-16	Roxianne McCarty / Teacher / Hampshire County Schools	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/ grades evaluation will be 20% based on State Assessment test -- other teachers will only have 5% of their evaluation based on state assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Faith Cosner / Teacher / Capon Bridge, WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- it is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test - other teachers will only have 5% of their evaluation based on state 126-142-13	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Stephanie Rubin / Teacher / Beckley, WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment Test. Other teachers will only have 5% of their evaluation based on state assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Eva / Teacher / Charleston, WV	Comments for section 126-142-9 Educator Evaluation ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test-other teachers will only have 5% of their evaluation based on State Assessment. 126-142-13rnEval. process for teachers	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.

2014-06-16	Melinda McMillion / Teacher / Raleigh County Schools	Comments for section 126-142-4 Definitions ----- r teachers will l Comments for section 126-142-9 Educator Evaluation ----- It is not fair or legal that teachers in tested subjects/grades evaluation will be 20 percent based on state assessment test - other teachers will only have only 5% of their evaluation based on state assessment .	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Paul Strickland / Teacher / Kanawha County Schools	Comments for section 126-142-9 Educator Evaluation ----- It is not fair or legal that teachers in tested subject/grades evaluation will be 20% based on state assessment test - other teachers will only have 5% of their evaluation based on state assessment.	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Doris Garcia / Retired Teacher / Fairmont, WV	Comments for section 126-142-13 Evaluation Process for Teachers ----- It is not fair or legal that teachers in tested subject/grades evaluation will be 20% based on state assessment tests. Other teachers will only have 5% based on assessment tests	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-16	Rose Saunders / Teacher / Marion County Schools	Comments for section 126-142-9 Educator Evaluation ----- It is not fair or legal that teachers in tested subjects/grades evaluation will 20% based on state assessment test others will continue to be 5%	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.

<p>2014-06-16</p>	<p>Crystal Adkins / Teacher / Mannington, WV</p>	<p>Comments for section 126-142-4 Definitions ----- It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state</p> <p>Comments for section 126-142-9 Educator Evaluation ----- It is not fair and it should be 5% across the board. We need to keep an equal playing field for all educators</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement ----- Training and education of fellow teachers about the process</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders ----- Training if anything the principals evaluation should be 20% based on west test scores</p> <p>Comments for section 126-142-12 School Leader Evaluation Standards ----- It is not fair or legal</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers ----- all should be 5% we cannot be held accountable for what our kids choose to do on the test. Some will blow the test off</p> <p>Comments for section 126-142-15 Evaluation Process for Counselors ----- 20% should be for counselors</p>	<p>NA/-</p> <p>N/-</p> <p>N/o</p> <p>N/-</p> <p>N/-</p> <p>NA/-</p>	<p>The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.</p> <p>WVDE believes that a core component to any teacher's job performance is the ability to guide students to improved performance in a</p>
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		<p>Comments for section 126-142-16 Counselor Evaluation Standards and Elements</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state</p> <p>Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state</p> <p>Comments for section 126-142-18 Improvement Plan for Professional Support Personnel and Central Office Personnel</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state</p>		<p>content area. WVDE will pilot the use of state summative assessment results as the determinative factor for the Student Growth (15%) component during the 2014-2015 school year. The 15% component of the evaluation for Math/RLA teachers is based upon student growth, not student proficiency.</p>
2014-06-16	Janie Moore / Teacher / Marion County	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state Assessment test- other teachers will only have 5% of their evaluation based on State Assessment.</p>	NA/-	<p>The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.</p>
2014-06-16	Greg Cruvey / AFT / McDowell County	<p>Comments for section 126-142-4 Definitions</p> <p>-----</p> <p>Progression (p. 3, section 4.18, and subsections 4.18 a-d) – AFT-WV believes substitute teaching should count as experience if these educators are evaluated under Policy 5310. A definition of “substitute experience” should be added to the policy. For example, if a substitute has</p>	NA/o	

		<p>completed a year(s) of teaching experience and was given a satisfactory rating under 5310, the experience would factor in determining the level of progression. This is a current practice in a number of counties and would be beneficial to make the practice uniform throughout the state. School - Wide Growth (p.4, section 4.23) is defined in the proposed policy as “an aggregate measure of student growth within a school, based upon results data from the state summative assessment in Reading/Language Arts and Mathematics.” AFT-WV believes this definition to be extremely vague. Defining aggregate measure would clarify data points. Teacher of Record (p.4, section 4.27) is defined as “the educator who is responsible for a significant portion of a student’s instruction time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relative assessment in grades/subjects that do not have a state assessment.” AFT-WV believes this section of policy is unclear. How do special educators fit into this definition? WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not been seen by stakeholders. This should be in policy. WV state code §18A- 3C requires “the use of two pieces of evidence at two points of time over the instructional term to demonstrate student learning as an indicator of educator performance.” Two Points of Time is defined in the policy as “the first point in time shall be the first day of the instructional term.” The baseline is the summative assessment results from the previous year’s test results. This definition is different for teachers not teaching the content and grade levels on the state assessment. The definition for these teachers will be two data points determined within the instructional year in which each educator measures student learning. This is to measure achievement between two points in time. Adequate time, instruction and formative assessment are used to measure, not summative assessment. Hence, this group of educators will be treated differently in the evaluation process.</p> <p>Comments for section 126-142-9 Educator Evaluation</p>		<p>Guidance Documents regarding “Teacher of Record” will be made available to all educators in the Fall of 2014.</p>
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		<p>-----</p> <p>Section 9.1.b.1 was added to the policy stating “school-wide growth for educators in Pre-K to 3 settings shall match the growth score of the 4th grade feeder school” without discussion by the task force. Section 9.1.b.2 states “school-wide growth for educators in Career and Technical Education Center settings will be based on the state summative assessment results of the students they serve.” There was no discussion by the Task Force on these two items. The school-wide growth language for educators in Pre-K to 3 and Career and Tech Centers should remain as it is in current policy. The policy does not account for the students that may not have been served at feeder schools. The proposed policy changes would completely eliminate sections 9.1.b.1 and 9.1.b.2 in current policy. rnrn9.1.c- The guidelines for calculating growth percentile at the classroom level are based on “meaningful consultation” with the Educator Evaluation Task Force and through a pilot program. Current!</p> <p>policy required the guidelines for calculating the student growth percentile to be developed during the 2013-14 school year through meaningful consultation with the task force and also through a pilot program. The January meeting only identified concerns with changes in the policy. The pilot program was not discussed. The pilot is currently in operation for May-June 2014 and only includes 15 schools. This is inadequate time to conduct a pilot that will effectively gauge the successfulness or potential problems. The pilot will actually still be in progress if the state board votes to put this out on public comment at the May meeting. Policy 5310 pilot programs implemented by the WVDE have typically run for one full school year.</p> <p>rnrnSection 9.5.b states the growth measures must include a minimum effective size of 10 students. The policy does not specify the procedure if a teacher has less than ten students. What measures are used in this case?rnrnIn regards to roster verification, when will the teachers be given adequate time to complete this requirement? A middle or high school content teacher (of a tested subject area) may have</p>	NA/o	<p>Sections 9.1.b.1 & 9.1.b.2 were reviewed and approved by representative leadership for both CTE educators and Early Education educators prior to implementation within policy.</p>
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		<p>as many as 150 students on their class roster for verification. 9.6.d In regards to online learning teachers, how can the Board hold a teacher, who supervises a credit recovery class, accountable for student growth (15% of their evaluation) if they do not instruct but only supervise these students on the computers?</p> <p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>a. The last sentence of section 10.1.b.2 states “the area of unsatisfactory performance guides the choice of evidence within a Corrective Action Plan that may include observation if appropriate.” This should be changed to “shall include observation.” 10.1.b.1- This section should be changed to require a minimum of two observations with conferences (after each observation) be included in a corrective action plan. In current policy, it is only a recommendation to include observations.</p> <p>Comments for section 126-142-11 Evaluation Process for School Leaders</p> <p>-----</p> <p>Section 13.7 – The last sentence of the section reads, “An evaluator may request goals be modified.” This was never discussed at the task force meetings. An identical statement is contained within the section regarding the evaluation process for counselors (§126-142-15.4.) There is also no timeframe in proposed policy for evaluators to modify the goals.</p> <p>Comments for section 126-142-13 Evaluation Process for Teachers</p> <p>-----</p> <p>Comments on the policy as a whole: West Virginia State Law (18A-2-12) requires that the State Board of Education shall adopt a written system of the employment performance of personnel, which shall be applied uniformly by county boards and must be consistent with state law.</p>	<p>NA/o</p> <p>NA/-</p>	<p>Current policy revisions require the completion of at least 1 observation prior to the start of any Plan of Continuous Support.</p> <p>The revisions made to Policy 5310 are completely within the confines of state</p>
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		<p>WVDE policy 5310 does not adhere to these requirements.mrna. The proposed policy will require that teachers of tested grades (3-8, 11grades) and teach Reading/Language Arts and Math be required to use two consecutive years of summative assessment data from the state wide assessment. The teachers who do not teach in the tested grades and subjects of the state-wide assessment shall have 15% of their evaluation based on the use of evidence at two points in time over the instructional term to demonstrate student learning, which is required by WV Code 18A-3C- 2(c). rnb. Teachers of tested grades and subjects will not be required to develop and submit two learning goals as currently required by WVDE ! policy 5310 because they will be using data from statewide assessment. Teachers of non-tested grades and subjects will continue to develop and submit yearly student learning goals. mc. A definition of school-wide growth was also added to the proposed policy, which will require 20% of a teacher’s evaluation based on results of data from the state summative assessment for teachers in tested grades and subjects. Teachers of non-tested grades and subjects will have 5% of their evaluation based on school-wide growth from the state summative assessment, which is required by all teachers in WV Code 18A-3C-2(2).mrnTHE CHANGES IN SECTION 9.1.c SEEM TO BE AN ATTEMPT TO CHANGE CODE THROUGH POLICY. THESE ARE CHANGES ELECTED OFFICIALS IN THE LEGISLATURE SHOULD MAKE, NOT AN APPOINTED BOARD. This policy is not ready for public comment. There are discrepancies with current state law and much of the policy is vague. Additionally, there is a tremendous amount of reference by the WVDE! to the “Guidance Documents” that will be provided to county boards up on implementation of this policy. However, these documents are not available to any stakeholder at this time. AFT-WV believes it would be premature for the WV Board of Education to pass a policy so heavily dependent on “Guidance Documents.” The Board should not put this policy on comment, but rather</p>		<p>law, specifically Section 18A-3C-2 of State Code.</p>
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		<p>Comments for section 126-142-10 Plans to Support Continuous Improvement</p> <p>-----</p> <p>The last sentence of section 10.1.b.2 states “the area of unsatisfactory performance guides the choice of evidence within a Corrective Action Plan that may include observation if appropriate.” This should be changed to “shall include observation.”</p> <p>10.1.b.1- This section should be changed to require a minimum of two observations with conferences (after each observation) be included in a corrective action plan. In current policy, it is only a recommendation to include observations.</p>	NA/o	Current policy revisions require the completion of at least 1 observation prior to the start of any Plan of Continuous Support.
2014-06-16	Kristi Barker / Asst. Principal / Putnam County Schools	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>This policy appears to discriminate against teachers in grades 3-5 at the elementary level. Either all teachers need to be evaluated on standardized testing growth or no teachers should be evaluated on standardized testing growth. I believe that this policy deters potential candidates from applying for grade 3-5 jobs.</p>	N/-	
2014-06-16	Janie Moore / Teacher / Monongah Middle School	<p>Comments for section 126-142-9 Educator Evaluation</p> <p>-----</p> <p>It is not fair or legal that teachers in tested subject/grade evaluation will be 20% based on state Assessment test. Other teachers will only have 5% of their evaluation based on State Assessment.</p>	NA/-	The revisions made to Policy 5310 are completely within the confines of state law, specifically Section 18A-3C-2 of State Code.
2014-06-14	Emily Papadopoulos / WVCPD / Charleston WV	<p>Given that the school calendar has changed significantly and there is a wider variation in calendars for individual counties, I am concerned about if our current evaluation deadlines still work well for all counties. For example, could some counties be having to start self-reflection too late in</p>	A/+	Policy revisions have been made which extends the deadline for the completion of Teacher and Counselor evaluations to

		<p>their calendar? Conversely, should we consider extending the June 1 deadline for finalizing summative evaluations to June 15 to accommodate counties that finish the school year later (sometime in early June, for example).</p> <p>As you know, I am an advocate of having a consistent deadline for all of the functions of the evaluation (e.g. all self-reflections due by Oct. 1 regardless of county). However, I am wondering if the new evaluation deadlines work well given all the school schedules of which you are currently aware or anticipate for next school year.</p> <p>Thank you for your consideration of this concern as the WVDE continues to recommend changes to the State Board of Education for policy revision.</p>		<p>either 1) on or before the educator's final day in the classroom OR 2) on or before June 15; whichever event occurs first.</p>

Comment Received for Policy 5310 (2014-06-03 11:08:48)

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Comment Received for Policy 5310

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Name: Tamara Fleming
Organization: Nicholas County BOE
Title: Teacher
City/State: Summersville, wv
Role: Teacher
Posted: 2014-06-03 11:08:48
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

This policy does not cover responsibilities of parents and students. How can a teacher be responsible for a student's test score when a major problem is lack of effort on students' part. Teachers setting goals and working toward them is a good idea, but the goals need to be attainable and based on the teacher's work and not be dependent on a student. Also, what is included in the "Guidance Document"? This policy may look good on paper and help get money/funds for our state; however, will it help students perform on level? At this time I think more research and revising needs to be addressed with this policy to actually benefit the learnin/levels of our children.

Comment Received for Policy 5310

#

Name: Mary Beth Cook
Organization: Summersville Middle School
Title: Teacher
City/State: Summersville, WV
Role: Teacher
Posted: 2014-06-03 12:21:23
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is with great dismay and disappointment that I address the issue of the WVDE plan to include 20% student performance in teacher evaluations. Student performance should be assessed first with a plan to require students to buy into the assesement, holding them accountable for their learning, secondly a plan to require parents to buy into their child's learning assessment, holding them accountable to their child's learning, and also teacher assessment. However, 20% is not professional, productive, positive nor reasonable. In this plan, the language is very vague and as a long time teaching professional I was never informed or presented with this information until the last week of May. Neither my school nor county made this information available to me or my colleagues, and had it not been for the AFT and WVEA teaching professionals would have been ignored in the process. This is poor form on the part of WVEA. Among my colleagues, each of whom has spent personal time, money and resources to maintain a high level of professionalism, there ia great concern that specific content teachers, Math & ELA, will be discriminated against in the plan of assessment. This policy will lead, in turn, to a critical teacher shortage and fewer new professionals entering a teaching career. It was clearly stated in the 2012-13 manual that WESTEST scores could NOT be used as an evaluation tool toward teacher stated goals. Without consulting the professional to whom this is directly related, this was dramatically changed. Why? For what purpose and to what end? To bargain a deal with the federal government and gain a waiver against No Child Left Behind? Student and parent accountability is not addressed or considered in this policy. Why? For what purpose and to what end? The lack of access to the guiding document ensures that those most directly involved are not provided the information need to understand the requirements, make informed instructional decisions and be involved in the decision making process. History proves that decisions made without representation leads to confusion, imbalance of power, uninformed judgements, poor performance, impotent leadership and students who continue their academic career without accountability and responsibility for their learning. Poor form WVDE. Have you sold out your professionals to whom you depend upon for the future of our state citizens and tax-paying population base? I am disappointed in this policy and believe it to be the result of a bargain or deal in which financial gain was placed above best educational practices. Your WV state teachers work hard each day to do our best for and with our student learners. We need your support, not another unreasonable policy, to help us continue in our efforts to be the best we can be to and for our WV

Comment Received for Policy 5310 (2014-06-03 15:45:13)



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#

Name: Michael Hince
Organization: Marshall County Schools
Title: Superintendent
City/State: Moundsville, WV
Role: Superintendent
Posted: 2014-06-03 15:45:13
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

West Virginia and Marshall County have made improvements in our educator evaluation practice. We have a collaborative effort now in place that trusts that administrators are working with teachers to improve education through the use evaluation system. Everyone share the responsibility to improve and move forward. The new changes that differentiate Reading Language Arts and Mathematics teachers as having a greater responsibility in the schools performance than other teachers creates an unhealthy atmosphere of blame and shedding of responsibility. I cannot see how this improves the evaluation process.

Comments for section 126-142-13 Evaluation Process for Teachers



Comment Received for Policy 5310 (2014-06-03 17:06:27)

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Comment Received for Policy 5310

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Name: Carrena Rouse
Organization: Boone County Schools
Title: Teacher
City/State: Madison, WV
Role: Teacher
Posted: 2014-06-03 17:06:27
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is unfair to hold the teacher accountable for student test scores when students are not required to pass the tests to move on to the next grade level. I have seen students finish a test in five minutes that should take an hour or more to finish and this is not an isolated instance.

Comment Received for Policy 5310

#####

Name: Ann Gaudino, Ed.D.

Organization: Ohio County Schools

Title: Director of Human Resources

City/State: Wheeling, WV

Role: Professional Support

Posted: 2014-06-04 11:09:18

Posted from IP:

Comments for section 126-142-4 Definitions

4.6 Corrective Action Plan: Definition needs more clarification. Needs to include that plan may commence immediately when performance concern is significant or severe enough to require immediate corrective action.

Comments for section 126-142-10 Plans to Support Continuous Improvement

10.1.b2: Corrective Action Plan: Needs more clarification. Needs to include that if a corrective action plan is completed successfully and the employee subsequent performance regresses to an unsatisfactory level, the employee is terminated for unsatisfactory performance.

Comments for section 126-142-11 Evaluation Process for School Leaders

Needs to include: The superintendent of his/her designee who implements the evaluation process will attend a required training from The West Virginia Center for Professional Development on how to use and implement the Evaluation Process for School Leaders.

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

Needs to include: The superintendent of his/her designee who implements the evaluation process will attend a required training from The West Virginia Center for Professional Development on how to use and implement the Evaluation Process for Professional Support Personnel and Central Office Personnel.

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Comment Received for Policy 5310

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Name: Terry Soltesz
Organization: Mingo Central High School
Title: Teacher
City/State: Delbarton, WV
Role: Teacher
Posted: 2014-06-04 12:22:29
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

This is not right. You can't blame a teacher for a student or students that refuse to care about their results. Here, in an area of generational poverty, many students gloat about not even trying on the state tests. We should be attaching responsibility for test scores to the students. the ones who take the test. The best teacher in the world can not force a student to care.

Comments for section 126-142-13 Evaluation Process for Teachers

This does not reward quality teaching. It rewards people that want to spend copious amounts of time putting together evidence. Therefore, a teacher who wishes, can be deemed distinguished without regards to actual ability.

Comment Received for Policy 5310 (2014-06-04 12:26:56)

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Comment Received for Policy 5310

#####

#

Name: Susan Board
Organization: SMS
Title: Teacher
City/State: Summersville, WV
Role: Teacher
Posted: 2014-06-04 12:26:56
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

According to this policy, educator evaluations will become quite discriminatory by holding different content area teachers accountable according to their own goals-- which are set by the educator-- while holding others accountable based on student WESTEST performance. This will lead to a critical shortage of teachers in these core subject areas. Also, it was clearly stated in the 2012-2013 teacher evaluation manual that WESTEST scores could not be used as evaluation tools. In addition, the language in this policy is extremely vague, and the lack of accessibility to the guiding documents ensures that those directly involved are not provided the information needed to understand the requirements or be involved in the decision making process, perhaps as was intended. Only those who possess poor judgment or simply an apathy toward the future of education would support this policy.

Comment Received for Policy 5310 (2014-06-04 12:27:09)

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Comment Received for Policy 5310

#####

#

Name: Denise McGraw
Organization: Summersville Middle School
Title: Classroom Teacher
City/State: Summersville, WV
Role: Teacher
Posted: 2014-06-04 12:27:09
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

The language used in this policy is very vague. There is real concern that specific content teachers, ELA and math will be discriminated against. This policy will lead to a critical shortage of teachers in the core subject areas as well as special education. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST score could not be used as an evaluation tool. Without consultation this was dramatically changed. Student and parent accountability are not given any consideration in this policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information necessary to understand the requirements, make informed decisions, and be involved in the decision making process. Historically decisions without representation leads to confusion, imbalance of power and uniformed judgments.

Comment Received for Policy 5310 (2014-06-04 13:08:18)

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Comment Received for Policy 5310

#

Name: Brad McGraw
Organization:
Title: Parent
City/State: Summersville, WV
Role: Parent-Family
Posted: 2014-06-04 13:08:18
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

The language used in this policy is very vague. There is real concern that specific content teachers, ELA and math will be discriminated against. This policy will lead to a critical shortage of teachers in the core subject areas as well as special education. It was clearly stated in the 2012/2013 teacher evaluation manual that WESTEST score could not be used as an evaluation tool. Without consultation this was dramatically changed. Student and parent accountability are not given any consideration in this policy. The lack of access to the guiding documents ensures that those most directly involved are not provided the information necessary to understand the requirements, make informed decisions, and be involved in the decision making process. Historically decisions without representation leads to confusion, imbalance of power and unformed judgments.

Comment Received for Policy 5310 (2014-06-04 14:55:11)

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Comment Received for Policy 5310

#

Name: Daniel Aaron Carr
Organization: Winfield High School
Title: History Teacher
City/State: Buffalo, WV
Role: Teacher
Posted: 2014-06-04 14:55:11
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Teachers should be evaluated, but the burden of the evaluation should fall on the Administration. The current evaluation is too concerned with quantitative data and neglects the fact that teachers are expected to do many tasks that are qualitative.

Comments for section 126-142-13 Evaluation Process for Teachers

The evaluation process is a burden to teachers. It proves very little. Other professionals are not expected to do their own evaluation. The standards are confusing as are the timelines and goals. WVEIS is one of the most user unfriendly websites ever. Students would be better served by their teachers with the burden of evaluation substantially reduced.

Comment Received for Policy 5310 (2014-06-04 15:36:09)

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Comment Received for Policy 5310

#####

Name: April Burkhammer

Organization:

Title:

City/State: Ranson, WV

Role: Teacher

Posted: 2014-06-04 15:36:09

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I find it extremely unfair that my evaluation will be based on the scores of my students and teachers who are not in a test year will not. I can not be responsible for all the growth alone. Try as I might, it is a reality that some children do no improve the way we want despite our BEST efforts. Teachers of ESL or SPED children are also going to be penalized when their students don't make the same growth as other students. Please reconsider this change!

Comment Received for Policy 5310 (2014-06-04 16:18:31)

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Comment Received for Policy 5310

#####

Name: Trudy Parker
Organization: Berkeley County Schools
Title: Teacher
City/State: Martinsburg, WV
Role: Teacher
Posted: 2014-06-04 16:18:31
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

As a previous special education teacher in ELA, I find this policy unfit for teacher evaluations. My student's would most definitely score very differently than those students in a college preparatory English Language classroom. Additionally, this policy seems to be suggesting that English and math teachers are teaching to a different audience than the rest of the school. Finally, the students of WV are not held accountable for their performance on standardized testing; so, how can an evaluator measure the effectiveness of the teacher using substandard effort from the student.

Comment Received for Policy 5310 (2014-06-04 16:29:25)

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#####

Name: Lisa Meador Ervine
Organization: Charles Town Middle School
Title: Teacher and Parent of Two Middle School CHildren
City/State: Charles Town , WV
Role: Parent-Family
Posted: 2014-06-04 16:29:25
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

As a parent, I am concerned that the proposed evaluation system would devastate the middle school - teachers at this level as usually certified as multi-subject teachers or have multiple certifications. Teachers would no longer want to teach Language Arts and Math. rnrnAs a teacher- it is unfair to hold teachers accountable while students have no investment in the testing process. If there are no real-life connections the students do not always put forth their best efforts.

Comment Received for Policy 5310 (2014-06-04 16:34:42)



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Comment Received for Policy 5310

#

Name: Crystal Bere
Organization: Jefferson County Schools
Title: Teacher
City/State: Charles Town, WV
Role: Teacher
Posted: 2014-06-04 16:34:42
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Before teachers are held accountable for student growth, the students need to be motivated. Currently, they have no motivation to do well. There has to be "buy-in". This year, I saw students finish a standardized test in less than 10 minutes due to guessing.

Comments for section 126-142-13 Evaluation Process for Teachers

Before teachers are held accountable for student growth, the students need to be motivated. Currently, they have no motivation to do well. There has to be "buy-in". This year, I saw students finish a standardized test in less than 10 minutes due to guessing.



Comment Received for Policy 5310 (2014-06-04 16:34:54)

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#####

Name: pat

Organization: school

Title: teacher

City/State: Kearneysville, wv

Role: Teacher

Posted: 2014-06-04 16:34:54

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Highly unfair. Most of the students I've been getting are not even on grade level reading or math. How can I be judged on s.testing if my students can get above partial mastery because they can't read or do math on grade level.

Comment Received for Policy 5310 (2014-06-04 17:35:51)

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Comment Received for Policy 5310

#

Name: Roberta Holland
Organization: Tolsia High School
Title: Teacher
City/State: Fort Gay, WV
Role: Teacher
Posted: 2014-06-04 17:35:51
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

As an educator in A low socioeconomic region of West Virginia for 11 years, I have grave concerns over the new evaluation system implemented by the state. The system appears to only hold educators responsible for the educational process. However, the educated hold as much, or even more, responsibility in the process in that they must choose to be involved in the process. Students who live in poverty, as many of those I teach, tend to lend less value to education than students in higher socioeconomic regions. Therefore, I find the prospect of having my value as an educator being based on test results of students who, in many cases, place no substantive value on education very troubling. My subject is not test, but I will have my worth judged upon standardized testing that in many cases has a cultural or other bias toward my students.

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#

Name: Terri Bohr
Organization: Berkeley county schools
Title: Teacher
City/State: Inwood, Wv
Role: Teacher
Posted: 2014-06-04 16:36:18
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

You can not use standardized test scores to evaluate teacher performance. Every child, every class is unique. In WV students are not held accountable for their performance so they do not see the need to put forth any effort to try. An honors student can not be compared to a conceptual student in the same course using the same instrument. This is like comparing a cardiologist's patients with a GP's - they will not have the same number of patients showing improvement or dying! A one shot test on one day is not a fair assessment. This places an incredible burden on teachers, administrators, children and school staff. We need to work together as a team to enhance student learning, not be held accountable for the results of me test. These tests take up way too much instructional time and too much attention is directed to the test and not enough to the learning process

Comment Received for Policy 5310 (2014-06-04 16:42:30)

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#####

Name: Earnest Sowards
Organization: Lincoln County High School
Title: Teacher
City/State: Hamlin, WV
Role: Teacher
Posted: 2014-06-04 16:42:30
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

This evaluation procedure is flawed and simply wrong. The state will lose those highly qualified teachers because of this new evaluation policy.

Comments for section 126-142-13 Evaluation Process for Teachers

National Board Teachers will be unfairly evaluated with the guidelines of this policy. This is unfair and wrong.

Comment Received for Policy 5310 (2014-06-04 18:12:59)

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#####

Name: Peggy High
Organization: Hampshire County Schools
Title: English Teacher
City/State: Romney, WV
Role: Teacher
Posted: 2014-06-04 18:12:59
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I disagree with the plan to base 15% of Math and English teachers' evaluations on standardized test results while other teachers will continue to be evaluated using student learning goals. More discussion and consideration needs to be given to this topic.

Comment Received for Policy 5310 (2014-06-05 07:30:48)

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#

Name: S. Mellott
Organization: Washington High Schoool
Title: Teacher
City/State: Charles Town, WV
Role: Teacher
Posted: 2014-06-05 07:30:48
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Simply put, until the state makes the logical decision to hold students personally accountable for their performance on standardized tests, it is both illogical and counterproductive to hold ELA and Math teachers MORE accountable for their students' performance. rnrnUntil such time, students will continue to perform poorly on standardized tests. Many of my colleagues and I have had open dialogues with our students about standardized testing. The attitude from the majority of students (from AP to General classes) is "it doesn't affect me, so why should I care?" rnrnTherefore, this new increased expectation of performance placed upon teachers (combines with students' attitude towards testing, poor performance and subsequent poor test scores) will neither encourage students to put their best effort into testing nor give teachers positive encouragement and incentive in the classroom. Instead, it will feel like an unjust mandate from an unjust legislature. The state may find (at le!

Comment Received for Policy 5310 (2014-06-05 08:29:42)

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Name: Dan Faircloth
Organization: Berkeley County Schools
Title: Social Studies Teacher
City/State: Martinsburg, WV
Role: Teacher
Posted: 2014-06-05 08:29:42
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

If you are going to base a teacher's evaluation on student achievement on a standardized test is fine. Virginia & other states do it, but please base it on a test that matters to students. Make passing the test a requirement for the student to move onto the next grade level (Virginia does it so why can't WV). This will give the student an incentive to do well. As it stands right now it doesn't count against them if they do terrible, so the students have no incentive to do well on the test(as they do on any other test they take in the classroom). Therefore it serves no point to evaluate teachers on how well their students do on a standardized test that they don't take seriously.

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Comment Received for Policy 5310

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Name: Jason Johnson
Organization: American Federation of Teachers
Title: Teacher
City/State: Charles Town, WV
Role: Teacher
Posted: 2014-06-05 09:37:14
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I really find it hard to believe that in one of the most difficult periods in our country's history that the state of West Virginia, ranked near the bottom of the pay scale in this great nation, continues to try and find ways to alienate it's teachers! 99.99999% of us show up to work everyday and give 110% to our students and all we want in return is the support of our parents,students, administrators, and the community. We are continuously under fire in the public eye for snow days, summer breaks, etc., then part of our effectiveness is based on the scores of our students. We cannot make students learn! We can encourage them to learn, but we cannot force feed them knowledge. Until the standardized test scores are used for determining a students grade level advancement, they are pointless to them, which makes it difficult to get them prepared for the test!

Comment Received for Policy 5310 (2014-06-05 11:33:13)

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Name: Jeffrey Rogers
Organization:
Title: Teacher
City/State: Fairmont, wv
Role: Teacher
Posted: 2014-06-05 11:33:13
Posted from IP:

Comments for section 126-142-4 Definitions

The proposed policy will require that teachers of tested grades (3-8, 11grades) and teach Reading/Language Arts and Math be required to use two consecutive years of summative assessment data from the state wide assessment. The teachers who do not teach in the tested grades and subjects of the state-wide assessment shall have 15% of their evaluation based on the use of evidence at two points in time over the instructional term to demonstrate student learning, which is required by WV Code 18A-3C- 2(c). Teachers of tested grades and subjects will not be required to develop and submit two learning goals as currently required by WVDE policy 5310 because they will be using data from statewide assessment. Teachers of non-tested grades and subjects will continue to develop and submit yearly student learning goals. A definition of school-wide growth was also added to the proposed policy, which will require 20% of a teacher's evaluation based on results of data from the

Comment Received for Policy 5310 (2014-06-05 13:48:44)



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Comment Received for Policy 5310

#

Name: L Polen
Organization: WV school teacher
Title: Sprecial Educator
City/State: Winfield, WV
Role: Teacher
Posted: 2014-06-05 13:48:44
Posted from IP:

Comments for section 126-142-4 Definitions

The special needs students' are at a different growth rate of acheivement and should not be treated as equal to a general ed students' growth.

Comments for section 126-142-9 Educator Evaluation

Fifteen percent is too high to give to students achievement. It should be based on if the teacher if effectively doing their job. Special eductors spend a lot of time with parents, in meetings, documenting acheivement, following the growth of students. Special educators should be rated differently than general educators.



Comment Received for Policy 5310 (2014-06-05 09:49:18)

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Nobody <nobody@kryten.wvnet.edu>

Thu 6/5/2014 9:49 AM

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Comment Received for Policy 5310

#

Name: Stephen Willingham
Organization: Jefferson County Schools
Title: Teacher
City/State: Charles Town, WV
Role: Teacher
Posted: 2014-06-05 09:49:18
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I think that it is tacitly unfair to evaluate English/Language Arts and Math teachers differently than other teachers. My biggest objection focuses on basing 15 percent of a teacher's evaluation on student performances on standardized tests. Recently, I have been assisting with Westest makeup at our school. On several occasions now I have witnessed students opening and completing the RLA portions of the test in less than 20 minutes. The time expended on the math test was much the same. Once again, with students not being held individually accountable for their performance on the Westest, as well as the upcoming Smarter Balance test, disinsentivises many of them from trying their best on the test itself. With literally "no skin in the game," why should they care? If nothing else, standarized tests are a good way for disaffected students to get back at their school and teachers. For others, there is just no good reason to be concerned about their scores. After all, teachers an!

Comment Received for Policy 5310

#

Name: Phyllis Wharton

Organization: Central Elementary School

Title: Title 1 Reading

City/State: Moundsville, WV

Role: Teacher

Posted: 2014-06-05 14:50:41

Posted from IP:

Comments for section 126-142-4 Definitions

Teacher of Record: "The educator who is responsible for a significant portion of a student's instructional time..." A more specific definition of 'significant' should be given. A growing number of students in WV schools are transient due to parents relocating for jobs, lack of financial stability, giving custody to grandparent guardianship, or by serving criminal sentences. These students move many times during the school year, often returning to an original school. If a student begins at 'School A'; transfers to 'School B'; transfers to 'School C'; then returns to 'School A', should 'School A' be held as the significant school when the majority of consecutive instructional time has not be spent there?
Furthermore, "...the summative assesment data results available on the first day of the instructional term shall compose the baseline evidence. The second point in time shall be the administration of the statewide summative assessment for that instructional term." We are !

speaking of young human beings who may have suffered parental abuse; sexual abuse; loss of parent (s) through the courts, divorce, remarriage, criminal sentencing to prison, etc.; merging of two families; loss of jobs for parents; health issues; etc. An educator can not be realistically evaluated with these fixed end-points when there are so many variables that can cause a significant change in the students' growth.

Comments for section 126-142-9 Educator Evaluation

"School-wide growth for educators in PreK-3 setting shall match the growth score of the students at the 4th grade recipient school." This burdens the grade 4 educators with the weight of the evaluations of the Prek-e staff. Grade 3 educators don't feel any pressure, because their growth is not measured until the end of the Grade 4 year. It's not my job can be the montra of these earlier educators, creating diversity within the school system when educators should be working together to team a total educational framework for each student. rn"15% of the evaluation shall be based upon student growth ...for which two consecutive years of summative assessment data is available". Educators are

Comment Received for Policy 5310 (2014-06-05 17:31:03)

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Comment Received for Policy 5310

#####

Name: Eric Tennant

Organization: West Virginia

Title: Taxpayer

City/State: Vienna, WV

Role: Higher Education Faculty

Posted: 2014-06-05 17:31:03

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

A standardized test score is the least factor that should be used to evaluate any teacher! When policy makers and administrators start making decisions best for the student, then students will perform at a higher level. Involving the Professionals that actually work with the students is in the students best interest! Too much taxpayer money is spent on administration and not put in the classroom where it will do the most good! Daily Physical Education, music and art will help develop better learners/performers! Movement is the foundation of memory and learning! If anyone needs that explained to them, they can

Comment Received for Policy 5310

#####

Name: Wendy Peters

Organization: Raleigh County Schools

Title: 3rd Grade Teacher

City/State: Daniels, WV

Role: Teacher

Posted: 2014-06-05 20:09:30

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I am writing to state my concerns about the change in policy for teacher evaluation. I believe that it is a very poor decision for the board to increase test scores as an indicator of teacher success to an additional 15%. There are many reasons that this is a bad idea. First of all, the online WESTEST this year is not a good indicator of growth. There were too many invalidations and problems throughout the state for the test to be a valid source of data. Also, the only stakeholders in the testing are principals and teachers. Parents and students are not held accountable for the test scores. Many students do not have supportive parents who play a role in their education. The parents do not care how they do and therefore neither do the students. Drugs, poverty, and other issues adversely affect our children and impact their educational performance. Another issue that should be considered is attendance. Many students do not attend school on a regular basis. It is hard!

to teach a student who does not come to school and/or is chronically tardy. These students and their parents are not held accountable for attendance, but the school is impacted negatively when they are. Until all stakeholders are held accountable, using testing as a method to evaluate teacher effectiveness is not a valid measure. Our students often times come to school hungry, displaced, and unable to concentrate. It is not fair to our children or our school employees. Please take these factors into consideration before making any decisions to change the teacher evaluation policy

Comment Received for Policy 5310

#####

Name: Katie Dantrassy

Organization:

Title: Teacher

City/State: Moundsville, WV

Role: Teacher

Posted: 2014-06-05 21:22:39

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Only having teachers in, essentially, ELA and Math be evaluated on student growth at 15% is going to have a significant negative impact on morale and teacher retention rates. Not many will want to teach ELA or Math if they are going to be held to different standard that has a potential negative impact on their job performance rating. Discriminating by only selecting the teachers who teach within subjects tested is going to cause division among the ranks in school faculties. This policy would inherently place more importance on some subjects as opposed to others and would cause only ELA and Math teachers to take full ownership (or blame) for the school-wide test results. We have spent years working to collaborate and internalize that we are all responsible for student growth and achievement.

Comments for section 126-142-13 Evaluation Process for Teachers

Separating "tested" from "non-tested" teachers potentially causes division, poor morale, teacher turnover, and lack of ownership and collaboration across the board.

Comment Received for Policy 5310

#

Name: Noel Clinton

Organization: VanDevender Middle

Title: Mathematics Teacher

City/State: Parkersburg, WV

Role: Teacher

Posted: 2014-06-05 21:42:52

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I am opposed to the changes made to policy 5310 on many levels. First, I especially oppose holding math and language arts teachers to higher standard than any other teacher! It's unconstitutional! Secondly, I do not believe that ONE standardized test should ever be used to determine the measurement of a child's potential. Multiple samples of work, tests, and observations together are better indicators of knowledge. Thirdly, changes like this chip away at teacher morale and self-worth. It villainizes teachers. More and more great teachers who care about their students learning are contemplating changing professions to another field where they will no longer be seen as a villain. That's what these kinds of policy do! They beat down the teachers you WANT in classrooms teaching your children! Granted, there are teachers who should not be teaching but the proposed changes are not the answer. The answer to removing poor teachers is not a policy-driven solution. The solution can !

be found easily with a good administrator following current policy. The problem is there are ineffective administrators who do not want to do the work it takes to remove a poor teacher. So, just as there are bad teachers, there are bad administrators who do nothing to solve the problem. Lastly, when will we see legislation and policy on accountability that is TRULY balanced? In order to have productive, worthwhile educational reform, ALL stakeholders need to be held accountable: teacher, parents, student, and administration. As it is, teachers are asked to be miracle workers without raising expectations for anyone else! An analogy comes to mind here. Is it reasonable to evaluate doctors on their patients' health status regardless if their patients are smokers, obese, use drugs or alcohol, have hereditary factors for heart disease, cancer, etc. Of course not! So why does this policy support holding teachers accountable at an absurd level without taking in to account student! and parent attitudes, home issues, poverty level, attendance! truancy, disabilities, etc?

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Name: Joshua Johnson

Organization: Mingo Central High School

Title: Teacher

City/State: Delbarton , WV

Role: Teacher

Posted: 2014-06-06 09:33:09

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I don't believe that formally reporting your "smart goals" makes you a better teacher. Even if I never got up from my desk to teach, I could come up with two goals and manufacture evidence to support those goals. I feel that it is just another tedious task that will drive even more new teachers out of the profession.

Comment Received for Policy 5310 (2014-06-06 12:54:09)

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Comment Received for Policy 5310

#####

Name: Amber Champ

Organization: Hardy County Schools

Title: 5th grade teacher

City/State: Moorefield, WV

Role: Teacher

Posted: 2014-06-06 12:54:09

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I do not support a policy that is going to judge a teacher's ability on a single tested measure.

Comment Received for Policy 5310 (2014-06-06 14:47:56)

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Comment Received for Policy 5310

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Name: David Vincent

Organization: Greenbrier County Schools

Title: Teacher

City/State: Lewisburg, WV

Role: Teacher

Posted: 2014-06-06 14:47:56

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Coming from the State of North Carolina, I have seen the state develop this new evaluation process with part being based on student performance on a standardized test. It makes no sense. If you want to judge teachers based on student performance then you need to pretest and post test to see if the students have learned.

Comment Received for Policy 5310 (2014-06-07 16:36:23)

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Comment Received for Policy 5310

#####

Name: Paula Buck

Organization: BCEA

Title: Teacher

City/State: Wellsburg, WV

Role: Teacher

Posted: 2014-06-07 16:36:23

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Lest the WVDE has forgotten, we need to remind them that the Smarter Balance Assessment is BRAND NEW for the upcoming school year. How in the world can our evaluations be weighted with 15% accountability for student test scores on a BRAND NEW assessment. If we're going to be that much more accountable, how about wait at least one more year? That way we'll know what to expect from Smarter Balance. Thank You for your time and consideration.

Comment Received for Policy 5310 (2014-06-07 17:24:16)

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Comment Received for Policy 5310

#

Name: Pam

Organization: Earle

Title: 3rd Grade Teacher

City/State: Maysville, WV

Role: Teacher

Posted: 2014-06-07 17:24:16

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I disagree with the new proposal to have reading/language arts and math teachers in tested grades 3-12 have 20% of their evaluation be based on 2 consecutive years of summative assessment data from the statewide assessment. If all students retained what was taught for the year, this form of assessment for teachers would be fair but that is not the case. Our state educational system is in the biggest education reform in years (Common Core Standards). Our students are being taught in a way

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Comment Received for Policy 5310

#####

Name: Sara Singleton
Organization: AFT
Title: Teacher
City/State: Tioga, WV
Role: Teacher
Posted: 2014-06-08 14:32:06
Posted from IP:

Comments for section 126-142-4 Definitions

Progression (p. 3, section 4.18, and subsections 4.18 a-d) – AFT-WV believes substitute teaching should count as experience if these educators are evaluated under Policy 5310. A definition of "substitute experience" should be added to the policy. For example, if a substitute has completed a year(s) of teaching experience and was given a satisfactory rating under 5310, the experience would factor in determining the level of progression. This is a current practice in a number of counties and would be beneficial to make the practice uniform throughout the state.
School -Wide Growth (p.4, section 4.23) is defined in the proposed policy as "an aggregate measure of student growth within a school, based upon results data from the state summative assessment in Reading/Language Arts and Mathematics." AFT-WV believes this definition to be extremely vague. Defining aggregate measure would clarify data points.
Teacher of Record (p.4, section 4.27) is defined as "the educator who is responsible for a significant portion of a student's instruction time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relative assessment in grades/subjects that do not have a state assessment." AFT-WV believes this section of policy is unclear. How do special educators fit into this definition? WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not been seen by stakeholders. This should be in policy.
WV state code §18A- 3C requires "the use of two pieces of evidence at two points of time over the instructional term to demonstrate student learning as an indicator of educator performance." Two Points of Time is defined in the policy as "the first point in time shall be the first day of instruction." The baseline is the summative assessment results from the previous year's test results. This

learning. This is to measure achievement between two points in time. Adequate time, instruction and formative assessment are used to measure, not summative assessment. Hence, this group of educators will be treated differently in the evaluation process.

Comments for section 126-142-9 Educator Evaluation

It is not fair that 20% of our evaluation will be based upon results from the statewide assessment. It took our school 3 weeks to complete the on-line test this year and I made a mistake and couldn't exit the students out. I put in the wrong test code and a group of students had to take the second session of a science test before they took the first part. I was very upset because I try to work very hard and I made a huge mistake and apparently the test doesn't have room for human error. I was sick and very upset. We only get one opportunity to take this test and what happens when mistakes like this happens. Plus other students within the school was shut out of the computer lab for 5 weeks. They did not get computer instruction for 5 weeks. The students in K-2 had no computer instruction, because grades 3-5 had to take the Writing assessment which lasted 2 weeks and the WesTest lasted 3 weeks. That is not fair to the students or teachers. Also these students did not !

get all the instruction they needed from their Sp. Ed. Teacher or from Title I because these people had to administer the test or work as proctors. We are spending more time testing than we are teaching and then you want to evaluate us on the TEST. This is not fair.
Section 9.1.b.1 was added to the policy stating "school-wide growth for educators in Pre-K to 3 settings shall match the growth score of the 4th grade feeder school" without discussion by the task force. Section 9.1.b.2 states "school-wide growth for educators in Career and Technical Education Center settings will be based on the state summative assessment results of the students they serve." There was no discussion by the Task Force on these two items.
The school-wide growth language for educators in Pre-K to 3 and Career and Tech Centers should remain as it is in current policy. The policy does not account for the students that may not have been served at feeder schools. The proposed policy changes w!

ould completely eliminate sections 9.1.b.1 and 9.1.b.2 in current policy.

9.1.c- The guidelines for calculating growth percentile at the classroom level are based on "meaningful consultation" with the Educator Evaluation Task Force and through a pilot program. Current policy required the guidelines for calculating the student growth percentile to be developed during the 2013-14 school year through meaningful consultation with the task force and also through a pilot program. The January meeting only identified concerns with changes in the policy. The pilot program was not discussed. The pilot is currently in operation for May-June 2014 and only includes 15 schools. This is inadequate time to conduct a pilot that will effectively gauge the successfulness or potential problems. The pilot will actually still be in progress if the state board votes to put this out on public comment at the May meeting. Policy 5310 pilot programs implemented by the WVDE have typically run for one full school year.
Section 9.5.b states the growth mea!

asures must include a minimum effective size of 10 students. The policy does not specify the procedure if a teacher has less than ten students. What measures are used in this case?

Comments for section 126-142-10 Plans to Support Continuous Improvement

The last sentence of section 10.1.b.2 states "the area of unsatisfactory performance guides the choice of evidence within a Corrective Action Plan that may include observation if appropriate." This should be changed to "shall include observation."
10.1.b.1- This section should be changed to require a minimum of two observations with conferences (after each observation) be included in a corrective action plan. In current policy, it is only a recommendation to include observations.

There should be a team to evaluate principals. They should be held to the same standards. Most positions are posted as a teaching principal but they seldom or none do they even cover or teach a classroom. Why is that?

Comments for section 126-142-13 Evaluation Process for Teachers

Section 13.7 – The last sentence of the section reads, “An evaluator may request goals be modified.” This was never discussed at the task force meetings. An identical statement is contained within the section regarding the evaluation process for counselors (§126-142-15.4.) There is also no timeframe in proposed policy for evaluators to modify the goals.
What about teacher aides? These people play a role in providing services to students. Many times these people are used to fill in as substitutes for absent teachers then they are provided with kickbacks such as leaving school early. How is that fair? Then you want to evaluate a teacher on test scores when they were absent there wasn't even a qualified teacher in the room instructing! That's not right.

Comments for section 126-142-15 Evaluation Process for Counselors

These people need to be held accountable also.. We don't even know their schedule and most work in numerous schools.

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

I feel that the county central office is overstaffed anyway. Why pay an attendance director when they aren't taking cases to the Judge. Why pay 2 extra people for Special Ed. not sure what they do! Also what does RESA do? Let's talk about that agency that takes millions of WV tax payers money and for WHAT?? Not sure what they do and if you would survey teachers throughout the whole state, they would tell you the same. What does RESA do?? Let's evaluate them!!!

Comment Received for Policy 5310 (2014-06-09 08:57:50)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/9/2014 8:59 AM

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Comment Received for Policy 5310

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Name: Suzanne Davidson

Organization:

Title: teacher

City/State: Follansbee, WV

Role: Teacher

Posted: 2014-06-09 08:57:50

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I am extremely disappointed that the WVDE wants to assign 15% of teacher evaluation to test scores. As a teacher who works in a school with two educational behavior disorder (EBD) units, I am already at an unfair advantage compared to educators at other schools in my district. This school year a high percentage of my students had IEPs that indicated modifications to their classroom education and testing procedures(several disabilities). The test given online may read to the students with modifications, but the educators monitoring the testing cannot force the students to listen to the questions. This policy will punish those of us who work with students with disabilities.
rnWhy not assign 15% of the evaluation to what the teacher does throughout the school year. Many of my colleagues and I support after school tutoring, STEM Clubs, math competitions, service programs for students, after school family nights, anti-bullying programs etc. rnThank you for allowing me to!
express my opinion. I am a teacher who cares for her students. Please be a department of education who cares for teachers.

Comment Received for Policy 5310 (2014-06-09 08:59:45)

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Name: Amy Oliver

Organization: Fall River Elementary

Title: Title I

City/State: Big Sandy, WV

Role: Teacher

Posted: 2014-06-09 08:59:45

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I think it is totally unfair to base our evaluations on student performance when we have no control over how the student will perform. It is like a farmer and his crops-he plants, waters, and fertilizes but has no control if the crops will do well or not. Students have complete control over their test but the test does not effect them in any manner. Would you want your job performance based on 9 year olds who don't care about a test that has no bearing to them-I don't think so. Thank you.

Comment Received for Policy 5310 (2014-06-09 10:51:43)

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Name: Jane Nash

Organization: MCEA

Title:

City/State: Princeton, WV

Role: Teacher

Posted: 2014-06-09 10:51:43

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I do not think it is fair to allow our evaluation to be 20% from the annual school-wide test scores. I have been teaching since 1988 and have seen a big decline in the responsibility given to the students and their parents. I have many parents that do not care if their child does/doesn't complete their homework. The students don't care if they don't pay attention to the teacher or if they complete their homework. I also have seen students that just mark or click on any answer without even reading the question on the WESTEST. Is this fair to us, educators? We can teach till we are blue in the face, but if a child doesn't want to learn or do well on a test, then they won't. I ask that you rethink the use of test scores to help with the evaluation process. Should your pay be influenced by what the citizens do? Should your pay be influenced on the amount of law breakers that exist in WV? I think not!!!!

Comment Received for Policy 5310 (2014-06-09 13:19:01)

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Comment Received for Policy 5310

#####

Name: Katherine Howard
Organization: Marshall Co Schools
Title: Teacher
City/State: Moundsville, WV
Role: Teacher
Posted: 2014-06-09 13:19:01
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

15% of an educator's evaluation should NOT be tied to student performance. Student motivation is linked to a teacher, but an educator cannot be held solely responsible for motivating each and every student to want to perform at their best. Students who do not care will continue to bomb the test, thus affecting an educator's evaluation. Students who do not make an effort should not determine how a professional is evaluated. Teachers also instruct students who are grouped by ability level. Is it fair to evaluate the teacher who is responsible for four sections of the lowest level learners at 15% of their evaluation? I think not. This is a ridiculous new proposal that would never be supported by anyone who is actually in the classroom. Educators spend every single day striving to reach students and engage them in meaningful learning, but at the end of the day, or on the tests, those students ultimately choose how much they've learned, retained, and wish to demonstrate. Teachers!
should NOT receive consequences based on such.

Comments for section 126-142-13 Evaluation Process for Teachers

15% of an educator's evaluation should NOT be tied to student performance. Student motivation is linked to a teacher, but an educator cannot be held solely responsible for motivating each and every student to want to perform at their best. Students who do not care will continue to bomb the test, thus affecting an educator's evaluation.

how much they've learned, retained, and wish to demonstrate. Teachers:
should NOT receive consequences based on such.

Comment Received for Policy 5310 (2014-06-09 14:29:29)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/9/2014 2:29 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Linda Bunce
Organization: Raleigh County Bd of Ed
Title: Mrs
City/State: Daniels, WV
Role: Teacher
Posted: 2014-06-09 14:29:29
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I have been teaching over 20 years. This evaluation process is the least valuable I have ever known. Though it involves a lot of the principal's time to complete evaluations on everyone,the time spent is not equal to any gain in quality. The best system was the teacher actually selecting a goal on their own for the year, and then sitting down to discuss with the principal about the goal: a discussion about something important in education, and a reminder to work on it. This whole new rating system practically forces people to pick goals that will not be cumbersome to prove or rate. It is a mountain of words meaning nothing. Education in WV is constantly heading in the wrong way. Why don't we take the audit's advice and reduce the size of educational administration/bureaucracy in this state? That would be a good start.

Comment Received for Policy 5310 (2014-06-09 15:28:12)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/9/2014 3:28 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Susan Grady
Organization: Mineral County Schools
Title: Director of Personnel Services
City/State: Keyser, WV
Role: School System Staff
Posted: 2014-06-09 15:28:12
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

As far as contributing professionals, I would question how alternative education instructors will be considered as a contributing professional? Adequate training for the roster verification process must be provided. On county level, we feel that training on the evaluation system as a whole was insufficient.

Comments for section 126-142-10 Plans to Support Continuous Improvement

I agree that there should always be at least one observation done before a teacher is placed on a plan of improvement.

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

I agree that the evaluation of Central Office Personnel and Professional Support Personnel should be on an annual basis.

Comment Received for Policy 5310 (2014-06-10 10:00:01)

Nobody <nobody@kryten.wvnet.edu>

Tue 6/10/2014 10:00 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Heather Stillion
Organization: Central Elementary
Title: Fifth Grade teacher
City/State: Moundsville, WV
Role: Teacher
Posted: 2014-06-10 10:00:01
Posted from IP:

Comments for section 126-142-4 Definitions

This evaluation sytem is fundamentally unfair. You can not realistically evaluate an educator with these standards when there are so many variables (the list could be endless) that come in to play in a child's life. You are also evaluating a teacher on a child's performance that may not be in direct contact with that child 100% of the educational time (ex:specialists)or children who are pulled out for things like chorus or gifted programs.

Comments for section 126-142-9 Educator Evaluation

Fourth grade teachers are saddled with the evaluations of Pre K. This also gives third grade teachers a year with no pressure of evaluation.

Comments for section 126-142-10 Plans to Support Continuous Improvement

Will classroom teachers be evaluated on the grades from specials and resources? I don't think that is made clear.

Comments for section 126-142-13 Evaluation Process for Teachers

Comment Received for Policy 5310 (2014-06-10 10:53:14)

Nobody <nobody@kryten.wvnet.edu>

Tue 6/10/2014 10:53 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Nicole Rose-Taylor
Organization: PCEA
Title: Teacher
City/State: Dunmore, WV
Role: Teacher
Posted: 2014-06-10 10:53:14
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I do not think standardized test scores should be any part of teacher evaluation. Some students do not put effort into standardized test. When a student spends 15 minutes on the WESTEST we have a problem if we connect those scores to teacher evaluations.

Comment Received for Policy 5310 (2014-06-10 11:15:06)

Nobody <nobody@kryten.wvnet.edu>

Tue 6/10/2014 11:15 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Lisa Angalich
Organization: Marshall County Schools
Title: teacher
City/State: Moundsville, WV
Role: Teacher
Posted: 2014-06-10 11:15:06
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

9.1 Differentiating the evaluation systems for teachers will not have any positive effects. By doing that, the state will be opening the door for "that's not my job" mentality in the schools. Teachers teach to the best of their ability regardless of subject matter. Sometimes, students just don't respond, therefore test scores alone are not an accurate reflection of the teaching going on. Schools are much more successful when everyone works & plans together. Students seem to feed off of the idea of community when they see the teachers working together for their best interests. By instituting different evaluation standards for teachers of different subject areas, you will be undermining any progress that is being made.
9.5 The roster verification process will lead to more confusion as well as arguments about the fairness of the evaluation system.

Comments for section 126-142-12 School Leader Evaluation Standards

12.2 This revision needs to clarify the point about 15% of the student growth being based on educator's goals. One goal is student learning & the other is based on reflection. Are both leader goals student learning goals?

Comments for section 126-142-13 Evaluation Process for Teachers

because they are likely to make the teaching profession a less desirable career choice for college students. At the very least, they will graduate & go to other states with less rigid standards to find work.

Comment Received for Policy 5310 (2014-06-10 14:40:22)

Nobody <nobody@kryten.wvnet.edu>

Tue 6/10/2014 2:40 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Christena Malcomb

Organization:

Title: Teacher

City/State: Valley Bend, WV

Role: Teacher

Posted: 2014-06-10 14:40:22

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Increasing the amount that standardized testing counts to 20% is unfair to teachers in the tested grade levels. Those teaching in non-tested grade levels will only have to use standardized testing as 5% of their evaluation. The problem with this system is that you are only holding one stakeholder accountable. Teachers of the lower grades are just as responsible for test scores as the teachers in the tested grade levels. They provide the foundation that upper grade teachers build on. Also, two very important stakeholders are left out of this equation as well. Parents and students are NEVER held accountable for test scores. Until it means something to them, things will never change. Not that there isn't room for teachers to grow and adjust their teaching, use researched based techniques, and continue to educate themselves to improve their teaching. Please rethink this change. Why is there a need to change a policy that we just started?

Comment Received for Policy 5310 (2014-06-10 22:26:59)

Nobody <nobody@kryten.wvnet.edu>

Tue 6/10/2014 10:27 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jessica

Organization:

Title:

City/State: Hurricane, WV

Role: Community Member

Posted: 2014-06-10 22:26:59

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It seems very unfair that reading/language arts and math teachers will be evaluated differently than their peers. This clearly prioritizes school subjects, what kind of message does that send to staff, parents and students? Shouldn't all teachers be held to the same standard whether teaching reading or health or chemistry? What about students who do not test well? All students learn, retain and test differently. Does this give the excuse for students to put off other subjects in order to concentrate on reading/language arts and math? Setting a precedent that these two subjects are superior will only hurt the student and their attention to other subjects as they have been deemed as less important. As for the teachers, basing their aptitude on students' standardized test scores is like an elephant in the circus; no matter intelligence, the elephant can be taught to perform but will not if it does not want to, or it will be forced into going through the motions but not really "putting on a show." As previously mentioned, some students have testing issues and some simply do not want to try, very few learn and test with ease. Teachers can educate a student to the best of their ability, but it is ultimately up to the student to "perform."

Comment Received for Policy 5310 (2014-06-11 08:29:45)

Nobody <nobody@kryten.wvnet.edu>

Wed 6/11/2014 8:29 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Robin fox
Organization: Mineral County Schools
Title: Math Teacher
City/State: Ridgeley, WV
Role: Teacher
Posted: 2014-06-11 08:29:45
Posted from IP:

Comments for section 126-142-4 Definitions

The School-wide growth definition does not define what constitutes growth over a one-year period. Is it the measure of students' scores increasing (whether or not they are at grade level)? Is it the measure of students being at grade level?

Comments for section 126-142-9 Educator Evaluation

The implementation of this policy will cause a financial hardship on most counties in WV. Students are not randomly assigned to math and language arts/reading teachers at the middle school level. They are assigned based on their ability resulting in gifted students being together in a class with a gifted teacher and special needs students being grouped together (sometimes 50% of the class). This grouping is done because there is a shortage of funds to provide an adequate number of special education teachers and the homogeneous grouping allows for special ed/regular ed collaborative teaching in the math and language arts/reading classes. True heterogeneous grouping would be the only fair way to implement this policy; however it would cause a financial catastrophe to most counties in terms of providing the required services to special education students. This policy also does not appear to address the role of the collaborative special educator. He/she should also share it in the responsibility of the students growth.

Comments for section 126-142-13 Evaluation Process for Teachers

The implementation of this policy will cause a financial hardship on most counties in WV. Students are not randomly assigned to math and language arts/reading teachers at the middle school level. They are assigned based on their

ability resulting in gifted students being together in a class with a gifted teacher and special needs students being grouped together (sometimes 50% of the class). This grouping is done because there is a shortage of funds to provide an adequate number of special education teachers and the homogeneous grouping allows for special ed/regular ed collaborative teaching in the math and language arts/reading classes. True heterogeneous grouping would be the only fair way to implement this policy; however it would cause a financial catastrophe to most counties in terms of providing the required services to special education students. This policy also does not appear to address the role of the collaborative special educator. He/she should also share in the responsibility of the students growth. The School-wide growth definition does not define what constitutes growth over a one-year period. Is it the measure of students' scores increasing (whether or not they are at grade level)? Is it the measure of students being at grade level?

Comment Received for Policy 5310 (2014-06-11 09:00:26)

Nobody <nobody@kryten.wvnet.edu>

Wed 6/11/2014 9:00 AM

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Comment Received for Policy 5310

#####

Name: Margaret Blake
Organization: Marshall County Schools
Title: Title 1 Teacher
City/State: Moundsville, WV
Role: Teacher
Posted: 2014-06-11 09:00:26
Posted from IP:

Comments for section 126-142-4 Definitions

How will he changes in Policy 5310 work with the Smarter Balanced Assessment?rnWhy are we making changes to Policy 5310 in its first year of full implementation?

Comments for section 126-142-9 Educator Evaluation

What are the benefits of the roster verification system beyond verifying which students were enrolled in the class? Does it guarantee they were present? Does a contributing professional get linked to only his/her students? If yes, how do you justify wanting qualified personnel to work with special education or Title 1 services?

Comments for section 126-142-12 School Leader Evaluation Standards

Using this system for student growth for everyone seems less complicated and more meaningful to each educator and the school as a whole

Comments for section 126-142-13 Evaluation Process for Teachers

Why and how will the evaluations of reading language arts and math teachers differ from those of other teachers now?

Comment Received for Policy 5310 (2014-06-11 09:44:47)

Nobody <nobody@kryten.wvnet.edu>

Wed 6/11/2014 9:45 AM

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Comment Received for Policy 5310

#####

Name: Jennifer Sanders
Organization: WVEA
Title: Teacher
City/State: Tunnelton, WV
Role: Teacher
Posted: 2014-06-11 09:44:47
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

4.22.b. – should still include multiple measures and not just state assessments
Select teachers being judged by
standardized test scores is wrong

Comment Received for Policy 5310 (2014-06-11 11:28:15)

Nobody <nobody@kryten.wvnet.edu>

Wed 6/11/2014 11:28 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Leslie JP Goe
Organization: Clay Middle School
Title: Teacher
City/State: Clay, WV
Role: Teacher
Posted: 2014-06-11 11:28:15
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Teachers should be held responsible for educating their students. However, students need to be held responsible for learning as well. If a student is absent more than 90% of the school year, it is not possible for that student to be educated by a teacher. The evaluation is based on one test on one day. If a student was having a bad day, is not a good test taker, or simply chooses not to try, the test score may not accurately represent what that child knows or has learned. Students need to be held accountable for their test scores as well. The practice of learning should be shared between teacher and student. Until there are consequences for students, it is unfair to hold test scores against a teacher during evaluation.

Comment Received for Policy 5310 (2014-06-12 08:34:35)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 8:35 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Dale Lee

Organization: West Virginia Education Association

Title: President (of WVEA)

City/State: Charleston, WV

Role: Teacher

Posted: 2014-06-12 08:34:35

Posted from IP:

Comments for section 126-142-4 Definitions

For years, WVEA has worked with teachers, school administrators, state education officials and other stakeholders to craft meaningful educator evaluation policy changes. But the work of the Educator Evaluation Task Force, which convened in 2009, has been ignored with these proposed changes to Policy 5310. Having 15 percent of educators' evaluations based on their students' scores on a statewide standardized test is problematic. The task force said clearly that 15 percent of some teachers' evaluations being based on test scores is wrong, and the WVEA agrees. The assumption that all students learn at the same pace and all are ready to be tested on the same material at the same time is wrong. Poverty is pervasive in West Virginia and other Southern states, and the proposed policy changes don't take into account that students come from different home situations. WVEA asks that the state Board of Education members listen to those who spent years working on the Educator Evaluation Task Force, as well as the many teachers who express their concern about these proposed changes.
4.1 – assigned educator. Definition needs to be more specific.
4.5 – contributing professional. Definition needs to be more specific.
4.22.b. – should still include multiple measures and not just state assessments.
4.27 – Teacher of Record. What is meant by "significant portion"? Teachers of records are normally those considered to be the one assigning grades. Can the teacher of record and the assigned teacher be the same?

Comments for section 126-142-9 Educator Evaluation

9.1.c - Fifteen percent needs to be spelled out more clearly as to whom it applies. Those who "teach in tested grades and subjects" needs to be spelled out specifically in the policy.
9.4.b- Those who "teach in tested grades and subjects" needs to be spelled out specifically in the policy. Which teachers are included?
9.5 - Those who "teach in tested grades and subjects" needs to be spelled out specifically in the policy. Which teachers are included?
9.5.a

– What is the 'roster verification process' and how long does it take? Time is a factor for all teachers and this appears to be something that is asking for more time.
9.6.a-d – Which of these types of teachers are to be evaluated using the 15%? Policy is not clear about the link and who is included in the 15% of the statewide assessment.

Comment Received for Policy 5310 (2014-06-12 10:37:53)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 10:38 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Anne Example

Organization:

Title: Teacher

City/State: ,

Role: Teacher

Posted: 2014-06-12 10:37:53

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

There are discrepancies with current state law and much of the policy is vague. In regards to roster verification, when will the teachers be given adequate time to complete this requirement? A middle or high school content teacher (of a tested subject area) may have as many as 150 students on their class roster for verification. This whole policy is ridiculous. It is like Obamacare....gotta pass it to find out exactly what is in it and then it is too late!!

Comment Received for Policy 5310 (2014-06-12 10:43:59)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 10:44 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Lisa Wyatt
Organization: Putnam County Schools
Title: Math Teacher
City/State: Hurricane, WV
Role: Teacher
Posted: 2014-06-12 10:43:59
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Students are not stakeholders for this standardized test. They do not care about their score on that test at all. It does not change their course grade, it does not change what courses they are allowed to take, it does not make a difference whether they graduate, it does not change what college they are accepted to - they have NO incentive to do well on this test. If you want to evaluate me - PLEASE visit my classroom - watch me get students actively involved in their learning, see how I get students to do more to raise their abilities. Do NOT evaluate me on that one day test score that students do not care about at all!

Comment Received for Policy 5310 (2014-06-12 11:07:01)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 11:07 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Debra Diem
Organization: WVEA
Title: Teacher
City/State: Caldwell, WV
Role: Teacher
Posted: 2014-06-12 11:07:01
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I do not believe it is fair to base 15% of the teacher's evaluation on the students' test scores. Several of us teach in low economic areas where drug arrests are daily. Students from these homes do not know where they will be daily.

Comment Received for Policy 5310 (2014-06-12 12:14:09)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 12:14 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Michael Consla
Organization: Tucker Valley EMS
Title: Math Teacher
City/State: Hambleton, WV
Role: Teacher
Posted: 2014-06-12 12:14:09
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

When you evaluate someone, you need to look at what progress the students have made long term. Basing evaluations on a single test, short changes the work done year long. When students are multiple grade levels behind entering your class, it is extremely difficult to close that gap in a single year. When superintendents refuse to retain students, the gap only continues to widen to the point of collapse. The entire system needs accountability brought back in the picture along with common sense.

Comments for section 126-142-13 Evaluation Process for Teachers

When you evaluate someone, you need to look at what progress the students have made long term. Basing evaluations on a single test, short changes the work done year long. When students are multiple grade levels behind entering your class, it is extremely difficult to close that gap in a single year. When superintendents refuse to retain students, the gap only continues to widen to the point of collapse. The entire system needs accountability brought back in the picture along with common sense.

Comment Received for Policy 5310 (2014-06-12 16:23:18)

Nobody <nobody@kryten.wvnet.edu>

Thu 6/12/2014 4:23 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Sarah Logan
Organization: Mingo County Schools
Title:
City/State: Williamson, West Virginia
Role: Teacher
Posted: 2014-06-12 16:23:18
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I am strongly opposed to much of Policy 5310, but particularly the portion that deals with educators who teach tested content having 20% of their evaluation based on test scores. It is illegal to hold some educators more accountable than others. West Virginia State Law (18A-2-12), requires that the State Board of Education shall adopt a written system of the employment performance of personnel, which shall be applied uniformly by county boards and must be consistent with state law. WVDE policy 5310 obviously does not adhere to these requirements. Also, with the adoption of the common core, ALL content areas should be teaching literacy and writing. Does that not mean that all educators are responsible for the literacy and writing ability of their students? rnl do believe that educators should be held accountable for test scores. However, they should not be held more accountable than students, parents, and administration.

Comment Received for Policy 5310 (2014-06-13 06:54:51)

Nobody <nobody@kryten.wvnet.edu>

Fri 6/13/2014 6:55 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Chris Coughlin

Organization:

Title:

City/State: Charles Town, WV

Role: Teacher

Posted: 2014-06-13 06:54:51

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Changing the law so that some teachers will depend on student performance for 15% of their evaluations is a poorly thought out plan. As a middle school math teacher, I am under constant pressure to increase achievement. This policy means that math, LA, and special education teachers will be judged differently than all other teachers. How can you hold us accountable for home life issues, learning disabilities, and other outside forces. This policy change will result in math and special education teachers leaving West Virginia. It will negatively impact students in our state by pushing teachers out of the state and making young teachers choose to teach elsewhere. It will create an unhealthy culture in schools by pitting teachers against one and other - for example, I would become a vocal advocate for no field trips being allowed for band, FFA, or sports during instructional time. If I am going to be accountable for ALL students, then ALL students will attend my class everyday with no exceptions. The state will need to change their policy on out of school time even when it is "educational", because the band, agriculture teachers, and coaches should not be permitted to schedule events during school time.

Comment Received for Policy 5310 (2014-06-13 10:13:32)

Nobody <nobody@kryten.wvnet.edu>

Fri 6/13/2014 10:13 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Harriet Cartmill
Organization: Winfield High School
Title: Educator
City/State: Winfield, WV
Role: Teacher
Posted: 2014-06-13 10:13:32
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Evaluation is good and necessary. I did appreciate the opportunity to complete a self-reflection. In business and industry employees are evaluated by their superiors, not themselves. Again, this procedure has dumped more paperwork on teachers who are already "drowning" in paperwork. I do believe that as an educator I am responsible for my children's learning, but at the same time you must remember that you can lead a horse to the water, but you cannot make it drink. So it is with our students. It all begins at HOME. If students' homelives are in shambles, how can they be expected to successfully complete any educational task. I think it is totally unfair to consider weighing the results of our students test scores any higher than 5%. I can be the best teacher, but yet because of circumstances beyond my control, my students do not master the material. This past year is a prime example--(1) polar vortex (2) water crisis (3) WESTTEST (taking one month to complete result!
ing in much loss of instructional time.) There is too much emphasis placed on state testing and not having enough instructional time. THERE IS MORE TO A STUDENT THAN A TEST SCORE AND THERE IS MORE TO AN EDUCATOR THAN WHAT IS REFLECTED IN THAT SCORE. Teachers need to be involved MORE in planning of testing procedures, etc. We are the ones in the trenches; we understand what needs to be accomplished.

Comment Received for Policy 5310 (2014-06-13 14:13:56)

Nobody <nobody@kryten.wvnet.edu>

Fri 6/13/2014 2:15 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Diana Aston

Organization: Cameron High School

Title: SPED Teacher

City/State: Cameron, WV

Role: Teacher

Posted: 2014-06-13 14:13:56

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I have concern regarding using state assessment for teachers' evaluation. SPED students struggles with on grade level curriculum from lack of basic skills and their disabilities that the assessment is not valid to their ability level or textile. It does not seem fair to pentalize teachers for students lack of when they are doing their very best to teach the concept.P

Comment Received for Policy 5310 (2014-06-15 10:32:23)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 10:32 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jennifer Davis

Organization:

Title:

City/State: Summersville, WV

Role: Teacher

Posted: 2014-06-15 10:32:23

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I am appalled that you are discriminating against math and English teachers. I teach math and have for eleven years. This provision about judging me based on one test on one day of a student's life is sad. You are unaware of what these students may be going through when they step into the testing center. Some may be sick, living through a divorce, have a loved one ill, or placed into foster care because of horrible living conditions. This is unjust. What happens to a teacher when students decide they do not care for that particular teacher and band together to do blow off the test in order to get the teacher fired? Middle school students will do this. I give one-hundred percent everyday in the classroom. I do not stress about the test at the end of the year because I teach to mastery. I tell the students to do the absolute best and that is all I ask of them. I never cover everything I am suppose to because I teach the concepts to mastery. It is impossible to teach every !

concept in one school year to mastery, but with this new evaluation I feel that instead of teaching to mastery I have to teach all concepts and hope the students pick up on them. Are you wanting me to teach the test? Additionally I have volunteered to teach all the special education students. This helps the co-lab teacher be able to work with only one math teacher instead of two. I see my students make progress every year and I enjoy working with them. They improve but not at the rate required by law. If my evaluation is going to be based on their test scores from one test of one day of their lives, I guess I will have to say I want them equally divided among the two math teachers. This is not beneficial for them because now the co-lab teacher has to be able to plan with more than one teacher. Lastly I feel that you discouraging teachers. I feel that I am being punished. This state already has a shortage of math teachers and now 15% of their evaluation is based on one tes!

t. This does not encourage teachers to obtain an endorsement in math.

It encourages me to find a lower elementary job. English and math teachers are responsible for the entire list of

NxGCSOs while the other subject areas chose one objective to have their students master for their goal. I believe this is discrimination.

Comment Received for Policy 5310 (2014-06-15 10:36:15)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 10:36 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Gary Davis

Organization:

Title:

City/State: Summersville , WV

Role: Community Member

Posted: 2014-06-15 10:36:15

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Evaluating only math and English teachers 15% on the score of one test while others write their own goals is discriminatory. You are discourage good teachers from their job. There is already a shortage of teachers and this will not help.

Comment Received for Policy 5310 (2014-06-15 10:38:17)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 10:38 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Danny Rogers

Organization:

Title:

City/State: , WV

Role: Community Member

Posted: 2014-06-15 10:38:17

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

This addition to the evaluation process for math and English teachers is discriminatory and discouraging for good teachers. You are driving the good teachers away from the profession.

Comment Received for Policy 5310 (2014-06-15 10:40:37)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 10:40 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Carol Rogers

Organization:

Title:

City/State: , WV

Role: Community Member

Posted: 2014-06-15 10:40:37

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Why would seasoned teacher choose to bid on an English or math job if 15% of their evaluation comes from whether their students cared enough to try on a test? You are driving good teachers away from the profession.

Comment Received for Policy 5310 (2014-06-15 20:48:16)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 8:48 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Grace Tallhamer
Organization: Lewis County Schools
Title: PK-5 Curriculum Director
City/State: Weston, WV
Role: School System Staff
Posted: 2014-06-15 20:48:16
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

County Level adminisrrators assigned to supervise a school needs access to view teacher evaluations of their school to moniter completion. Principals can go into a teacher evaluation with one comment in one area and when they save a green checkmark shows on the status site. Leading supervisors or superintents a false illusion of evaluations being completed when they have not been.

Comments for section 126-142-11 Evaluation Process for School Leaders

Teachers and principals need to have the option of uploading actual documents of evidence not just narratives.

Comment Received for Policy 5310 (2014-06-15 21:56:08)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 9:56 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Millie Stoneking

Organization: WVEA

Title: Teacher

City/State: Parkersburg, WV

Role: Teacher

Posted: 2014-06-15 21:56:08

Posted from IP:

Comments for section 126-142-4 Definitions

Definition of assigned educator needs to be more specific.rnDefinition of contributing professional needs to be more specific.rnStudent growth should include multiple measures not just state assessment.rnTeacher of Record needs to be more specific.rnWhat is meant by "significant portion"? Teachers of records are normally those considered to be the one assigning grades. Can the teacher of record and the assigned teacher be the same?

Comments for section 126-142-9 Educator Evaluation

Those who "teach in tested grades and subjects" needs to be spelled out specifically in ALL the areas it appears in the policy.rnNeed to define more clearly the educators whose evaluation includes the 15%.rnWhat is the 'roster verification process' and how long does it take? Time is a factor for all teachers and this appears to be something that is asking for more time.rn Which of these types of teachers are to be evaluated using the 15%? Policy is not clear about the link and who is included in the 15% of the statewide assessment.rnNeed to address this situation: Many educators have students enrolled in a subject which is not included in the student growth score but the grade level of the student is included in the student growth score.rnExample: 9th grade students in 10th grade courses--10th or 11th grade students repeating a 9th or 10th grade course.rnTeachers will not want to teach in the grade levels and subjects that are included in the student growth because they will

ll be evaluated in a different manner.rnThe changes to the policy discriminate between those who teach in the grade levels and subjects that are included in the student growth and those who do not. How can evaluations be equitable?

Comments for section 126-142-12 School Leader Evaluation Standards

A portion of the evaluation of a school leader should include input from employees the school leader directly supervises.

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

A portion of the evaluation of Central Office and Professional Support personnel should include input from employees the Central Office and Professional Support personnel supervise.

Comment Received for Policy 5310 (2014-06-15 22:24:03)

Nobody <nobody@kryten.wvnet.edu>

Sun 6/15/2014 10:24 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jennifer Weddington

Organization: Hurricane High School

Title: teacher

City/State: Hurricane, WV

Role: Teacher

Posted: 2014-06-15 22:24:03

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

I have taught secondary English for 26 years and have concerns about the teacher evaluation of the proposed policy.

A) It takes a village to educate a child: reading and writing are part of all classes. Teachers of these subjects do instruct, but they do not hold the sole responsibility of the learning. If teachers of other subjects are not held to the same standards, it appears that those subjects are not as integral. In fact, some students and teachers already feel that writing well is only required in the English classes. B) Much too often, students, at least on the secondary level, do not care about their scores on standardized tests. We will be evaluated on others' efforts, whether or not the students put forth all of their effort? I know that many do not take the tests seriously, I'm assuming because they do not suffer consequences from their scores. I don't like the idea of standardized test scores determining class grades or promotion, but that might have t!

o be added. Further, if a group of students wanted to do damage to a teacher, deliberately doing poorly on the tests could be a tool. This might sound paranoid, but it could be very real. C) We will be administering the Smarter Balance exam next year. From my exposure to the plans I know that it is a rigorous exam, and I know from data results that states that already use it have experienced drops in scores, as much as 30%! This paired with the proposed increase in the weight of standardized tests in teacher evaluation is wrong.

Comment Received for Policy 5310 (2014-06-16 07:15:12)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 7:15 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Elizabeth K. Surface
Organization: West Virginia Professional Educators
Title: President
City/State: Vienna, WV
Role: Teacher
Posted: 2014-06-16 07:15:12
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I am commenting as a both classroom educator and President of the West Virginia Professional Educators. After discussions with colleagues in my local school and members of the WVPE Executive Board, I have grave concerns about the proposed changes to this portion of the policy. I have been given permission to write on behalf of WVPE on this issue.
Section 9.1.b.1
We believe the proposed change here is problematic on several levels. First, it is inequitable for teachers of K-3 programs to be held accountable for the growth of students in fourth grades or above. Numerous factors can affect students' growth after leaving the primary grades: attendance, health concerns, family issues, transfers to different schools, and even the quality of programs beyond third grade. Second, this section of policy is vague in terms of how students will be followed. We question whether there is the capacity of derive growth data from previous students who may have transferred to other!

schools, counties, or states.
Section 9.1.3
We are dismayed at the proposed change of 15% to some educators' evaluations to be based on statewide summative assessment results. This change is not equitable for those teaching in the tested grades and/or subjects who work tirelessly to meet the needs of students and facilitate student growth in these subjects. The success of students, however, is the shared responsibility of the entire school community; all educators should be accountable for student growth with the same evaluation process. We feel all educators should be setting student learning goals within the context of their disciplines and subjects, and we urge you to return to the original evaluation procedure.
In addition, this proposed change disregards the extensive

desired student growth. To make this proposed change diminishes and disregards educators' professional judgment and expertise. We urge you to remove this portion of the proposal and allow all educators to continue set learning goals for their students.

Comment Received for Policy 5310 (2014-06-16 07:37:46)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 7:37 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Elizabeth K. Surface
Organization: Madison Elementary
Title: Teacher, Grade 3
City/State: Vienna, WV
Role: Teacher
Posted: 2014-06-16 07:37:46
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Section 9.1.3 previously commented on behalf of the Executive Board of West Virginia Professional Educators. At this time I'd like to share my personal opinions and comments on this policy. I currently teach third grade and have had the opportunity to serve on the Educator Evaluation Task Force. The proposed change to this section of Policy 5310 is demeaning and inequitable to educators. I feel the current system of setting two learning goals allowed me to use my professional judgment in monitoring the growth of my students. I worked diligently to meet these two goals while incorporating next generation standards and preparing students for the WESTEST2. My school has high expectations for student growth and achievement, and we work collaboratively to promote student success. At my final evaluation conference with my administrator, I was proud to share the results of my students' growth. As a veteran educator with over thirty years of experience, I strongly urge you to continue this process of goal setting for all educators, no matter what subject area or grade level. Utilizing different evaluation percentages for teachers of different levels or subjects undermines the shared responsibility for student achievement. As we move to next generation standards and more depth of knowledge across the disciplines, all educators should be equally diligent in preparing our students for the Smarter Balanced assessments. None of us work in isolation; we are all responsible for collaboratively ensuring students' social, emotional and academic growth.

Comment Received for Policy 5310 (2014-06-16 08:22:33)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 8:23 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Frank

Organization: Spadafore

Title: Teacher

City/State: Shinnston, Wv

Role: Teacher

Posted: 2014-06-16 08:22:33

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Standard testing should never be a part of any teacher evaluation

Comment Received for Policy 5310 (2014-06-16 08:59:57)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 9:00 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jane Yokum

Organization: Hardy County Professional Educators

Title: President

City/State: Moorefield, WV

Role: Teacher

Posted: 2014-06-16 08:59:57

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

9.1.b.1: This potentially penalizes great Pre-K, K, 1, 2, 3 teachers who have no control over what happens after the students leave their classroom. If growth data is based only on statewide testing, there is a lot of room for outside factors affecting students on the testing day(s). For example, 5 students in my intermediate school lost parents this year. One of the deaths occurred during the testing window. We also have a number of foster children. It is not unusual for a child to be moved to a different location with no notice. These are only a few examples of things that may impact students on any given day.
9.1c: Stakeholders from across the state worked on the evaluation guidelines for a number of years to come up with a workable and equitable plan for evaluation. Once again, their work has not even been given a chance to be fully implemented before being overridden.

Comment Received for Policy 5310 (2014-06-16 10:08:12)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 10:08 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Sara Singleton

Organization: AFT

Title: Teacher

City/State: Tioga, WV

Role: Teacher

Posted: 2014-06-16 10:08:12

Posted from IP:

Comments for section 126-142-4 Definitions

Teacher of Record What about Title I teachers and Special Education teachers? WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not be seen by stakeholders. This should be in policy. Do you realize that these Standardized Tests do not measure big-picture learning, critical thinking, perseverance, problem solving, creativity, or curiosity, yet those are the qualities that we as teachers were taught to use in college to bring out in a student, but we are not allowed to do these activities. We are asked to prepare for the test. What about all the other work and grades that a teacher does throughout the year, but yet all we are concerned with is the TEST. A one shot deal that doesn't even allow for human error. Such as a teacher tying in a wrong code or the child or teacher that becomes physically ill before or during the test. What about the students that did not receive computer instruction for 5 weeks out of this scho!

ol year. Then our now 2nd grades are expected to type their writing assessment as a 3rd grader as early as March of next year. Are they going to be prepared? Testing needs to be changed. What was the purpose of doing it on-line this year? Do we get our results back anytime sooner? NO!No! What is the point?

Comments for section 126-142-9 Educator Evaluation

We are already asked to just focus on reading and math because we want great test scores but what about all the

Comment Received for Policy 5310 (2014-06-16 10:23:59)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 10:24 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Paula Athey
Organization: Mineral County Schools
Title: Principal
City/State: Keyser, wv
Role: Principal
Posted: 2014-06-16 10:23:59
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

Regarding, 9.1.b.1 School wide growth, My school is a Prek to Second Grade- The students in third and fourth grade whose growth scores will be counted in our growth, attend another school. I am not he principal of that school nor do I supervise the teaching staff. I want to be responsible for my students. Since this is a feeder school, I don't feel this is fair to hold myself and my staff accountable for performance of studnets that I cannot control. My staff and I take responsiblity for preparing them, but this seems unfair. Thanks

Comment Received for Policy 5310 (2014-06-16 11:47:51)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 11:47 AM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: sLG
Organization: oG
Title: Teacher
City/State: Weirton, WV
Role: Teacher
Posted: 2014-06-16 11:47:51
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Ridiculous. Do not pass. Everyone should be held to the same standard.

Comment Received for Policy 5310 (2014-06-16 12:03:27)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:03 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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<http://wvde.state.wv.us/r.html?id=d23cb078e4bbb7068d9c22c86d6b8098>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Jerry Throckmorton
Organization: Kanawha County Schools
Title: Teacher
City/State: Sissonville, WV
Role: Teacher
Posted: 2014-06-16 12:03:27
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

TEACHERS IN TESTED GRADES AND SUBJECTS WILL NOW HAVE 20% OF THEIR EVALUATION BASED ON THE STATE ASSESSMENT TEST.TEACHERS ON NON TESTED SUBJECTS AND GRADES WILL ONLY HAVE 5% OF THEIR EVALUATION BASED ON STATE ASSESSMENT. THIS IS CONTRARY TO STATE law.

Comment Received for Policy 5310 (2014-06-16 12:04:01)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:04 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Kurtis Davis
Organization: AFT
Title: 6th grade teacher
City/State: Grafton, WV
Role: Teacher
Posted: 2014-06-16 12:04:01
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test.
Other teachers will only have 5% of their evaluation based on state assessment.

Comment Received for Policy 5310 (2014-06-16 12:04:02)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:04 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
Your folder will be a backup. All comments are saved in our database.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Kurtis Davis

Organization: AFT

Title: 6th grade teacher

City/State: Grafton, WV

Role: Teacher

Posted: 2014-06-16 12:04:02

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test.
Other teachers will only have 5% of their evaluation based on state assessment.

Comment Received for Policy 5310 (2014-06-16 12:13:01)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:13 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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Comment Received for Policy 5310

#####

Name: Morgantown High School Faculty Senate
Organization: Teachers of Morgantown High School
Title: Sam Brunett Faculty Senate President
City/State: Morgantown, WV
Role: Teacher
Posted: 2014-06-16 12:13:01
Posted from IP:

Comments for section 126-142-4 Definitions

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-9 Educator Evaluation

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-10 Plans to Support Continuous Improvement

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-11 Evaluation Process for School Leaders

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.

Evaluations should be equal across all areas of study.

Comments for section 126-142-13 Evaluation Process for Teachers

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-15 Evaluation Process for Counselors

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-16 Counselor Evaluation Standards and Elements

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comments for section 126-142-18 Improvement Plan for Professional Support Personnel and Central Office Personnel

The Morantown High School Faculty Senate voted unanimously that this proposed policy is inequitable and unfair.
Evaluations should be equal across all areas of study.

Comment Received for Policy 5310 (2014-06-16 12:14:31)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:14 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jason Zyla

Organization: Wood County Schools

Title: Teacher

City/State: Parkersburg, WV

Role: Teacher

Posted: 2014-06-16 12:14:31

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluations will be 20% while tested teachers will only have 5% of theirs be based on state assessment. not Fair.

Comment Received for Policy 5310 (2014-06-16 12:14:30)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:15 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: William Biro
Organization: AFT WV
Title: AFT Teacher
City/State: Morgantown, WV
Role: Teacher
Posted: 2014-06-16 12:14:30
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subject/grades evaluation will be 20% based on State Assessment test-
other teachers will only have 5% of their evaluation based on State assessment. 126-142-13 evaluation Process for
teachers.

Comment Received for Policy 5310 (2014-06-16 12:19:16)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:19 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Steven Shamblin
Organization: Kanawha County Schools
Title: Teacher, Riverside High School
City/State: Charleston, WV
Role: Teacher
Posted: 2014-06-16 12:19:16
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

Contrary to state law, this policy now holds a segregated group of teachers to a different standard. State law provides that only 5% will be based on the statewide test. With this policy, English and math will illegally be held to a 20% standard.

Comment Received for Policy 5310 (2014-06-16 12:20:40)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:20 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Lisa Austin
Organization: Kanawha County Schools
Title: Teacher
City/State: Charleston, WV
Role: Teacher
Posted: 2014-06-16 12:20:40
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

I find it extremely concerning that Math and English teachers' evaluations will be based on 20% of test scores while others will only be evaluated on 5%. This is contrary to state law as well as the concept that everyone in a school is responsible for everyone's learning. In addition, how does this affect special educators? Are their evaluations based on learning goals or test scores? While special educators often teach English/Language Arts and Math, they also teach other subjects that are not targeted.

Comment Received for Policy 5310 (2014-06-16 12:20:49)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:21 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Kendal Nidy
Organization: Kanawha county schools
Title: counselor
City/State: charleston, WV
Role: Professional Support
Posted: 2014-06-16 12:20:49
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment test-
other teachers will only have 5% of their evaluation based on State Assessment.

Comment Received for Policy 5310 (2014-06-16 12:20:45)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:21 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Kendal Nidy
Organization: Kanawha county schools
Title: counselor
City/State: charleston, WV
Role: Professional Support
Posted: 2014-06-16 12:20:45
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment test-
other teachers will only have 5% of their evaluation based on State Assessment.

Comment Received for Policy 5310 (2014-06-16 12:23:46)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:23 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Dustin Ludolph
Organization: Wood County Schools
Title: Teacher
City/State: Parkersburg , WV
Role: Teacher
Posted: 2014-06-16 12:23:46
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment test-
other teachers will only have 5% of their evaluation based on State Assessment.

Comment Received for Policy 5310 (2014-06-16 12:26:01)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:26 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Ronald C. Perdue Jr.
Organization: Wood County Schools
Title: Teacher
City/State: Parkersburg, WV
Role: Teacher
Posted: 2014-06-16 12:26:01
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers will be evaluated by the State Assessment Test by a 20% standard. There are numerous factors that affect performance and test results. If teachers work in Lower SES schools, there are multiple factors that affect performance. Therefore, 20% is an exorbitant amount of blame to place on a single individual.

Comment Received for Policy 5310 (2014-06-16 12:26:34)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:27 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.

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Comment Received for Policy 5310

#####

Name: Erin Bashaw

Organization: Marion County Schools

Title: Teacher of the Visually Impaired

City/State: Fairmont, WV

Role:

Posted: 2014-06-16 12:26:34

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test-
other teachers will only have 5% of their evaluation based on state assessment.

Comment Received for Policy 5310 (2014-06-16 12:27:13)

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:27 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Mark Blevins
Organization: Monroe
Title: English teacher
City/State: Lindsie, WV
Role: Teacher
Posted: 2014-06-16 12:27:13
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20 percent based on the state assessment test. Other teachers will only have five percent of their evaluation based on the state assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:30 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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Comment Received for Policy 5310

#####

Name: William Britton

Organization: Kanawha County Schools

Title: Science Teacher

City/State: Charleston, WV

Role: Teacher

Posted: 2014-06-16 12:30:18

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

The following proposal is not fair or legal for teachers evaluations to be increased to 20% on their tests scores. Other teachers will still only be based on 5% of their test scores on their state assessments.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:31 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.

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Comment Received for Policy 5310

#####

Name: Jacqueline Stillion

Organization: Cabell County School

Title: Teacher

City/State: Ona, WV

Role: Teacher

Posted: 2014-06-16 12:31:37

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test (especially in the Special Education population!). Other teacher will only have 5% of their evaluation based on stated assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:31 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Chrisa Hayes

Organization: Cabell County Schools

Title: Teacher

City/State: Ona, WV

Role: Teacher

Posted: 2014-06-16 12:31:40

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/ grades evaluation will be 20% based on State Assessment test. Other teachers will only have 5% of their evaluation based on Sate Evaluation process for teachers.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:33 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Christina Bentley

Organization: Cabell County Schools

Title: Teacher

City/State: Ona, WV

Role: Teacher

Posted: 2014-06-16 12:33:01

Posted from IP:

Comments for section 126-142-11 Evaluation Process for School Leaders

I do not think it is fair that 20% of an evaluation is based on the state wide test.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:34 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Beth Post
Organization: Buckhannon-Upshur Middle School
Title: Teacher
City/State: Buckhannon, WV
Role: Teacher
Posted: 2014-06-16 12:34:00
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

If your goal was to create an evaluation system that teachers and the public will not understand, you've done it.
Perhaps an example of how it would actually work with actual numbers would help me understand it.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:35 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Jennifer Stitt
Organization: Hampshire
Title: English Teacher
City/State: Romney, WV
Role: Teacher
Posted: 2014-06-16 12:35:38
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test -- other teachers will only have 5% of their evaluation based on state assessment. This change would be a sheer offense against core-subject teachers, who strive to do our best to raise scores and to better our students' lives at the same time.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:37 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Samantha Kaleal
Organization: Hampshire County
Title: Math Teacher
City/State: Capon Bridge, WV
Role: Teacher
Posted: 2014-06-16 12:37:19
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test.
Other Teachers will only have 5% of their evaluation base don state assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:39 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Roxianne McCarty
Organization: Hampshire County BOE
Title: Special Education Teacher
City/State: Capon Bridge, WV
Role: Teacher
Posted: 2014-06-16 12:39:23
Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/ grades evaluation will be 20% based on State Assessment test --
other teachers will only have 5% of their evaluation based on state assessment.

Comment Received for Policy 5310 (2014-06-16 12:39:52)
Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:40 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: faith cosner

Organization: aft

Title: AFT Teacher

City/State: capon bridge, WV

Role: Teacher

Posted: 2014-06-16 12:39:52

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

it is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test -
other teachers will only have 5% of their evaluation based on state 126-142-13

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:41 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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Comment Received for Policy 5310

#####

Name: Stephanie Rubin

Organization: AFT-WV

Title: Teacher

City/State: Beckley, WV

Role: Teacher

Posted: 2014-06-16 12:41:31

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on State Assessment Test.
Other teachers will only have 5% of their evaluation based on state assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:43 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

Please save this email in a "Comments Received Online" folder.
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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 5310

#####

Name: Eva
Organization: AFT WV
Title: Teacher
City/State: Charleston, WV
Role: Teacher
Posted: 2014-06-16 12:43:45
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state assessment test-
other teachers will only have 5% of their evaluation based on State Assessment. 126-142-13rnEval. process for
teachers

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:45 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Melinda McMillion

Organization: Raleigh

Title: Teacher

City/State: Fairdale, WV

Role: Professional Support

Posted: 2014-06-16 12:45:39

Posted from IP:

Comments for section 126-142-4 Definitions

r teachers wil l

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20 percent based on state assessment test - other teachers will only have only 5% of their evaluation based on state assessment .

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:45 PM

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Comment Received for Policy 5310

#####

Name: Paul Strickland
Organization: Kanawha County Schools
Title: teacher
City/State: tornado, wv
Role: Teacher
Posted: 2014-06-16 12:45:48
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subject/grades evaluation will be 20% based on state assessment test - other teachers will only have 5% of their evaluation based on state assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:48 PM

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Comment Received for Policy 5310

#####

Name: doris garcia

Organization: aft

Title: retired

City/State: Fairmont, wv

Role: Teacher

Posted: 2014-06-16 12:48:25

Posted from IP:

Comments for section 126-142-13 Evaluation Process for Teachers

It is not fair or legal that teachers in tested subject/gradesevaluation will be 20% based on state assessment tests.
Other teachers will only have 5& based on assessment tests

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:53 PM

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Comment Received for Policy 5310

#####

Name: Rose Saunders

Organization: Marion County Schools

Title: Teacher

City/State: Fairmont, WV

Role: Teacher

Posted: 2014-06-16 12:52:57

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subjects/grades evaluation will 20% based on state assessment test others will continue to be 5%

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:53 PM

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Comment Received for Policy 5310

#####

Name: Crystal Adkins

Organization: AFT WV

Title: Teacher

City/State: Mannington , wv

Role: Teacher

Posted: 2014-06-16 12:53:40

Posted from IP:

Comments for section 126-142-4 Definitions

It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state

Comments for section 126-142-9 Educator Evaluation

It is not fair and it should be 5% across the board. We need to keep an equal playing field for all educators

Comments for section 126-142-10 Plans to Support Continuous Improvement

Training and education of fellow teachers about the process

Comments for section 126-142-11 Evaluation Process for School Leaders

Training if anything the principals evaluation should be 20% based on west test scores

Comments for section 126-142-12 School Leader Evaluation Standards

off

Comments for section 126-142-15 Evaluation Process for Counselors

20% should be for counselors

Comments for section 126-142-16 Counselor Evaluation Standards and Elements

It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state

Comments for section 126-142-17 Evaluation Process for Professional Support Personnel and Central Office Personnel

It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state

Comments for section 126-142-18 Improvement Plan for Professional Support Personnel and Central Office Personnel

It is not fair or legal that teachers in tested subjects will be 20% based on the state assessment test other teachers will only have 5% of their evaluation based on state

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 12:54 PM

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Comment Received for Policy 5310

#####

Name: Janie Moore
Organization: AFT-WV marion county
Title: Teacher
City/State: Monongah Middle, WV
Role: Teacher
Posted: 2014-06-16 12:54:20
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subjects/grades evaluation will be 20% based on state Assessment test-
other teachers will only have 5% of their evaluation based on State Assessment.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 1:14 PM

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Comment Received for Policy 5310

#####

Name: Greg Cruey
Organization: American Federation of Teachers in McDowell County
Title: President
City/State: War, WV
Role: Teacher
Posted: 2014-06-16 13:13:54
Posted from IP:

Comments for section 126-142-4 Definitions

Progression (p. 3, section 4.18, and subsections 4.18 a-d) – AFT-WV believes substitute teaching should count as experience if these educators are evaluated under Policy 5310. A definition of “substitute experience” should be added to the policy. For example, if a substitute has completed a year(s) of teaching experience and was given a satisfactory rating under 5310, the experience would factor in determining the level of progression. This is a current practice in a number of counties and would be beneficial to make the practice uniform throughout the state.
School -Wide Growth (p.4, section 4.23) is defined in the proposed policy as “an aggregate measure of student growth within a school, based upon results data from the state summative assessment in Reading/Language Arts and Mathematics.” AFT-WV believes this definition to be extremely vague. Defining aggregate measure would clarify data points.
Teacher of Record (p.4, section 4.27) is defined as “the educator who !

is responsible for a significant portion of a student’s instruction time (based on enrollment) within a given subject or course that is aligned to a state assessment; or other relative assessment in grades/subjects that do not have a state assessment.” AFT-WV believes this section of policy is unclear. How do special educators fit into this definition?
WVDE has responded that this would be explained in the Guiding Documents; however the guidelines have not been seen by stakeholders. This should be in policy. WV state code §18A- 3C requires “the use of two pieces of evidence at two points of time over the instructional term to demonstrate student learning as an indicator of educator performance.” Two Points of Time is defined in the policy as “the first point in time shall be the first day of the instructional term.” The baseline is the summative assessment results from the previous year’s test results. This

assessments are used to measure, not summative assessment. Hence, this group of educators will be treated differently in the evaluation process.

Comments for section 126-142-9 Educator Evaluation

Section 9.1.b.1 was added to the policy stating "school-wide growth for educators in Pre-K to 3 settings shall match the growth score of the 4th grade feeder school" without discussion by the task force. Section 9.1.b.2 states "school-wide growth for educators in Career and Technical Education Center settings will be based on the state summative assessment results of the students they serve." There was no discussion by the Task Force on these two items. The school-wide growth language for educators in Pre-K to 3 and Career and Tech Centers should remain as it is in current policy. The policy does not account for the students that may not have been served at feeder schools. The proposed policy changes would completely eliminate sections 9.1.b.1 and 9.1.b.2 in current policy. 9.1.c- The guidelines for calculating growth percentile at the classroom level are based on "meaningful consultation" with the Educator Evaluation Task Force and through a pilot program. Current!

policy required the guidelines for calculating the student growth percentile to be developed during the 2013-14 school year through meaningful consultation with the task force and also through a pilot program. The January meeting only identified concerns with changes in the policy. The pilot program was not discussed. The pilot is currently in operation for May-June 2014 and only includes 15 schools. This is inadequate time to conduct a pilot that will effectively gauge the successfulness or potential problems. The pilot will actually still be in progress if the state board votes to put this out on public comment at the May meeting. Policy 5310 pilot programs implemented by the WVDE have typically run for one full school year. Section 9.5.b states the growth measures must include a minimum effective size of 10 students. The policy does not specify the procedure if a teacher has less than ten students. What measures are used in this case?

In regards to roster verification, when will the teachers be given adequate time to complete

his requirement? A middle or high school content teacher (of a tested subject area) may have as many as 150 students on their class roster for verification. 9.6.d In regards to online learning teachers, how can the Board hold a teacher, who supervises a credit recovery class, accountable for student growth (15% of their evaluation) if they do not instruct but only supervise these students on the computers?

Comments for section 126-142-10 Plans to Support Continuous Improvement

a. The last sentence of section 10.1.b.2 states "the area of unsatisfactory performance guides the choice of evidence within a Corrective Action Plan that may include observation if appropriate." This should be changed to "shall include observation." 10.1.b.1- This section should be changed to require a minimum of two observations with conferences (after each observation) be included in a corrective action plan. In current policy, it is only a recommendation to include observations.

Comments for section 126-142-11 Evaluation Process for School Leaders

Section 13.7 – The last sentence of the section reads, "An evaluator may request goals be modified." This was never discussed at the task force meetings. An identical statement is contained within the section regarding the evaluation process for counselors (§126-142-15.4.) There is also no timeframe in proposed policy for evaluators to modify the goals.

Comments for section 126-142-13 Evaluation Process for Teachers

Reading/Language Arts and Math be required to use two consecutive years of summative assessment data from the state wide assessment. The teachers who do not teach in the tested grades and subjects of the state-wide assessment shall have 15% of their evaluation based on the use of evidence at two points in time over the instructional term to demonstrate student learning, which is required by WV Code 18A-3C- 2(c). rnb. Teachers of tested grades and subjects will not be required to develop and submit two learning goals as currently required by WVDE !

policy 5310 because they will be using data from statewide assessment. Teachers of non-tested grades and subjects will continue to develop and submit yearly student learning goals. rnc. A definition of school-wide growth was also added to the proposed policy, which will require 20% of a teacher's evaluation based on results of data from the state summative assessment for teachers in tested grades and subjects. Teachers of non-tested grades and subjects will have 5% of their evaluation based on school-wide growth from the state summative assessment, which is required by all teachers in WV Code 18A-3C-2(2).rnrnTHE CHANGES IN SECTION 9.1.c SEEM TO BE AN ATTEMPT TO CHANGE CODE THROUGH POLICY. THESE ARE CHANGES ELECTED OFFICIALS IN THE LEGISLATURE SHOULD MAKE, NOT AN APPOINTED BOARD. rnrnThis policy is not ready for public comment. There are discrepancies with current state law and much of the policy is vague. Additionally, there is a tremendous amount of reference by the WVDE! to the "Guidance Documents" that will be provided to county b!

boards up
on implementation of this policy. However, these documents are not available to any stakeholder at this time. AFT-WV believes it would be premature for the WV Board of Education to pass a policy so heavily dependent on "Guidance Documents." The Board should not put this policy on comment, but rather continue to work on revising Policy 5310 through the task force. rnrnThe previous pilots have run for one school year. The current pilot needs to be in place for at least the same period of time to get an accurate measure of progress. rnrnThere was not adequate consultation and discussion with the task force concerning the change of student learning goals for teachers in tested subjects and tested grades.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 1:26 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Andy Bird

Organization:

Title: Teacher

City/State: Hurricane, WV

Role: Teacher

Posted: 2014-06-16 13:25:54

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

As a special educator, I am deeply troubled by the proposed changes for the evaluation process for teachers of English/Language Arts and Mathematics. Using different criteria for different groups of teachers is dangerous! Teachers of core subjects are already faced with many more demands than other subjects and this proposal only continues this trend. How do students with disabilities fit into this? Are we creating a system where special education students may face added pressure and stress because of who they are because it may jeopardize the performance of their teacher? I fear students with disabilities may not be welcomed into classroom environments because of increased pressure to raise scores. Also, West Virginia just cut critical skills funding to counties that provided an extra support for students with deficiencies and provided help for students to overcome areas of weakness. As a result, this proposal is placing higher demands on classroom teachers with less!

support. These changes are also rushed as we are transitioning to a new assessment, Smarter Balance. How will we compare data from the Westest2 to smarter balance? rnrnV. Section 9.5.b states the growth measures must include a minimum effective size of 10 students. The policy does not specify the procedure if a teacher has less than ten students. What measures are used in this case?rnrnIn regards to roster verification, when will the teachers be given adequate time to complete this requirement? A middle or high school content teacher (of a tested subject area) may have as many as 150 students on their class roster for verification.

Comments for section 126-142-10 Plans to Support Continuous Improvement

include observations.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 1:42 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Kristi Barker
Organization: Putnam Co. Schools
Title: Asst. Principal
City/State: Hurricane, WV
Role: Principal
Posted: 2014-06-16 13:42:29
Posted from IP:

Comments for section 126-142-9 Educator Evaluation

This policy appears to discriminate against teachers in grades 3-5 at the elementary level. Either all teachers need to be evaluated on standardized testing growth or no teachers should be evaluated on standardized testing growth. I believe that this policy deters potential candidates from applying for grade 3-5 jobs.

Nobody <nobody@kryten.wvnet.edu>

Mon 6/16/2014 2:48 PM

To:tdanowski@access.k12.wv.us <tdanowski@access.k12.wv.us>;

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Comment Received for Policy 5310

#####

Name: Janie Moore

Organization: AFT-WV marion county

Title: Teacher

City/State: Monongah Middle, WV

Role: Teacher

Posted: 2014-06-16 14:48:35

Posted from IP:

Comments for section 126-142-9 Educator Evaluation

It is not fair or legal that teachers in tested subject/grade evaluation will be 20% based on state Assessment test.
Other teachers will only have 5% of their evaluation based on State Assessment.

Papadopoulos, Emily B <Emily.B.Papadopoulos@wv.gov>

Mon 6/16/2014 9:31 PM

To:Trent Danowski <tdanowski@access.k12.wv.us>;

Importance: High

Dear Trent:

I apologize that I did not submit this comment before the closing on the comment period for Policy 5310; however, I would like to bring this concern to your attention.

Given that the school calendar has changed significantly and there is a wider variation in calendars for individual counties, I am concerned about if our current evaluation deadlines still work well for all counties. For example, could some counties be having to start self-reflection too late in their calendar? Conversely, should we consider extending the June 1 deadline for finalizing summative evaluations to June 15 to accommodate counties that finish the school year later (sometime in early June, for example).

As you know, I am an advocate of having a consistent deadline for all of the functions of the evaluation (e.g. all self-reflections due by Oct. 1 regardless of county). However, I am wondering if the new evaluation deadlines work well given all the school schedules of which you are currently aware or anticipate for next school year.

Thank you for your consideration of this concern as the WVDE continues to recommend changes to the State Board of Education for policy revision.

Sincerely,
Emily

Emily Papadopoulos
Director of Principal Programs



208 Hale Street
Charleston, WV 25301
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1-800-982-7348
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www.wvcpd.org