



**EXECUTIVE SUMMARY  
WEST VIRGINIA BOARD OF EDUCATION**

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

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

**ADOPTED BY STATE BOARD:**

**BACKGROUND:**

Policy 5310 was initially approved by the West Virginia Board of Education in January 1985. The policy was amended in 1992 as a result of Senate Bill 1 which was enacted by the Legislature in August 1990. No revisions have been made to the policy since that time. The West Virginia Board of Education recently directed a committee of educators to review and revise Policy 5310 to incorporate a new rating system, add performance criteria that focus 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, assure quality performance in West Virginia schools and provide evaluation data as one basis for making sound personnel decisions. Policy 5310 describes the purposes of staff evaluation, delineates the evaluation criteria, and explains the evaluation process for teachers, administrators, professional support personnel and coaches. The policy also outlines the improvement plan process, lists the membership criteria for the classroom teacher's improvement team, and identifies the performance criteria and characteristics for all professional personnel.

**RECOMMENDED REVISIONS**

The proposed revisions to Policy 5310:

- adhere to best practices for evaluating personnel,
- create new rating categories: exemplary, exceeds standards, meets standards, and unsatisfactory,
- delineate indicators for the "exemplary" and "exceeds standards" categories,
- incorporate instructional leadership with appropriate indicators as a performance characteristic for administrators,
- identify the evaluation process for professional support personnel,
- identify the evaluation process for athletic coaches,
- identify the performance criteria and characteristics on instructional goals and objectives,
- focus on augmenting student achievement, and
- phase the policy in over a two-year period.

## **COMMENT SUMMARY**

More than 200 comments were received from educators throughout the state. A majority of the comments from teachers expressed their displeasure with the proposed rating structure and the elimination of Phase II (self-assessment). However, several teachers and administrators supported the proposed changes and they look forward to the recognition of quality teachers. Many personnel were also supportive of the inclusion of evaluation criteria for athletic coaches.

As a result of comments received, additional amendments are being proposed which warrant placing the policy on comment for an additional 30 days. Proposed changes in the policy since it was placed on comment in January include the elimination of the "below standards" rating, resulting in four rather than five rating categories. In addition, indicators for the "exemplary" and "exceeds standards" rating categories have been identified. Thirdly, language has been added that phases the policy in over a two-year period. Editorial changes have been made to create consistency in the language used throughout the policy. New language added subsequent to the initial comment period is italicized and underscored.

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TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

SERIES 142  
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

**§126-142-1. General.**

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

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

#### **§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, exceeds standards, meets 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 Teacher: the professional educator who has a direct instructional relationship with pupils.

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

4.11. Administrator: the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, director, coordinator, program specialist, principal, and/or vice principal.

4.12 Coach: 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, 19929.

**§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 and/or observations of the employee shall be conducted openly.

7.3. An employee whose performance evaluation is rated 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.

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)~~ four (4) performance rating categories on the personnel evaluation form for employees are a) ~~satisfactory~~ exemplary, and b) exceeds standards, c) meets standards, and ~~ed~~ 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 and evidence of any of the following: recognition at the state and/or national levels, leadership in staff development through presentations at the state and/or national levels and/or development and implementation of innovative instructional programs.

8.1.2. Exceeds Standards - Performance consistently demonstrates expertise and mastery of performance criteria and evidence of any of the following: recognition at the school, county and/or regional levels, leadership in staff development through presentations at the school, county and/or regional levels and/or implementation of innovative instructional programs.

8.1.3. Meets Standards - Performance is consistently adequate in meeting performance criteria.

8.1.4 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.~~ To successfully implement this policy and ensure that quality evaluations occur, the policy will be phased in over a two year period. During the 1999-2000 school year, a teacher with 6 or more years of experience who was evaluated using the performance evaluation or who completed Phase II during 1998-1999 may opt to complete goal setting during the 1999-2000 school year provided that the teacher has not changed assignments or schools. All other teachers with 6 or more years of experience will be evaluated during the 1999-2000 school year using performance evaluation. For school years thereafter, each employee shall be evaluated under her/his appropriate process stage.

9.12. 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 (3) times for each written evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted 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 (30) 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.

9.4.6 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 criteria and characteristics.

#### **§126-142-10. Evaluation Stages Process 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 (1) 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~~ used 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 (1) year period and will alternate 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 in the performance evaluation.~~

~~40.3.1. 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.~~

~~40.3.2. 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 unsatisfactory in any area of teacher responsibility as contained in Section 13 of this policy.

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

11.2.1. identify the deficiency(ies),

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 criteria, but in no case shall an improvement plan be for more than one (1) 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 demonstrate improvement.

11.34. 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 unsatisfactory may occur when the supervisor determines he/she needs such assistance. The employee may request the assistance of an improvement team.

12.42. 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 teachers who serve on the improvement team.

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

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

13.1.1. ~~implementing~~ implementing programs of study,

13.1.2. ~~fosterings~~ a classroom climate conducive to learning,

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

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

13.1.5. ~~communicatinges~~ within the educational community, and

13.1.6. ~~meetings~~ professional responsibilities.

**§126-142-14. Classroom 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 state of West Virginia.

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

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

~~14.1.3c.~~ Develops appropriate lessons to teach instructional objectives.

~~14.1.4d.~~ Employs appropriate a variety of instructional strategies to augment achievement.

~~14.1.5e.~~ Utilizes Uses 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.

~~14.2.1a.~~ Follows established school discipline procedures which that 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 *teaching* 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 *that* students understand.

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

14.3.8h. Assigns developmentally appropriate tasks.

14.3.9i. Provides instructional pacing that ensures student understanding.

14.3.10j. Maximizes student time-on-task.

~~14.3.11k~~. Makes effective transitions between instructional activities.

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

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

~~14.3.14n~~. Incorporates higher level thinking skills.

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

~~14.3.16p~~. Provides remediation activities for students.

g. 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 *augment* 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.

~~14.4.1a~~. Follows grading policies and regulations.

~~14.4.2b~~. Maintains accurate and complete student records.

~~14.4.3c~~. Monitors and evaluates student progress.

~~14.4.4d~~. Provides feedback on student work.

~~14.4.5e~~. Monitors student attendance.

14.56. Communication:

14.6.1. Definition: Communicates with students, parents, educational personnel, 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, and exhibits 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 that 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 that 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.

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 meeting 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 established 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~~ progress made toward goal attainment. 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 than 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 when an administrator's performance 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 the performance characteristics. 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 *the performance characteristics*, and in no case shall an improvement plan be for more than one (1) 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 *demonstrate improvement*.

16.4. 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. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance.

17.1.2. providinges purpose and direction for schools/county,

17.2.1.3. demonstratinges cognitive skills to gather, analyze and synthesize information to reach goals,

17.3.1.4. managinges consensus and group behaviors *group behaviors to achieve consensus*,

17.4.1.5. enhancinges quality of total school/county organization,

17.5.1.6. organizinges and delegatinges to accomplish goals, and

17.6.1.7. communicatinges 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 augmenting student achievement.

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

- a. demonstrates a knowledge of supervision to improve instruction,
- 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.

18.43. Purpose and Direction.

18.43.1. 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:

- ~~18.1.1a.~~ 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,
- ~~18.1.1fd.~~ focuses resources on strategic goals,
- ~~18.1.1.ge.~~ initiates uses problem solving strategies,
- ~~18.1.1hf.~~ exhibits enthusiasm a positive attitude, and
- g. commands respect by example in appearance, manners, behavior and language.

18.4.24. 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:

~~18.1.2a.~~ promotes the welfare of students, faculty and staff, and

~~18.1.2.b.~~ ~~interprets action by referring to school/county purpose~~

~~18.1.2.cb.~~ sets high expectations to goals and articulates them to community, parents, staff and students

18.25. 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:

~~18.2.1a.~~ encourages others to describe their perspectives,

~~18.2.1b.~~ respects others' perspectives, and

~~18.2.1c.~~ listens to others,

~~18.2.1.d.~~ ~~encourages individual expression~~

~~18.2.1.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 be used to reflect problem analysis:

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

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

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

~~18.25.3. Judgement. -- Uses alternative in problem solving and decision-making. Generates, evaluates, and selects effective solutions in making decisions and solving problems.~~ 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:

~~18.3.1a. 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.f.c. facilitates communication, and~~

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

18.36.2. Persuasiveness. -- Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

~~18.3.2a. ties needs to established goals,~~

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

~~18.3.2c. develops trust by modeling desired behavior,~~

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:

~~18.3.3a.~~ understands how own behavior may affect others<sub>1</sub>

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

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

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

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

~~18.3.3.fc.~~ exhibits appropriate interaction skills<sub>1</sub> and

~~18.3.3.gd.~~ 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<sub>1</sub> 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:

~~18.4.2a.~~ monitors activities

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

~~18.4.2cb.~~ 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, and the use of staff development and to foster individual growth ~~plans~~. Items that may be used to reflect coaching ~~mentoring~~:

~~18.4.3a.~~ 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 ~~dead-lines~~ 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,

~~18.5.1.c.~~ budgets and allocates resources,

~~18.5.1.d.~~ schedules time

~~18.5.1.e.d.~~ assigns tasks and activities, and

~~18.5.1.fe.~~ plans for contingencies.

~~18.5.1.g.~~ manages stress effectively

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

~~18.5.2.a.~~ determines jobs to be done

~~18.5.2.ba.~~ assesses expertise of self and others,

~~18.5.2.cb.~~ determines tasks to be assigned,

~~18.5.2.dc.~~ determines tasks needing outside assistance,

~~18.5.2.e.~~ identifies persons who can do tasks

~~18.5.2.f.~~ assigns tasks

~~18.5.2.g.~~ specifies responsibility and authority

~~18.5.2.hd.~~ establishes performance standards, and

~~18.5.2.i.~~ plans time frames

~~18.5.2.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:

~~18.6.1.a.~~ pronounces words and articulates clearly, and

~~18.6.1.b.~~ articulates clearly

~~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 (0-2) of experience, a minimum of two (2) written evaluations per year is required.

19.2. For professional support personnel with three (3) or more years of experience, a minimum of one (1) 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 *meeting* 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.

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 *progress made toward goal attainment*. 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 (5) 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 meeting performance characteristics, and in no case shall the improvement plan be for more than one semester in length, and

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 demonstrate improvement.

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. plans, prepares and implements new programs or facilitates change in the existing program.

21.1.2. organizes, directs, and coordinates programs.

21.1.3. gathers and interprets data for individuals, groups or programs.

21.1.4. delivers services to students or others.

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

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

21.1.7. develops and improves 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. follows confidentiality procedures,
- 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 a positive climate during consultation,

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 (1) written evaluation per coach's contract period is required.

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 coach's contract period.

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 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 performance criteria. 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 meeting the criteria, 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).

24.3. After an employee has successfully corrected deficiencies the employee must continue to demonstrate improvement.

**§126-142-25. Coaches' 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. Coaches' 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.
- 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 foster 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.
- 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):

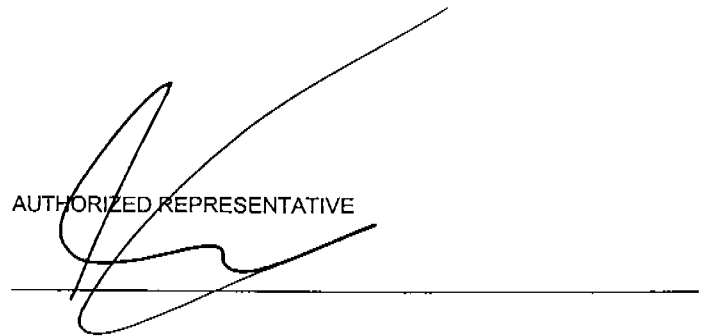
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

January 15, 1999

West Virginia Department of Education



**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

**§126-142-6. State Board Approval**

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

**§126-142-8. Rating Structure**

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

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

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

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

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

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

**§126-142-15. Evaluation Process for Administrators**

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

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

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

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

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

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

**§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. Coaches' Responsibilities**

**§126-142-26. Coaches' Performance Criteria**

**RETURN COMMENTS/SUGGESTIONS BY MAY 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 or responses to: [cmiller@access.k12.wv.us](mailto:cmiller@access.k12.wv.us)**

**POLICY 5310: PERFORMANCE EVALUATION OF SCHOOL PERSONNEL  
COMMENT LOG  
, 1999 - , 1999**

ACTION TYPE  
N: No Response - Negative  
NA: Not Accepted + Positive  
A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
<b>§126- 142 -1. General</b>				
2/2/99	Marilyn Peterson/Glenville Elem	I feel that it will make much more paperwork for many individuals (mainly our building administrators). At this time my principal does not have the necessary time to perform his presently assigned duties. We are in a building with no doors, and he frequently passes through the halls. I feel that observations of this type, and randomly entering the classroom for a brief work or chat gives a better indication of the teachers' performances. We are all overwhelmed with paperwork as it is, and certainly do not need to fill anymore filing cabinets with unnecessary paperwork. This policy is best left the way the counties are already doing evaluations.		
2/8/99	Marcella Linger/Peterson Elem	Is the state not already applying a uniform policy to teachers and administrators? There has always been a grey area for "other" (support personnel/coaches/athletic directors/counselors/librarians or media specialists).		
2/8/99	Carol Hall/Mountain Messenger	Policy 5310 looks as though it has been thought out very carefully and fully. Each aspect seems to be thoroughly covered. I believe this policy will be very good for the children in our state.		
2/19/99	Specialists/Point Harmony Elementary	A more thorough evaluation of untenured teachers should be performed twice annually. Tenure should not be granted to unsatisfactory evaluatees.		
2/19/99	Mary Adams/McKinley JH	Is there flexibility in scheduling evaluations so not all teachers will be on Phase 1 or 3 at one time? Incredible amount of paperwork involved!		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/25/99	Chris Baker/Lincoln Co. Bd	The evaluation system now in place is more than adequate. Performance of professionals should be left as is with performance years 0-6, then Phase I and Phase II alternating (Leave Principals with some flexibility). Most of us are totally swamped with too much to do and no help. Don't add more to our load!		
3/8/99	Judy Phillips/Princeton Sr High	I can't believe the State Dept wants to move backwards. For the most part, this policy is a disaster for those involved.		
3/12/99	Barbara Fioren/Rand Elem	Leave as is		
3/15/99		Very idealistic plan. It's too subjective! What's wrong with our present evaluation plan? The plan we now use is the best I have experienced in my 23 yrs of teaching I think the present plan treats us more professionally than this policy 5310 appears to do on paper.		
3/15/99	Berkeley Heights Elem	The truth is that business groups believe that school employees (teachers and principals) are not being evaluated according to their standards. The present evaluation system is fine! If something is not broken, don't fix it.		
3/15/99	Emily Meadows/Raleigh Co.	Defining counselors under support contradicts 18a-1-1's definition of classroom teacher. Defining counselors has been a problem area for some time - seniority statute also conflicts with this		
<b>§126-142-2. Purpose</b>				
3/4/99	Candace Starkey/Princeton Sr High	If the purpose of this policy is to promote professional growth and development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		
3/8/99	Yvonne Harris	If the purpose of this policy is to promote professional development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Anita Ayers Judy Phillips Deborah Clark	If the purpose of this policy is to promote professional development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		
3/8/99	Joy Armstrong/Mercer Co BOE	If the purpose of this policy is to promote professional development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		
3/10/99	Emily Fenton/New Martinsville	4.7 will this portfolio be "uniform" or created by each teacher?		
3/10/99	Clendenin Middle	This policy defeats its own purpose "to promote professional growth" by putting teachers back to stage one, performance evaluation, after successful completion at stage two.		
3/10/99	Martha Wine/Braxton Co. BOE	This policy defeats its own purpose "to promote professional growth" by putting teachers back to stage one, performance evaluation, after successful completion of stage two.		
3/10/99	Rita Montrosse Judith Fleming Princeton SR High	If the purpose of this policy is to promote professional growth and development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		
3/15/99	Mary Burkhart	There has been given no reason for this change in evaluation, which is professionally/regressive. Who determined that the current Phase I/II system was inferior. Because of mentoring, faculty senate opportunities for consultation "teaming" etc. teachers do not require the excessive amount of administrator observation in the new policy proposal.		
3/15/99	Barbara Maxwell/Princeton HS	If the purpose of this policy is to promote professional growth and development, I am not sure how this policy does this if we take away Phase II. Which was for professional growth and development of the teacher.		
3/15/99	Berkeley Heights Elem	Professional growth will not be enhanced by regression. Reverting to an old evaluation system is not progressive		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Weimer Elementary	we feel that this policy should not be implemented in the state of WV. It encumbers the school principal and transfers his responsibilities from students to personnel. Yes, supervising school personnel is an important part of his job, but he can satisfy that responsibility without creating mountains of paperwork in the process. We feel that the primary responsibility of our school administration is to take care of the students. This policy will keep him from doing just that.		
<b>§126-142-3. Authorities</b>				
2/8/99	J. Patrick Law/DuPont HS	I am requesting that this policy change be dropped entirely		
3/15/99		Add at least 3 teachers, principals in a committee to each board so that current problems are evaluated better from a school-student-teacher viewpoint.		
3/15/99	Greenbrier Co. Teacher	The state and county boards of education do not always have members with much educational background. A side committee of experienced teachers should be included at each level. It would create more faith in the term "Authorities"		
3/15/99	Berkeley Heights Elem	The vagueness of this policy will create legal battles that will require money that should be used for student needs		
<b>§126-142-4. Definitions</b>				
2/8/99	Joseph Oliverio/St. Marys HS	4.5 Are 5 values necessary and will they be effective? Will admin & Teachers have significant different views for 2 values. Present Policy was satisfactory or Unsatisfactory. No debate if unsatisfactory = improvement plan. 4.6 Portfolio a good idea for all to supplement		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/9/99	David Sammons/ Genoe Elem	4.7 I do not believe that Administrators should be required maintain a portfolio. It is difficult to maintain daily information plus the required information for accreditation and this added task is not necessary. I believe portfolios are important but I believe they should be optional.		
2/16/99	Donna Martin/Lincoln Co.	Compilation of administrator portfolio should be optional, not required. Should be left to discretion of administrator and his/her supervisor.		
2/16/99	Sara Brown/Summers Middle School	4.6 I believe the portfolio for teachers should be required just as it is for administrators.		
2/22/99	Mound Elementary School	Rating = too subjective; does not allow for individual teaching style to differ from supervisor. Portfolio - more paperwork for us to keep track of. Standards should be meet/or does not meet - no levels in between.		
2/22/99	Roy Hoblitzell/Carver Career Center	Prefer current satisfactory/unsatisfactory		
2/22/99	Norma Miller/ Carver Career Center	Keep current satisfactory/unsatisfactory		
2/26/99	Joe Cunningham Petersburg Elementary	Preferred the ratings of current 5310. Either it is demonstrated or not demonstrated. 5 ratings are unnecessary, ambiguous, confusing and unnecessary.		
3/1/99	Paul Barcus, Jr./ Wetzel Co. Schools	4.5 5 ratings is excessive		
3/2/99	Bob Jones/IVEMS	Seq E. Rating Changes - I like two ratings better than 5		
3/1/99	Jan Kyle/Tucker Co	5 levels of perf. Why so many?		
3/2/99	Eileen Poling/Tucker	There is no reason to increase the levels of performance to five levels. Too much time will be consumed and it will take away from instructional time.		
3/2/99	Riverside Elementary Faculty	The evaluations for teachers should remain with Phase I and Phase II, satisfactory-unsatisfactory as the ratings.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/2/99	Connie Cantley	Who would get exemplary? Where is the exact level of expectation? Could this be a person that does all the little extras the administration would like? Could this lead to merit pay? As for those that may rate below standards and unsatisfactory, is this for life? There is no time period on the policy.		
3/8/99	Janet Clayton/Moorefield Middle	In this policy counselors are defined as support personnel. This conflicts with state code which defines counselors as teachers.		
3/8/99	Judy Phillips/Princeton Sr High	What exactly is the definition of "Technology?" How can this be evaluated if it isn't defined? Computers? Digital Scales? Cameras? Calculators?		
3/8/99	Lawrence Hitt Shepherdstown Elem	4.5 I disagree with the rating scales. They are unnecessary. The rating should remain as it is in the current policy.		
3/10/99	Mary Talbott/Braxton Co Middle	The ratings of exemplary, exceeds standards, meet standards, below standards, or unsatisfactory value are very subjective. There is a fine line between exemplary and exceeds standards and I would hope that below standards and unsatisfactory would be unacceptable.		
3/10/99	Yvonne Santin/Wood Co	Rating as a whole is defined, but not the four specific rating values. What is the difference between these values?		
3/10/99	Brenda Joe/Mannington Middle	4.7 Portfolios should not be required for anyone. Should be optional. 4.5 Rating scale should not have 5 categories! Leave as is presently - two!		
3/10/99	Emily Fenton/New Martinsville	4.9, 4.10 Special Education Teachers may have students with + or - 60% of the instructional day - they teach all day - how do you classify them? Classroom teachers or Professional support - no evaluations for occupational therapists, physical therapist, vision/hearing specialists?		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Cabell County Schools - Personnel	4.12 Coaches - should also include any certified educator. (would not be required to be full-time to teach, but needs to work full-time, and can't afford to sub on a day to day basis, but would make a "good" coach.		
3/10/99	James Brannon/Cross Lanes Elem	"Performance Evaluation" is not defined.		
3/11/99	Kathy Finsley/Ohio Co Schools	4.5 Suggest deletion of the exemplary and below standards ratings as five levels may open the door for too much subjectivity in the evaluation process. 4.7 It is arbitrary to require the Portfolio for Administration/Professional Support Personnel and not for teachers		
3/12/99	Robert Carlisle/Greenbrier East HS	add assistant principal		
3/12/99	Gary Cross/Ravenswood Grade	4.5 I disagree with changed rating scale. I recommend satisfactory, needs improvement and unsatisfactory. I feel the rating scale recommended would be highly effective because if you give the teacher a needs improvement, it would give them sufficient time to either improve or be marked unsatisfactory.		
3/12/99	Mary Lane/Greenbrier Co	4.5 satisfactory and unsatisfactory are sufficient. I have been around long enough to remember how the scale of 1 to 5 was grossly misused and abused by administrators in the early 70's. What's to be the distinction between exemplary and exceeds standards?		
3/12/99	Irene Murphy/Jackson Co Schools	Rating scale needs to include a middle step for improvement such as: satisfactory, needs improvement, unsatisfactory.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/12/99	Mary Garton/North Marion HS	By extending the rating system from two to five categories, an unsatisfactory teacher will be permitted to continue to teach for an extended period of time. The inclusion of supervisors, directors, coordinators and program specialists under the definition of administrators places them in the role of evaluator. They may have limited or no opportunity for actually performing the evaluation of personnel in addition to their other assigned duties. The inclusion of coaches in this policy is inappropriate. The policy tends to lend itself to combining or regarding a teaching position together with a coaching position. The two positions are separate and the evaluation of each job should be separate even in policy.		
3/12/99	Nancy Seman Barbara Noll Michael Fink Shannon Flamand Potomack Intermediate School	4.5 No changes should be made - leave as was in 1992 policy. These changes leave too much room for interpretation		
3/15/99	Catherine Mauck/Opequon Elem	4.5 needs more clarification. Satisfactory and unsatisfactory is fine.		
3/15/99	E. Houston/Opequon Elem	4.5 Does rating include all employees or teachers only?		
3/15/99	Third Grade Team/Opequon Elem	4.6 Portfolios encourage professional growth - why are observations now required??		
3/15/99	Cross Lanes Elementary Teachers	Professional performance evaluation not defined. How are they determined? The ratings are very subjective and judgemental. Satisfactory and unsatisfactory are objective		
3/15/99	Mary Burkhart	Because site based professional support personnel do their work where the administrator can observe it, there is no need to require a portfolio.		
3/15/99	Ravenswood Middle School	suggest 4.5 remain the same		
3/15/99	Rand Elementary	4.5 Staff feels two ratings should be sufficient with meets standards and below standards		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Berkeley Heights Elem	4.5 A 5 level rating scale is too cumbersome - satisfactory and unsatisfactory is fine. Below standards and unsatisfactory are really the same. Someone could be rated below standard and still not lose their position. 4.11 What about head teachers/lead teachers?		
3/15/99	Maria Busick/Steenrod Elem	4.7 the portfolio should be required for teachers as well as principals		
3/15/99	Gihon Elementary	4.5/4.6 This will cause a lot of division in the ranks. We have too much to do now and this will only add more stress. Satisfactory/unsatisfactory is enough		
<b>\$126-142-5. Training</b>				
2/8/99	Marcella Linger/Peterson Elem	More training? I feel I understand the present system very well unless we intend to focus on professional support personnel, coaches/athletic directors. The changes mentioned in administrators and teaching areas is simply to evaluate or not to evaluate (eval & prof growth and development cycle - 1 instead of 2) Those of us already trained just need it in black and white - what to do.		
2/9/99	Carla Williamson/Hayes Jr. High	I hope a portion of the training for evaluators focuses on the rating structure - concrete examples of the differences to allow everyone to see they are different.		
2/13/99	June Nonnenberg/Glenville Elem	I do not see a place that indicates that the improvement team is to have any particular training.		
2/16/99	Tracy LeMasters	The proposed policy does not require principals to have additional training about how to conduct evaluations using this different and subjective rating system before the policy goes into effect. Without additional training, there will clearly be unequal and diverse ratings by different principals even when the performance of teachers is similar.		
2/25/99	Chris Baker/Lincoln Co. Bd.	Training should be set during employee's contract period (5.3) if not, then daily rate and benefit should be paid.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/2/99	Eileen Poling/Tucker Co.	Exactly who is going to pay for this?		
3/3/99	Kay Smith/Rainelle Elem	The State just completed this at the cost of what amount I'm not sure and now these same people must be trained again for a "new" evaluation system.		
3/8/99	Lawrence Hitt Shepherdstown Elem	I agree training should continue, especially for new people		
3/10/99	Yvonne Santin/Wood Co.	5.1 - 5.3 Training needs to occur prior to policy implementation. July 1, 1999 may be much too soon for this policy to be implemented confidently.		
3/12/99	Mary Lane/Greenbrier County	Why spend the money it will take to train evaluators to use this new policy when they were trained to use the present one not so very long ago? Will they be trained for another policy in another year or so?		
3/12/99	Barbara Floren/Rand Elem	Leave as is		
3/15/99	Delores Ranson/Jackson Co. BOE	The policy states that the Center for Professional Development will train Administrative Personnel. Who will train coaches and athletic directors? It is not addressed in the policy.		
3/15/99	Cross Lanes Elem Teachers	Why retrain all administrators? How much will this training cost? Why not train all "untrained" supervisors only? Also, what are the qualifications of the people at the Center for Professional Development?		
3/15/99	Mary Burkhart	Does not include - but should techniques for building morale of staff and maintaining overall positive environment		
3/15/99		When will we receive training? We only received 1 preparation day at the beginning of this school year. Teachers at our school had to come in several days earlier to make necessary preparations for students. This was very inconvenient for teachers with summer jobs or responsibilities.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Rand Elementary	Principals are taken out of the building therefore, it would be good if this training is not during regular school time. They are needed in the buildings during time students are there.		
3/15/99	Berkeley Heights Elem	5.1 Who will train the trainers? Will the trainers be principals or classroom teachers?		
<b>§126-142-6. State Board Approval</b>				
3/10/99	Yvonne Santin/Wood Co.	July 1, 1999 is too soon to implement that policy.		
3/12/99	Robert Carlisle/Greenbrier East HS	Change 1999 to 2000, there is not sufficient time to train evaluators on the new policy and to develop new forms and county policy.		
3/15/99	Cross Lanes Elem Teachers	July 1, 1999 - can training be completed by this date? Is money available to pay principals a stipend for the training?		
3/15/99		Our present evaluation plan works at our school, why should we change something that is working???		
<b>§126-142-7. Principles of Operation</b>				
3/10/99	Mary Talbott/Braxton Co. Middle	The problem with these are that as humans our expectations vary from individual (the evaluations) to individual. One evaluator may have higher expectations than another cause schools do vary as to what qualifies as exemplary or below standards.		
3/10/99	Emily Fenton/New Martinsville	7.2 great - what safeguards are in place? "Openly" - how does this pertain to "informal observations"?		
3/10/99	Cabell County Schools - Personnel	policy needs to address how and when an employee on Phase II could be moved back to Performance Criteria		
3/12/99	Barbara Floren/Rand Elem	I prefer the system presently being used		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Delores Ranson/Jackson Co. BOE	Recommend: For performance rated below standards, suggestion for improvement MUST BE given. A second evaluation, which may include only one observation, must be completed within one month. If deficiency is not improved, the employee will be rated unsatisfactory and an improvement plan will be developed.		
3/15/99	Opequon Elem	7.2 Openly monitored good - need to know when observed		
3/15/99		Define open monitoring/observation of employees		
3/15/99	Verida McDaniel/Park Jr High	need a way to measure and define what is necessary to receive exemplary/exceeds - problems develop with inconsistency		
3/15/99	P. Webster/Park Jr High	Will the difference between "below standards" and unsatisfactory be written? Is the length of time to correct deficiencies stipulated? Are the consequences for not correcting deficiencies stipulated?		
3/15/99	Cross Lanes Elem Teachers	7.2 What does "openly" mean? 7.3 Why have below standards and unsatisfactory if the consequences are the same?		
3/15/99		The big problem is the subjectivity of the evaluator. The only necessary categories are satisfactory or unsatisfactory. The evaluation should be without partiality or judgement.		
3/15/99	Berkeley Heights Elem	7.3 How much of an opportunity? One chance? What time frame? To vague!!		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Jane Dyer/Braxton Co. Middle	<p>Why deviate from clear professional standard indicators to add an ambiguous "commands respect by example in appearance, manners, behavior and language"? Students in our county remain relatively cooperative, but we can see the "respect" decline as more and more lack respect for their parents, teachers, and for the rules of family, school, and society in general. If appearance refers to teachers' clothing choices, I want to add this: I've concluded that when people disgress to wanting to evaluate teachers' dress, they do so because they do not know enough about the profession to discuss it meaningfully. If manners means say please and thank you, the evaluation document should specify that. If it means don't point out flaws in the organization, planning, preparation for the curricular area, the evaluation document should specify that. If behavior means carry out professional duties in a professional manner, that should be clearly detailed in the evaluation criteria, and I believe it is with all professional indicators currently listed. On the other hand, if behavior means do not wrestle with students in class or hallway or do not show videos which do not relate to lesson plans or IGO's, that is also redundant because professional criteria is already included in other areas. Likewise, the language portion of this proposed criteria is included elsewhere.</p>		
<b>§126-142-8. Rating Structure</b>				

Date	Individual/Organization	Comments	Action/Type	Rationale
1/25/99	Ralph Paugh/Lubeck Elem	<p>I think that the rating structure has to many levels. Someone needs to designate the kinds of job performances that makes the difference between Exemplary Teacher and one who merely Exceeds. If this is not done, then each supervisor can designate any job performance(s) to assign different ratings to teachers. Several years ago when we had a three tier rating structure, almost every teacher who had been successful in the classroom over a period of years received a rating of Exceeds. Rating structures such as this is a very inequitable way to rate teachers performances. I can foresee many grievances deriving from the fact that the application of the policy will be based on a subjective decision as to what constitutes the higher ratings.</p> <p>Also, the talk among teacher groups alludes to merit pay for exemplary teachers. Should this happen, then the battle lines will truly be drawn.</p>		
2/1/99	Debra Hull/Wheeling Jesuit	<p>I appreciate the efforts the policy makes to identify and reward outstanding teachers. Both of my children have been fortunate to have many fine teachers whose dedication and skills go far beyond normal expectations. These are the teachers who have a profound and lasting impact on the lives of their students. I have always regretted that there seemed to be no way to recognize outstanding teachers (officially) and am glad this revised policy makes provision for doing that.</p>		
2/8/99	Marcella Linger/Peterson Elem	<p>We are becoming subjective again. When is a teacher exemplary/exceeds standards. The rest are easy. Criterial should be listed for these two areas to guide administrators. Otherwise there will be no consistency state wide.</p>		
2/8/99	Carla Williamson/Hayes Jr. High	<p>The structure will allow principals to help some employees move beyond mediocrity. The rating structure will benefit students when administrators use discretion and base ratings on observed and documented performances.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/9/99	David Sammons/ Genoe Elem	8.1 The information on comment states the intention of changing the evaluation from the two categories of "satisfactory", and "unsatisfactory" to 5 categories. I'm sure you have heard the phrase "if it's not broke don't fix it." and "Leave well enough alone." The present type of evaluation works well for me. To implement the intended changes would be going back to the old type of evaluation of a rating system of 1 through 5. This type of evaluation is subject to too many variables. For instance, how do I make a distinction between teachers who come to work everyday and do an excellent job teaching skills and have students on task. This would be an exemplary teacher however, many believe that teachers who receive awards for all the extras such as special events, taking students on enhancement activities etc. should be exemplary. While activities outside the classroom are nice, the bottom line is to have students on level and elementary students need to be task oriented. Please, please, please, leave the present method intact "satisfactory" & "unsatisfactory".		
2/15/99		I disagree strongly with the rating scale that is proposed. What criteria will be used to decide who is Exemplary as to Exceeds? I'm sure you are looking for an easier way to get rid of bad teachers. My suggestion is to insist that principals step up to the plate and start evaluating properly. The old system was fine if it had been used properly. Here is my major question - What is the reward for achieving exemplary status?		
2/16/99	Donna Martin/ Lincoln Co.	8.1.1 exemplary rating should be dropped; exceeds is sufficient. A 4 part rating scale seems adequate; five tends to "split hairs".		
2/16/99	Jeff Kittle/ Philippi Elementary	Ratings are too broad and generalized. Too many grievances will be filed over disagreements between teachers and administrators about what constitutes, or is sufficient for "Exemplary" or "Exceeds" Leave standards as meets or does not meet standards.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/16/99	Tracy LeMasters	The proposed policy would adopt a five point subjective ratings system: exemplary, exceeds standards, meets standards, below standards and unsatisfactory. This new rating system is obviously designed to lay the foundation for merit pay.		
2/17/99	Veronica Bland	I believe that the following portions of policy 5310 will be counterproductive: 8.1, 8.1.1, 8.1.3, 8.1.4, 8.1.5		
2/17/99	Sherry Browning/Ripley Middle	WVEA has not endorsed merit pay and I feel that the new evaluation system is a precursor to this. In addition, the rating scale is subjective and teachers would not be evaluated equally no matter how much training is provided to the principals. The evaluations would greatly interfere with the time our principals could use for helping new teachers meet standards.		
2/18/99	Patrick Blanc/North Jefferson Elem	The five performance rating categories are too subjective. I prefer the Satisfactory and Unsatisfactory categories.		
2/18/99	Marion Allen/Rainelle Elementary	If the rating scale is increased to five categories, to distinguish between the top two would be extremely difficult to prove. It will require written explanation which would increase paper work for administrators.		
2/18/99	Kim Herron/Kenna Elem	I also object to the "5 step scale" of the evaluation, it is much too subjective. What guidelines are to be followed as to the differences between exemplary and exceeds standards? Principals know which teachers need plans of intervention without having to place them on a continuum.		
2/19/99	Specialists/Point Harmony Elementary	Only have satisfactory and unsatisfactory		
2/19/99	Steve Bailey/Spanishburg School	Don't need this many ratings 3 would be good. To much confusions between levels. Teachers compare more grievances will occur.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/19/99	Frank Devono/Bridgeport Middle	How can we objectively rate the 5 different areas? What separates "Exemplary" from "Exceeds"? How much of one item does a teacher need to do to raise the level of performance? Will principals be trained?		
2/19/99	Rosalee Casto/Kenna Elem	The bad thing about this type of numerical evaluation is the fact that principals will evaluate very differently. I am satisfied with the current evaluation form of satisfactory and unsatisfactory.		
2/22/99	Elizabeth Mow/Retired Teacher	I am delighted to see the changes here. I never believed that "satisfactory" and "unsatisfactory" was adequate.		
2/22/99	Mound Elementary School	too subjective		
2/22/99	Dr. Patricia Lynn/Page-Jackson Elementary	I support the 5 performance rating categories, as this gives evaluators a wider range that more closely matches personnel performance (particularly when a skill or duty is performed that far exceeds satisfactory).		
2/22/99	Roy Hoblitzell/Carver Career Center	Prefer current satisfactory/unsatisfactory		
2/22/99	Norma Miller/Carver Career Center	Keep current satisfactory/unsatisfactory		
2/22/99	Alice DeFazio/Johnson Elementary	I am opposed to the rating structure being scaled in five categories. I don't think an administrator should determine whether I exceed or have exemplary performance. I feel that 3 ratings - below, meets, exceeds would be sufficient.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/23/99	Martha Bailey Mary Robertson Donna Heyliger L. Brown Rhonda Young Jennifer Covert Janet Chevallier Nancy Wolfe Judith Handley Brenda McVicker Colleen Hagerman Billie Brammer Lewis Elliott Barbara Thaxton Flordelis Vidal L. Chester Jane Day Dunbar Elementary	Implementation of the new rating structure replacing two categories with five are unclear. The "exemplary" and "exceeds standards" categories are particularly controversial. There is no scheduled training for principals in the correct use of this document. Ratings will then become widely subjective and criteria will be varied and nonconformative. Please reconsider this unwise and detrimental evaluation policy.		
2/24/99	Terry Sauvageot/Bridge Elementary	I like the new rating categories. It gives the opportunity to commend exceptional performance.		
2/25/99	Susan Smith/Bridgeview Elem/Faculty Senate	We would like to see the objectives for each of the 5 performance rating categories. Are those objectives or checklists? Are we going to merit pay? If not-why include 5 categories.		
2/25/99	Chris Baker/Lincoln Co. Bd.	Too many areas? Should have only meet standards, needs improvement, or does not meet standards. Needs to be simple to document.		
2/26/99	Joe Cunningham Petersburg Elementary	We just need 2 ratings; not 5		
3/1/99	Paul Barcus, Jr./Wetzel Co. Schools	5 ratings is excessive - need 3 (exceeds, meets, and unsatisfactory) - others will cause friction among personnel; confusion among everyone - and grievances will increase. More ratings will not make evaluations effective that depends upon those doing the evaluating.		
3/1/99	Bob Jones/IVEMS	Stay simple please		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Jan Kyle/Tucker Co.	5 levels from 2		
3/2/99	Teacher/Tucker Co.	5 levels from 2		
3/2/99	Eileen Poling/Tucker Co.	The majority of teachers in WV are exemplary. As long as their students succeed and enjoy learning, they couldn't care if they get a higher rating.		
3/2/99	Ethel Rooper/Nitro Elem	I believe that the following portions of policy 5310 will be counter productive: 8.1, 8.11, 8.1.3, 8.1.4, 8.1.5		
3/3/99	Nancy Salter/Rainelle Elem	Exceeds what is needed to determine standards - will cause unnecessary paperwork - will cause problems among staff.		
3/3/99	Jean Farren/Rainelle Elem	Too many categories. What is the difference between exemplary and exceeds standards?		
3/3/99	Juliana Puckett/Rainelle Elem	The new system has too many ratings. Could easily be rewritten as Exceeds, Satisfactory, Unsatisfactory.		
3/3/99	Kay Smith/Rainelle Elem	There are too many and too vague - what this would do at the top and won't work with the administrators. We need 3 - exceeds - meets & below standards, possibly unsatisfactory could work.		
3/3/99	Rainelle Elem/Jr. High	Needs to be either 1) s/u or 2) exceeds, satisfactory, unsatisfactory		
3/3/99	Rainelle Elem	The difference between the top two ratings is not fair. Needs to have separate standards for each. As stated, it will put teacher against teacher and teachers against administrators.		
3/3/99	Vicki Reed	too many levels. Creates unnecessary paper work		
3/3/99	Rainelle Elem	The five categories are too abstract and leaves too much room for personnel not professional judgement		
3/3/99	Rainelle Elem	too many subjective categories.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/4/99	Candace Stanley/Princeton Sr High	Why are we going back in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teacher already.		
3/4/99	Sarah Kendall	WVFT opposes the increase to 5 rating levels as it would encourage school administrators to make subjective assessments about your performance. How can administrators uniformly determine the difference between "exemplary" as opposed to "exceeds standards"? Additionally, the revisions will create more opportunities for grievances as each administrator would apply his/her own arbitrary distinctions to separate the performance rating levels. The WVFT believes that there are objective criteria available for determining "exemplary" teachers, ie, certification by the National Board of Professional Teaching Standards.		
3/8/99	Michael Goodwin/Wirt Co HS	The new rating scale could be subject to an unobjective rating process by an administrator wanting revenge or retribution. The old rating scale of (2) was much better policy for all involved.		
3/8/99	Yvonne Harris Deborah Clark	Why are we going back in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teacher already.		
3/8/99	Janet Clayton/Moorefield Middle	This change from two to five performance rating categories is very subjective and could open the door to an increased number of grievances. It is very possible for the same teacher to receive a diverse range of evaluations, depending on the administrator doing the evaluation.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Teresa Campbell/Warm Springs Middle	The subjectivity of a five category rating system is the first area of concern. Will all evaluators have the same understanding of exceeds standard, exemplary, unsatisfactory, etc? Training of evaluators will not adequately solve this problem of subjectivity. It is likely that at some schools nearly all personnel will be rating as exceeding standard or exemplary, and at other schools most personnel will be rated as meets standard. If these evaluations are later used as hiring criteria the problems are obvious. Currently the evaluator has the option to identify commendations and deficiencies on the evaluation form. This option would seem to make the categories of exemplary, exceeds standard, and below standard unnecessary.		
3/8/99	Anita Ayers Judy Phillips	Why are we going back in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teacher already.		
3/8/99	Joy Armstrong/Mercer Co BOE	Why are we going back in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teacher already.		
3/8/99	Larry Parsons	Strongly support the five (5) performance rating categories for teachers, administrators and professional support personnel. The rating categories need additional clarification, especially: 8.1, 8.2, 8.4, and 8.5 to better differentiate between the top two performance ratings and the bottom two performance ratings. Comprehensive training for evaluators and those being evaluated is critical to the success of the evaluation process. Specific time for training should be identified and allocated for that purpose.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Lawrence Hitt Shepherdstown Elem	As stated on 126-142-4 on the previous page, I do not feel there is a need for the expanded rating structure. We need to continue to use the two that are set forth in the current policy. Having five categories is too open for arbitrary rating. What was the committee's feeling on this issue? It's my understanding that the consensus of the committee did not favor having five rating categories.		
3/10/99	Yvonne Santin/Wood Co.	8.1.1 - 8.1.5 Performance rating values on the evaluation form are not clear. For example, what is the difference between "demonstrates expertise & mastery" and "consistently surpasses"? Either employees meet this standard or do not.		
3/10/99	Brenda Joe/Mannington Middle	Eliminate 5 categories. Leave 2 categories. What does "exceeds" mean? (Subject to the whim of the evaluator!) Either you do your job well or you don't. If you do, you're "exemplary" anyway.		
3/10/99	Cabell County Schools - Personnel	I see very little difference between "below standards" and "unsatisfactory". Delete "below standards"		
3/10/99	James Brannon/Cross Lanes Elem	The five performance rating scale would lead to subjectivity and favoritism. The two present standards are sufficient to conduct a proper evaluation.		
3/10/99	Clendenin Middle School	approve of rating scales		
3/10/99	Martha Wine/Braxton Co	5 ratings as opposed to two leave much room for subjectivity. Evaluator's expectations are so different even given ambiguous "Teacher Performance Criteria"		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr. High	Why are we going backward in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teacher already.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Jennifer Steele/Berkeley County	I support the new changes. I feel that the current methods for evaluating personnel allows too many "below standards" teachers to continue teaching in the schools. It's about time they are forced start pulling their own weight. Please pass this new policy!!		
3/10/99	Rosemary Anderson/Madison School	I believe that it will be extremely difficult to differentiate between five levels of an evaluation system. It occurs to me that the evaluation will be very subjective with one evaluator interpreting fours and fives one way and another evaluator interpreting it another way.		
3/10/99	Ann Fetty	The subjectivity of a five category rating system is the first area of concern. Will all evaluators have the same understanding of exceeds standard, exemplary, unsatisfactory, etc? I feel it is reasonable to say they will not. Training of evaluators will not adequately solve this problem of subjectivity. It is likely that at some schools nearly all personnel will be rated as exceeding standard or exemplary, and at other schools most personnel will be rated meets standard. If these evaluations are later used as hiring criteria the problems are obvious. Currently the evaluator has the option to identify commendations and deficiencies on the evaluation form. This option would seem to make the categories of exemplary, exceeds standard, and below standard unnecessary.		
3/11/99	Deborah Russel/Wayne Elem	The change in rating structure will allow for more subjectivity to be in place. There will be no consistency from evaluator to evaluator as to what constitutes exemplary...etc.		
3/11/99	Kathy Finsley/Ohio County Schools	8.1.1 - 8.1.5 As stated above, a five tier rating system opens the door for too much subjectivity in the evaluation process. Arguably, the differences between 8.1.1 and 8.1.2 and 8.1.4 and 8.1.5 are not measurable. Delete 8.1.1 Exemplary and 8.1.4 Below standards to avoid ambiguities.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/11/99	Staunton Elementary Faculty Senate	<p>- too subjective</p> <p>- not enough information regarding the five performance rating categories</p>		
3/12/99	Mike Kelly	the 5 point performance ratings - vague and somewhat subjective		
3/12/99	Faculty - Guyandotte Elem	We have concerns with the evaluation rating structure and lack of standards given to distinguish differences between each rating. Administrators will not be able to be consistent since this will be left up to their own sense of what is good.		
3/12/99	Robert Carlisle/Greenbrier East HS	Retain the current structure. The new criteria is a version of past criteria that were unsatisfactory and did not distinguish sufficiently between poor and good teachers. If performance is poor the evaluator can return to written evaluations at any time.		
3/12/99	Terry Chandler	This rating structure is a throw back to a rating structure we had several years ago. It is very arbitrary in that what is exemplary to one principal may be just exceeds the standard to another. This rating scale will lead to favoritism. Who will be exemplary? Will it be the principal's hunting buddies, coaches or teacher that volunteer for the principal's pet projects? This rating structure will lead to a lack of fairness in our system and low morale among employees.		
3/12/99	Gary Cross/Ravenswood Grade	8.1 I disagree with the recommended rating structure. I do not feel this rating structure presents unbiased opinions. I feel this rating structure will result in a lot of grievances and court suits. I feel it should be made totally . Satisfactory, needs improvement and unsatisfactory. If a teacher receives needs improvement, it gives them a chance to improve before receiving unsatisfactory.		
3/12/99	Mary Lane/Greenbrier County	Rating categories of satisfactory and unsatisfactory are sufficient. I can remember when administrators gave everybody 5's when there were five categories for rating. What will constitute a distinction between a rating of exemplary and one of exceeds standards?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/22/99	Mary Garton/North Marion HS	The 5 performance rating categories are very subjective. While an evaluator may be consistent within a school, evaluation performance throughout a county and even the state will be varied due to the interpretation of each evaluator. The satisfactory/unsatisfactory ratings allow for more consistency.		
3/12/99	Barbara Floren/Rand Elem	Do not go back to this. It was not effective.		
3/12/99	Potomack Intermediate School	8.1 should remain the same as 1992 policy satisfactory and unsatisfactory. This change makes items 8.1.1 - 8.1.4 unnecessary		
3/15/99	Delores Ranson/Jackson Co. BOE	There are times when the employee does not need a formal improvement plan, but needs to be rated "needs improvement" with suggestions given. This plan does not allow for that. Ninety-five percent or more will always meet standards.		
3/15/99	Opequon Elem	Use only satisfactory & unsatisfactory - larger scale not necessary		
3/15/99	Linda Reed Delores Barnes Debra Pearrell Nancy Smith E. Houston Kim Everly Jeanne Blakemore Cheri Hammond Opequon Elem	The performance rating categories should remain satisfactory and unsatisfactory		
3/15/99	Third grade team/Opequon Elem	Why are 3 ratings necessary		
3/15/99		Open invitation for the good ole' boys system - too vague and subjective - must be specific!		
3/15/99	Pikeside Learning Center	Number of categories may give rise to subjective based evaluation especially if these categories later become basis for salary bonus.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	P. Webster/Park Jr. High	Will a list of objectives/criteria be given for each performance rating?		
3/15/99	Marlena Maynard/Park Jr. High	I see no need for exemplary and exceeds ... to much opportunity for bias		
3/15/99	Sheryl Green/Park Jr. High	This rating structure is too subjective. I would like to retain the current rating structure in the professional growth and development cycle: satisfactory or unsatisfactory		
3/15/99	Cross Lanes Elem Teachers	Rating should go back to satisfactory or unsatisfactory which is more objective rather than the five subjective performance criteria		
3/15/99	Administration & Faculty Oak Hill High	Rating systems have been a failure in the past and can only be a failure again if implemented by your proposed changes. The systems have proved to be too subjective and conflictual. We specifically are noting the rating system as proposed in sections 8.1.1 to 8.1.5. This system is subjective, biased, and unfair.		
3/15/99	Princeton Sr High	Why are we going backward in our rating structure? Is it necessary to add three more rating categories? The old rating categories worked well for the evaluation process. There is a section for the principals to write a commendation for exemplary teachers already.		
3/15/99	Williamsburg Elem	We prefer two performance ratings rather than five. We believe that teachers that are rated unsatisfactory in classroom performance should have tougher penalties.		
3/15/99	RESA II	Strongly support the 5 performance rating categories for teachers, administrators, and professional support personnel. The rating categories need additional clarification, especially: 8.1, 8.2, 8.4, and 8.5 to better differentiate between the top two performance ratings and the bottom two ratings. Comprehensive training for evaluators and those being evaluated is critical to the success of the evaluation process. Specific time for training should be identified and allocated for that purpose.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/15/99	Point Harmony Elementary	The addition of 3 categories to the evaluation process leaves the educators open to subjective responses from administrators. It also creates a tremendous amount of paperwork for the evaluator.		
3/15/99	Deborah Harkir/Lincoln High	My first objection lies with the change in the rating scale from a satisfactory/unsatisfactory rating scale to a 5 point scale of exemplary, exceeds standards, and unsatisfactory. The question, which arises first, is what is the difference between exemplary and exceeds standards? Where are the objective criteria for the principal to make that distinction? Secondly, that distinction will vary from administrator to administrator and from school to school. This is an entirely subjective rating scale and it will not protect teachers from capricious administrators. For administrators, it will open up a Pandora's box of grievances. In short, it has the potential to destroy the whole evaluation process!!		
3/15/99	KCEPA	The rating structure of five as opposed to two categories shows strong potential as a fair scale. We recognize the teacher may need to be assessed somewhere other than simply satisfactory/unsatisfactory. These fine options afford us this opportunity to more specifically assess performance. However, placing a teacher on a plan of improvement should only be required if that teacher is found unsatisfactory in any area.		
3/15/99		What is the difference between exemplary & exceeds standards, and also below standards & unsatisfactory, subjective !!!		
3/15/99	Ravenswood Middle School	remain as satisfactory 8.14 there is no improvement plan in this part		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Ranson Elementary	The rating change to five separate categories instead of the two presently used is too subjective. These changes encourage politics in the schools. There is a fine line between "exemplary" and "exceeds" and is open to interpretation by administrators. What is "exemplary" in one principal's view may only be "exceeds" in another administrator's eyes. The same is true for the categories of "below" and "unsatisfactory". This allows principals a greater leeway without strengthening the evaluation process. Actually it weakens the process.		
3/15/99	Belle Elementary	Satisfactory and unsatisfactory preferred		
3/15/99	Debbie Pennington/Rupert Elem	too subjective. This is a step backwards to what we had before & I felt that was too subjective		
3/15/99	Greenbrier County Teacher	There is way too much subjective room having 5 rating categories. Example - exemplary could be exceeds standards and vice-versa. Below standards could & should be unsatisfactory depending on evaluator. Only 3 are necessary. Exceeds, meets & below.		
3/15/99	Rand Elementary	Scale should be meets standards and below standards. The way it is now may cause teachers to be devisive and not work as a team. Good teachers do not have time to keep a portfolio. They are busy getting materials and planning. Just ask them! Good teachers do not go around "tooting their own horns".		
3/15/99	Berkeley Heights Elem	8.1 There is no difference between below standards and unsatisfactory. The rating structure is regressive and expensive. Our focus needs to be on students - not burdening our principals with more paperwork!		
3/15/99	Ruthlawn Elem	The suggested 5 rating levels lend themselves to subjective assessment of teacher performance. Another area of concern is the additional work load that will be placed on administrators by the suggested evaluation stages.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Emily Meadows/Raleigh Co	Distinguishing levels of performance is critical. The satisfactory/unsatisfactory model has created mediocrity - why exceed when minimal behavior is recognized as equal???		
3/15/99	Maria Busick/Steenrod Elem	For each category there should be a requirement of documentation in the portfolio especially for the designation of "exemplary" How will this be proved? The lack of documentation to prove why one should receive a satisfactory rating versus an unsatisfactory rating has always been a weakness in the evaluation process. With the current suggestion that a person be rated "exemplary," how will this be proved over someone who is rated "exceeds standards". Without documentation we are once again back to arbitrary and unsubstantiated evaluations. Don't get me wrong! I really like this 5 step rating over the old rating. However, the evaluation process can only be effective if teachers must document their progress through a portfolio. Also, the terminology is vague and could be misleading. What constitutes "consistently", "surpasses", "adequate", etc? Again without documentation these terms are meaningless.		
3/15/99	Wanda Brown	If we are to be evaluated fairly, it should say meets standards or does not meet standards or criteria. The five step system in the evaluation is not fair to all teachers. The evaluation basically is too open ended for specific evaluation. This basically leaves your evaluation up to a principal who may or may not like you. With this evaluation draft a principal can give anyone a low rating if they do not (as an example) stay after school for an hour to help tutor or go to a concert at school, or even attend a Saturday event. We are teachers and we do have private lives. With the paperwork we do nightly plus the little extras we do at work (with no thank you) for the children these evaluations do not reflect this. Please evaluate us on what we are supposed to do and not for the whims of an administrator.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/15/99	Cottageville School	We believe that "meeting standards" is the minimum for WV teachers. We don't want below standard teachers. There should be a clear and concise standard for satisfactory. This is very subjective and could be made by an administrator on an improvement plan. Teaching practices could be the same and relieve different ratings by different administrators since there are no clear standards.		
3/15/99	Jane Dyer/Braxton Co Middle	I was impressed with the latest instrument because the categories of performance were applicable to the education process and the teaching profession. The document was a good review of expectations and instructional standards for teachers and principals. Also, the rating structure seemed fair and clear with the two basic categories of rating –satisfactory and unsatisfactory—and the additional rating –commendations—using the portfolio if the teacher chose to do so. The opportunity to do a professional growth and development plan was a welcome way to work toward a goal chosen by the teacher and approved by the principal. I attended the evaluation sessions and was impressed with the training provided.		
3/15/99	High Lawn Elem	We are unable to understand why the rating scale needs to have 5 categories, especially when below standards and unsatisfactory both require improvement plans, when exemplary and exceeds standards both indicate an above standards performance.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Alban Elementary	<p>The proposed changes do not encourage improved instruction as intended. The rating system is cumbersome. Our staff and administrator have worked hard, and put in many long hours to plan and implement innovative programs. We have received numerous hours of training in new teaching methods and strategies. We set these goals for ourselves and our school to better serve our students. Dedication cannot be measured on a check list. Changing to a rating system will hurt teacher morale.</p> <p>Another concern is that there is no guarantee that all administrators can be objective in determining exemplary, exceeds standards, and meets standards, when rating employees. We think that the number of grievances will rise as a result of this rating system. The current system has measures in place that allow administrators to determine when it is necessary to place an employee on a plan of improvement, and enables them to act in an appropriate manner to resolve the situation.</p>		
<b>§126-142-9. Evaluation Criteria for Classroom Teachers</b>				
2/2/99	Marcella Linger/Peterson Elem	<p>I don't mind the eval and 1 year on prof growth and dev. I think that a teacher should show someone his/her progress. However, one major reason for not evaluating every teacher was to allow the principal more time for new and problem employees. Also, a large school with only 1 principal - esp if a lot of sp ed is in the building there is very little time for anything except eval and sp ed meetings. This needs to be looked at in terms of when to hire an assistant or more than 1 assistant.</p>		
2/9/99	David Sammons/Genoe Elem	<p>9.5 I believe employees should receive a copy if they want a copy. I offer my employees a copy but many do not want it. This should be optional. As far as the 9.2 is concerned I have a conference with each teacher, with the secretary present, and give each employee a copy of the evaluation procedures as well as other school related information such as handbook, schedules, keys, etc.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/16/99	Mary Alice Klein/Tucker Co.	Criteria for exemplary and exceeds standards need to be standardized as is the present criteria which define satisfactory teaching.		
2/16/99	Sarah Brown/Summers Middle School	For the 1999-2000 school term, allow those teachers who would have gone to the old Phase II the opportunity to do so. Evaluate the others under the new policy. Then for the 2000-2001 term, place the ones who just completed Phase II under the new policy. This would stagger the 2 stages so that only 1/2 of the teachers on the professional growth and development at any given time.		
2/16/99	Virgil Rice/Winfield High	Not a good idea! The principal will have a hard job doing an evaluation on all the teachers in the same year.		
2/1/899	Marion Allen/Rainelle Elementary	Trying to meet the Nov. 1 deadline will be difficult for schools with a large staff.		
2/19/99	Frank Devono/Bridgeport Middle	To see the differences?		
2/22/99	Roy Hoblitzell/Carver Career Center	Keep Phase I and Phase II for 6+ teachers		
2/22/99	Norma Miller/Carver Career Center	Keep Phase I and II for 6+ teachers		
2/22/99	Alice DeFazio/Johnson Elementary	I don't like the idea of teachers using portfolios. Someone with an outstanding portfolio could be a terrible teacher. Who determines what goes in the portfolios?		
2/24/99	Terry Sauvageot/Bridge Elementary	Are the evaluation instruments being changed to reflect the changes in policy?		
2/26/99	Joe Cunningham Petersburg Elementary	This section is good		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Grandview Elementary School	<p>The criteria used to define each of the new categories, which replaced the former "satisfactory" category, are highly subjective. For example, what specific factors differentiate "... consistently surpasses performance standards" (8.1.2) from "...consistently adequate in meeting performance standards" (8.1.3)? What factors differentiate "Performance is not consistently adequate in meeting performance criteria" (8.1.4) and "Performance is not consistently acceptable in meeting performance criteria" (8.1.5)?</p> <p>Such subjective performance evaluations, based on vague definitions and determined by one supervisor, will result in continued demoralization among teachers. Can teachers contest the evaluation if they feel it was unsubstantiated? Is there a review process which teachers can follow to contest the performance evaluation? Will such a review process be presented to a board which includes more than one supervisor? Will each of the supervisors on the board be required to observe teachers so as to make a fair evaluation? The time and cost to the school system to adequately implement such criteria in a fair and equitable manner will be enormous. We recommend that the policy remain as it is now with two performance ratings of satisfactory and unsatisfactory. The current evaluation criteria is fair and much less subjective.</p>		
3/1/99	Jan Kyle/Tucker Co	Sec D eval - everybody has to have deficiencies identified instead of <u>shall</u> identify should read <u>may</u> identify		
3/2/99	Teacher/Tucker Co.	Sec D. Eval. - everyone must have deficiencies identify should read <u>may</u> not shall		
3/2/99	Eileen Poling/Tucker Co.	Change shall to may		
3/3/99	Nancy Salter/Rainelle Elem	Will be next to impossible to have all evaluations done by November.		
3/3/99	Jean Farren/Rainelle Elem	Too much paperwork! Time element seems impossible.		
3/3/99	Juliana Puckett/Rainelle Elem	Do not like the fact that this must be completed by Nov. 1. In a large school, this will be difficult to accomplish.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/3/99	Kay Smith/Rainelle Elem	The Nov 1 deadline may create and probably will cause problems in larger schools.		
3/3/99	Rainelle Elem	Too much paperwork to be done by Nov. 1. It will be impossible to do in larger schools.		
3/3/99	Vicki Reed	all observations before Nov = difficult		
3/3/99	Rainelle Elem	Time frame is to restrictive for everyone; we should have at least the first semester to have this completed		
3/3/99	Rainelle Elem	Not a realistic time limit allowed for the type of evaluation asked for.		
3/3/99	Bryan Elkins/Nellis Elem	To be consistent all written evaluations should require two observations. Those with 0-2 years experience must be evaluated twice. Why should the evaluation require 50% more observations?		
3/4/99	Virginia Moffatt/Tyler Elem Dorinda Custer Candi Anderson Lelia Jordan Rebecca DeCarlo Amy Stone Shelley Meade Jennifer Becker Julie Longsworth Kelly Maltempie	The criteria used to define each of the new categories, which replaced the former "satisfactory" category, are highly subjective. For example, what specific factors differentiate "...consistently surpasses performance standards" (8.1.2) from "...consistently adequate in meeting performance standards" (.1.3)? What factors differentiate "Performance is not consistently adequate in meeting performance criteria" (8.1.4) and "Performance is not consistently acceptable in meeting performance criteria" (8.1.5)?		
3/4/99	Candace Stanley/Princeton Sr High	When will an administrator that has a large faculty ever have the time for other duties to operate an effective school have time to do this even with his/her assistant principals helping to do evaluations? There are other things going on in schools that need to be attended to other than evaluations. Look at the amount of time needed for administrator to do this!!		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Yvonne Harris Judy Phillips Deborah Clark	When will an administrator that has a large faculty ever have the time for other duties to operate an effective school have time to do this even with his/her assistant principals helping to do evaluations? There are other things going on in schools that need to be attended to other than evaluations. Look at the amount of time needed for administrator to do this!!		
3/8/99	Janet Clayton/Moorefield Middle	9.6 When principals have to observe every teacher, it doesn't seem as though he/she would have time to write recommendations for meeting performance standards. This would seem to me to weaken the evaluation process.		
3/8/99	Teresa Campbell/Warm Springs Middle	It is not possible for a professional educator to measure his or her professional growth from year to year if the cycle is interrupted every other year by a performance objective evaluation.		
3/8/99	Anita Ayers Joy Armstrong Mercer Co. BOE	When will an administrator that has a large faculty ever have the time for other duties to operate an effective school have time to do this even with his/her assistant principals helping to do evaluations? There are other things going on in schools that need to be attended to other than evaluations. Look at the amount of time needed for administrator to do this!!		
3/8/99	Lawrence Hitt Shepherdstown Elem	I do not feel we need the November 1 deadline for the first observation. It is unnecessary to mandate the timing of the observation.		
3/10/99	Mary Talbott/Braxton Co. Middle	Nov. 1 <sup>st</sup> deadline does not give evaluators time to do observation. It is a very busy time with the opening of school.		
3/10/99	Yvonne Santin/Wood Co.	9.3 This is a good addition to the policy. Too frequently, observations are begun later (December/January) and that is too late.		
3/10/99	Emily Fenton/New Martinsville	Did I miss something - where are the Teachers with 20+ years listed - are some "rewards" built in - loss of self evaluation phase is ok, but no consideration is given the "seasoned teacher"		

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3/10/99	Clendenin Middle School	Remove subjectivity 14.7.1 verbal/nonverbal communication		
3/10/99	Martha Wine/Braxton Co. BOE	Principals of medium to large size schools have a lot to do in Sept/Oct which important task are they going to "put on the back burner" while they observe the performance of experienced teachers? Will it be not chairing Spec. Ed. IEP meetings, missing LSIC meeting, postponing PTO, delaying parent volunteer programs, scheduling new students, missing team meetings ...		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr. High	When will an administrator that has a large faculty ever have the time for other duties to operate an effective school have time to do this even with his/her assistant principles helping to do evaluations? There are other things going on in schools that need to be attended too other than evaluations. Look at the amount of time needed for administrator to do this!!		
3/12/99	Faculty - Guyandotte Elem	Phase II should remain in place to allow for long range goals to be implemented by teachers.		
3/12/99	Sophia-Soak Creek Elem Faculty	9.3 Teachers with 0-2 years observed 2 times for each written evaluation 9.4 Teachers with 3-6 years observed 1 time for each written evaluation		
3/12/99	Robert Carlisle/Greenbrier East HS	The concept that a teacher is evaluated on a 30 minute segment of time when they teach over 900 hours is ludicrous. The observation time is about one-thousands of the time the teacher is in the classroom		
3/12/99	Mary Lane/Greenbrier Co Schools	Where will administrators find the time to do all of the 30 minute observations and conferences, especially if they have a large staff?		
3/12/99	Irene Murphy/Jackson Co	Should we include a midyear review of prof growth & dev plan?		
3/12/99	Barbara Floren/Rand Elem	Do not use this		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Delores Ranson/Jackson Co. BOE	Does orientation mean at time of employment of annually? This can be crucial in a grievance hearing. Recommend at time of employment and when changes are made in policy. <b>IMPORTANT:</b> We need to be able to do an evaluation without doing a classroom observation. Example: Teacher always late for IEP meetings, never prepared or teacher who is rude to parents, but satisfactory in classroom.		
3/15/99	Donna Porterfield	I am greatly concerned with the requirements of this new policy and the tremendous additional burden it will place on our school administrators by increasing the number of regular performance evaluations they would have to conduct each year. From a personal point of view, I actually prefer to have my administrator come into my classroom and observe and then discuss performance with me. However, given the number of hours in a school day, all the additional responsibilities, committees, inservices, etc., that have been thrust upon our administrators in just the past few years plus the IEP meetings, parents, teachers, and student requiring attention, and other run of the mill events that occur daily needing the administrator, numerous observations for all professional personnel with written reports are just not practical.		
3/15/99	E. Houston/Opequon Elem	Do not delete Phase I for employees with 6+ years experience		
3/15/99	Linda Reed Delores Barnes Debra Pearrell Nancy Smith Kim Everly Jeanne Blakemore Cheri Hamood Opequon Elem	Teachers with 6yrs or more experience should be allowed to continue Phase I. They should not be required to be evaluated by section 10.2 in the term 1999 or 2000		
3/15/99		Definitions and specifics required! Take this back to the drawing board		
3/15/99	Pikeside Learning Center	this appears to be a schedule not a criteria list		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Marlene Maynard/Park Jr High	What is the criteria for 1 <sup>st</sup> and 2 <sup>nd</sup> year? Is 2 really enough?		
3/15/99	P. Webster/Park Jr High	Non instructional activities need to be listed		
3/15/99	Sheryl Green/Park Jr. High	A clause should be included to include one non instructional activity for all personnel or do not use the non instructional activities for observation		
3/15/99	Princeton Sr High	When will an administrator that has a large faculty ever have the time for other duties to operate an effective school have time to do this even with his/her assistant principals helping to do evaluations? There are other things going on in schools that need to be attended to other than evaluations. Look at the amount of time needed for administrator to do this!!		
3/15/99	Ravenswood Middle School	taking away self-direction/the concept we teach. We teachers are responsible and professional.		
3/15/99	Belle Elementary	Develop a phase-in program so that all teachers will not have to be evaluated under performance criteria during 1999-2000		
3/15/99		There is too much of a "buddy" system in place for this to be fair as stated. There will be many grievances filed for discrimination and harassment.		
3/15/99	Greenbrier Co Teacher	This basic observation/evaluation procedure is not new at all and was upgraded to the current Phase I & II procedure. Why go backward? This creates and fosters personal agendas.		
3/15/99	Ruthlawn Elementary	We would like to see the Phase I, Phase II cycle retained for 7+ year teachers. It is believed that the Phase II cycle provides an opportunity for teachers to set their own goals and evaluate their personal achievements		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Emily Meadows/Raleigh Co	The first observation should occur within 30 days of placement into a position - not by some predetermined date. Many principals may not agree with eliminating the 2 phase professional growth and development cycle. It requires more work of them. We will still have the same problem of observation if this is not spelled out in policy. Principals have the right to observe their staff members regardless of stage of evaluation.		
3/15/99	Maria Busick/Steenrod Elem	9.6 instead of "commendations may be included..." change to, "commendations shall be included".		
3/15/99	Jane Dyer/Braxton Co. Middle	Why require principals to do performance evaluations for all teachers on the first year of the proposed change and to have that deadline set at November 1? Since so many schools have consolidated, we have huge numbers of teachers. To require principals to personally observe all teachers in the classroom and prepare the evaluation document, followed by a conference is unrealistic. Principals have tremendous organizational and operating responsibilities at the beginning of the year. From creating teachers' schedules to scheduling students, to being responsible for the various meetings with the local school improvement council, partners-in-education, parent-teacher organizations, faculty meeting, team meetings with grade levels/curricular areas, curriculum committee meetings, technology committee meetings, custodial and cook meetings, reviewing, and preparing lesson plans, conducting the current evaluation procedure, attending sporting events of football and volleyball, conducting after-school suspension, creating and maintaining an alternative learning center, re-organizing the office and the classroom, conducting special education IEP and SBAT meetings, dealing with questions, concerns, requests, and complaints from parents, students, and other supervisors. If principals and teacher are doing various aspects of their jobs, where is the time to come from to do all those things, plus do performance evaluations by Nov 1		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	High Lawn Elem	<p>The frequency with which the principal is required to conduct this evaluation, especially for experienced and tenured teachers. This added paper work diminishes the time the principal has to devote to immediate concerns of the student and parent and academic needs of the school.</p> <p>The timeline for the required observation as part of the evaluation of new teachers in Nov. is so soon in their teaching career that it seems unfair, although principal observation and counseling could certainly begin then.</p>		
<b>§126-142-10. Evaluation Stages for Classroom Teachers</b>				
1/25/99	Ralph Paugh/Lubeck Elem	<p>10.3 "...plan may be utilized..." I believe that no option should be given. Should the wording be changed back to "...shall be utilized...", then the next line needs to state that the plan shall be mutually agreed upon by the supervisor and the employee. If the intent of the policy is to cause professional educators to do professional growth plans, then no option should be allowed.</p>		
2/8/99	Joseph Oliverio/St. Marys HS	<p>Good idea deleting Phase II and returning to performance evaluation.</p>		
2/8/99	Judd Ashcraft/North Marion HS	<p>The evaluation instruments used must adequately include all necessary evaluation data prescribed by Policy 5310 but need not be uniform across the State or /within Counties. Personnel Evaluations must be completed on or before May 31.</p>		
2/8/99	Carla Williamson/Hayes Jr. High	<p>Can provisions be made to allow us to get half of our teachers currently in the Professional Growth Cycle (Phases I &amp; II) into performance evaluation next year and the other half the following year. We can't effectively handle everyone in professional growth or performance at the same time.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/8/99	J. Patrick Law/DuPont HS	<p>Changes the Phase I and Phase II self evaluation alternating schedule to the performance evaluation format is of greatest concern. This change would require many additional classroom observations and then many more post observation meetings. Additionally, the Phase II section of the evaluation process was described to us as an attempt to extend to our "professional educators" a more "professional" means of evaluation. Extending to them the courtesy of professional self evaluation on a bi-annual basis was well received. Many teachers welcome this opportunity and see this as a recognition of their desire to be treated as true professionals. Are they less professional now?</p>		
2/9/99	David Sammons /Genoa Elem	<p>10:3 Teachers who are beginning their seventh year should remain on the Phase I and Phase II process. I attended the Principal's Academy for the first time this summer. One of the tasks at the Principal's Academy was to develop goals for the 98-99 year. These goals were optional and were similar to Phase II. I have made great progress toward accomplishing these goals. I "had" to develop county goals when I returned this year however these goals are not as important because I did not have an option. Employees who have worked for many years can and will set goals if given the right encouragement and guidance. If you must change this procedure then please consider the following: Leave Phase I and Phase II as is and add performance base every third year. (Therefor an employee would be Phase I, Phase II, Performance Base/Phase I, Phase II, Performance Base.)</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/9/99	June Nonnenberg/Glenville Elem	Why are we eliminating the personal evaluation stage? I thought teachers are supposed to be professional and empowered. Are we not capable of conducting self evaluation as one stage of a complete evaluation system? If this is a proper process for administrators, why not for teachers? When will administrators have the time to complete the array of observations, conferences and paperwork? Will an administrator be allowed to require a particular goal for each teacher - not because of something personal but because the administrator wants a particular event to occur? How are appropriate interactive skills defined (14.6.1b) and how does one evaluate them?		
2/16/99	Harry Carelli/Gauley Bridge Elem	Phase II of the evaluation stages allowed the administrator to spend more time in the classroom of less experienced or new staff members. The more senior, veteran teachers could share in the process by self-evaluating their progress. To remove Phase II would force administrators to spend time in a less productive manner and increase the paperwork burden.		
2/16/99	Donna Martin/Lincoln Co.	What happens if the employee and supervisor cannot mutually agree on the plan?		
2/16/99	Jeff Kittle/Philippi Elementary	Instead of switching back and forth between Phase I and Performance for teachers with 7 or more years, I would like to see teachers stay in the Phase I stage with the administrators option to move them to performance evaluation. Should the need exist.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/16/99	Tracy LeMasters	The policy undermines the professionalism of our most experienced teachers. Even teachers with more than seven years experience will be subject to the "performance evaluation" every other year. The performance evaluation is the system currently used for beginning teachers (two observations a year by my principal, with an evaluation at the end of the year). During the other every other year, the State Board proposes basically what is now known as Phase I (goals, objectives, developed by the principal and the teacher). Phase II (self-evaluation) is eliminated altogether.		
2/18/99	Marion Allen/Rainelle Elementary	It will be easier to choose the performance evaluation than to do all the paper work on the development plan.		
2/18/99	Kim Herron/Kenna Elem	I felt so empowered and important when the Phase I and II evaluation process came to be. I knew where I needed to develop myself and what programs I wanted to investigate for my students. Due to the Phase I program, our school now has an Accelerated Reader program consisting of thousands of cataloged books for students to read. I also began a class newsletter which opened communication between myself and the parents of my students. If we are forced to go back to the "old" observation process, I fear a breakdown will occur.		
2/19/99	Steve Bailey/Spanishburg School	Phase II needs to be left about the way it was before. Phase II being on evaluations will take too long for principals who are already stressed out for time. This is not necessary.		
2/19/99	Frank Devono/Bridgeport Middle	Many teachers liked the idea of Phase II. The cycle allowed for professional development. It also allows for the administrator to see teachers professionally grow.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/20/99	Sarah VanHorn	I oppose changing the evaluation of experienced teachers. The present evaluation system works well. The proposed changes have already been tried, were proved ineffective, and were changed. They are too subjective and will cause dissention between principal and teachers rather than improve teaching strategies and school environment.		
2/20/99	Elizabeth Mow/Retired Teacher	Going back to more performance evaluations is very important. I am afraid that many teachers today look upon the current evaluation system as a joke!		
2/22/99	Mound Elementary School	Does development plan alternate with performance evaluation every other year? I am a professional, please include Phase II.		
2/22/99	Dr. Patricia Lynn/Page-Jackson Elementary	I cannot and do not support the evaluation stages for classroom teachers. The amount of time involved to observe and evaluate, effectively, all professional staff every year (whether performance or professional growth and development) for a staff of 40 will be horrendous. At the elementary level, there are no assistant principals to which other duties can be delegated. Nor do I feel that experienced teachers need to be evaluated every year to determine their continued proficiency.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/22/99	Carol Thom/Stonewall Jackson JH	<p>I believe this plan puts too heavy a burden on the administrator to conduct the required number of observations and evaluations and conferences. The current phase I and phase II and performance evaluation allows us to focus our efforts on the young teachers, while keeping an eye on the veterans. It provides the veterans with professional respect in choosing their own goals and objectives. I believe it has improved instruction by having veteran teachers choose goals they believe are relevant and practical, while not subjecting experienced, competent teachers to a checklist of skills they have already mastered. Incompetent or weak teachers can always be placed on the performance evaluation.</p> <p>By requiring us to put all teachers on this same standard (every other year) it takes time away from us being able to concentrate on the young and or incompetent weak teachers.</p> <p>I support the necessity for principals to be instructional leaders by being in the classroom on a regular basis. I believe this priority was well met by the phase I - phase II - performance evaluation plan.</p> <p>If further review of the proposed changes, your committee intends to go through with the changes, may I suggest alternating one half of the staff on performance evaluation one year, one half the staff on professional growth and development, then switch, for the teachers with seven or more years experience.</p>		
2/22/99	Roy Hoblitzell/Carver Career Center	Keep Phase I and Phase II for 6+ teachers		
2/22/99	Norma Miller/Carver Career Center	Keep Phase I and Phase II for 6+ teachers		
2/24/99	Terry Sauvageot/Bridge Elementary	Will it be possible to place 1/2 and 1/2 staff on each (Prof Dev & Growth & Performance Obs) the first year? It will be difficult for principals to handle all the observations in one year.		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/25/99	Susan Smith/Bridgeview Elem/Faculty Senate	We object to the wording "in lieu of" a performance evaluation. Is it up to the principal to decide who uses the professional growth and development plan or performance evaluation? We see this as a hindrance if the teacher does not get along with the principal.		
2/26/99	Joe Cunningham Petersburg Elementary	I prefer Phase I and Phase II. The present system has served us well.		
3/1/99	Grandview Elementary School	We are concerned with paragraphs 10.2 - 10.10.3. This section, which removes the Phase I and Phase II professional growth and development cycle from teachers who have seven or more years of teaching experience, removes professionalism from teaching. Teachers who have successfully taught for seven or more years will now be treated like amateurs who need continuous monitoring. It removes the rewarding aspects of being able to establish professional goals. Principals, who are inundated with paperwork, would have to find enormous amounts of time so as to observe each teacher at least three times each school year, prepare all evaluation paperwork, and conduct conferences for each of the observations. At the very least, performance evaluations for the first year of implementation should be conducted with no more than half of an entire staff; or phase in the policy revisions over three years. The current policy covers the need to monitor unsatisfactory performance with closer supervision. Paragraph 10.3 states, "... The cycle plan will, be 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..." We recommend that the policy remain as it was prior to the current proposed revisions.		
3/1/99	Bob Jones/IVEMS	I don't want to have "shall i.d. deficiencies should may not shall 10.3 I liked Phase II		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Jan Kyle/Tucker Co.	10.3 Phase II eliminated - Why? I feel a veteran teacher should be trusted		
3/2/99	Teacher/Tucker Co.	10.3 Phase II eliminated		
3/2/99	Eileen Poling/Tucker Co.	Do not eliminate Phase II! This phase allows for much self improvement in a non-threatening way.		
3/2/99	Martha Danzig/Lewis Co HS	The removal of Phase II of the performance evaluation is ridiculous and ludicrous!! It is a penalty for those of us with 30+ years of experience not to have the ability and the knowledge to self-advance and not to have the ability to be self-motivating and self improving. It was a joy to know that the evaluation tool, when originally employed and which alternates between Phase I and Phase II, is creative, imaginative and gave the teacher incentive, scope and width of personal projects and goals--now it will almost return to the old original evaluation that was a mockery in the first place. LEAVE PHASE I AND PHASE II ALONE!!!!		
3/3/99	Nancy Salter/Rainelle Elem	Adds to much paperwork to already stressed teachers - would rather be observed.		
3/3/99	Juliana Puckett/Rainelle Elem	There is too much paperwork		
3/3/99	Kay Smith/Rainelle Elem	Rather than do the paperwork for a development plan many teachers will take the performance evaluation. This will be an administrators nightmare. How do I know exactly what I will try to meet the goals and get a decent outcome - no activities should be set in stone.		
3/3/99	Rainelle Elem	Professional development plan will be too much paperwork. Most teachers will opt for performance based evaluation.		
3/3/99	Vicki Reed	too much paperwork. Better to be observed		
3/3/99	Rainelle Elem	Would prefer for all professional teachers, despite years of experience to have a performance evaluation		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/3/99	Rainelle Elem	Bureaucracy & red tape already takes up more time than I have now. When are we going to be allowed to actually teach?		
3/3/99	Bryan Elkins/Nellis Elem	I don't agree with the elimination of Phase II. In large schools the additional time required by Phase II elimination may preclude meaningful evaluations.		
3/4/99	Tyler Elem	10.2-10.10.3 This section, which removes the Phase I and Phase II professional growth and development cycle from teachers who have seven or more years of teaching experience, removes professionalism from teaching. Teachers who have successfully taught for seven or more years will now be treated like amateurs who need continuous monitoring. It removes the rewarding aspects of being able to establish professional goals.		
3/4/99	Candace Stanley/Princeton Sr High	Why is it necessary to remove Phase II? Do you feel educators cannot be responsible enough to have a professional development Phase II to evaluate ourselves?		
3/4/99	Larry Jones/Ohio Co	Considerable improvement over present policy		
3/4/99	Sarah Kendall	Revisions also call for alternating a professional development and growth plan with your performance evaluation beginning with your seventh year. Basically, phase two of the current professional development and growth plan cycle will be eliminated. Limiting the professional growth and development plan to one year prevents you from adequately measuring your progress and evaluating the results of your plan. Many teachers have spent the first year writing grants and planning, with the second year devoted to implementation. Currently, phase two of the policy recognizes your ability as a professional to set goals and evaluate your achievements. We believe this should be retained.		
3/8/99	Michael Goodwin/Wirt Co HS	What about phase two? I believe phase two should be put back into the document/policy 5310.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Yvonne Harris Judy Phillips Deborah Clark	Why is it necessary to remove Phase II? Do you feel educators cannot be responsible enough to have a professional development Phase II to evaluate ourselves?		
3/8/99	Janet Clayton/Moorefield Middle	Again, requiring a principal to observe every teacher every other year puts an unreal burden on the shoulders of people who are already overloaded with administrative duties. A good principal knows what is going on in his/her classrooms without going through this unnecessary, time-consuming process. Also, eliminating Phase II sends a message to teachers that they can't be trusted to be professional.		
3/8/99	Anita Ayers Joy Armstrong Mercer Co. BOE	Why is it necessary to remove Phase II? Do you feel educators cannot be responsible enough to have a professional development Phase II to evaluate ourselves?		
3/8/99	Larry Parsons	Policy needs a clear, definitive statement as to whether the teacher can choose not to advance to the professional growth and development plan and remain in the performance evaluation stage including observations, evaluations(s) and conferencing. Policy needs clarification as to whether the immediate supervisor can choose to keep a teacher in performance evaluation rather than moving to the professional growth and development stage.		
3/8/99	Lawrence Hitt Shepherdstown Elem	We do not need to eliminate our current policy. We need to maintain the Phase II step of the process. The way the current policy works is to give administrators more time to work with the new staff members. It should continue as such. Continue to have Phase I and Phase II for the over seven year teachers.		
3/10/99	Yvonne Santin/Wood Co.	10.3 Good addition to give dates for completion for professional growth and development plan and performance evaluation.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Brenda Joe/Mannington Middle	10.3 Leave "old" policy as is. Phase I and II fine or observation is fine. Why change? Phase I/II is a wonderful way for veteran teacher to expand goals into other areas of their expertise. Two years needed to do it in many cases.		
3/10/99	Emily Fenton/New Martinsville	In one principal schools or very large schools - principals will be spending unreal hours/days doing the evaluations 10.7 good		
3/10/99	Cabell County Schools - Personnel	I like that Phase II is removed. I don't feel this was really implemented. No controls in place.		
3/10/99	James Brannon/Cross Lanes Elem	The current Phase I and II Professional Growth and Development Plan for teachers with seven or more years experience is a professional approach to improving instruction. Your current proposal is a "slap in the face" to professional teachers. The current method, if used properly, can and should weed out incompetent teachers. Additionally, you would be creating additional paperwork for school administrators who are presently overburdened with required paperwork created by the state department and other agencies. We need some time to be creative and reflective, and I am physically and mentally tired from working most Saturdays and Sundays.		
3/10/99	Clendenin Middle School	We are in agreement		
3/10/99	Martha Wine/Braxton Co. BOE	This is the up one, back one, up one, back one, professional growth and development plan!		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr High	Why is it necessary to remove Phase II? Do you feel educators' cannot be responsible enough to have a professional development Phase II to evaluate ourselves?		
3/10/99	West Liberty Elementary	Do not remove Phase II. Keep Phase II and alternate between Phase I, Phase II and the performance evaluation on a three year cycle. It is very difficult to effectively evaluate all teachers on a performance evaluation in a given year.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Ann Fetty	The change in the professional growth and development cycle is also an important issue. It is not possible for a professional educator to measure his or her professional growth from year to year if the cycle is interrupted every other year by a performance objective evaluation. If the Board members feel that a teacher should be observed by his/her principal, would it not be possible to do that in conjunction with the current professional development cycle?		
3/11/99	Deborah Russell/Wayne Elem	We have given teachers the two year growth and development cycle, now we are undermining their professionalism by taking away Phase II. Principals have the option of returning a teacher to performance evaluation if necessary. We should not be forced to do so every other year. Too time consuming for administrators.		
3/11/99	Kathy Finsley/Ohio County Schools	Alternating the performance evaluation with the professional growth and development plan beginning in the seventh year is not necessary. Principals already have the authority to place a teacher under their supervision on the performance evaluation system. Principals should be able to exercise discretion in this regard.		
3/11/99	Staunton Elementary	Tenured teachers should not have to go back to Phase I and go through same observation cycle as beginning teachers. It is more professional for a tenured teacher to set his/her own goals and monitor progress.		
3/12/99	Sophia-Soak Creek Elem Faculty	10.3 Leave Phase I and Phase II, add written performance evaluation on a 3 year cycle. The performance evaluation needs 1 observation on a 3 year cycle		
3/12/99	Robert Carlisle/Greenbrier East HS	Delete all recommended changes. We need to trust our teachers. We are letting the poor teachers drive the evaluations. It is not the evaluation that allows poor teachers in the classroom, it is the failure to enact procedures to terminate poor teachers.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	Gary Cross/Ravenswood Grade	10.3 I do not feel Phase II should be removed. I think Phase II allows the teacher to be creative. I also believe the teacher takes this Phase of the evaluation very seriously. We should reward teachers with excellent teaching performances.		
3/12/99	Mary Lane/Greenbrier Co Schools	Teachers seemed to like Phase I and Phase II. It gave them more control over their professional growth.		
3/12/99	Mary Garton/North Marion HS	The evaluation stages eliminate the professional growth and development process. Teachers will now alternate between the professional growth development plan and a performance evaluation.		
3/12/99	Barbara Floren/Rand Elem	Leave in Phase I & II as being presently used		
3/12/99	Potomack Inter School	10.3 Change June 1 to May 1. If an employee is in the process of changing positions this gives said employee the opportunity to use the most current evaluation in the portfolio.		
3/15/99	Delores Ranson/Jackson Co. BOE	Teachers will not do Phase I, if they don't have Phase II. Phase I is more work on the teacher. Phase II is the incentive.		
3/15/99	Opequon Elem	Keep Phase I and Phase II for employees beginning their 7 <sup>th</sup> year. The way the document reads, after one year alternate with performance evaluations - NO! Keep as is now.		
3/15/99	Catherine Mauck/Opequon Elem	10.3.1 & 2 Leave as stated		
3/15/99	E. Houston/Opequon Elem	10.7 place to sign for agreement/disagreement 10.3.2 Keep Phase II		
3/15/99	Linda Reed Delores Barnes Debra Pearrell Nancy Smith Opequon Elem	10.3.2 do not remove phase II from evaluation process		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Kim Everly Cheri Hamood Jeanne Blakemore Opequon Elem	Opposed to everyone being evaluated according to section 10.2 for 1999-2000. Opposed to the exclusion of Phase II of employees with over 6 yrs experience.		
3/15/99		Timeline is not possible		
3/15/99	Pikeside Learning Center	One year cycling does not allow long term goal setting. "Jerkiness" of proposal is insulting to experienced professionals. Phase I & II is more appropriate for experienced professionals especially those w/advanced degrees. Current proposed does not allow time to set goals and continue long ter professional development. It is professionally stifling and insulting to be treated as if we were beginning teachers.		
3/15/99	Marlena Maynard/Park Jr. High	Phase II should not be eliminated		
3/15/99	P. Webster/Park Jr. High	Eliminate Phase II - there's no advantage to it.		
3/15/99	Verida McDaniel/Park Jr. High	Phase II is good why, not three year stage. Observation Phase I & II		
3/15/99	Sheryl Green/Park Jr High	Keep the developmental cycle as it is. Without Phase II teachers will not have the opportunity to practice self-evaluation. We, as teachers, are quire capable of objective self-evaluation		
3/15/99	Cross Lanes Elem Teachers	Why have Phase I and Phase II been eliminated? Teachers feel strongly that we should be trusted in our professionalism. We are able to monitor and implement the teacher performance criteria. Reinstate 10.31 and 10.32 and rewrite 10.3 to include Phase I and Phase II		
3/15/99	Princeton Sr High	Why is it necessary to remove Phase II? Do you feel educators' cannot be responsible enough to have a professional development Phase II to evaluate ourselves		
3/15/99	Williamsburg Elem	We prefer the evaluation process as it is now with Phase I and Phase II		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/15/99	RESA II	<p>Policy needs a clear, definitive statement as to whether the teacher can choose not to advance to the professional growth and development plan and remain in the performance evaluation stage including observations, evaluation(s) and conferencing.</p> <p>Policy needs clarification as to whether the immediate supervisor can choose to keep a teacher in performance evaluation rather than moving to the professional growth and development stage.</p>		
3/15/99	Jefferson High School Fac	<p>the membership is opposed to the change which would eliminate the current phase I and Phase II program. It is the feeling of the membership that the current system allows for employees to pursue professional growth and development which is related to their teaching fields over a two-year period and allows administrators to concentrate on the evaluation and improvement of those employees who have fewer than seven years of experience. The current system also allows administrators the needed time to perform their other duties as the instructional leaders within the schools.</p>		
3/15/99	Point Harmony Elementary	<p>I hope you will reconsider the changes in Policy 5310. The opportunities provided to educators in the current plan, which includes Phase I and Phase II, address the evaluation process in a professional manner. I would like to see this plan continue in our state.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Deborah Harki/Lincoln HS	<p>My major objection lies in the elimination of the Phase II of the professional growth and development cycle. Teachers who decide to choose this cycle in lieu of being observed by an administrator are generally the most dedicated teachers in the profession. The process of completing this cycle is exhausting but also professionally rewarding - it is chosen by teachers who are internally motivated to improve themselves, their teaching and their classes. The idea that they should only be allowed to develop a professional growth plan for one year and then go to being observed and evaluated under performance criteria the next year is preposterous! If a problem exists within the Phase II part of the cycle, then fix it, but do not destroy the process of professional growth because problems exist in only one area.</p>		
3/15/99	Malden Elementary	<p>We do not feel that the Phase II cycle should be eliminated, on the rating system-2-5 we would like to have a rationale for this and more subjective measures to use in determining these ratings. The amount of paperwork required in changing over from the professional growth and development cycle to everyone on performance objectives the first year of transition would be completely overwhelming for a principal and quite a burden for staff..performance criteria on technology use in the classroom would be a variable that would vary from school to school and classroom to classroom at this time</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	KCEPA	<p>in reviewing stage 10.3 we object very strongly to the notion that Phases I and II will be replaced with a plan whereby the professional growth and development plan will be implemented for a one year period and alternated with a performance evaluation. The staff should be given the respect and option to go through the process we currently refer to as Phases I and II. After a seven year performance evaluation and the principal's authority to place the employee at the performance evaluation level at any given time, it is clearly in the system's best interest that professionals should be permitted by our state board to perform on a professional basis. As principals, we have observed that our staff has shown higher levels of professional growth through the power of phases I and II. They acknowledge the need of a 2 year time frame to work cooperatively with the principal and independently implementing personal/professional goals and objectives. We have found that a one year period (with only one classroom of students) limits the assessment of the effectiveness of new strategies, surely current research would not presume to evaluate the quality of their hypothesis and conclusions in one year of study. Professionals limit our research and findings to a one year period with only one sample of students.</p>		
3/15/99	Mary Burkhart	<p>June 1 is for too late to discuss "progress" toward goal achievement.</p>		
3/15/99		<p>remain as is</p>		
3/15/99	Ranson Elementary	<p>This policy seriously erodes the professional growth and development cycle. Teachers are their own best critics. Self evaluation is needed for meaningful change. Yet this document takes out that step and maintains that teachers must be watched with a careful eye because they cannot be trusted to self evaluate. This policy does not take the steps necessary to get rid of bad teachers. Instead, it weakens the evaluation process and keeps inadequate teachers in the classroom longer.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Bridge Elementary	Our staff felt that Phase I and Phase II should not be eliminated. We agreed that Phase II provides an excellent opportunity for teachers to monitor their own professional growth.		
3/15/99	Belle Elementary	Maintain Phase I and Phase II for teachers with six years experience.		
3/15/99	Debbie Pennington/Rupert Elem	This proposed policy will make veteran teachers feel they are not considered professionals if we go back to performance evaluations, every other year.		
3/15/99	Rand Elementary	Observations are welcome on a satisfactory, non satisfactory basis. New teachers especially may need help early on. Evaluation should be easy with satisfactory and unsatisfactory.		
3/15/99	Berkeley Heights Elem	10.3 Why discontinue Phase II? This has been positive for professional growth. Alternating from Phase I type evaluation to a reg performance evaluation is regressive and insulting to veteran teachers.		
3/15/99	Chandler Elementary	Our staff is opposed to the changes affecting Phase I and Phase II. We feel that experienced, capable teachers are more than able to select a goal and monitor themselves for 1 yr.		
3/15/99	Cranberry-Prosperity Elem	The opportunity of being in Phase 2 evaluation has increased the strength of the staff in our building and therefore has strengthened the quality of presentation to the children. Each teacher offers much more than expected when allowed to be in control of the content of the evaluation. Then of course, there is the problem of actually completing the required number of observations and meetings by the administrator. Is it not obvious to you that it was not possible to complete 10 years ago and therefore, it will still be impossible of one administrator to complete even more observations and written reports? They will not be done appropriately because it is virtually impossible to do so!		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Jane Dyer/Braxton Co Middle	<p>The opportunity to do a professional growth and development plan was a welcome way to work toward a goal chosen by the teacher and approved by the principal. I attended the evaluation sessions and was impressed with the training provided.</p> <p>Why require experienced, proven teachers to have the observed performance evaluation on alternate years? We have had so much classroom experience; this should be indicated by earlier observations.</p> <p>Additionally, many of us have had post-graduate training for help in more refinement of our professional skill and understanding, and in other ways we have advanced our abilities to a much higher level than when we began teaching.</p>		
3/15/99	High Lawn Elem	<p>The elimination of Phase II from the professional growth and development cycle. Too many performance evaluations are required for experienced teachers. Respect us as professionals, let us set up our own goals and methods of improvement for three year periods. Respect the time of the principal, let that person spend time with new teachers, students, and parents.</p>		
<b>§126-142-11. Improvement Plan for Classroom Teachers</b>				
2/8/99	Carla Williamson/Hayes Jr. High	<p>Great addition! No more repetitive improvement plans for people who meet expectations only during the /improvement process.</p>		
2/9/99	Charles Heinlein/ St. Marys HS	<p>11.2.3 Change but in no case shall an improvement plan be for less than a semester nor more than a year</p> <p>11.3 drop entire line - second improvement plan required otherwise arbitrary/capricious judgement of show growth</p>		
2/19/99	Rosalee Castor/Kenna Elem	<p>The proposed policy says that even after an employee completes an improvement plan, the employee must continue to show growth. To me professionals that are educators truly desire to do their very best in the classroom and do not need the extra pressure that would be inflicted with the proposed evaluation changes.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/24/99	Terry Sauvageot/Bridge Elementary	Is it necessary to place both below standards and unsatisfactory on plans of improvement? Someone may be below standards in just one area and need a little assistance to improve but not a full scale improvement plan process.		
2/26/99	Joe Cunningham Petersburg Elementary	11.3 "must continue to show growth". For how long, how documented, etc.?		
3/1/99	Paul Barcus, Jr./Wetzel County Schools	Revise wording that plan can only be for one semester - should be able to renew/continue a plan if needed.		
3/1/99	Robin Bolling, Asst. Dir	11.3 After an employee has successfully corrected deficiency(ies) the employee must continue to <b>demonstrate improvement</b>		
3/1/99	Bob Jones/IVEMS	11.3 <u>Must</u> show growth until after death?		
3/1/99	Jan Kyle/Tucker Co.	11.3 must continue to show growth forever? <u>Never removed</u> from improvement plan		
3/2/99	Teacher/Tucker Co.	11.3 must continue to show growth (never removed from improvement plan?)		
3/2/99	Eileen Poling/Tucker Co.	Never removed from an improvement plan? If you can't improve with help, you should never have gotten tenure!		
3/3/99	Kay Smith/Rainelle Elem	11.3 When does an employee get finished planning growth?		
3/4/99	Candace Stanley/Princeton Sr High	Once a teacher has completed an improvement plan, is it necessary to continue this process? Will that teacher be on an improvement plan for the rest of his or her teaching career?		
3/8/99	Michael Goodwin/Wirt Co HS	The improvement plan proposed would allow those not meeting standards to stay in the classroom for a longer period of time. It would be much harder to get rid of a "bad" teacher as a result.		
3/8/99	Yvonne Harris Judy Phillips Deborah Clark	Once a teacher has completed an improvement plan, is it necessary to continue this process? Will that teacher be on an improvement plan for the rest of his or her teaching career?		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Teresa Campbell/Warm Springs Middle	I am concerned that an employee must continue to show growth after correcting the identified deficiencies. How will this growth be monitored and determined? If the employee does not continue to show growth, but has corrected the deficiencies, will he/she be placed on another improvement plan? It appears that the improvement plan is to be used as a weapon against, rather than a helpful resource for, the affected employee.		
3/8/99	Anita Ayers Joy Armstrong Mercer Co. BOE	Once a teacher has completed an improvement plan, is it necessary to continue this process? Will that teacher be on an improvement plan for the rest of his or her teaching career?		
3/8/99	Larry Parsons	A critical component to this section of the policy is comprehensive training in developing/writing Improvement Plans. 11.3 Needs clarification as to how the employee will verify continuous growth. A required portfolio would serve to document improvement and growth.		
3/8/99	Lawrence Hitt Shepherdstown Elem	11.3 ambiguous - how does the employee "continue to show growth?" What happens if this continuous growth is not maintained? Will there be further improvement plans or termination?		
3/10/99	Mary Talbott/Braxton Co. Middle	What occurs if a teacher does not "continue to show growth"?		
3/10/99	Brenda Joe/Mannington Middle	11.3 Necessary to be stated? When on a plan of improvement, the purpose is already understood "to show growth".		
3/10/99	Emily Fenton/New Martinsville	11.4 concern - personalities & politics can play into an improvement plan - if a teacher wants to go to another county this move could be denied due to a plan. The problem in county A might not be a problem in county B - should the person not be given a fresh start in the new position? OPTION - the teacher could take the improvement plan, when they move and offer it when asked in the new job.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Clendenin Middle	11.3 change "continue to show growth" to maintain established standards.		
3/10/99	Martha Wine/Braxton Co. BOE	Can teachers be dismissed for only "unsatisfactory" performance? If so, what is a teacher's motivation for improving "below standards"? Conflict w/state law.		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr High	Once a teacher has completed an improvement plan, is it necessary to continue this process? Will that teacher be on an improvement plan for the rest of his or her teaching career?		
3/10/99	Ann Fetty	With regard to the improvement plan, I am concerned that an "employee must continue to show growth" after correcting the identified deficiencies. How will this growth be monitored and determined? If the employee does not continue to show growth, but has corrected the deficiencies, will he/she be placed on another improvement plan? It appears that the improvement plan is to be used as a weapon against, rather than a helpful resource for, the affected employee.		
3/11/99	Kathy Finsley/Ohio Co Schools	11.1 Improvement Plan should only be for those with unsatisfactory - see previous comments regarding deletion of below standards 11.3 The employee should maintain satisfactory performance for corrected deficiencies.		
3/12/99	Robert Carlisle/Greenbrier East HS	The following opened areas must be addressed. If there is a disagreement on the plan, who prevails? Who determines if the standards are met? What action is taken if there is not satisfactory improvement? Define "show growth". How many plans for a teacher?		
3/12/99	Mary Lane/Greenbrier Co Schools	I agree that there needs to be an improvement period for identified deficiencies, but I don't see how this plan is going to get rid of teachers who do not improve. If just seems that they will be in the classroom for a longer period of time.		
3/12/99	Mary Garton/North Marion HS	There are no guidelines directing how the employee must continue to show growth, nor does it specify how the employee will have input into this growth.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	Barbara Floren/Rand Elem	You need to review grievance and law suits regarding satisfactory evaluation		
3/12/99	Potomack Inter School	11.3 After an employee has successfully corrected deficiency(ies) the employee must continue to maintain satisfactory performance evaluations.		
3/15/99	Delores Ranson/Jackson Co. BOE	There should be a way to put an employee on an improvement plan that does a satisfactory job in the classroom, but has serious problems outside the classroom. If a person is on Phase I or II, this is difficult, because he goes back to Performance Evaluation, which takes you back to the classroom observations, which are not needed at the moment.		
3/15/99	Opequon Elem	11.3 No - this reads that even after must show growth this can be punitive -		
3/15/99	Catherine Mauck/Opequon Elem	11.3 & 4 What is the time limit?		
3/15/99	E. Houston/Opequon Elem	11.3 What objective criteria used to show continued improvement? Delete must continue...		
3/15/99	Linda Reed Delores Barnes Debra Pearrell Nancy Smith Kim Everly Cheri Hamood Jeanne Blakemore Opequon Elem	11.3 improvement plan should end when teacher successfully corrected deficiencies. Delete must continue to show growth		
3/15/99	Third grade team/Opequon Elem	Signature area to check for agree/disagree - period of time for growth?		
3/15/99	Cross Lanes Elem Teachers	11.2 and 11.2.3 The wording should stay as stated previously		
3/15/99	Princeton Sr High	Once a teacher has completed an improvement plan, is it necessary to continue this process? Will that teacher be on an improvement plan for the rest of his or her teaching career?		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Williamsburg Elem	This plan needs to be strengthened in academic situations		
3/15/99	RESA II	A critical component to this section of the policy is comprehensive training in developing/writing Improvement Plans. 11.3 needs clarification as to how the employee will verify continuous growth. A required Portfolio would serve to document improvement and growth.		
3/15/99	Belle Elementary	for unsatisfactory only		
3/15/99	Debbie Pennington/Rupert Elementary	This item could allow a supervisor to harass an employee even after the employee has successfully corrected deficiency(ies)		
3/15/99	Greenbrier Co. Teacher	After teacher has corrected named deficiencies from evaluation - its not necessary to state must show growth. It's understood all teachers must show growth. This could create an unnecessary stigma and even harassment.		
3/15/99	Rand Elementary	Teachers need to have some input who works with them.		
3/15/99	Berkeley Heights Elem	11.3 How will employee growth be measured? Is this intended to be mental punishment? This is to vague. A person could be placed on an improvement plan by simply being late for bus duty.		
3/15/99	Gihone Elem	This is fine as long as all other state employees are evaluated on all five levels.		
<b>§126-142-12. Improvement Team for Classroom Teachers</b>				
2/16/99	Sarah Brown/Summers Middle School	What is an administrator in the "content" area?		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/22/99	Alice DeFazio/Johnson Elementary	Who determines the classroom teachers chosen to be on improvement teams? On my level we have had many teachers move into the job with no training or knowledge of the developmental needs of five year olds. I would be offended if one of those teachers would be asked to evaluate me. I have taught kindergarten for 23 years and had extensive training, attended numerous workshops and have done much research about the students I teach.		
2/24/99	Terry Sauvageot/Bridge Elementary	Who is going to pay for subs if release time is provided for those on the team?		
2/26/99	Joe Cunningham Petersburg Elementary	12.3.4 Release time "may be provided" perhaps should read "shall be provided".		
3/1/99	Paul Barcus, Jr./Weitzel Co. Schools	12-2 new wording is confusing and may be impossible to comply with.		
3/2/99	Eileen Poling/Tucker Co.	Who will pay for release time for the time?		
3/3/99	Kay Smith/Rainelle Elem	Who pays for subs to gain release time to do this.		
3/8/99	Lawrence Hitt Shepherdstown Elem	No comment other than use two rating scales instead of five		
3/10/99	Mary Talbott/Braxton Co Middle	Please change "Release time may be provided ..." to "Release time will be provided..."		
3/10/99	Yvonne Santin/Wood Co.	Release time ... does this mean that substitutes, if needed, are implied?		
3/10/99	Emily Fenton/New Martinsville	could the team help decide if the plan transfers with the teacher for out of county or state.		
3/10/99	Martha Wine/Braxton Co. BOE	"must continue to show growth" - ambiguous - by what standard - next evaluation "meets standards" then "exceeds" then "exemplary" then what?		
3/11/99	Staunton Elementary	There is a substitute deficit now so who will cover teachers who serve on the improvement team		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	Potomack Inter School	12.4 Release time must be... Given the choice some administrators may not give the necessary time to the team		
3/15/99	Opequon Elem	12.3 What does this mean - the improvement team gives input but administrator retains all authority this could be a disaster if supervisor & teacher in question have a personality conflict.		
3/15/99	E. Houston/Opequon Elem	12.3 change in wording: team will work with immediate supervisor 12.4 provide release time for members of team who serve on improvement team.		
3/15/99	Pikesside Learning Center	Unless it is the administrator who is in need of improvement, why would the teacher's improvement team be a resource to said administrator and not to the improving teacher?		
3/15/99	Cross Lanes Elem Teachers	12.1 change "may" to "will" occur and delete the rest of the sentence. 12.4 change "may" to "will"		
3/15/99	Belle Elementary	Do not want to be on an improvement team for other teachers		
3/15/99	Berkeley Heights Elem	What is the time limit of the improvement team? This is vague, especially if the teacher in question does not show growth!		
3/15/99	Maria Busick/Steenrod Elem	members of the improvement team shall be provided release time.		
<b>§126-142-13. Teachers' Responsibilities</b>				
2/16/99	Jeff Kittle/Philippi Elementary	Under 13.1.6 meeting professional responsibilities add the following: Strives to follow directives, both oral and written, given by immediate supervisor.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/4/99	Mary Nunn/Asst Dir	Add - collaborating with colleagues to improve the instructional program. Communication and collaboration are not the same. Somewhere in this section a statement, such as collaborates with other members of the educational community to achieve common goals needs to be added.		
3/8/99	Lawrence Hitt Shepherdstown Elem	Will the definitions be included in the performance assessment, as listed here? How does one judge "commands respect?" This is an important category maybe the wording could be changed. This would go onto the next statement.		
3/12/99	Irene Murphy/Jackson Co	utilizes "on the clock", "checks for understanding", utilize a "bell ringer" educational activity at the beginning of the day during opening activities.		
3/12/99	Barbara Floren/Rand Elem	OK		
3/15/99	Belle Elementary	Acceptable for teacher 0-6 years		
3/15/99	Rand Elementary	We feel some items are too subjective. For example 13.1.2 fostering a classroom climate conducive to learning. What an evaluator sees on paper may not fit the category or situation.		
3/15/99	Maria Busick/Steenrod Elem	again, how will these items be indicated, on what level, and to what extent? This section is very vague.		
<b>§126-142-14. Teachers' Performance Criteria</b>				
2/8/99	Carla Williamson/Hayes Jr. High	Additions are appropriate and necessary		
2/17/99	Veronica Bland	I believe that the following portions of policy 5310 will be counterproductive: 14.7.1, 14.6.1, 14.6.2, 14.6.3, 14.6.4, 14.6.5, 14.6.6 and g		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/18/99	Marion Allen/Rainelle Elementary	14.4.1r Our school is not equipped to teach technology with computers. Most teacher are not trained to use them. 14.7 g. A dress code was overturned in a lawsuit several years ago. If a dress code is required then we need a clothing allowance.		
2/20/99	Sarah VanHorn	I am not in favor of dress codes for teachers. Teachers should, of course, dress in decent attire, but this is subjective and should not be dictated by the state.		
2/22/99	Elizabeth Mow/Retired Teacher	Good additions in 14.7.1!		
2/22/99	Mound Elementary School	appearance - whose standards?		
2/22/99	Alice DeFazio/Johnson Elementary	I can't tell if the item numbers with lines through them are to be omitted. This needs to be clarified.		
2/24/99	Terry Sauvageot/Bridge Elementary	Is there going to be separate sections addressed on the evaluation instrument for the WVIGOs and technology? I don't like the wording commands respect by example ... if infers that respect must be given just due to this.		
3/1/99	Robin Bolling/Asst. Dir	14.3.1 Definition: Provides an atmosphere conducive to learning consistent with the school/county mission 14.4.1 Definition: Organizes <b>teaching strategies for maximizing</b> the use of allocated instructional time to <b>increase student learning</b> . 14.4.2b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, <b>and exhibits appropriate interactive skills</b> . 14.6.4d. Is punctual with reports, grades, records, and other assignments and reporting to work and other responsibilities.		
3/1/99	Bob Jones/IVEMS	14.3 R when ample funding arrives		
3/1/99	Jan Kyle/Tucker Co.	14.3 Letter R uses a variety of technologies to augment student learning - <u>when technology is funded</u>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/2/99	Teacher/Tucker Co.	14.3 R uses a variety of technology (you have to have access to technology first)		
3/2/99	Eileen Poling/Tucker Co.	When training, hardware and software are readily available, OK. Don't ask us to create miracles with outdated hardware and no training.		
3/2/99	Steve Pilacik/Nitro Elem	14.7.1 Your language is subjective and open for interpretation		
3/2/99	Ethel Rooper/Nitro Elem	I believe that the following portions of policy 5310 will be counter productive 14.67 Professional Work Habits 14.7.1, 14.6.1, 14.6.2, 14.6.3, 14.6.4, 14.6.5, 14.6.6 and 14.6.7		
3/2/99	Connie Cantley	A dress code has not and will not stand up in court. Why consider dress codes? Employees of all areas and fields are either satisfactory or unsatisfactory.		
3/3/99	Nancy Salter/Rainelle Elem	No provisions for technological training - inadequate equipment - if dress code is enacted clothing allowance should be provided.		
3/3/99	Jean Farren/Rainelle Elem	What training will be made available to make certain all teachers will be computer literate? If we are to be evaluated on appearance (dress code) will there be some sort of reimbursement for clothing expenses.		
3/3/99	Juliana Puckett/Rainelle Elem	If all teachers have to be computer literate then the state department needs to provide the training. Do not want a dress code, unless we are given a clothing allowance or a state tax break for clothes.		
3/3/99	Kay Smith/Rainelle Elem	R - our schools do not all have some technology nor teachers trained in this - who pays to train? 14.7 - attendance? (Are we counting days as people get older in this profession?) G - appearance - clothing allowance? Dress code?		
3/3/99	Rainelle Elem/Jr High	Should teachers really be evaluated on using their sick leave?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/3/99	Rainelle Elem	What is "non-verbal" communication? What is "attendance evaluations"? Teachers will need to be trained before they can teach advanced computer skills. More computers would be needed. Most teachers are against any dress code evaluations.		
3/3/99	Vicki Reed	No provisions for technological training. Inadequate equipment. If dress code is enacted - would need clothing allowance.		
3/3/99	Rainelle Elem	If we are to use technology, we need it to be provided and we need training. How ill someone judge non-verbal communication, dress code, and general actions of professional people.		
3/3/99	Rainelle Elem	If required "real" training and equipment is necessary. No dress code. We are professionals. What is non-verbal communication?		
3/4/99	Candace Stanley/Princeton Sr High	Are we going back to fight over color-coded lesson plans for teachers in some counties for IGO's and SAT9 deficiencies again?		
3/4/99	Mary Nunn/Asst Dir	14.2.1.c Change to - "develops appropriate lesson plans for teaching the instructional goals and objectives. The instructional objectives have been developed. 14.2.1 d Employees a variety of appropriate instructional strategies to enhance achievement. Adding this phrase strengthens the statement and is more consistent with §2510 (7.3.2).		
3/4/99	Sarah Kendall	The word "appearance" seems to provide administrators with the ability to establish dress codes. The WVFT took this fight all the way to the WV Supreme Court of Appeals and won. WVFT opposes any attempt to rate teachers on such a subjective level.		
3/8/99	Yvonne Harris Judy Phillips Deborah Clark	Are we going back to fight over color-coded lesson plans for teachers in some counties for IGO's and SAT9 deficiencies again?		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Janet Clayton/Moorefield Middle	14.4.1 g Isn't this encouraging teachers to "teach the test" in order to indicate proof of teaching the IGO's? 14.4.1 r This seems unfair considering the great differences that exist county to county, school to school and classroom to classroom in the technology available. 14.7.1 g does this hint of dress code for teachers? Does it also seem an invasion into teachers' private, out-of-school lives?		
3/8/99	Anita Ayers Joy Armstrong Mercer Co. BOE	Are we going back to fight over color-coded lesson plans for teachers in some counties for IGO's and SAT9 deficiencies again?		
3/8/99	Lawrence Hitt Shepherdstown Elem	What does appropriate interactive skills mean? This seems quite open to interpretation.		
3/10/99	Mary Talbott/Braxton Co Middle	g. "Respect" from whom - community, peers, parents, students?		
3/10/99	Brenda Joe/Mannington Middle	14.7.1 g. Do not include. Too subjective to be evaluated fairly. "Commands respect?" 14.7.1 Definition already covers this.		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr. Hi	Are we going back and fight over color-coded lesson plans for teachers in some counties for IGO's and SAT9 deficiencies again?		
3/10/99	Rosemary Anderson/Madison School	I am opposed to the inclusion of attendance as an evaluation tool. If there is any abuse going on, perhaps it would be more meaningful to deal with the few who are abusing the system. Appearance has also been included in this policy, something I thought we had abandoned many years ago because, one again, it was too subjective.		
3/11/99	Kathy Finsley/Ohio Co Schools	14.4.1 r - If the teacher has been trained to use technology and the technology is available, this criteria should be included.		
3/12/99	Mike Kelly	14.4r - items are vague and somewhat subjective 14.7.1 - items are vague and somewhat subjective 14.7.g - items are vague and somewhat subjective		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/12/99	Faculty - Guyandotte Elem	14.7.1 The term appearance would allow administrators to reestablish a dress code, which is a very subjective measure in which to be evaluated.		
3/12/99	Robert Carlisle/Greenbrier East HS	add 14.7.1 g: participate in parent-teacher conferences and IEP meetings.		
3/12/99	Terry Chandler	<p>14.3.3 Ideally this is a noble objective, but what about teachers that push carts from class to class? There are also teachers that teach several classes in a row with each having different preparations, such as art or science labs. There should be some exceptions allowed.</p> <p>14.4.1 not all technology is distributed in an equitable fashion throughout the state. There are still classrooms without computers, such as music and art.</p> <p>14.7.1 I question the attendance criteria, what if a teacher has a long term illness is this going to be included on his/her evaluation? A criteria based upon nonverbal communication could be interpreted as a dress code for teachers. This could lead to numerous grievances.</p>		
3/12/99	Mary Lane/Greenbrier Co Schools	14.7.1 g - appearance - are you going to use this to try again to establish a dress code? Teachers highly resent being told how they may or may not dress.		
3/12/99	Barbara Floren/Rand Elem	OK		
3/15/99	Opequon Elem	14.5.1e monitors student attendance - does this mean attendance cards or does this refer to a newer time consuming method?		
3/15/99	Cross Lanes Elem Teachers	14.1.5 f should be 14.1.5 e 14.6g change "commands" to "fosters"		
3/15/99	Princeton Sr High	Are we going back and fight over color-coded lesson plans for teachers in some counties for IGO's and SAT9 deficiencies again?		
3/15/99	Williamsburg Elem	14.7.1 This area is vague and too general		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Maiden Elementary	We do not agree with any comments on appearance as a item to be evaluated.		
3/15/99	KCEPA	We strongly question the term "commands respect". One does not command respect. It must be earned! Please explain in detail how you successfully assess "commands respect". You must understand that a positive school climate with effective employee relations does not command. This wording is unsatisfactory if we hope to recognize and implement effective school research.		
3/15/99	Audrey McClanahan	I think this new evaluation policy will dictate dress codes, discriminate against poor schools or school districts, and perhaps even lend to favoritism. We had a satisfactory/unsatisfactory evaluation years ago and all of the above happened. I hope you will consider keeping our present evaluation. It works, so why fix it?		
3/15/99	Ranson Elementary	The policy has a performance criteria regarding technology use in classroom. Let's be honest, in many schools, the technology is still not available or the staff has not been adequately trained in the use of the technology. And let's get real, if all teachers were computer and technology experts, they could be making a lot more money in the private sector and who would be left to really teach. The criteria is useless.		
3/15/99	Debbie Pennington/Rupert Elementary	Could lead to discrimination. This item is letting too much subjectivism enter into evaluating a professional. We need more of an evaluation with less subjective opinions entering into it. This will lead to more grievances.		
3/15/99	Greenbrier Co. Teacher	So many super specific criteria! I find it hard to believe an evaluator can fairly take all these points into account during a 30 min. instructional observation and do 2 by Nov. 1 not all evaluators can be so astute.		
3/15/99	Rand Elementary	The environment under which a teacher is being observed may not be teacher's fault		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Berkeley Heights Elem	14.4.1r Teachers should not be penalized if they lack technological aptitude. This sounds and reads as prelude to Merit Pay. Teachers know how to meet the needs of the students.		
3/15/99	Maria Busick/Steenrod Elem	Again, nothing is specified for how teachers can go beyond the ordinary, average, and mediocre. What about grant writing, awards, special school wide projects, professional organizations, staff development, graduate work, and and committee work		
3/15/99	Wanda Brown	Evaluating how we dress does not affect how good of a teacher we are. Why not evaluate how we relate to the children and parents and if we do our job, lesson plans, integrating technology, and just doing what we are supposed to do.		
<b>§126-142-15. Evaluation Process for Administrators</b>				
2/8/99	Judd Ashcraft	The evaluation instruments used must adequately include all necessary evaluation data prescribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before /May 31.		
2/13/99	June Nonnenberg/Glenville Elem	I see no place where other employees (teacher-principal, bus driver-transportation director...) have ANY input into the evaluation of an administrator. This should not be a popularity contest. It should not be vindictive. But "subordinates" are the ones that work with and see how the administrator does his/her job in relationship to employees. Evaluation is good and necessary. We want only the best teachers, administrators and support personnel working with the best that West Virginia parents have to offer! But let's not make it so cumbersome that evaluators can not take the time to complete the process.		
2/22/99	Mound Elementary School	appearance - whose standards?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/1/99	Paul Barcus, Jr./Wetzel Co. Schools	15.5 again, 5 ratings is excessive, confusing, and will only create friction, competition, etc. I recommend 3 ratings = exceeds, meets, unsatisfactory.		
3/8/99	Deborah Clark/Princeton Sr High	Let teacher's evaluate the administrators and guidance counselors!		
3/8/99	Lawrence Hitt Shepherdstown Elem	15.5 How will the administrator's supervisor collect data and from whom will it be collected?		
3/10/99	Emily Fenton/New Martinsville	years ago we had the opportunity to "evaluate" the administrators		
3/10/99	Yvonne Santin/Wood Co.	15.4 The date of October 1 is very reasonable. Good idea		
3/12/99	Barbara Floren/Rand Elem	Leave the present system. Creates a sense of professionalism. Otherwise you are nit picking and this is not usually necessary		
3/12/99	Potomack Inter School	Other - This section does not give an option to employees to add input to the evaluations of administrators		
3/15/99	Delores Ranson/Jackson Co. BOE	The evaluation form should say something to the effect that in addition to meeting annual goals, they have met in some manner (use teacher ratings) the responsibilities found in 126-142-17. Administrators' Responsibilities.		
3/15/99	Cross Lanes Elem Teachers	Should have the same evaluation criteria as teachers ie, satisfactory or unsatisfactory.		
3/15/99	Mary Burkhart	Why is there no documented observations of administrators		
3/15/99	Berkeley Heights Elem	15.3 Who will evaluate the person(s) who evaluate the administrators.		
<b>§126-142-16. Improvement Plan for Administrators</b>				

Date	Individual/Organization	Comments	Action/Type	Rationale
2/9/99	Charles Heinlein/St. Marys HS	16.2.3 (second line) meeting standards. (Rationale) (In many cases issues require more than a semester to implement/facilitate) Drop - in no case shall an improvement plan be for more than a semester Insert - less than a semester nor more than a year. 16.3 Drop entire section - a second improvement plan would be required by code. Otherwise arbitrary/capricious judgement of show growth.		
2/19/99	Frank Devono/Bridgeport Middle	Please clarify. If an improvement plan starts in November, must it conclude by the 1 <sup>st</sup> semester in January? Are we talking 90 days in length or a school semester?		
3/1/99	Paul Barcus, Jr./Welzel County Schools	16.2.3 need to add that an improvement plan can be renewed/continued - wording makes it appear that after one semester, the employee could not be on an improvement plan again.		
3/1/99	Robin Bolling/Asst Dir	16.3 After an employee has successfully corrected deficiency(ies), the employee must continue to <b>demonstrate improvement.</b>		
3/8/99	Janet Clayton/Moorefield Middle	16.3 How will the required continued growth of an employee who has been declared to have successfully corrected deficiencies be assessed? Why are there employees singled out for continued growth?		
3/8/99	Larry Parsons	16.3 Needs clarification as to how the employee will verify continuous growth. The successful correction of deficiencies should be documented specifically on a required portfolio.		
3/8/99	Lawrence Hitt Shepherdstown Elem	It appears that satisfactory or unsatisfactory has been stricken from the policy in 15.5 and reappears in 16.1		
3/11/99	Kathy Finsley/Ohio Co Schools	16.3 As with Improvement Plan for teachers, the employee must maintain growth demonstrated in the areas of deficiency		
3/12/99	Mike Kelly	16.3 items are vague and somewhat subjective		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	Robert Carlisle/Greenbrier East HS	see 126-142-11		
3/12/99	Potomack Inter School	16.3 After an employee has successfully corrected deficiency(jes) the employee must continue to maintain satisfactory performance evaluations		
3/15/99	Kim Everly Cheri Hamood Jeanne Blakemore Opequon Elem	Doesn't stipulate who improvement team consists of		
3/15/99	RESA II	16.3 needs clarification as to how the employee will verify continuous growth. The successful correction of deficiencies should be documented specifically on a required portfolio.		
3/15/99	Mary Burkhardt	16.3 How/to what measure must an employee continue to show growth?		
3/15/99	Berkeley Heights Elem	16.3 How will growth be measured - how long will improvement team last - 1yr? 2yr? indefinitely?		
<b>§126-142-17. Administrators' Responsibilities</b>				
3/1/99	Paul Barcus, Jr./Wetzel County Schools	difference in 2 words in 17-1-7 and 18.2.1 are misleading - which do we want? 17.1.1 "augmenting performance" versus 18.2.1 - "increasing achievement"		
3/1/99	Robin Bolling/Asst Dir	17.1.4 managing <del>consensus</del> and group behaviors to <b>achieve consensus,</b>		
3/2/99	Eileen Poling/Tucker Co.	They already are on overload. Don't add to their already heavy burden.		
3/8/99	Larry Parsons	Agree with and strongly support the Administrators' Responsibilities and performance characteristics especially the addition of Instructional Leadership.		
3/8/99	Lawrence Hitt Shepherdstown Elem	Terms continue to be vague and hard to document		
3/10/99	Yvonne Santin/Wood Co.	The use of the word "augmenting" is unclear ... Can a different word be used?		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	Barbara Floren/Rand Elem	17.1.1 subjective moving to test scores only 1 for job tenure		
3/15/99	Cross Lanes Elem Teachers	17.1.1 Principals should not be evaluated with student test scores. There are too many variables that affect test scores that are out of a principal's control		
3/15/99	REA II	Agree with and strongly support the Administrators' Responsibilities and performance characteristics especially the addition of Instructional Leadership		
3/15/99	Berkeley Heights Elem	This section assumes that all principals have a strong instructional background. Most principals were not regular classroom teachers. That's the problem.		
<b>\$126-142-18. Administrators' Performance Characteristics</b>				
2/8/99	Marcella Linger/Peterson Elem	Same problems as mentioned for classroom teacher		
2/8/99	Judd Ashcraft/North Marion HS	The evaluation instruments used must adequately include all necessary evaluation data prescribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31.		
2/8/99	Carla Williamson/Hayes Jr. High	Thank you for adding instructional leadership		
2/22/99	Elizabeth Mow/Retired Teacher	I don't understand why 18.4.2f was eliminated. Same comment for 18.5.1g.		
2/22/99	Carol Thom/Stonewall Jackson JH	I may not be reading the proposed changes correctly, but in 126-142-18 after 18.32 (items that may be used to reflect a proactive orientation) all the items have been black lined. This pattern holds true to 18.4.1, 18.5.1, 18.5.2, 18.5.3, 18.6.2, 18.6.3, 18.7.2, 18.7.3, 18.8.1, 18.8.2, 18.9.1, and 18.9.2. Am I missing something here?		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/24/99	Terry Sauvageot/Bridge Elementary	18.2.1 Depending upon your school population and your current status in increasing student achievement, I do not an administrator should be evaluated based upon this. What constitutes an increase in student achievement? (Just the SAT9) I don't think so.		
3/1/99	Robin Bolling/Asst Dir	18.2.2 Items that may be used to reflect instructional leadership competencies:		
3/3/99	Bryan Elkins/Nellis Elem	18.2.2 Typo in third word		
3/4/99	Larry Jones/Ohio Co	Addition of Instructional Leadership an important improvement		
3/4/99	Mary Nunn/Asst Dir	Add to 18.2.2 engages in collaborative strategic planning with other members of the educational community. 18.5.3 in unclear. Possible alternative language might be the following: Judgement - generates, evaluates and selects effective solutions in problem solving and decision making. Add to 18.6.1 (or facilitates) b. Achieves, group consensus. Then change letters "b", "c", "d", to "c", "d", and "e". 18.8.1 Change "time deadlines..." to "timelines". Time deadlines is redundant, isn't it? 18.9.1 Add "b" uses standard grammar, "c" exhibits appropriate speaking etiquette, and d.		
3/8/99	Janet Clayton/Moorefield Middle	18.2 Who observes administrators closely enough to make these assessments?		
3/8/99	Lawrence Hitt Shepherdstown Elem	See comments on 126-142-13 "commands respect" This process is so much more wide ranging than the teachers performance characteristics. How can one be evaluated effectively on these items. Administrators will setting goals based on the VSIP, technology, etc., do we need all these other items.		
3/10/99	Brenda Joe/Mannington Middle	18.3.2 Do not include (g) same reasoning as 14.7.1 for Teachers Responsibilities.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	James Brannon/Cross Lanes Elem	This is a direct approach of tying the Stanford 9 Achievement test results to the principal's evaluation. If you hold this criteria for principals, then it should also be a criteria for teachers, and we should be able to tie classroom performance of students to the teacher evaluation. I do not think it would be appropriate or professional to do either.		
3/11/99	Kathy Finsley/Ohio Co Schools	18.6 b - should add the use of mediation skills to resolve conflicts		
3/12/99	Robert Carlisle/Greenbrier East HS	para 18.5.1: Do not delete "demonstrate sensitivity". How can anyone work with children without being sensitive?		
3/12/99	Barbara Floren/Rand Elem	18.2.1 subjective (increasing student achievement - criteria?)		
3/15/99	Cross Lanes Elem Teachers	18.1.1 g change "commands" to "fosters" 18.1.2 b add "s" to expectation		
3/15/99	Williamsburg Elem	The standards of an administrator should always be high in all areas especially language and spelling		
3/15/99	KCEPA	we object to evaluating an administrator's performance, based on students' achievement based on SAT 9 scores. While we agree on the importance of gains in student achievement. We find this a discriminatory issue when attached to our evaluation process. In using this tool solely, we see the potential for litigation and favoritism to schools in higher/lower communities.		
3/15/99	Bridge Elementary	We feel that section 18.2.1 should be stated: Demonstrates instructional leadership to enhance school effectiveness by implementing programs and providing resources to improve instruction and increase student achievement. We agree that it is unrealistic for principals to be expected to raise test scores each year. Also, for section 18.3.2g we feel the word "command" should be changed to "earn".		
3/15/99	Berkeley Heights Elem	18.3.2g Appearance?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
<b>\$126-142-19. Evaluation Process for Professional Support Personnel</b>				
2/8/99	Marcella Linger/Peterson Elem	I would like to see separate forms for media specialists... librarians and counselors listing specific duties. Also - nurses need a separate form.		
2/8/99	Carla Williamson/Hayes Jr. High	This is needed!!		
2/16/99	Tracy LeMasters	The proposed policy extends evaluations to what is called Professional Support Personnel (counselors, audiologist, school nurse, school psychologist, speech pathologists, etc.) who will be placed on what is basically a Phase I evaluation. Having principals conduct performance evaluations every other year of all teachers and Phase I evaluations of Professional Support Personnel will take time and energy away from helping new teachers meet standards. Principals should concentrate their efforts to help teachers who need the help the most, rather than dissipate their time and resources.		
2/22/99	Carol Thom/Stonewall Jackson JH	I applaud the goal-setting aspect. My concern is: Professional support shall maintain a portfolio, yet teachers have the option as to the portfolio maintenance. Why the difference?		
2/24/99	Terry Sauvageot/Bridge Elementary	I'm glad you have addressed support personnel separately. I hope a different evaluation instrument will be used as well.		
3/1/99	Paul Barcus, Jr./Wetzel County Schools	19:5 again 5 ratings is excessive as stated previously.		
3/2/99	Eileen Poling/Tucker Co.	Too involved and time consuming. They are support personnel. They do their jobs will. Don't assume they can take over.		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/8/99	Lawrence Hitt Shepherdstown Elem	Are all school nurses employees at the county board of education? Who is responsible for their evaluation?		
3/10/99	Brenda Joe/Mannington Middle	Why require a portfolio? Should be optional		
3/11/99	Kathy Finsley/Ohio County Schools	19.5 as stated previously, the portfolio should not be required for support personnel unless it is also required for teachers		
3/12/99	Cheryl Whitescarver/Grafton HS	Portfolios add additional paperwork to the overload already experienced by secondary school counselors. Counselors in our county designed an evaluation form pertinent to counselors but cannot use it because the state is insisting on a portfolio. I resent the fact that other personnel are permitted to choose a method of evaluation, especially those with experience, while counselors are not afforded the same opportunity.		
3/12/99	Mary Lane/Greenbrier Co Schools	19.5 with a masters plus 59 hours, I resent being told that shall maintain a portfolio. As a professional I will do whatever is necessary to enhance my program and the job I do.		
3/12/99	M. Koretza M. Donato J. Miller North Marion High School	In strongly object to school counselors being labeled as Professional Support Personnel. We are an intrinsic part of the total educational process. Our school mission is to educate the total student. Components of mental, physical and emotional growth of our students are all equally important. Are our physical education teachers less important than our English teachers? With the emphasis on Jobs Through Education, the School counselor's role will be even more essential in our goal to graduate students who will be contributing members of society. The fact that we are mentioned right before the coaches suggests to me that we are viewed as an extra-curricular program instead of an indispensable part of the education team. I feel the evaluation process is very vague and not in line with the process used for classroom teachers, and therefore by nature is unfair.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	Linda Landreth/Princeton Sr High	<p>school counselors need to have an evaluation process that pertains solely to guidance counseling functions. a) counselors are the only personnel in this category that provide guidance services and activities for the entire student body of the school to which they assign the counselor. No other workers in this category work with all students. especially, "athletic trainers" b) counselors must have a MA degree to be qualified for a school guidance counselor position. c) many school counselors have a MA degree +30 &amp;45 and more graduate hours, which makes these workers even more educated and qualified for their positions. d) several school counselors are licensed counselors that enables them to do private practice. This license requires extra training and continuing education, which they must update every two years , to retrain this license. e) the counselor serves as a resource person to the administration, the faculty, and the other personnel listed in this group evaluation ie, school psychologist, social service workers, attendance personnel, a speech pathologist, etc. f) thus, again, the school counselor provides guidance services to the entire school personnel.</p>		
<b>§126-142-20. Improvement Plan for Professional Support Personnel</b>				
2/9/99	Charles Heinlein/St. Marys HS	20.2.3 change to - and in no case shall improvement plan be for less than a semester nor more than a year.		
2/16/99	Tracy LeMasters	The proposed policy violates state law 18A-2-12 states: "If the next performance evaluation shows that the professional is now performing satisfactory, no further action shall be taken..." The proposed policy says that even after an employee completes an improvement plan, "the employee must continue to show growth."		
3/1/99	Paul Barcus, Jr./Wetzel County Schools	20.2.3 see comments 126-142-16		
3/1/99	Robin Bolling/Asst Dir	20.3 After an employee has successfully corrected deficiencies, the employee must continue to demonstrate improvement.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Bob Jones/IVEMS	must show growth - no exit strategy		
3/1/99	Jan Kyle/Tucker Co.	20.3 will employee always be on an improvement plan?		
3/2/99	Teacher/Tucker Co.	20.3 Must continue to show growth?		
3/4/99	Larry Jones/Ohio Co.	Important additions that inadequacies of present policy		
3/8/99	Larry Parsons	20.1 Add the performance rating "below standards" along with the unsatisfactory rating for the improvement plan requirement. This makes this component consistent with the improvement plan process for teachers and administrators.		
3/12/99	Robert Carlisle/Greenbrier East HS	see comment 126-142-11		
3/11/99	Kathy Finsley/Ohio County Schools	20.3 - The employee must maintain growth demonstrated in the areas of deficiency.		
3/15/99	RESA II	20.1 Add the performance rating "below standards" along with the unsatisfactory rating for the improvement plan requirement. This makes this component consistent with the improvement plan process for teachers and administrators.		
3/15/99	Ranson Elementary	In the improvement plan, it states that the employee must correct the deficiencies and then must continue to show growth. With that statement it appears that an employee will never be done with the plan of improvement.		
<b>§ 126-142-21. Professional Support Personnel's</b>				
3/1/99	Robin Bolling/Asst Dir	21.1.6 facilitating professional development activities to achieve goals, and <del>achievement of desired goals</del> , and 21.1.7 developing and improving individual competencies and skills required to deliver services		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/12/99	Mary Lane/ Greenbrier Co Schools	22.8.1 f - appearance - same as 126-142-14		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	M. Koretza M. Donato J. Miller North Marion High School	The Professional Support Personnel's Responsibilities section is so vague and all-inclusive that it lends itself to huge abuses of already exhausted counselors. This policy gives the principal free rein to make any demand he wants of a counselor. This new policy seems to completely gut the old policy, which has sound reasoning and research behind it. This policy seems to have been hastily written without considering the serious consequences that could result.		
<b>§126-142-22. Professional Support Personnel's Performance Characteristics</b>				
2/22/99	Elizabeth Mow/Retired Teacher	It is probably good to include this section, but I don't know how principals in large schools will find the time to do it all.		
3/1/99	Robin Bolling/Asst Dir	22.6.1 a. Presents and disseminates information about services offered to students, school personnel, parents and the community  c. Creates positive climate during collaboration. NOTE: Consultation indicates the presence of only one (1) expert, whereas collaboration implies mutual expertise  e. respects values and opinions different from her/his own		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/4/99	Mary Nunn/Asst Dir	22.4.1 c Change "exercises confidentiality" to "follows confidentiality procedures" the latter phrase is consistent with language used in other sections of this document.		
3/8/99	Larry Parsons	Clearly address the Professional Support Personnel's Responsibilities and crystalizes the understanding.		
3/8/99	Lawrence Hitt Shepherdstown Elem	Terms are broad, vague, and hard to evaluate		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/10/99	Brenda Joe/Mannington Middle	22.8.1 Delete (a) "behaves in ethical manner" and (f) "commands respect" too subjective to be evaluated fairly.		
3/15/99	Cross Lanes Elem Teachers	22.3.1 Who are included in administration/management? The performance criteria listed does not apply to support personnel as stated in 126-142-19.		
3/15/99	RESA II	clearly address the Professional Support Personnels' Responsibilities and crystallizes the understanding		
<b>§126-142-23. Evaluation Process for Coaches</b>				
2/8/99	Joseph Oliverio/St. Marys HS	23.4 The Head Coach should not be involved in the evaluation of the Assistant. This could lead to several problems.		
2/8/99	Judd Ashcraft/North Marion HS	The evaluation instruments used must adequately include all necessary evaluation data prescribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31.		
2/8/99	Carla Williamson/Hayes Jr. High	A Kanawha County principal thanks you		

Date	Individual/Organization	Comments	Action/Type	Rationale
2/9/99	David Sammons/Genoa Elem	<p>This entire area of coaching is something I can better explain in person rather than in writing. From the experience that I am going through at the present time, I know first hand the damage that can be done with improper procedures in coaching.</p> <p>Coaches should be given immediate observations and evaluations. The process of waiting for a semester can cause too much damage. This damage could be irreparable. Coaches, who work only a few months, should not wait a semester to be evaluated. They will have come in, done the damage, get paid and "gone" before an observation/evaluation process could be implemented. Coaches evaluations should be separate from others because they are essentially "part time" employees and their pay is additional to their regular salaries, if they are school employees. If they are not school employees and are hired from the community, unsatisfactory coaches should not necessarily receive improvement periods. I can explain much better verbally.</p>		
2/9/99	Charles Heinlein/St. Marys HS	<p>23.3 the principal, assistant principal or athletic director (if a certified administrator) 23.6 same as 23.3 change</p>		
2/22/99	Elizabeth Mow/Retired Teacher	<p>Undoubtedly a good addition but again I wonder how principals in large schools will find the time to do it all even with the help of the athletic director, if there is one, and the head coaches.</p>		
2/22/99	Carol Thom/Stonewall Jackson JH	<p>I applaud this long overdue step in the evaluation process!! Hopefully it will provide much needed accountability.</p> <p>The increase in sheer numbers of evaluations to be done on a yearly basis is mind-boggling to me. I do not believe any administrator will be able to do it justice. If it could be split up over a two or even three year cycle (for coaches and professional support personnel) it would be more manageable, in my opinion.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Paul Barcus, Jr./Metzel County Schools	23.3 AD's are not trained to do evaluations - principals should do observations/evaluations of coaches - same comment throughout this section.		
3/1/99	Robin Bolling/Asst Dir	23.3 The primary purpose of the evaluation is to provide information necessary to ensure an objective assessment of the performance of a coach and to assure that quality coaching is provided to the student athlete.		
3/2/99	Eileen Poling/Tucker Co.	Eliminate this completely and go back to the present process. The WVSSAC is available to handle any problems.		
3/4/99	Candace Stanley/Princeton Sr High	Coaches have a real concern about someone evaluating them, someone with no understanding or knowledge about the sport they are coaching.		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/8/99	Yvonne Harris Judy Phillips Deborah Clark	Coaches have a real concern about someone evaluating them, someone with no understanding or knowledge about the sport they are coaching.		
3/8/99	Anita Ayers Joy Armstrong Mercer Co. BOE	Coaches have a real concern about someone evaluating them, someone with no understanding or knowledge about the sport they are coaching.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/8/99	Larry Parsons	<p>Coaches section flawed and inconsistent. Comprehensive training for evaluators and those being evaluated is critical to the success of the evaluation process. Specific time for training should be identified and allocated for that purpose.</p> <p>Addition of parental/community input via LSIC in the evaluation process for coaches.</p> <p>23.1 Need more than one written evaluation per season. The evaluation process should be consistent with the required evaluation(s), observations and conference(s) for teachers, i.e. 0-2 years experience - 2 written evaluations per year (minimum)</p> <p>23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers.</p> <p>23.4 Remove "athletic director" and "head coach" from the process. Collaboration could take place among the principal, athletic director, and head coach, but the principal should conduct the observations and evaluate coaches and assistant coaches.</p> <p>23.5 Remove "athletic director." There should be more than one evaluation.</p> <p>23.6 Remove "athletic director," add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days.</p> <p>One evaluation should be conducted on or before the sports mid-season</p>		
3/8/99	Lawrence Hitt Shepherdstown Elem	This is a needed process		
3/10/99	Rita Montrosse Judith Fleming Princeton Sr High	Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.		
3/11/99	Kathy Finsley/Ohio County Schools	23.4 - If this is implemented, all head coaches need to be trained in observation techniques and the evaluation system		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/12/99	M. Koretza M Donato J Miller North Marion High School	The administration/management section is the most disturbing. This section states that counselors should help with budgeting, staffing and curriculum implementation. These are principal and vice principal responsibilities. These competencies in no way address previous job descriptions of school counselors!!! This policy is a big step backward for counselors who have worked endless for the right to provide direct services to our students.		
3/12/99	Barbara Floren/Rand Elem	Does this really work?		
3/15/99	Delores Ranson/Jackson Co. BOE	Why just coaches. What about other extracurricular employees...band directors, honor bowl teams, etc. How many observations are required? 23.6: ... "Share evaluation .. Within a 4 week period at conclusion of season ... what if the coach has problems during this season?"		
3/15/99	Princeton Sr. High	Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	RESA II	<p>Coaches section flawed and inconsistent. Comprehensive training for evaluators and those being evaluated is critical to the success of the evaluation process. Specific time for training should be identified and allocated for that purpose.</p> <p>23.1 Need more than one written evaluation per season. The evaluation process should be consistent with the required evaluation(s), observations and conference(s) for teachers i.e. 0-2 yrs experience - 2 written evaluations per year (min)</p> <p>23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers.</p> <p>23.4 Remove "athletic director" and "head coach" from the process. Collaboration could take place among the principals, athletic director, and head coach, but the principal should conduct the observations and evaluate coaches and assistant coaches.</p> <p>23.5 Remove "athletic director." There should be more than one evaluation.</p> <p>23.6 Remove "athletic director," add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days.</p> <p>One evaluation should be conducted on or before the sports mid-season</p>		
<b>§126-142-24. Improvement Plan for Coaches</b>				
2/9/99	Charles Heinlein/St. Marys HS	<p>24.2.3 no case shall an improvement plan be for less than a semester nor more than a year.</p> <p>24.3 drop entire line - rationale - a second improvement plan is mandated to avoid arbitrary judgement of show growth.</p>		
2/19/99	Frank Devono/Bridgeport Elementary	<p>Please clarify. Can a plan be instituted at the end of a season and be carried out to the next season? May a play last longer than a semester?</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/1/99	Paul Barcus, Jr./Wetzel County Schools	24.2.3 Cannot limit the plan to one semester for a coach this way = what if the coach is placed on a plan near the end of the season and does not coach the following semester? Should be permitted thru the end of the following season (of the same sport when evaluated lowly)		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/8/99	Larry Parsons	24.1 Remove "athletic director." Add "below standards" as a criteria for development of an improvement plan as contained in Section 8. 24.2.3 Timeframe should not be a semester in length. The improvement plan should be for a minimum of 30 days and no longer than 1/2 the sport's season. 24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.		
3/8/99	Lawrence Hitt Shepherdstown Elem	Good, but difficult to carry out when seasons are concluded. Does the one semester in length mean the next season for the sport?		
3/11/99	Kathy Finsley/Ohio County Schools	24.3 As stated previously, the employee must maintain growth demonstrated in the areas of deficiency		
3/12/99	Robert Carlisle/Greenbrier East HS	see 126-142-11		
3/12/99	Barbara Floren/Rand Elem	It is needed, but what an "old boy" organization		
3/15/99	Delores Ranson/Jackson Co. BOE	24.2.3 change one semester in length to one season. Since citizen coaches' positions must be posted each year, have improvement plans ONLY if they are reemployed the following year. I think this is important. This is for citizen coaches only.		
3/15/99	Emily Meadows/Raleigh Co	By including athletic trainer in this policy, is a principal to evaluate this individual with goals, etc? These individuals usually fall under the extracurricular nature of an athletic coach in most instances.		

Date	Individual/Organization	Comments	Action/Type	Rationale
3/15/99	RESA II	<p>24.1 Remove "athletic director." Add "below standards" as a criteria for development of an improvement plan as contained in Section 8</p> <p>24.2.3 Timeframe should not be a semester in length. The improvement plan should be for a min of 30 days and no longer than 1/2 the sport's season.</p> <p>24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.</p>		
<b>§126-142-25. Coaching Responsibilities</b>				
2/8/99	Carol Hall/Mountain Messenger	Does this mean coaches in the High Schools will no longer be able to curse and swear at the boys and ridicule and harshly criticize them at practices? Does it mean coaches like the one from Beckley can no longer make fools of themselves at games and demonstrate their total lack of sportsmanship and setting AWFUL examples to the athletes? I hope so.		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/8/99	Lawrence Hitt Shepherdstown Elem	Interesting - hopefully these responsibilities will be carried out.		
3/12/99	Robert Carlisle/Greenbrier East HS	26.2.1a - change to read: follow the directions of the building principal		
3/12/99	Barbara Floren/Rand Elem	Cooperates - what does this entail? Develops rapport - training will be provided?		
<b>§126-142-26. Coaching Performance Criteria</b>				
2/19/99	Steve Bailey/Spanishburg School	This has been needed for years.		
3/4/99	Larry Jones/Ohio Co	Important additions that address inadequacies of present policy		
3/8/99	Larry Parsons	Clearly address the coaches' responsibilities and crystalizes the understanding.		

