



**EXECUTIVE SUMMARY  
WEST VIRGINIA BOARD OF EDUCATION**

**POLICY NUMBER AND TITLE:** Policy 5310  
Performance Evaluation of School Personnel

**PUBLIC COMMENT PERIOD ENDS:** March 15, 1999

**ADOPTED BY STATE BOARD:**

**BACKGROUND:**

Policy 5310 was initially approved by the West Virginia Board of Education in January 1985, and by July 1985 all counties had their evaluation policies approved by the State Board of Education. In August 1990, Senate Bill 1 was enacted and a section (§18A-2-12) of that bill states, "The State Board of Education shall adopt a written system for the evaluation of the employment performance of personnel, which system shall be applied uniformly by county boards of education in the evaluation of the employment performance of personnel employed by the board." As a result of that statutory mandate Policy 5310 was approved by the West Virginia Board of Education on December 13, 1991. As a continuation of Policy 5310, the West Virginia Board of Education directed a committee of educators to revise Policy 5310, incorporate a new rating system, add objectives focusing on improving instruction and augmenting student performance, redesign the professional growth and development plan and add components for professional support personnel and athletic coaches.

**PURPOSE:**

The purpose of Policy 5310 is to promote professional growth and development and assure quality performance in West Virginia schools and provide evaluation data as one basis for sound personnel decisions. The components of Policy 5310 describes the process stages for the evaluation of teachers, administrators, professional support personnel and athletic coaches.

126CSR142

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 142  
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

REC'D  
JUN 20 11 30 AM '99  
OFFICE OF THE ATTORNEY GENERAL  
SECRETARY OF STATE

**§126-142-1. General.**

1.1. Scope. -- These legislative rules establish the process for evaluation of the employment performance of professional personnel which that shall be applied uniformly statewide.

1.2. Authority. -- W. Va. Code §18A-2-12, West Virginia Constitution, Article 12, Section ~~11~~ 2.

1.3. Filing Date. -- ~~July 20, 1992~~

1.4. Effective Date. -- ~~August 20, 1992~~

**§126-142-2. Purpose.**

2.1. This evaluation policy has two (2) major purposes:

2.1.1. To promote professional growth and development and assure quality performance in West Virginia schools, and

2.1.2. To provide evaluation data as one basis for sound personnel decisions.

**§126-142-3. Authorities.**

3.1. State Board of Education -- The state board of education shall: a) develop standardized evaluation components to be used by each county in implementing its evaluation policy and administrative procedures, and b) approve county boards of education employee evaluation administrative procedures.

3.2. County Board of Education -- Each county board of education shall implement written administrative procedures related to the requirements of this policy subject to the approval of the State Board of Education.

## 126CSR142

### §126-142-4. Definitions.

4.1. Conference: a meeting between the supervisor and employee or among the improvement teams and the employee focusing on employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.

4.2. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.

4.3. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.

4.4. Observation: the process of collecting data on the employee's job performance.

4.5. Rating: ~~a satisfactory~~ an exemplary, exceed standards, meet standards, below standards, or unsatisfactory value assigned to the performance of an employee.

4.6. Portfolio for Teachers: a collection of materials assembled and selected by the employee to document commendable job performance. The portfolio may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is optional.

4.7. Portfolio for Administrators/Professional Support Personnel: a collection of materials assembled and selected by the employee to document goal attainment. The portfolio may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is required.

4.8. Professional Growth and Development Plan: a plan designed and developed by an employee and his/her supervisor for continued professional growth.

4.9. Classroom Teachers: the professional educator who has direct instructional relationship with pupils.

4.10. Professional Support Personnel: the professional educator whose title includes but not limited to the following: athletic trainer, counselor, education audiologist, school nurse, school psychologist, social service and attendance, and speech language pathologist.

4.11. Administrators: the professional educator whose title includes but not limited to the following: central office administrators, supervisors, directors, coordinators, program specialists, principal, and vice principal.

## 126CSR142

4.12 Coach(es): is a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.

4.13. Immediate supervisor: a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

### **§126-142-5. Training.**

5.1. All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.

5.2. Each evaluator shall be trained in management and evaluation skills.

5.3. The Center for Professional Development and the West Virginia Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.

### **§126-142-6. State Board Approval.**

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than July 1, ~~1992~~ 1999.

### **§126-142-7. Principles of Operation.**

7.1. County administrative procedures for conducting employee evaluations shall include a) the identity of the immediate supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing the results with the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.

7.2. All monitoring or observation of the employee shall be conducted openly.

7.3. An employee whose performance evaluation is rated below standards or unsatisfactory shall be given an opportunity to correct the deficiencies.

7.4. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.

## 126CSR142

7.5. County job descriptions shall be established for each position and include state-adopted job responsibilities.

### **§126-142-8. Rating Structure.**

8.1. The ~~two (2)~~ five (5) performance rating categories on the personnel evaluation form for employees are a) ~~satisfactory~~ exemplary, and b) exceeds standards, c) meet standards, d) below standards, and e) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. ~~Satisfactory -- Performance is consistently adequate and acceptable.~~  
Exemplary - Performance consistently demonstrates expertise and mastery of performance criteria.

8.1.2. Exceeds Standards - Performance consistently surpasses performance standards.

8.1.3. Meet Standards - Performance is consistently adequate in meeting performance standards.

8.1.4. Below Standards - Performance is not consistently adequate in meeting performance criteria.

8.1.5. Unsatisfactory - Performance is not consistently adequate or acceptable in meeting performance criteria.

### **§126-142-9. Evaluation Criteria for Classroom Teachers.**

9.1. For the ~~1992-1993~~ 1999-2000 school year only, teachers with zero to two (0-2) years of experience will be evaluated pursuant to Section 10.1. All other teachers, regardless of experience, will be evaluated pursuant to Section 10.2. For school years thereafter, each employee shall be evaluated under her/his appropriate process stage.

9.42. Orientation -- To assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees, a meeting for such purposes shall be convened for all employees at the beginning of the employment period. Each employee shall be provided a copy of the instruments and procedures.

9.23. Observation of classroom teachers -- Teachers with zero to two (0-2) years of experience will be observed a minimum of three times for each written evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted

## 126CSR142

during an instructional activity. One (1) of the two (2) instructional observations shall be scheduled with the employee. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.4. Teachers with three to six (3-6) years of experience will be observed a minimum of two (2) times for each written evaluation. One (1) of the two (2) observations shall cover a minimum of thirty minutes and shall be conducted during an instructional activity. The supervisor shall schedule one (1) of the two (2) observations with the employee. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities.

9.35. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the employee within five (5) working days. At that time a signed copy of the observation form shall be given to the employee. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.46. Evaluation -- Evaluations shall ~~identify any deficiencies and provide suggestions for needed improvement~~ address all levels of teacher responsibilities as outlined in Section 13. Commendations may be included and may be based upon data obtained from the portfolio or other sources. Evaluations shall identify deficiencies, and shall provide written recommendations for meeting performance standards.

### **§126-142-10. Evaluation Process Stages for Classroom Teachers.**

10.1. For employees with zero to two (0-2) years of experience, a minimum of two (2) written evaluations per year is required.

10.2. For employees with three to six (3-6) years of experience, a minimum of one written evaluation per year is required.

10.3. For the employees beginning their seventh year, a ~~two-year~~ professional growth and development cycle plan will may be utilized in lieu of the performance evaluation. The cycle plan will ~~alternate between two phases, be mutually agreed upon by the employee and supervisor and will contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s) phase I and phase II, provided a) the employee's performance was rated satisfactory during the previous two consecutive evaluations, b) the employee develops a professional growth and development plan, and c) the employee remains in the same or similar position for two consecutive evaluations.~~ If all provisos are not met, the employee shall receive one performance evaluation per year. The professional growth and development plan will be implemented for a one year

## 126CSR142

period and will be alternated with a performance evaluation. On or before November 1 the professional growth and development plan will be developed and agreed upon by the employee and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed and reflected in the performance evaluation.

~~10.3.1. Phase I -- During the first year of the professional growth and development cycle, the employee and the immediate supervisor shall mutually develop a growth and development plan including goals and objectives on or before November 1 focusing on one area of the teacher performance criteria. At the completion of Phase I, the immediate supervisor and the employee will develop a narrative report on the employee's progress in relation to the professional growth and development plan. The supervisor will recommend either that the employee continue to Phase II or return to the performance evaluation.~~

~~10.3.2 Phase II -- During the second year of the professional growth and development cycle, the employee shall develop and implement an individual professional growth and development plan that contains clearly stated goals. The employee self-evaluates the progress made. The employee develops and retains all records and data.~~

10.4. The immediate supervisor is responsible for the employee's evaluation.

10.5. The supervisor shall share the evaluation with the employee during a scheduled conference.

10.6. The employee has the right to include a written statement as an addendum to the evaluation.

10.7. The employee shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, but the signature shall not imply concurrence with the findings.

### **§126-142-11. Improvement Plan for Classroom Teachers.**

11.1. An improvement plan shall be developed by the supervisor and employee when an employee's performance is below standards or unsatisfactory in any area of teacher responsibility as contained in ~~s~~Section 13 of this policy.

11.2. The improvement plan shall designate how ~~satisfactory performance will be demonstrated~~ the employee shall meet standards. The improvement plan shall:

11.2.1. identify the deficiency(ies),



## 126CSR142

11.2.2. specify the corrective action to remediate the deficiencies,

11.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, but in no case shall an improvement plan be for more than one semester in length, and

11.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

11.3 After an employee has successfully corrected deficiency(ies) the employee must continue to show growth.

11.3.4. If an employee transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

### **§126-142-12. Improvement Team for Classroom Teachers.**

12.1. A referral to an improvement team for an employee ~~with an unsatisfactory whose evaluation is below standards or is unsatisfactory~~ may occur when the supervisor determines he/she needs such assistance. The employee may request the assistance of an improvement team.

12.12. The improvement team shall be comprised of the employee's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same or related specialization. The professional educator shall be selected by the teacher from a list approved by the county. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to Section 3.2 of this policy.

12.23. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

12.34. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the employee in meeting the performance criteria outlined in the plan, and c) identify additional resources. Release time may be provided for the teachers who serve on the improvement team.

**§126-142-13. Teachers' Responsibilities.**

13.1. Job descriptions for teachers shall include the following responsibilities:

13.1.1. implementing programs of study,

13.1.2. fostering a classroom climate conducive to learning,

13.1.3. utilizing instructional management systems models which that increase student learning,

13.1.4. monitoring student progress towards mastery of instructional goals and objectives and goals,

13.1.5. communicating within the educational community, and

13.1.6. meeting professional responsibilities.

**§126-142-14. Teachers' Performance Criteria.**

14.1. Performance criteria are developed for state adopted responsibilities. The purpose is to clarify teacher responsibilities and help provide guidance to the employee in understanding job expectations.

14.12. Programs of Study:

14.2.1. Definition: Provides curricula required by the ~~s~~State of West Virginia.

~~14.1.1~~a. Bases instruction on adopted curricula for the school.

~~14.1.2~~b. Demonstrates accurate and current knowledge in subject field.

~~14.1.3~~c. Develops appropriate instructional objectives.

~~14.1.4~~d. Employs appropriate instructional strategies to enhance achievement.

~~14.1.5~~f. Utilizes content scope and sequence in planning.

14.23. Classroom Climate:

14.3.1. Definition: Provides an atmosphere conducive to learning consistent with school/county mission.

## 126CSR142

~~14.2.1a.~~ Follows established school discipline procedures which include the WV Student Code of Conduct.

~~14.2.2b.~~ Establishes procedures and rules that enhance learning.

~~14.2.3c.~~ Encourages students' attendance.

~~14.2.4d.~~ Sets high positive expectations for student performance.

~~14.2.5e.~~ Encourages and acknowledges individual student accomplishments and appropriate behavior.

~~14.2.6f.~~ Treats students in a fair and equitable manner.

~~14.2.7g.~~ Accommodates individual learning differences.

~~14.2.8h.~~ Creates and maintains an environment that supports learning.

### 14.34. Instructional Management Systems:

~~14.4.1.~~ Definition: Organizes strategies for teaching to maximize the use of allocated instructional time to increase student learning.

~~14.3.1a.~~ Prepares and implements lesson plans.

~~14.3.2b.~~ Begins lesson or instructional activity with a review of previous material as appropriate.

~~14.3.3c.~~ Has materials, supplies and equipment ready at the start of the lesson or instructional activity.

~~14.3.4d.~~ Introduces the instructional activity and specifies instructional objectives.

~~14.3.5e.~~ Directs students to be on task quickly at the beginning of each instructional activity.

~~14.3.6f.~~ Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.

~~14.3.7g.~~ Provides relevant examples and demonstrations to illustrate concepts and skills.

## 126CSR142

14.3.8 h. Assigns developmentally appropriate tasks.

14.3.9 i. Provides instructional pacing that ensures student understanding.

14.3.10 j. Maximizes student time-on-task.

14.3.11 k. Makes effective transitions between instructional activities.

14.3.12 l. Summarizes the main point(s) of the instructional activity.

14.3.13 m. Encourages students to express ideas clearly and accurately.

14.3.14 n. Incorporates higher level thinking skills.

14.3.15 o. Assists students to develop productive work habits and study skills.

14.3.16 p. Provides remediation activities for students.

q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.

r. Integrates a variety of technology applications and learning tools to improve student achievement.

14.45. Student Progress:

14.5.1. Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

14.4.1 a. Follows grading policies and regulations.

14.4.2 b. Maintains accurate and complete student records.

14.4.3 c. Monitors and evaluates student progress.

14.4.4 d. Provides feedback on student work.

14.4.5 e. Monitors student attendance.

14.56. Communication:

14.6.1. Definition: Communicates with students, parents, educational personnel,

## 126CSR142

and others. Utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

14.5.1a. Communicates student progress according to established procedures and policies.

14.5.2b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, exhibiting appropriate interactive skills.

14.5.3c. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.

14.5.4d. Speaks and writes standard English clearly, correctly, and distinctly.

14.5.5e. Determines and utilizes appropriate community resources.

14.67. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior which reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

14.6.1a. Adheres to established laws, policies, rules, and regulations.

14.6.2b. Interacts appropriately with other educational personnel.

14.6.3c. Participates in activities which foster professional growth.

14.6.4d. Is punctual with reports, grades, records, and in reporting to work.

14.6.5e. Performs assigned duties.

14.6.6f. Strives to meet county/school goals.

g. Commands respect by example in appearance, manners, behavior and language.

### **§126-142-15. Evaluation Process for Administrators (Principals, Vice Principals, and Central Office Administrators).**

15.1. For administrators with zero to two (0-2) years of experience, a minimum of two (2) written evaluations per year is required.

## 126CSR142

15.2. For administrators with three (3) or more years of experience, a minimum of one (1) written evaluation per year is required.

15.3. The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.

15.4. The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days.

15.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials ~~which that~~ validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the rating of ~~satisfactory or unsatisfactory~~ identified in Section 8. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later that five (5) working days following receipt of the written evaluation.

### **§126-142-16. Improvement Plan for Administrators.**

16.1. An improvement plan shall be developed by the supervisor and administrator

## 126CSR142

when an administrator's performance is below standards, or is unsatisfactory in any area of responsibility as contained in Section 17 of this policy.

16.2. The improvement plan shall designate how ~~satisfactory performance will be demonstrated~~ the employee shall meet standards. The improvement plan shall:

16.2.1. identify the deficiency(ies),

16.2.2. specify the corrective action to remediate the deficiency(ies),

16.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement meeting standards~~, and in no case shall an improvement plan be for more than one semester in length, and

16.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3. After an employee has successfully corrected deficiency(ies), the employee must continue to show growth.

16.3.4. Nothing in this Section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

### **§126-142-17. Administrators' Responsibilities.**

17.1. In addition to established laws, policies, rules and regulation job descriptions for administrators shall include the following responsibilities:

17.1.1. demonstrate instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance.

17.1.2. providing purpose and direction for schools/county,

17.1.32. demonstrating cognitive skills to gather, analyze and synthesize information to reach goals,

17.1.43. managing consensus and group behaviors,

17.1.54. enhancing quality of total school/county organization,

17.1.65. organizing and delegating to accomplish goals, and

17.1.76. communicating effectively.

**§126-142-18. Administrators' Performance Characteristics.**

18.1. Performance characteristics are developed for state adopted responsibilities. The purpose is to clarify responsibilities of the administrator and to provide guidance to the employee in understanding job expectations.

18.2. Instructional Leadership

18.2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and increasing student achievement.

18.2.2. Items that may be used to reflect instructional leadership competencies:

- a. demonstrates a knowledge of supervision,
- b. uses the evaluation process to improve instruction effectively,
- c. analyzes a variety of educational data to focus on student achievement,
- d. guides teachers in their professional growth, and
- e. facilitates a climate that is conducive to student learning.

18.4.3. Purpose and Direction.

18.4.3.1. Proactive Orientation. -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals.

18.3.2. Items that may be used to reflect a proactive orientation:

- ~~18.1.1.a. accepts authority and assumes responsibility,~~
- ~~18.1.1.b. takes charge~~
- ~~18.1.1.c. exhibits a sense of efficacy~~
- ~~18.1.1.db. analyzes negative and positive forces affecting the school/county,~~
- ~~18.1.1.ec. takes immediate steps when problems arise,~~



## 126CSR142

48.1.1.f. focuses resources on strategic goals,

48.1.1.g. ~~initiates~~ utilizes problem solving strategies,

48.1.1.h. exhibits ~~enthusiasm~~ a positive attitude, and

g. commands respect by example in appearance, manners, behavior and language.

18.1.24. Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, and demonstrates behavior consistent with the values.

18.4.1. Items that may be used to reflect educational values:

48.1.2.a. promotes the welfare of students, faculty and staff, and

48.1.2.b. ~~interprets action by referring to school/county purpose~~

48.1.2.c. ~~relates~~ sets high expectation to goals and articulates them to community, parents, staff and students

48.1.2.d. ~~sets standards of achievement~~

18.2 5. Cognitive Skills.

18.25.1. Interpersonal Skills. -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:

48.2.1.a. encourages others to describe their perspectives,

48.2.1.b. respects others' perspectives, and

48.2.1.c. listens to others,

48.2.1.d. ~~encourages individual expression~~

48.2.1.e. ~~demonstrates sensitivity~~

18.25.2. Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items that may

## 126CSR142

be used to reflect problem analysis:

~~18.2.2.a.~~ gathers information about the school, county, students, and community as appropriate

~~18.2.2.b.~~ ~~keeps up-to-date~~ attends professional development sessions that are relevant to goals

~~18.2.2.c.~~ accesses computer and management information systems.

18.25.3. Judgement. -- Uses alternative in problem solving and decision-making. Items that may be used to reflect judgement:

~~18.2.3.a.~~ describes the situation being faced

~~18.2.3.ba.~~ values divergent thinking.

~~18.2.3.c.~~ considers options

~~18.2.3.db.~~ compares consequences of options, and

~~18.2.3.ec.~~ makes decisions after data are analyzed, and.

18.36. Leadership.

18.36.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

~~18.3.1.a.~~ identifies self as a team leader,

~~18.3.1.b.~~ forms task or work groups

~~18.3.1.c.~~ motivates others to identify with mission

~~18.3.1.d.~~ moderates group discussion

~~18.3.1.eb.~~ intervenes, negotiates, resolves conflict as needed,

~~18.3.1.fc.~~ facilitates communication, and

~~18.3.1.gd.~~ creates cooperative atmosphere.

18.36.2. Persuasiveness. -- Gains and sustains the attention and interest of

## 126CSR142

others. Items that may be used to reflect persuasiveness:

~~18.3.2.a.~~ ties needs to established goals<sub>1</sub>

~~18.3.2.b.~~ articulates expected outcomes, and

~~18.3.2.c.~~ develops trust by modeling desired behavior<sub>1</sub>

18.36.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

~~18.3.3.a.~~ understands how own behavior may affect others

~~18.3.3.b.~~ estimates readiness of others

~~18.3.3.c.~~ fits one's style to the group

~~18.3.3.d~~b. adjusts strategies when ineffective<sub>1</sub>

~~18.3.3.e.~~ understands the needs and concerns of others

~~18.3.3.f~~c. exhibits appropriate interaction skills, and

~~18.3.3.g~~d. deals effectively with emotional issues<sub>1</sub>

18.47. Quality Enhancement.

18.47.1. Personal Motivation. -- Establishes high work standards for self and others. Items that may be used to reflect personal motivation:

~~18.4.1.a.~~ promotes excellence by evaluating goals<sub>1</sub>

~~18.4.1.b.~~ sets standards for goal accomplishment<sub>1</sub>

~~18.4.1.c.~~ considers feedback, and

~~18.4.1.d.~~ assesses own strengths and limitations<sub>1</sub>

18.47.2. Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:

## 126CSR142

~~18.4.2.a. monitors activities~~

~~18.4.2.ba. supervises and monitors performance of staff,~~

~~18.4.2.cb. collects and records performance data,~~

~~18.4.2.dc. judges performance using criteria,~~

~~18.4.2.ed. reinforces desirable behavior,~~

~~18.4.2.f. corrects undesirable behavior~~

~~18.4.2.g.e. accesses computer and management information systems, and~~

~~18.4.2.hf. demonstrates effective school financial management,~~

18.47.3. ~~Coaching~~ -- Mentoring. -- Creates opportunities for development of human resources through effective use of coaching, staff development, and individual growth plans. Items that may be used to reflect ~~coaching-mentoring~~:

~~18.4.3.a. builds a supportive environment for learning,~~

~~18.4.3.b. interprets performance data to stimulate improvement~~

~~18.4.3.c. coaches to improve performance~~

~~18.4.3.db. provides timely and specific feedback,~~

~~18.4.3.ec. reinforces growth and development, and~~

~~18.4.3.fd. exhibits effective conferencing skills,~~

18.58. Organization.

18.58.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time deadlines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

~~18.5.1.a. plans for goal accomplishment,~~

~~18.5.1.b. establishes priorities,~~

## 126CSR142

~~48.5.1.c. budgets and allocates resources,~~

~~48.5.1.d. schedules time~~

~~48.5.1.ed. assigns tasks and activities, and~~

~~48.5.1.fe. plans for contingencies,~~

~~48.5.1.g. manages stress effectively~~

18.58.2. Delegation. -- Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:

~~48.5.2.a. determines jobs to be done~~

~~48.5.2.ba. assesses expertise of self and others,~~

~~48.5.2.cb. determines tasks to be assigned,~~

~~48.5.2.dc. determines tasks needing outside assistance,~~

~~48.5.2.e. identifies persons who can do tasks~~

~~48.5.2.f. assigns tasks~~

~~48.5.2.g. specifies responsibility and authority~~

~~48.5.2.hd. establishes performance standards, and~~

~~48.5.2.i. plans time frames~~

~~48.5.2.je. provides guidance,~~

18.69. Communications.

18.69.1. Oral Communications. -- Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:

~~48.6.1.a. pronounces words and articulates clearly, and~~

~~48.6.1.b. articulates clearly~~

126CSR142

~~18.6.1.cb. speaks confidently.~~

~~18.6.1.d. maintains eye contact~~

~~18.6.1.e. establishes rapport~~

~~18.6.1.f. expresses enthusiasm~~

18.6.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

~~18.6.2.a. writes with clarity and conciseness, and~~

~~18.6.2.b. uses correct grammar, spelling and appropriate language.~~

~~18.6.2.c. uses correct spelling~~

~~18.6.2.d. uses appropriate language~~

**§126-142-19. Evaluation Process For Professional Support Personnel.**

19.1. For professional support personnel with zero to two years of experience, a minimum of two written evaluations per year is required.

19.2. For professional support personnel with three or more years of experience, a minimum of one written evaluation per year is required.

19.3 The professional support personnel's immediate supervisor as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.

19.4. The purpose of the evaluation is to improve the professional support personnel's performance and professional growth. The professional support personnel and the immediate supervisor will mutually establish annual written goals for the professional support personnel's performance evaluation on or before November 1. The goals shall be related to the professional support personnel's job responsibilities. In addition to the goal setting conference, the professional support personnel and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the professional support personnel to share findings and prepare the written evaluation. The professional support personnel shall receive a copy of the evaluation within five working days.

## 126CSR142

19.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support personnel shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support personnel's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support personnel's performance using a narrative description to document the rating identified in Section 8. Because the mutually established goals will be unique to each professional support personnel, it follows that the evaluation narrative will focus on the professional support personnel's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the professional support personnel and the supervisor shall be included as part of the evaluation documentation.

19.6. The professional support personnel's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support personnel. The professional support personnel's signature does not imply concurrence with the evaluation and/or its rating. The professional support personnel shall receive a copy of the evaluation. The professional support personnel has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support personnel must be affixed to the evaluation not later than five working days following receipt of the written evaluation.

### **§126-142-20. Improvement Plan for Professional Support Personnel.**

20.1. An improvement plan shall be developed by the supervisor and the professional support personnel when the professional support personnel's performance is unsatisfactory in any area of responsibility as contained in Section 21 of this policy.

20.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

20.2.1. identify the deficiency(ies),

20.2.2. specify the corrective action to remediate the deficiency(ies),

20.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory~~ improvement meeting standards, but and in no case shall the improvement plan be for more than one semester in length, and

## 126CSR142

20.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

20.3. After an employee has successfully corrected deficiencies the employee must continue to show growth.

20.4. Nothing in this Section shall supersede the provisions of W.Va Code §18-2E-6, 18-3-4, or 18A-2-8.

### **§126-142-21. Professional Support Personnel's Responsibilities.**

21.1. In addition to established laws, policies, rules and regulations, job descriptions for professional support personnel may include the following responsibilities when appropriate:

21.1.1. planning, preparing and implementing new programs or facilitating change in the existing program.

21.1.2. organizing, directing, and coordinating programs.

21.1.3. gathering and interpreting data for individuals, groups or programs.

21.1.4. delivering services to students or others.

21.1.5. collaborating with school personnel and/or parents to coordinate the delivery of services to students or others.

21.1.6. facilitating professional development activities to achieve goals, and achievement of desired goals, and

21.1.7. developing and improving individual competencies and skills to deliver services.

### **§126-142-22. Professional Support Personnel's Performance Characteristics.**

22.1. Performance characteristics are developed for state adopted responsibilities. The purpose is to clarify responsibilities of the professional support personnel and to provide guidance to the employee in understanding job expectations.

#### 22.2. PLANNING, PREPARATION AND IMPLEMENTATION.

22.2.1 engages in activities that prepare for implementation of new programs



or facilitates change in existing programs and their implementation. Items that may be used to reflect planning and preparation:

- a. identifies needs of students and others,
- b. develops action plans based on identified needs,
- c. evaluates ongoing programs/plans,
- d. revises programs based on assessment ,
- e. implements ongoing program activities and revise activities as needed,

and

- f. advises school personnel regarding available resources.

### 22.3. ADMINISTRATION/MANAGEMENT.

22.3.1. Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting and other similar activities. Items that may be used to reflect administration/management:

- a. aids school administration in developing and providing policies and/or programs,
- b. establishes and communicates practices and procedures to students, parents, community and staff,
- c. works to integrate program into total school curriculum,
- d. prepares thorough and accurate reports in a timely manner, and
- e. makes recommendations to modify the school program to meet individual student's needs.

### 22.4. ASSESSMENT/EVALUATION.

22.4.1. Gathers and interprets data from individual, groups, or programs to evaluate needs and programs. Items that may be used to reflect assessment/evaluation:

- a. explains nature and purpose of assessment in an understandable manner,

b. demonstrates knowledge of theories, techniques and instruments used for assessment,

c. exercises confidentiality,

d. makes provisions for the attainment and evaluation of program goals,  
and

e. communicates effectively with school personnel, students, parents, and the community.

#### 22.5. INTERVENTION.

22.5.1. Delivers services to students and others to improve skills/functional abilities or inform recipients of services. Items that may be used to reflect intervention:

a. provides activities to foster the development of the whole child/student,

b. demonstrates positive interpersonal relationships with students, educational staff, parents, and the community,

c. assists teachers and students in implementing plans/strategies,

d. involves students in setting objectives, and

e. uses systematic processes to assess needs, plan interventions, and evaluate outcomes.

#### 22.6. COLLABORATION.

22.6.1. Collaborates with school personnel, parents and the community to assist with and coordinate the delivery of services to students. Items that may be used to reflect collaboration:

a. presents information about services offered to students, school personnel, parents, and the community,

b. assists parents and students with individual needs to secure available services,

c. creates positive climate during consultation.

## 126CSR142

d. serves on, or leads multidisciplinary teams, and

e. respects values different from her/his own.

### 22.7. PROFESSIONAL DEVELOPMENT.

22.7.1. Facilitates professional development activities to achieve goals. Items that may be used to reflect professional development:

a. seeks input from staff,

b. plans, implements, and evaluates professional development programs,

c. disseminates information at meetings, and

d. develops procedures and provides training for school personnel, students, and parents.

### 22.8. PROFESSIONAL RESPONSIBILITIES.

22.8.1. Develops and improves individual competence and skill in delivering services consistent with professional standards. Items that may be used to reflect professional responsibilities:

a. behaves in an ethical manner,

b. demonstrates understanding of own professional limitations,

c. continues professional development by keeping abreast of current trends,

d. keeps appointments and follows up with commitments,

e. adheres to established regulations, policies, rules and laws, and

f. commands respect by example in appearance, manners, behavior and language.

### **§126-142-23. Evaluation Process for Coaches.**

23.1. A minimum of one written evaluation per coaching season is required.

## 126CSR142

23.2. The primary purpose of the evaluation is to provide information necessary to make an objective assessment of the performance of a coach and to assure that quality coaching is provided to the student athlete.

23.3. The principal or athletic director will conduct observations of head coaches.

23.4. The principal or athletic director, in conjunction with the head coach will conduct observations of assistant coaches and evaluate the assistant coaches.

23.5. The principal and/or athletic director is responsible for monitoring performance and for preparing the written evaluation of coaches.

23.6. The principal and athletic director shall share the evaluation with the employee during a scheduled conference and within a four (4) week period at the conclusion of the sport's season.

23.7. The coach and assistant coaches have the right to include a written statement as an addendum to the evaluation.

23.8. The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, the signature shall not imply concurrence with the findings.

### **§126-142-24. Improvement Plan for Coaches.**

24.1. An improvement plan shall be developed by the principal or athletic director or coach when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in Section 26 of this policy.

24.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

24.2.1. identify the deficiency(ies),

24.2.2. specify the corrective action to remediate the deficiencies,

24.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory~~ **improvement** meeting standards, but and in no case shall an improvement plan be for more than one semester in length, and

24.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

must continue to show growth.

**§126-142-25. Coaching Responsibilities.**

25.1. In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:

25.1.1. communicating with the educational community (Professional and Interpersonal Relations), and

25.1.2. implementing fundamental sports skills and sports management systems. (Coaching and Related Areas)

**§126-142-26. Coaching Performance Criteria.**

26.1. Performance criteria are developed for state adopted responsibilities. The purpose is to clarify coaching responsibilities and help provide guidance to the employee in understanding job expectations.

26.2. Professional and Interpersonal Relations.

26.2.1. Definition: Communicates with educational personnel, parents, students, and others.

- a. cooperates with building principal,
- b. cooperates with athletic director,
- c. develops rapport with coaching staff within the school,
- d. organizes coaching staff,
- e. develops positive relationship with participants,
- f. develops positive relationship with student body,
- g. develops positive relationship with faculty,
- h. develops positive relationship with parents and community,
- i. develops positive relationship with game officials,

## 126CSR142

- j. develops positive relationship with news media.
- k. develops positive relationship with opponents.
- l. employs appropriate conduct during games.
- m. employs appropriate conduct during practices.
- n. attends league, conference and WVSSAC meetings.
- o. participates in activities that fosters professional growth and development.
- p. motivates staff and players toward desired goals, and
- q. commands respect by example in appearance, manners, behavior and language.

### 26.3. Coaching and Related Areas.

26.3.1. Definition: Organizes strategies for teaching sports skills and sports management systems.

- a. develops high caliber and quality instruction.
- b. teaches fundamental skills.
- c. handles athletic injuries.
- d. cares for equipment.
- e. supervises participants and disciplines team appropriately.
- f. designs quality organization of practice sessions.
- g. designs pre-season planning.
- h. supervises managers and other support personnel.
- i. manages budget.
- j. follows purchasing procedures.

**126CSR142**

- k. initiates game organization skills.
- l. follows league, conference, and WVSSAC policies.
- m. devotes time and energy to coaching duties, and
- n. follows end of season procedures.

**FISCAL NOTE WORKSHEET**  
(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 5310 Performance Evaluation of School Personnel FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

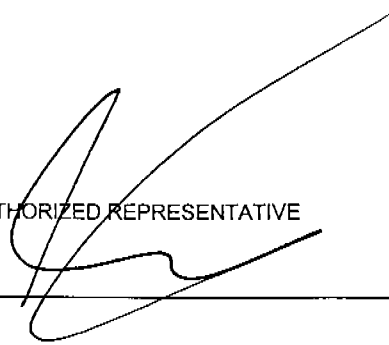
SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT 1999-2000	THEREAFTER
1. ESTIMATED TOTAL COST	\$ - 0 -	\$ - 0 -	\$ - 0 -	\$ - 0 -	\$ - 0 -
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER					
2. ESTIMATED TOTAL REVENUES	\$ - 0 -	\$ - 0 -	\$ - 0 -	\$ - 0 -	\$ - 0 -

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE  
January 15, 1999

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  




**POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL**

---

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: \_\_\_\_\_

Title: \_\_\_\_\_ Business: \_\_\_\_\_

Street Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

<b>§126-142-6. State Board Approval</b>
<b>§126-142-7. Principles of Operation</b>
<b>§126-142-8. Rating Structure</b>
<b>§126-142-9. Evaluation Criteria for Classroom Teachers</b>
<b>§126-142-10. Evaluation Stages for Classroom Teachers</b>
<b>§126-142-11. Improvement Plan for Classroom Teachers</b>
<b>§126-142-12. Improvement Team for Classroom Teachers</b>
<b>§126-142-13. Teachers' Responsibilities</b>

<b>§126-142-14. Teachers' Performance Criteria</b>
<b>§126-142-15. Evaluation Process for Administrators</b>
<b>§126-142-16. Improvement Plan for Administrators</b>
<b>§126-142-17. Administrators' Responsibilities</b>
<b>§126-142-18. Administrators' Performance Characteristics</b>
<b>§126-142-19. Evaluation Process for Professional Support Personnel</b>
<b>§126-142-20. Improvement Plan for Professional Support Personnel</b>
<b>§126-142-21. Professional Support Personnel's</b>

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

**RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:**

**Tony Smedley  
Executive Director, Office of Human Resources  
West Virginia Department of Education  
Building 6, Room 264  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Comments/Suggestions to: [ljmullin@access.k12.wv.us](mailto:ljmullin@access.k12.wv.us)**