WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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MAY 27 3 39 PM '99

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: West Virginia Constitution, Article XII, §2 and W.Va. Code §18A-2-12

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(s) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W.Va. Code §§29A-3B-1, et seq.; *W.Va. Board of Education v. Hechler*, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO __

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 142

TITLE OF RULE BEING AMENDED: Performance Evaluation of School Personnel (5310)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED:

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS June 26, 1999.

William J. Luff, Jr.
Associate State Superintendent

$7.20 w/out comments
$150.00 w/comments

FORM HD 201
(10-66)

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT **Policy 5310 Performance Evaluation of School Personnel** FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

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

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

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

DATE

January 15, 1999

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

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

PUBLIC COMMENT PERIOD ENDED: May 15, 1999

ADOPTED BY STATE BOARD: May 17, 1999

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 88 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). Many personnel were also supportive of the inclusion of evaluation criteria for athletic coaches.

As a result of additional comments received, indicators for the "exemplary" and "exceeds standards" rating categories have been defined and identified with a focus on recognition, leadership in staff development and innovative instructional practices. 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.

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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. -- West Virginia Constitution, Article 12, §2. and W. Va. Code §18A-2-12,

1.3. Filing Date. – May 26, 1999

1.4. Effective Date. – June 25, 1999

§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: 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, 1999.

§126-142-7. Principles of Operation.

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

7.2. All monitoring 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 four (4) performance rating categories on the personnel evaluation form for employees are a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. Exemplary - Performance consistently demonstrates expertise and mastery of performance criteria and/or 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/or 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 acceptable in meeting performance criteria.

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

9.1. For the 1999-2000 school year only, teachers with zero to two (0-2) years of experience will be evaluated pursuant to Section 10.1. 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 stage.

9.2. 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.

9.3. 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.

9.5. 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.

9.6 Evaluation -- Evaluations shall 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 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 professional growth and development plan may be used in lieu of the performance evaluation. The plan will 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) 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.

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 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 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.

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

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

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

12.2. 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.

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

12.4. 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. implements programs of study,

13.1.2. fosters a classroom climate conducive to learning,

13.1.3. utilizes instructional management systems models that increase student learning,

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

13.1.5. communicates effectively within the educational community, and with parents on a regular basis, and

13.1.6. meets 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.

14.2. Programs of Study:

14.2.1. Definition: Provides curricula required by the state of West Virginia.

a. Bases instruction on adopted curricula for the school.

b. Demonstrates accurate and current knowledge in subject field.

c. Develops appropriate lessons to teach instructional objectives.

d. Employs a variety of instructional strategies to augment achievement.

e. Uses content scope and sequence in planning.

14.3. Classroom Climate:

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

a. Follows established school discipline procedures that include the WV Student Code of Conduct.

b. Establishes procedures and rules that enhance learning.

c. Encourages students' attendance.

d. Sets high positive expectations for student performance.

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

f. Treats students in a fair and equitable manner.

g. Accommodates individual learning differences.

h. Creates and maintains an environment that supports learning.

i. Communicates with parents.

14.4. Instructional Management Systems:

14.4.1. Definition: Organizes teaching strategies to maximize allocated instructional time to increase student learning.

a. Prepares and implements lesson plans.

b. Begins lesson or instructional activity with a review of previous

material as appropriate.

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

d. Introduces the instructional activity and specifies instructional objectives.

e. Directs and adequately supervises students to be on task quickly at the beginning of each instructional activity.

f. Presents reading, writing, speaking, and listening strategies using concepts and language that students understand.

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

h. Assigns developmentally appropriate tasks.

i. Provides instructional pacing that ensures student understanding.

j. Maximizes student time-on-task.

k. Makes effective transitions between instructional activities.

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

m. Encourages students to express ideas clearly and accurately.

n. Incorporates higher level thinking skills.

o. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.

p. Provides remediation activities for students.

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

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

14.5. 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.

a. Follows grading policies and regulations.

b. Maintains accurate and complete student records.

c. Monitors and evaluates student progress.

d. Provides feedback on student work.

e. Monitors student attendance.

14.6. 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.

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

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

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

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

e. Determines and utilizes appropriate community resources.

14.7. Professional Work Habits:

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

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

b. Interacts appropriately with students, other educational personnel, and parents.

c. Participates in activities that foster professional growth.

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

e. Performs assigned duties.

f. Strives to meet county/school goals.

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

§126-142-15. Evaluation Process for 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 that validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified

during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

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

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

16.1. An improvement plan shall be developed by the supervisor and administrator 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 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 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. provides purpose and direction for schools/county,

17.1.3. demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,

17.1.4. manages group behaviors to achieve consensus,

17.1.5. enhances quality of total school/county organization,

17.1.6. organizes and delegates to accomplish goals, and

17.1.7. communicates 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 and development

18.3. Purpose and Direction.

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

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

a. accepts authority and assumes responsibility,

b. analyzes negative and positive forces affecting the school/county,

c. takes immediate steps when problems arise,

d. focuses resources on strategic goals,

e. uses problem solving strategies,

f. exhibits a positive attitude, and

g. encourages and facilitates meaningful and effective parent-teacher communication.

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

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

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

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

b. sets high expectations and articulates them to community, parents, staff and students

18. 5. Cognitive Skills.

18.5.1. 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:

a. encourages others to describe their perspectives,

b. respects others' perspectives, and

c. listens to others.

18.5.2. 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:

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

b. attends professional development sessions that are relevant to goals, and

c. accesses computer and management information systems.

18.5.3. Judgement. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgement:

a. values divergent thinking,

b. compares consequences of options, and

c. makes decisions after data are analyzed.

18.6. Leadership.

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

a. identifies self as a team leader,

b. intervenes, negotiates, resolves conflict as needed,

c. facilitates communication, and

d. creates cooperative atmosphere.

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

a. ties needs to established goals,

b. articulates expected outcomes, and

c. develops trust by modeling desired behavior.

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

a. understands how own behavior may affect others,

b. adjusts strategies when ineffective,

c. exhibits appropriate interaction skills, and

d. deals effectively with emotional issues.

18.7. Quality Enhancement.

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

a. promotes excellence by evaluating goals,

b. sets standards for goal accomplishment,

c. considers feedback, and

d. assesses own strengths and limitations.

18.7.2. 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:

a. supervises and monitors performance of staff,

b. collects and records performance data,

c. judges performance using criteria,

d. reinforces desirable behavior,

e. accesses computer and management information systems, and

f. demonstrates effective school financial management.

18.7.3. Coaching. -- Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:

a. builds a supportive environment for learning,

b. provides timely and specific feedback,

c. reinforces growth and development, and

d. exhibits effective conferencing skills.

18.8. Organization.

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

a. plans for goal accomplishment,

b. establishes priorities,

c. budgets and allocates resources,

d. assigns tasks and activities, and

e. plans for contingencies.

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

a. assesses expertise of self and others,

b. determines tasks to be assigned,

c. determines tasks needing outside assistance,

d. establishes performance standards, and

e. provides guidance.

18.9. Communications.

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

a. pronounces words and articulates clearly

b. speaks confidently, and

c. Uses correct grammar

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

a. writes with clarity and conciseness, and

b. uses correct grammar, spelling and 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 or to document unsatisfactory performance. 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 parents and 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.

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

ACTION
N: No Response
NA: Not Accepted
A: Accepted

TYPE
- Negative
+ Positive
o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		§126- 142 -1. General		
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 evaluees.		
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 Floren/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		
§126-142-2. Purpose				
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.		
§126-142-3. Authorities				
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		
§126-142-4. Definitions				
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	Sec 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 educator or substitute) you could have a person certified 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 1to5 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		
§126-142-5. Training				
/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?		
§126-142-6. State Board Approval				
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???		
§126-142-7. Principles of Operation				
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	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 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.		
		§126-142-8. Rating Structure		

Date	Individual/Organization	Comments	Action/ Type	Rationale
1/25/99	Ralph Paugh/Lubeck Elem	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. Also, the talk among teacher groups alludes to merit pay for exemplary teachers. Should this happen, then the battle lines will truly be drawn.		
2/1/99	Debra Hull/Wheeling Jesuit	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.		
2/8/99	Marcella Linger/Peterson Elem	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.		
2/8/99	Carla Williamson/Hayes Jr. High	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.		

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 continum.		
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 Chevalier 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 noncomformative. 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. If 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	- too subjective - not enough information regarding the five performance rating categories		
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 Harki/Lincoln High	My first objection lies with the change in the rating scale from a satisfactory/unsatisfactory rating scale t a 5 point scale of exemplary, exceeds standards, meets standards, below 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. Thee 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 leedway without strengthening the evaluation process. Actually is weakens the process.		
3/15/99	Belle Elementary	Satisfactory and unsatisfactory preferrred		
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 extensive. 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	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. 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 then to act in an appropriate manner to resolve the situation.		
§126-142-9. Evaluation Criteria for Classroom Teachers				
2/2/99	Marcella Linger/Peterson Elem	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.		
2/9/99	David Sammons/Genoe Elem	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.		

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	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)? 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.		
3/1/99	Jan Kyle/Tucker Co	Sec D eval - everybody has to have deficiencies identified instead of shall identify should read may identify		
3/2/99	Teacher/Tucker Co.	Sec D. Eval. - everyone must have deficiencies identify should read may 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" (i.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. 1st 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"		

Date	Individual/Organization	Comments	Action/ Type	Rationale
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. IMPORTANT: 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 1st and 2nd year? Is 2 really enough?		
3/15/99	P. Webster/Park Jr High	Non instructional activities need to be listed		
3/15/99	Sheryl Greenl/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 too 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 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	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. 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.		
§126-142-10. Evaluation Stages for Classroom Teachers				
1/25/99	Ralph Paugh/Lubeck Elem	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.		
2/8/99	Joseph Oliverio/St. Marys HS	Good idea deleting Phase II and returning to performance evaluation.		
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	Can provisions be made to allow us to get half of our teachers currently in the Professional Growth Cycle (Phases I & 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.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
2/8/99	J. Patrick Law/DuPont HS	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?		
2/9/99	David Sammons /Genoa Elem	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.)		

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	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. 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. 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. 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.		
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 ½ and ½ 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 lest, 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 <u>shall</u> 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 over burdened 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 form 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 7th 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	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. 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.		
3/15/99	Jefferson High School Fac	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.		
3/15/99	Point Harmony Elementary	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.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/15/99	Deborah Harki/Lincoln HS	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.		
3/15/99	Malden Elementary	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		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/15/99	KCEPA	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.		
3/15/99	Mary Burkhart	June 1 is for too late to discuss "progress" toward goal achievement.		
3/15/99		remain as is		
3/15/99	Ranson Elementary	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.		

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	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. 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. 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.		
3/15/99	High Lawn Elem	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.		
§126-142-11. Improvement Plan for Classroom Teachers				
2/8/99	Carla Williamson/Hayes Jr. High	Great addition! No more repetitive improvement plans for people who meet expectations only during the /improvement process.		
2/9/99	Charles Heinlein/ St. Marys HS	11.2.3 Change but in no case shall an improvement plan be for less than a semester nor more than a year 11.3 drop entire line - second improvement plan required otherwise arbitrary/capricious judgement of show growth		
2/19/99	Rosalee Casto/Kenna Elem	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.		

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 ***demonstrate improvement***		
3/1/99	Bob Jones/IVEMS	11.3 Must show growth until after death?		
3/1/99	Jan Kyle/Tucker Co.	11.3 must continue to show growth forever? Never removed 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 punative -		
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 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.		
§126-142-12. Improvement Team for Classroom Teachers				
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./Wetzel 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	Pikeside 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.		
§126-142-13. Teachers' Responsibilities				
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.		
§126-142-14. Teachers' Performance Criteria				
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 **teaching** strategies **for maximizing** the use of allocated instructional time **to increase student learning.** 14.4.2b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, **and exhibits appropriate interactive skills.** 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 g		
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	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. 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. 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.		
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	Malden 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 subjectiveism 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.		
§126-142-15. Evaluation Process for Administrators				
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.		
§126-142-16. Improvement Plan for Administrators				

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 1st semester in January? Are we talking 90 days in length or a school semester?		
3/1/99	Paul Barcus, Jr./Wetzel 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 **demonstrate improvement.**		
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(ies) 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 Burkhart	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?		
		§126-142-17. Administrators' Responsibilities		
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 ~~consensus and~~ group behaviors **to achieve consensus,**		
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.		
§126-142-18. Administrators' Performance Characteristics				
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 concensus. 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 principal's 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
§126-142-19. Evaluation Process for Professional Support Personnel				
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	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 &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.		
§126-142-20. Improvement Plan for Professional Support Personnel				
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.		
		§126-142-21. Professional Support Personnel's		
3/1/99	Robin Bolling/Asst Dir	21.1.6 facilitating professional development activities to achieve goals, ~~and achievement of desired goals, and~~ 21.1.7 developing and improving individual competencies and skills **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.		
§126-142-22. Professional Support Personnel's Performance Characteristics				
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 Personnels' Responsibilities and crystallizes 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		
§126-142-23. Evaluation Process for Coaches				
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	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. 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 form 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.		
2/9/99	Charles Heinlein/St. Marys HS	23.3 the principal, assistant principal or athletic director (if a certified administrator) 23.6 same as 23.3 change		
2/22/99	Elizabeth Mow/Retired Teacher	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.		
2/22/99	Carol Thom/Stonewall Jackson JH	I applaud this long overdue step in the evaluation process!! Hopefully it will provide much needed accountability. 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.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/1/99	Paul Barcus, Jr./Wetzel 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	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. Addition of parental/community input via LSIC in the evaluation process for coaches. 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) 23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers. 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. 23.5 Remove "athletic director." There should be more than one evaluation. 23.6 Remove "athletic director," add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days. One evaluation should be conducted on or before the sports mid-season		
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	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. 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) 23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers. 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. 23.5 Remove "athletic director." There should be more than one evaluation. 23.6 Remove "athletic director," add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days. One evaluation should be conducted on or before the sports mid-season		
§126-142-24. Improvement Plan for Coaches				
2/9/99	Charles Heinlein/St. Marys HS	24.2.3 no case shall an improvement plan be for less than a semester nor more than a year. 24.3 drop entire line - rationale - a second improvement plan is mandated to avoid arbitrary judgement of show growth.		
2/19/99	Frank Devono/Bridgeport Elementary	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?		

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 ½ 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	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 min of 30 days and no longer than ½ the sport's season. 24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.		
§126-142-25. Coaching Responsibilities				
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?		
§126-142-26. Coaching Performance Criteria				
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.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/10/99	Brenda Joe/Mannington Middle	26.2.1 Delete (q) "commands respect" (too subjective to be evaluated fairly.)		
3/11/99	Kathy Finsley/Ohio Co Schools	26.3.1 Coaches should be properly trained to respond to athletic injuries in an appropriate manner.		
3/12/99	Barbara Floren/Rand Elem	Who trains the coaches? - what training can be provided?		
3/15/99	RESA II	Clearly address the coaches' responsibilities and crystallizes the understanding.		
3/15/99	Berkeley Heights Elem	26.3.1c only to a degree. Coaches are not qualified to handle injuries (unless formally trained)		

POLICY 5310: PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT LOG
1999

ACTION	TYPE
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	0 Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
5/10/99	Name: Eldon Harper, Davis Center Education Division/Juvenile Services Blackwater Falls Road Davis, WV 26260 E-mail: stharper@access.k12.wv.us	126-142-8 Rating structure This is a good change. 126-142-10 Evaluation Stages for Classroom Teachers Eliminating this option would again place a heavy burden on the administrators and would go back to increased paper work. The change would increase the effectiveness of the evaluation process but it again detracts from the professionalism of the teacher. Some teachers would be glad to go back to performance evaluations which would take less effort on their part. Phase I and phase II levels were goal setting and some teachers found this difficult but it is more professionally uplifting and provides for more professional growth and development. I would be in favor of eliminating the phase II and letting it stand at the professional growth and development plan which would include a performance evaluation every three years. All other changes seem to fit.		

5/10/99	Robert M. Carlisle, Principal, Greenbrier East High School	The changes to the plan fails to address the hard points of an improvement plan. In the real world satisfactory improvement is not the results always achieved by an improvement plan. Until the following open areas are addressed, the principal's hands are tied when he/she tries to terminate a BAD teacher. MUST BE ADDRESSED: 1. If there is disagreement on the plan, who preveals [sic], the teacher or the administartor [sic]? 2. Who determines if the standards are met? 3. What action is taken if there is not satisfactory improvement? 4. How many improvement plans for a teacher? The principal is given the mission to meet an increasing number of performance standards, without an means to eliminate poor teacher, who have an adverse impact on performane [sic] criteria. Please help us made students the best they can be.		
5/11/99	W. Lynn Aikens	9.3 Observation of Classroom teachers: 3 observations per evaluation is excessive. As an administrator of a large school it becomes very difficult to spend that much time in classes of teachers that do not need that much additional help. If a teacher is at risk I would observe as many times as necessary, but to be forced to do 3 observations per evaluation for a good teacher under 3yrs. it is not necessary. 8.1 Why do we need to say a teacher is exemplary or exceeds if there is not any financial enumeration. Unless this plan is the first step toward merit pay. If that is the case then you all are barking up the wrong tree. For a veteran teacher a simple satisfactory or unsatisfactory is appropriate. More unnecessary paperwork is not needed by our state administrators.		

5/11/99	SHARON KONTOS LANGUAGE ARTS DEPARTMENT: SPEECH/THEATRE/ SPECIAL ED.GIFTED/ ENGLISH HUNTINGTON HIGH #1 HIGHLANDER WAY HUNTINGTON, W.V. 25701 304-5286452 OR 304 5220640	Ms. Miller, While I find the intent of policy 5310 well intentioned, I do find flaws that concern me. The first has to do with a dress code. While I too believe that "dress should command respect by example" etc., I have a fear that there is an agenda here. I recall a workshop on school time which suggest how we could wear heels, suit, and accessories to match in order to meet this goal. I couldn't help but muse that pants were more appropriate to my work in theatre (not pant suits) and how my allergy to shoes had made Birkenstocks my shoe of choice year round. A teacher's dress was not as much the point as their personl [sic] and professional needs and how those choices affected the outcome ...the need for respect. I would like to have a return to common decency and common sense as well as a return to strong principals who knew their staff well enough to know that style is governed by the needs of the individual situation. I have never lacked in the areas of authority, manners, or example. Still, I have had to make adjustments in clothing to meet my needs as an arthritic and as an overweight person.(Genetics and long hours at sedentary grading and planning can be cruel to some of us.) This era is disportortionally [sic] scewed [sic] to the needs of individuals, especially the disabloed [sic] or other wise abled [sic], but it seems to me the overweight teacher will not get the job to begin with and that really concerns me. My best teacher was both arthritic and overweight, and she wore her hosery [sic] tied just below the knee. Miss Katie was a giant among teachers. Her intellect was valued and not her abiltiy [sic] to look professional. She was worth the increased she cost in the insurance policies of others. She was ill most of her life, but we were blessed to have her for world and American		

5/11/99	Sharon Kontos	evaluations, we could end this absurd process. Our messages to teachers should be fare more constructive/positive. They are as mush parent as instructor and that is being forgotten. They often need remediation [sic] in the area of parenting skills. I would like the chance to evaluate my administration. I would like for students to have that right as well. I think that it would become clear where the weaknesses are if we were to do so. I don't think that an occasional visit to a classroom will do the job, nor do I think teachers should be planning their own improvement. I do think we need time for sabbatical during which we can educate ourselves, observe what we teach, and learn to teach from other teachers who are highly praised by students. I would love to see what they do. After 28 years, I still have things to learn. (Most continuing education classes are a total yawn. Computer units open worlds but are not long enough in duration.) (126-142-11) (I am concurring with 10.3) In general, I am feeling that the role of the evaluator is far removed from the realities we face in the classroom. (126-142-8) More and more has been "put on the plate" for all of us from janitor to administrator, and none has been removed. We are made responsible for all of the social, religious, political, economic, cultural, and physical problems that students face. We are asked to do an impossible job under untinable [sic] conditions. Yes, the buildings are great, the paper is unlimited, and the machines work, but humans are not being treated with respect and the result is that they are not acting respectful. Increasing absence, illness, and signs of stress(including murder), are the result of a tone that has come to represent "The American Way". I would like to suggest more "Hands On". (The administrator who		

5/11/99	Sharon Kontos	clarification that rejects quantity in favor of quality, that values hands on and not hands off, that rejects ditto sheets (the tool of small minds and book companies, which are one and the same), and rejects education on film that are not preplanned over a block of years to meet educational goals for children who have not seen the same one repeatedly because "kids like it" There is a need for FLEXIBILTY built on principles and on clear and simple rules. Approaches and outcomes are not one in the same thing. If we are to get the best of the teacher's ability and skill in teaching both subject matter AND more importantly, the culture values that we should be teaching as we are building a better world, we have to keep caring more about the person than the paycheck he or she is or will be making. What is "satisfactory" and what is "unsatisfactory"? Who suggested these categories? Were the deliverers consulted or are these categories a measure of state and national values that do not take into account the local and interpersonal needs of children? Who decided on the (4) performance categories? Why? They seems so ominous. Couldn't we find wording that make us a team and not adversaries? The view today is that we should be run as a business. I would like to suggest that while we do spend a goodly part of the budget, we are not and should not be a business, nor should our model be the same as that of a well-run business. We will loose the strenght [sic] of our system if we do. That is how the European system has been run for years, and as one nanny I met once said,"Our children know more; yours can think. " I believe that invention is our hallmark and that we should be allowed, as teachers, to invent, re-event, and to allow off-task time after having set high goals for ourselves and for our students. My point is this. Give us a goal and let us decide how		

5/11/99	Sharon Kontos	when administration is all to powerful and labor is under represented, over worked, and underappreciated.		
5/11/99	Linda Morgan Huntington High School phone: (304) 528-6432 email: lsmorgan@access.k12.wv.us	Regarding 126-142-10: Why has the self assessment (Phase II) been eliminated? After several years of teaching, professional educators should be able to assess themselves (and probably do so much more effectively than having an administrator watch them for a brief period of time). With this change, you send the message that teachers are too unprofessional to monitor and improve themselves--they must be "watched."		

5/13/99	Holly Woods hwoods@access.k12.wv.us	Dear Mr. Smedley, This e-mail is in response to the current Policy 5310 Performance Evaluation of School Personnel. * 126-142-8 Rating Structure * The four performance indicators are divisive and unnecessary * too much subjectivity in the determination of each category * 'Satisfactory' and 'Unsatisfactory' worked well... evaluator could always comment on exemplary performance * Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning * 126-142-10 Evaluation Process for Teachers * 10.3 Phase II(self-assessment) is eliminated * 10.3 Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan * 11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.		

5/13/99	Don Kawalek/Master Craftsman Technology Education Teacher Musselman Middle School Bunker Hill, WV. http://www.geocities.com/Athens/Troy/4300/	126-142-8 Rating Structure I really don't see the need for the four performance indicators mentioned. They are not necessary! There is also too much subjectivity in determination of each category. There are many Exemplary teachers now!!!! We should not have to be responsible for presenting what we do on a county, state, or national level! Things are not broken now. Leave them alone. 126-142-10 Evaluation process for teachers Phase I and Phase II are working just fine. Don't change it!!! 126-142-11 Improvement Plan Sounds to me like the improvement plan never ends according to the way this is written!!! 126-142-13 Classroom Teacher's Responsibility The word "appearance" could be interpreted as a dress code. For that matter, what is considered "appropriate"? Look how our president interpreted sexual relations!		

5/12/99	Jennifer Strawderman East Hardy Early Middle School	126-124-8 Rating Structure The 4 performance indicators are divisive & unnecessary; too subjective; rating categories measure state/national activity not real teaching & student learning; satisfactory & unsatisfactory worked well - could comment on exemplary performance this way. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II (self-assessment) is eliminated 10.3 Phase I is altered with the regular performance evaluation 126-142-11 Improvement Plan for Classroom Teachers 11.3 Once an employee has corrected whatever deficiency in the plan, he must continue showing improvement. Therefore, does the improvement plan ever end? 126-142-13 Classroom Teachers' Responsibilities 14.7.1g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code (subjective). The definitions of 'appropriate' appearance, behavior & language differ greatly from person to person and from community to community.		

5/13/99	Janet Clayton Moorefield Middle School	126-142-8 Rating Structure. It is unnecessary to have any rating structure other than "satisfactory' or "unsatisfactory." Adding more categories for rating performance makes the ratings subjecture according to the whim of the evaluator. More important than changing the rating catagories is having evaluators who are honest and consistent. Adding categories does not increase the validity of a particular evaluation. 126-142-10. Evaluation Stages for Classroom Teachers. The self-assessment Phase II should not be elimiated. This is a very important part of the present evaluation system. Requiring more evaluations by principals places unnecessary extra jobs to already overloaded school principals. 126-142-11. Improvement Plan for Classroom Teachers. This proposed change makes no provision for ending an improvement plan. Surely it could be expected that improvement must reach acceptable levels and the improvement plan could end. 126-142-13. Classroom Teachers' Responsibilities. Who is to determine what is appropriate in every school in every community in the state? This seems very subjective and erratic. Is this next step a "coat and tie" dress code?		

5/13/99	Anonymous/Organization	126-142-1. General Too many rating categories. Please use Meets Standards, Needs Improvement and Unsatisfactory. The Needs Improvement category gives the teacher an opportunity to do better before being marked unsatisfactory. Also, the court looks more positively to dismissals if you have given teachers clear cut directions how to IMPROVE. TOO MANY PERSONAL BIASES ON EVALUATION!!! 124-142-8 Rating Structure. Please Change - Not Fair 126-142-9 Evaluation Criteria for Classroom Teachers. Do Not Eliminate. Performance/Phase I/Phase II – WELL LIKED. 126-142-10. Evaluation Stages for Classroom Teachers. Do not eliminate PHASE II. Teachers see this as a reward and really like it. 126-142-11. Improvement Plan for Classroom Teachers. This process would fit very well under Needs Improvement category as listed under rating structure. 126-142-13 Classroom Teachers' Responsibilities. Evaluation Process: TOO LONG!!! Please Shorten in Length!!! 126-142-14/15/16/17/18/19/20/2122/23/24/26 & 26. VERY UNFAIR TOO BIASED. I feel new State Superintendent needs to develop EVALUATION!! We do not need a new one right now.		

5/13/99	Terry M. Chandler	126-142-8 Rating Structure 8.1.1. I question your definition of exemplary. I believe there are many exemplary teachers in the classrooms of WV that have not been recognized at the national and state level. Yet you are eager to exclude them because they have chosen to work quietly before and after school with their students then spend the endless hours that is required to complete the stacks of paperwork to fulfill a national certification. In all fairness I believe that a scale of exceeds standard, meets standard, and unsatisfactory would be clear, concise and yes fair to all parties involved. 126-142-11 Improvement Plan 11. 3 I question this line. " After an employee has successfully corrected deficiencies the employee must continue to demonstrate improvement." Does this mean that the employee is on an improvement plan for life! This line needs to have a specific time frame. 126-142-13 Classroom Teachers' Responsibility 14. 7. 1 " Commands respect by example in appearance, manners, behavior and language." The WV Dept. of ED. is opening themselves up to numerous law suits with this line. Who is going to set the standards for appearance the State Board of Ed. or the individual biases of each evaluator? Are we going to have a code for weight, length of hair, amount of make-up, facial hair, or suits and dresses. You can see what a can of worms this will become. I sincerely hope that this policy will be seriously revised before it is finalized. Terry Chandler		

5/13/99	Tonya Ferguson Musselman Middle School	To whom it may concern: I am very concerned about the policy 5310, and the lack of changes after the last comment period. Some areas that I am concerned about are: 126-142-8: Rating Structure -Having four performance levels are not needed. It will create anymosity within the workplace. There is too much subjectivity in determining each category. Using the two categories now (satisfactory and unsatisfactory) works well. The administrator can always comment on exemplary performance. The categories are measuring state and national activity, not the actual process of teaching and learning. 126-142-10: Evaluation Process for Teachers 10.3 Phase II should not be eliminated 10.3 Phase I is alternating with a regular performance evalution (this is unnecessary!) 126-142-11: Improvement Plan 11.3 If the educator must continue to show improvement then the improvement plan is never-ending!! If the deficiency has been corrected then it has been corrected. 126-142-13: Classroom Teachers' Responsibility 14.7.1 The sentence "Commands respect by example in appearance, manners, behavior, and language." can be interpreted very differently among different individuals. This can be interpreted as a dress code and is leaving teachers open to harassment about their dress. Please take the time to consider these comments. I assure you that I AM interested in having quality teachers and look forward to them being recognized. However, I feel that policy 5310 as it stands does not accomplish that. Sincerely, Tonya L. Ferguson Musselman Middle School (304)229-1965 Rt. 2 Box 119		

5/13/99	Wayne R. Williams Terra Alta/East Preston School	126-142-8 Rating Structure The four performance indicators are unnecessary. The determination of each category is to subjective. Keep the satisfactory and unsatisfactory evaluators. The exemplary benchmark is basically used as a measure for things done outside the classroom, not the exemplary things done in the classroom. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Administrators should not be forced to do regular performance evaluations because Phase II evaluations are removed. Keep the Phase II evaluations. 126-142-11 Improvement Plan for Classroom Teachers If I have completed a prescribed improvement plan, I should be removed from that plan. It should not be an ongoing process if I have satisfactorily completed the plan.		
5/13/99	Diane McCoy Parkersburg High School	126-142-8 Rating Structure These indicators measure state/national activity not the teaching and student learning. Too subjective. 126-142-11 Improvement Plan for Classroom Teachers Does the improvement plan ever end?		

5/13/99	Amy Powell, Teacher Road Branch Grade Cyclone, WV	126-142-8 Rating Structure "Satisfactory" & "Unsatisfactory" worked fine. If the principal felt you were doing an outstanding job, he could always indicate so on the comment section. The four performance indicators are very subjective. 126-142-9 Evaluation Criteria for Classroom Teachers The principal is to observe all his staff by Nov. 1? This seems a bit unrealtive, especially in schools with large faculties. This also seems to be somewhat early in the year to be judged on how well a teacher is performing. 126-142-10 Evaluation Stages for Classroom Teachers Why has Phase II been eliminated? With Phase II, teachers were made to feel that they could be trusted to assess themselves. 126-142-11 Improvement Plan for Classroom Teachers How can you continue to show improvement? Once placed on an improvement plan, you will always be on the plan. 126-142-13 Classroom Teachers Responsibilities By "appearance"; do you mean dress code? Most people have very different opinions as to what is meant by "appropriate" appearance, behavior, and language.		

5/13/99	Edsel Ray Lafferty, Principal Baileysville Grade	126-142-8 Rating Structure Any structure with more categories than satisfactory and unsatisfactory would provide unnecessary potential for subjective differentiation! 126-142-9 Evaluation Criteria for Classroom Teachers Requiring documented observations of all staff by Nov. 1 is unrealistic. Administrators do have other job responsibilities. 126-142-10 Evaluation Stages for Classroom Teachers The Phase II stage worked well. It should not have been eliminated. Requiring the performance evaluation is inappropriate. All that is needed is the option of doing that if needed. 126-142-11 Improvement Plan for Classroom Teachers Improvement needs to be required only until a satisfactory status has been achieved. 126-142-13 Classroom Teachers Responsibilities Terminology used in this item are too individually subjective to be valid.		

5/13/99	Linda Liebold Sistersville Elementary New Martinsville, WV	126-142-8 Rating Structure We had a multi-rating evaluation before and it didn't work so why try it again. These categories are too subjective. I don't care how much training you do with prinipals no two will evaluate the same. State and national activities do not reflect classroom performance. 126-142-10 Evaluation Stages for Classroom Teachers Phase II should not be eliminated – If you do Phase I over and over your not moving on to a new level. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected the deficiency in the plan the employee must continue to show improvement – does the plan never end? 126-142-13 Classroom Teachers Responsibilities Who gets to set the standards for appearance, manners, behavior, and language? I don't know anyone (including myself) that I would trust to set those for other people. We are professionals and can be trusted to conduct ourselves in an appropriate manner. 126-142-19 Evaluation Process for Professional Support Personnel As a speech/language pathologist, I don't think I can continue to come up with Phase I plans the rest of my career. Couldn't principals be trained to evaluate SLPs.		

5/13/99	Elizabeth Walter Jefferson CEA President Jefferson County Schools	126-142-1 General Continue "satisfactory" and "unsatisfactory" Encourage supervisors comments to determine specific teaching organization and implementation. 126-142-8 Rating Structure Eliminate individual (4) performance indicators, Measure teaching and student learning with a more direct evaluation - not a range of 4 indicators. 126-142-10 Evaluation Stages for Classroom Teachers Maintain both phases. This permits opportunities for teachers to explore areas of interest in depth often leading to presentation of material to other staff and a direct impact to student involvement. 126-142-11 Improvement Plan for Classroom Teachers Maintain current guidelines. Closure to a lesson is critical; closure to an improvement plan should also be. 126-142-13 Classroom Teachers' Responsibilities "Clothing does not the person make." Follow established policies by counties to address this.		

5/13/99	David Bateman, Teacher WVEA	126-142-8 Rating Structure This gets really subjective. More emphasis on teaching and student learning. Less emphasis on state and national activity. 126-142-10 Evaluation Stages for Classroom Teachers I miss Phase II (10.3) 126-142-11 Improvement Plan for Classroom Teachers What happens when you correct the deficiency? The improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities I agree with "manners, behavior, and language." However, the word "appearance" bothers me. Are we going to a dress code?		

5/13/99	W. Kenneth Pyles, Teacher Faculty Senate Chair East Bank High School	126-142-1 General The state department of ed., is generally trying to dictate too much from Charleston. A real backlash is beginning among educators and citizens. After improvements in the first year of Dr. Marockie's administration, you are "over reaching" and are in danger of destroying the good which has been done. 126-142-6 State Board Approval the four performance indicators are divisive and unnecessary. Subjectivity enters into evaluations. "Satisfactory" and "Unsatisfactory" is sufficient. 126-142-10 Evaluation Stages for Classroom Teachers I believe the current Phase I & II is a step forward in promoting professionalism. Going away from Phase I & II is regression and I fear that "performance evaluation" will be used by vindictative principals for sinister reasons. If for some reason Phase I & I are not working for teachers, then they could return to regular performance evaluators. 126-142-11 Improvement Plan for Classroom Teachers The teacher who has corrected the deficiency cited should return to regular status. They should not have to continue to show improvement. Principals can use improvement plans to blacklist teachers and such a designation should not become a permanent or semi-permanent mark on someone's professionalism. 126-142-13 Classroom Teachers Responsibilities I affirm your concern for appearance, manners, behavior, and language. Returning to teaching after beginning in the 1960s, I have seen a great deterioration in teacher appearance, and general demeanor. While it is difficult to establish a "dress code", appearances are important.		

		subjective. 126-142-1 General - I resent and object to the implication on page 2 in the comment summary that teachers and administrators who support the changes in policy "look forward to the recognition of quality teachers..." And those people who disagree with these changes don't want recognition of quality teachers??! 126-142-8 Rating Structure - Too few chances for professional staff to achieve this criteria. How many school/board office or state dept. employees get state/national recognition? 126-142-11 Improvement Plan for Classroom Teachers - If deficiency is corrected, improvement plan needs end date; cannot continue infinitely. 126-142-8 Rating Structure - There are very few opportunities for teachers to receive recognition at the state or national level. This would be almost impossible. 126-142-1 General - While I Have no problem with eliminating the Phase II (self-assessment) part of the evaluation, it seems the standards divisive, subjective and perhaps unattainable (exemplary) for may educators. Could evaluation on appearance lead to grievances? Or law suits?		

5/13/99	WVEA Member	126-142-8 Rating Structure "Satisfactory" and "Unsatisfactory" worked well. Evaluation should always comment on exemplary performance. Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected the deficiencies in the plan, the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Commands respect by example in appearance, manners, behaviors, and language. Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance behavior, and language differ greatly among communities and individuals.		

5/13/99	Loretta Brown, Teacher MCEA Berkeley Springs, WV	126-142-8 Rating Structure The four performance indicators are too divisive and subjective which can lead to political favoritism. Indicators need to address the actual teaching and learning activities. 126-142-10 Evaluation Stages for Classroom Teachers Teachers need to be afforded the options of former Phase II for self-assessment. 126-142-11 Improvement Plan for Classroom Teachers An improvement plan should set a goal, meet a goal and end. Unless another defiency is noted, there should be no further requirement. 126-142-13 Classroom Teachers Responsibilities The "commands respect" phrase is totally subjective and addresses issues that could be considered discriminating. (What if I want to wear corn-rows in my hair?)		

5/13/99	Robert Williams, Teacher Huntington High School	126-142-8 Rating Structure 4 Performance indicators are divisive and unnecessary. Subjectivity is overwhelming in category determination. Satisfactory & unsatisfactory worked well – the evaluator could comment on exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers Phase II should be restored (10.3) what is the problem with me assessing myself (I know me best!). 126-142-11 Improvement Plan for Classroom Teachers 11.3 You are simply going to hold this deficiency over the individual teachers head forever. You have no confidence in the improvement plan. When you have a teacher down why not just kick them too!! 126-142-13 Classroom Teachers Responsibilities A DRESS CODE!! Sorry, thats unconstitutional!! I think professionals know what is proper. Whats appropriate dress in Huntington, may not be the same in Welch, etc., Clean up student language, behavior, manners, you'll have a full time job!!		

5/13/99	M. E. Burkhart, and 37 other Teachers Musselman Middle	Section 10.3.2 - In keeping with our expectation to perform as, and be treated as professional, retaining the Phase I and Phase II evaluation procedures appears to be more consistent with our role as educators. In earlier wording of 10.3.1 the supervisor "will recommend either that the employee continue to Phase II or return to the performance evaluation. The inference is that performance evaluation is the more negative or punative choice. Why would policy be revised to having only the inferi or less desirable option??? 126-142-1 General - Educators need more time to evaluate this policy. The "mood" of the policy needs to be positive and supportive of educators. The valuation process are have is adequate and fair. 126-142-8 Rating Structure - The valuation process we are using allows principals to make comments about exemplary teachers. This process does not show you favoritism. If administrators were "machines", and all people were treated equal, the valuation suggested in 8.11 and 8.12 could possibly work. 126-142-10 Evaluation Stages for Classroom Teachers - Self -evaluation treated teachers as professional. It also allowed teachers to feel as if all people were treated equally. Principals should know which teachers need performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers - This could lead to "picking" by an administrator. If an employee has corrected the deficiency, the plan should be closed. Teachers need to be trusted and treated with respect even if improvement is needed in one area. 126-142-13 Classroom Teachers' Responsibilities - This could be based on the supervisors personal beliefs -		

5/13/99	M. E. Burkhart, and 37 other Teachers Musselman Middle	Section 10.3.2 - In keeping with our expectation to perform as, and be treated as professional, retaining the Phase I and Phase II evaluation procedures appears to be more consistent with our role as educators. In earlier wording of 10.3.1 the supervisor "will recommend either that the employee continue to Phase II or return to the performance evaluation. The inference is that performance evaluation is the more negative or punative choice. Why would policy be revised to having only the inferi or less desirable option??? 126-142-1 General - Educators need more time to evaluate this policy. The "mood" of the policy needs to be positive and supportive of educators. The valuation process are have is adequate and fair. 126-142-8 Rating Structure - The valuation process we are using allows principals to make comments about exemplary teachers. This process does not show you favoritism. If administrators were "machines", and all people were treated equal, the valuation suggested in 8.11 and 8.12 could possibly work. 126-142-10 Evaluation Stages for Classroom Teachers - Self -evaluation treated teachers as professional. It also allowed teachers to feel as if all people were treated equally. Principals should know which teachers need performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers - This could lead to "picking" by an administrator. If an employee has corrected the deficiency, the plan should be closed. Teachers need to be trusted and treated with respect even if improvement is needed in one area. 126-142-13 Classroom Teachers' Responsibilities - This could be based on the supervisors personal beliefs -		

5/13/99	Jim Prater, Teacher Baileysville Elem.	126-142-8 Rating Structure - The present rating structure has worked fine. Using the four leads would create jealousy and divisiveness. The process is not broken, so don't fix it. 126-142-9 Evaluation Criteria for Classroom Teachers - It would be impossible for an administrator in many cases to observe all staff or professional staff by Nov.1. Why Nov. 1? Why not May 1? 126-142-10 Evaluation Stages for Classroom Teachers - Why take away Phase II? Can't you trust professional to do Phase II? Why not? 126142-11 Improvement Plan for Classroom Teachers - How will someone on and improvement plan ever get off the plan? 126-142-13 Classroom Teachers' Responsibilities - Is appearance a form of a dress code? What is appropriate to some might not be viewed as appropriate to others. How objective is this?		

5/13/99	Juanita Thomas, Teacher Smoot Elem.	126-142-6 State Board Approval - Too much subjectivity in determination of each category. The four performance indicators are divisive and unnecessary. 126-142-10 Evaluation Stages for Classroom Teachers - Phase II should no be eliminated. 126-142-11 Improvement Plan for Classroom Teachers - The employee must continue to show improvement after he or she has corrected the deficiency in the plan. The improvement plan never ends. 126-142-13 Classroom Teachers' Responsibilities - Opinions as to "appropriate" appearance, behavior, and language vary greatly among communities and individuals. It is to subjective.		

5/13/99	Rose M. bell, Teacher Morgantown, WV	126-142-8 Rating Structure Four performance indicators are too subjective and divisive. Satisfactory and unsatisfactory are clear – the evaluator can add comments. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Do not eliminate self-assessment (Phase II) 126-142-11 Improvement Plan for Classroom Teachers 11.3 "Continuing to show improvement" could be a never-ending task. 126-142-13 Classroom Teachers Responsibilities 14.7.1g "appropriate" appearance can be subject to a wide range of interpretations.		
5/13/99	Darlene Simmons, Teacher University High School	126-142-8 Rating Structure Should be satisfactory and unsatisfactory.		

5/13/99	Glenda Bonfili, Teacher Westwood Middle	126-142-1 General Too subjective 126-142-6 State Board Approval Again, too much subjectivity. The scale is too broad. Not a true measure of teachers ability to teach. 126-142-8 Rating Structure Too broad – satisfactory or unsatisfactory works well. 126-142-10 Evaulation Stages for Classroom Teachers Principals find it difficult to find time to evaluate == Phase I then II should be retained. 126-142-11 Improvement Plan for Classroom Teachers When would and how would improvement plan end. Plans of improvement are really important but a teacher who does in fact improve should be monitored as all teachers should be daily. Monitor/evaluate – but sometimes a mentor teacher would be more appropriate. 126-142-15 Evaluation Process for Administrators Do they get evaluated?		

5/13/99	J. Page Adams, Teacher Bruceton Mills, WV	126-142-1 General We will shortly find ourselves short of teachers and if you want to be abrasive we will remain short and in trouble. 126-142-8 Rating Structure The rating should be satisfactory/unsatisfactory. This method you are using will create more grievance/lawsuits/cost more money, just as it used to. 126-142-10 Evaluation Stages for Classroom Teachers Why are we changing – if performance evaluation this many times you'd better get some reasonable administrators that look for more than discipline. 126-142-13 Classroom Teachers Responsibilities Did not one county lose a good math teacher over this – why a dress code?		

5/13/99	Sharyn Urey, Teacher Kingwood, WV	126-142-8 Rating Structure 4 performance indicators are divisive, unnecessary and too subjective. Indicators measure state and national activities, not everyday teaching and learning. 126-142-10 Evaluation Stages for Classroom Teachers When do principals have time to do al these evaluations? 126-142-11 Improvement Plan for Classroom Teachers When does it end? 126-142-13 Classroom Teachers Responsibilities Very subjective.		
5/13/99	Bonnie Brown, Teacher McDowell County	126-142-8 Rating Structure Four performance indicators are not necessary. An employee should be rated as satisfactory or unsatisfactory. Rate on what is actually done when teaching. 126-142-10 Evaluation Stages for Classroom Teachers Professionals should be able to evaluate themselves. Self-assessment is both effective and fair. 126-142-11 Improvement Plan for Classroom Teachers Every person should have the opportunity to be told you've done well. In essence, an employee on an improvement plan never gets the right to succeed. 126-142-13 Classroom Teachers Responsibilities Every person has their own opinion of proper appearance, behavior, and language. This area is too subjective and discriminatory.		

5/13/99	Ann Robb Preston County Ed. Assoc	126-142-8 Rating Structure Performance indicators may be acceptable if they truly reflected teaching ability/professional growth and development instead of the artificial standards of national and state recognition which may have nothing to do actual classroom teaching. 126-142-10 Evaluation Stage for Classroom Teachers Why is it necessary for an administrator to "check our homework?" Phase II finally treated us as the professionals we are. 126-142-11 Improvement Plan for Classroom Teachers Suppose a first year teacher had difficulties for which he/she was placed on an improvement plan. Is it realistic to expect that employee to then need to remain on such a plan for the next 20-30 years? 126-142-13 Classroom Teachers Responsibilities "Appearance" is a vague, proably unconstitutional indicator. There is a precedent in Mason county which speaks to this issue. Individuals have the right to this form of symbolic speech as covered by the first amendment. Tucker v. DesMoines" states that teachers do not lose their free speech rights at the "schoolhouse gate". Would you prefer we all march in lock step into our school rooms wearing our uniforms? I think not!!		

5/13/99	Wayne Spangler Monroe County Ed. Assoc.	126-142-8 Rating Structure The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. Satisfactory and unsatisfactory worked well. The evaluator could always comment on exemplary performance. Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II (self assessment) is eliminated. This is not good it makes the assumption that teachers cannot assess themselves. 126-142-11 Improvement Plan for Classroom Teachers 11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities 14.7.1g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and language, differ greatly among communities and individuals.		

5/13/99	Kay Smith, Teacher Greenbrier County	126-142-6 State Board Approval I like satisfactory and unsatisfactory - the rest is too subjective. The indicators chosen to show higher ratings are not what make a regular classroom teacher exemplary! 126-142-10 Evaluation Stages for Classroom Teachers As a professional with almost 30 years experience I think Phase II (now eliminated) was beneficial. Administrators are stretched now and all those performance evaluations are going to take time. 126-142-11 Improvement Plan for Classroom Teachers When does "improvement" end and how can a person who meets standards after improvement is completed need to continue what others don't have to do. 126-142-13 Classroom Teachers Responsibilities I do not want anything that could be a "dress code" unless we get money for this to use for "appropriate" appearance. This could change depending on area where you teach.		

5/13/99	Marion Allen, Teacher Rainelle, WV	126-142-6 State Board Approval The indicators of the rating categories measure state or national activity, not actually the direct teaching and student learning. 126-142-10 Evaluation Stages for Classroom Teachers If Phase II is eliminated, you can stifle the creativity of teachers. If they go to the Phase I with regular performance the time consumed by administration could be better used. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Commands respect by example in appearance, manners, behavior and language. Appearance could be interpreted by some as a dress code! In this case would we be provided a clothing allowance?		

5/13/99	William Allen, Teacher Rainelle, WV	126-142-6 State Board Approval If the rating structure is more than satisfactory and unsatisfactory you can get into personal opinions and too much subjectivity. The evaluator could also make comments on exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Much time and money went into training for the present Phase I & II evaluations. Why waste more money and time to replace something that is working. If there are problems address them, not change the whole system. 126-142-11 Improvement Plan for Classroom Teachers 11.3 Improvement plans should be for one year not an on-going process for the rest of the career as stated in the policy. 126-142-13 Classroom Teachers Responsibilities 14.7.1g West Virginia is a diverse place. The phrase "appropriate appearance, behavior, and language" could be interpreted differently according to where you live. This would not be consistent state wide.		

5/13/99	Johndra Brooks WVEA/Wyoming Co.	126-142-7 Principles of Operation The principal should <u>not</u> be the ones doing the evaluations. It should be someone from central. Personalities fall into this and it shouldn't. 126-142-9 Evaluation Criteria for Classroom Teachers Too subjective 126-142-11 Improvement Plan for Classroom Teachers Ones helping teachers with improvement plans should be someone from central office; not the principal. 126-142-15 Evaluation Process for Administrators Not really useful for teachers in a building. I don't feel they're really looked at. 126-142-16 Improvement Plan for Administrators These are not utilized, weak principles need to improve, too! 126-142-17 Administrators Responsibilities they are not scrutinized as much as teachers are.		

5/13/99	Barbara Byrd Ridgedale Elementary	126-142-6 State Board Approval We need four performance indicators. Exemplary performance needs to be listed on form as a chance for the evaluated to insist on advocating for self. For exemplary performance notation with the administrator. The lack of this category lets administrators off the hook when it comes to looking for exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers Self assessment is too important to be eliminated. 126-142-11 Improvement Plan for Classroom Teachers Leaves the employees vulnerable to the administrator. Once improvement goal is reached, it should be considered mastered unless proven over a course of time following to diminish and need to be reestablished as a goal. 126-142-13 Classroom Teachers Responsibilities Too much subjectivity!! Judgement form between evaluation and evaluatee. Appearance will be interpretted as dress code by principals who like that control (bean-counters, which many principals are).		

5/13/99	Norma Taylor, President Harrison Co. Ed. Assoc.	126-142-6 State Board Approval The performance indicators did not work before, so why go back there. They are unnecessary. There is too much subjectivity in etermining the indicator. 126-142-10 Evaluation Stages for Classroom Teachers Portfolio is working – why do anything to it? 126-142-11 Improvement Plan for Classroom Teachers It is ridiculous to expect the improvement plan to continue forever!! 126-142-13 Classroom Teachers Responsibilities The appearance part is too subjective — would vary depending on the evaluator – is to discriminating.		

5/13/99	Rebecca L. Rogers, Teacher Salem, WV	126-142-1 General "Satisfactory" or "unsatisfactory" evaluation is adequate – not 3 performance indicators. 126-142-4 Definitions Once "unsatisfactory" rating is given and corrected the individual should not be under special scrutiny. 126-142-9 Evaluation Criteria for Classroom Teachers Evaluation should be limited to the local school – any statewide or national work should be evaluated under "exemplary" category. 126-142-10 Evaluation Stages for Classroom Teachers 4 performance indicators are irrelevant. Satisfactory and unsatisfactory are sufficient. 126-142-11 Improvement Plan for Classroom Teachers Improvement plans should not be open ended. Once the deficiency has been corrected, the individual should be reinstated, with no penalty.		

5/13/99	Sharon Hammonds Harrison County Ed. Assoc.	126-142-8 Rating Structure The four performance indicators are divisive and unnecessary. It is too subjective. Satisfactory and unsatisfactory are sufficient. 126-142-10 Evaluation Stages for Classroom Teachers I disagree with the elimination of Phase II. I felt that I was being treated as a professional when I could carryout self-assessment. 126-142-11 Improvement Plan for Classroom Teachers Seems to be an external plan. 126-142-13 Classroom Teachers Responsibilities Appearance could be interpreted by some as a dress code. Opinions as to "appropriate appearance", behavior, and language differ greatly among communities and individuals.		

5/13/99	Deborah Lemmon, Teacher Ritchie Elementary	126-142-6 State Board Approval The four performance indicators are divisive and unnecessary. It allows for too much subjectivity in the determination of each category. Satisfactory and unsatisfactory work well and allowed for evaluations to comment on exemplary performance. Indicators of the rating categories measure state or national activity, not the nuts and bolts of teaching and student learning. 126-142-10 Evaluation Stages for Classroom Teachers Why was the Phase II eliminated? Self-assessment is valuable and should not be eliminated. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and language differ greatly among communities and individuals.		
5/13/99	Beth Obbink, Teacher McDowell County	126-142-8 Rating Structure I think satisfactory and unsatisfactory is enough – anything else is judgemental according to the principal. 126-142-11 Improvement Plan for Classroom Teachers This is also judgemental according to the evaluation. 126-142-13 Classroom Teachers Responsibilities This depends on the individual could be seen as a dress code.		

5/13/99	Missy Ennis, Teacher Steenrod/Madison Ele.	126-142-8 Rating Structure There is too much subjectivity in the determination of each category. The four performance indicators are divisive and unneccessary. Satisfactory and unsatisfactory worked well evaluator could always make comments on those exhibiting exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers Section 10.3 Phase II, the self-assessment phase, is eliminated. 10.3 Phase I is alternated with regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers Section 11.3 says once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities 14.7.1g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and language differ greatly among communities and individuals. Therefore, it is not appropriate to be judged by others based on dress.		

5/13/99	Kenneth Twentier, Teacher Bridgeport, WV	126-142-8 Rating Structure Rating structure should still remain satisfactory or unsatisfactory. 126-142-10 Evaluation Stages for Classroom Teachers Phase II of the current policy should be included in the new policy. 126-142-11 Improvement Plan for Classroom Teachers An improvement plan should have a beginning and end. This plan doesn't have closure. 126-142-13 Classroom Teachers Responsibilities Who determines what appearances are appropriate and what are not? This doesn't make any sense.		

5/13/99	Elaine Jessee Mercer County	126-142-8 Rating Structure The four performance indicators are unnecessary too much subjectivity in categories. 126-142-10 Evaluation Stages for Classroom Teachers Phase II (self-assessment) is eliminated Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected a deficiency his/her improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Clear up the language. Appearance (does this mean personal, dress, uniform, etc.)		
5/13/99	Brenda Gross Mercer County	126-142-8 Rating Structure The four performance indicators are unnecesary; there is too much subjectivity; the true essence of teaching and student learning are not truly measured. 126-142-11 Improvement Plan for Classroom Teachers There should be an improvement plan; however, if needs some form of closure. The improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities "Commands respect by example in appearance, manners, behavior, and language". The underlined items could be interpreted differently in different communities and by different individuals.		

5/13/99	Linda S. Forinash, Teacher Milton, WV	126-142-8 Rating Structure The 4 indicators of performance are divisive. Too much subjectivity in the determination of each category. This is very unnecessary! "Satisfactory/Unsatisfactory" worked well. Who complained? The evaluator could always comment on exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers Phase II (self-assessment) is eliminated. What was wrong with that process? It allowed teachers a chance to look at themselves. Restore it. 126-142-11 Improvement Plan for Classroom Teachers Once an employee has corrected a deficiency, he or she must continue to show improvement. In reality, the improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Commands respect by example in appearance, manners, behavior and language. Appearance could be interpreted by some as a dress code. Opinions as to appropriate differ greatly among communities, individuals, and the court system.		

5/13/99	Anonymous/Teacher	126-142-8 Rating Structure What a crock!! We have teachers at our school who are on every state committee that comes the pike! BUT, they can't teach for shit!! 126-142-10 Evaluation Stages for Classroom Teachers A teacher should still be allowed to do regular performance evaluations every year. 126-142-12 Improvement Plan for Classroom Teachers Once an employee corrects a difiency that should be it. No ones perfect. To have to continue to show improvement would lead to a persons feeling that nothing they do is good enough. There are enough frustrations with this job without adding to it. 126-142-13 Classroom Teachers Responsibilities Define "appropriate". Individuality should be encouraged in teachers as well as students. A respect for individuality should be fostered in students. The lack of respect for individuality is, in part, a cause of the massacre at Columbine High School.		

5/13/99	Pamela Adkins Mason County Schools	126-142-8 Rating Structure the proposed 4 indicators slow down the evaluation process for administrators. The objective indicators of satisfactory and unsatisfactory evaluator can indicate that. 126-142-10 Evaluation Stages for Classroom Teachers Elimination of Phase II strangles the professional development of the classroom teacher. 126-142-11 Improvement Plan for Classroom Teachers "Continue to show improvement" does not provide closure to the improvement plan. The employee has to function under a cloud of unsatisfactory performance. 126-142-13 Classroom Teachers Responsibilities Being a Mason county employee I very aware of the legal fallicy of enforcing a dress code.		

5/13/99	Judith K. Getty, Teacher Cabell BOE	126-142-8 Rating Structure Satisfactory and unsatisfactory worked well. The evaluator could then add his/her own comments. Performance indicators are divisive!! 126-142-10 Evaluation Stages for Classroom Teachers I like 10.3 Phase II self-assessment. It challenges me to improve in areas I perceive to be weaknesses. 126-142-11 Improvement Plan for Classroom Teachers I don't care for the idea, in writing, that the improvement plan never ends. We all strive to improve. We need more "PATS ON THE BACK" than criticism. 126-142-12 Improvement Plan for Classroom Teachers I feel the Faculty Senate/curriculum teams could be of real value to help with this. 126-142-13 Classroom Teachers Responsibilities A dress code (appearance) is a battle already fought. Opinions differ and could really cause problems through county BOE interpretations. 126-142-14 classroom Teachers Performance Criteria SAT 9 scores should not be a consideration when judging a teachers' performance. It isn't "written" but is used as a threat more or less. 126-142-15 Evaluation Process for Administrators I think teachers should have a part in this process. Who better to know what is going on in a particular building.		

5/13/99	Edna Congleton, Teacher WVEA Huntington, WV	126-142-8 Rating Structure The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 The Phase II self-assessment phase is eliminated. 10.3 Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers When an employee has corrected the deficiency for which they were put on the improvement plan, that employee must continue to show improvement. Does this improvement plan ever end? 126-142-13 Classroom Teachers Responsibilities Commands respect by example in appearance, manners, behavior and language. Most people think dress code when they see appearance. Opinions differ on appearance, behavior, and language appropriatness.		

5/13/99	Kathy Jacquez, Teacher Barrackville, WV	126-142-1 General You are asking far too much of busy administrators to do this correctly, they will not be able to do their other duties and this. 126-142-2 Purpose The Phase I and II program allowed me to grow as a teacher. Where is this growth now? 126-142-8 Rating Structure This is unfair to both teachers and administrators!! None of us have the time for more paperwork!! 126-142-10 Evaluation Stages for Classroom Teachers I felt very proud of my Phase II work. My professional growth should make me proud. 126-142-11 Improvement Plan for Classroom Teachers How does the employee know when they have improved? 126-142-13 Classroom Teachers Responsibilities Dress codes? What gives you the right?		

5/13/99	Denise Blandford, Teacher Mt. Alto, WV	126-142-8 Rating Structure The indicators that are to be used only measure what a teacher does on a state or national level are we not using this evaluation as a tool to measure what is done IN THE CLASSROOM?? 126-142-10 Evaluation Stages for Classroom Teachers Administration has not got the time to do all this!! Am I no longer able to self-assess? I'm the most qualified person to set the goals for myself to achieve!! 126-142-11 Improvement Plan for Classroom Teachers When does an improvement plan end?! Written this way it is UN ending!! 126-142-13 Classroom Teachers Responsibilities This is in essence a dress code! The best person to assess "appropriate dress" for the activities in MY classroom is me. Dress should and will differ greatly between individuals/classrooms/schools.		

5/13/99	Diana Kincell, Teacher Fairmont, WV	126-142-8 Rating Structure Ratings should be based on classroom performance, not if you are on state, national or local committees. Four performance indicators are too subjective!! 126-142-10 Evaluation Stages for Classroom Teachers Phase II is a good process and should not be eliminated – If a teacher is not good enough to be in Phase II, their supervisor should not have allowed them to go on. Don't penalize the rest of us. 126-142-11 Improvement Plan for Classroom Teachers If the deficiency has been corrected, the teacher should be able to receive a satisfactory evaluation like others, not put on a plan forever – Again, it's back to the administrator to do their job. 126-142-13 Classroom Teachers Responsibilities If you want a "uniform" dress code, provide us with uniforms!!		

5/13/99	Ruthine Gee Educator/Business Owner Buckhannon, WV	126-142-8 Rating Structure Using 4 categories is superflous and smacks of redunant repetition, therefore become verbose verbosity. I recommend satisfactory or unsatisfactory. Comment space can be used for commendations. However, evaluators should NOT be limited to one or two commendations - evaluators need to be free to use as many commendations as they need. Too much subjectivity. 124-142-9 Evaluation Criteria for Classroom Teachers Peer evaluation is a good idea - Why not try it - it may work well 126-142-10 Evaluation Stages for Classroom Teachers Please retain self-assessment. This should include a narrative on the self-assessment to be included in one's file. 126-142-11 Improvement Plan for Classroom Teachers When an improvement plan is met, the improvement plan must end. 126-142-13 Classroom Teachers Responsibilities This smacks of required dress code, and becomes too opinioned, varying school to school. Perhaps a modification mentioning "proper and acceptable, manners, courteous and respectful behavior, and proper and accepted language" and insert "neat and clean appearance" would be proper — We need not place the state in a position of defendant in a court action. 126-142-23 Evaluation Process for Coaches This needs NOT to be based on win/loss records!!!		

5/13/99	Mary Ellen Garton Barrackville, WV	126-142-8 Rating Structure Performance indicators should be left at satisfactory and unsatisfactory. The proposed 4 indicators are divisive and unnecessary. The top two indicators have nothing to do with classroom performance. 126-142-10 Evaluation Stages for classroom Teachers Don't eliminate the self-assessment in Phase II. 126-142-11 Improvement Plan for Classroom Teachers With this proposal the improvement plan never ends because even after the employee corrects the deficiency in the plan, the employee must continue to show improvement. 126-142-13 Classroom Teachers Responsibilities This area is very subjective. Each evaluator's interpretation of appearance, manners, behavior and language will be different.		

5/13/99	Anonymous	126-142-8 Rating Structure More emphasis should be placed on exemplary performance indicators should rate teaching and student learning with more emphasis. 126-142-10 Evaluation Stages for Classroom Teachers Phase II should be revamped and placed back in evaluation plan. 126-142-11 Improvement Plan for Classroom Teachers Improvement plan should end after deficiency has been corrected. The teacher should be given an opportunity to prove himself/herself. 126-142-13. Classroom Teachers Responsibilities Dress code should not be a determining factor in teachers' responsibility.		
5/13/99	Cathy Rodriguez Media Specialist	126-142-8 Rating Structure Exemplary and exceeds has nothing to do with teaching – just if you are on national or local boards. TOO SUBJECTIVE. 4 rating indicators are divisive and unnecessary. 126-142-10 Evaluation Stages for Classroom Teachers Return to Phase II & Phase I. 126-142-13 Classroom Teachers Responsibilities Opinion as to "appropriate" appearance, behavior and language differ greatly.		

5/13/99	Linda Polly, Teacher Beckley-Stratton Junior WVEA	126-142-8 Rating Structure Too subjective. Interpretations need to be more exact, able to be measured and understood clearly and to 10th of a point. 126-142-10 Evaluation Stages for Classroom Teachers Professionals can definitely benefit from an evaluation without feeling judged or punished for trying an activity that didn't work 1st time. Phase I leads me to believe a #2 follows. 126-142-11 Improvement Plan for Classroom Teachers Everyone can improve. The success of a lesson plan is not totally up to teacher on the day observed. What assistance and training will be given teacher to help him/her improve? 126-142-13 Classroom Teachers Responsibilities Can be replaced by more important responsibilities as a professional, 14.7.1g a natural.		

5/13/99	Mary Farmer, Teacher Mercer Elem.	126-142-6 State Board Approval- There is too much subjectivity in the determination of each category. If your are one of the"cronies" you'll be fine-if not, you could have difficulties, even though you do a good job. 126-142-10 Evaluation Stages for Classroom Teachers - The phase II step gave me an opportunity to work on my goals, not someone elses! The alternating of these phases helps us to improve in all areas. 126-142-11 Improvement Plan for Classroom Teachers - At what point, do the teachers get to stop the improvement. If you once correct the deficit, how can you do better than exceeds?? 126-142-13 Classroom Teachers' Responsibilities - Under the category appearance- does this mean a dress code for employees? Will the state offer a money allowance for my wardrobe?		
5/13/99	William Tomanek, Teacher Big Creek High	126-142-1 General - Use "Satisfactory" and Unsatisfactory" as the performance indicators.		
5/13/99	Rosemary Anderson, Teacher, Madison School	126-142-8 Rating Structure - This structure is entirely to subjective. 126-142-13 Classroom Teachers' Responsibilities - Who will decide what "appropriate" is ? This is too subjective.		

5/13/99	Mary Rouse, Teacher Sistersville Elem.	126-142-8 Rating Structure- The 4 performance indicators are unnecessary. Satisfactory/Unsatisfactory works well. Using 4 indicators causes more problems, more subjectivity. 126-142-10 Evaluation Stages for Classroom Teachers- Phase II should be reimplemented. By eliminating this phase you are saying that veteran teachers are not professional enough to evaluate themselves every other year. It is an insult. 126-142-13 Classroom Teachers' Responsibilities- This is simply a dress code for professionals. I think you should be more concerned with the dress, manner behavior etc. of students, not professionals.		
5/13/99	Debbie Leeson, Teacher Doddridge	126-142-6 State Board Approval- "Satisfactory" and "Unsatisfactory" worked well. Evaluator could always comment on exemplary performance. 126-142-11 Improvement Plan for Classroom Teachers- 11.3 once a deficiency has been corrected by all employee, improvement must be continued indefinitely. 126-142-13 Classroom Teachers' Responsibilities - "Commands respect by example in appearance, manner, behavior and language". This could be interpreted by some as a "dress code". Appropriateness in some areas vary by regional acceptance and job classification. ie. PE teachers different levels.		

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5/13/99	Brenda Lee, Teacher Mercer	126-142-8 Rating Structure- The four performance is to broad a range and unnecessary satisfactory & unsatisfactory seems to work well. 126-142-10 Evaluation Stages for Classroom Teachers- In agreement Phase II should be eliminated. 126-142-11 Improvement Plan for Classroom Teachers- Need to be a way to release a person once that meet their improvement plan. This might encourage improvement because success is in sight.		
5/13/99	Ethel St. Clair, Teacher Cabell	126-142-8 Rating Structure- The four performance indicators are divisive & unnecessary. Too subjective in each category satisfactory- unsatisfactory works well. "If it isn't broke don't fix it" 126-142-10 Evaluation Stages for Classroom Teachers- Phase II needs to remain. After tenure evaluation should be Phase I & II alternated unless on Improvement plan. 126-142-13 Classroom Teachers' Responsibilities- "Commands respect by example in appearance manners, behavior & language" who will play "God" and decide what is "appropriate" appearance, behavior, and language. May different opinions. Sounds like a dress code.		

5/13/99	Nancy Lemon, Teacher Oceana High	126-142-8 Rating Structure- Why use 4 performance indicators that are unnecessary? That's too many. Why not just satisfactory & unsatisfactory? Evaluators can make additional comments if needed. 126-142-10 Evaluation Stages for Classroom Teacher- Don't like Phase II being eliminated. Why alternate Phase I with regular performance evaluation? Either as one or the other. 126-142-11 Improvement Plan for Classroom Teachers- Once you meet the criteria for deficiency, you have to continue. For example, if your are trying to be on time, once that is meet, do you have to be 5 minutes earlier next year. 5 minutes earlier the next, etc. 126-142-13 Classroom Teachers' Responsibilities- In the section about appearance, what is meant by "setting example be appearance"? Is there going to be a dress code set statewide? County wide? 126-142-23 Evaluatio Process for Coaches - Not well thought out. 126-142-24 Improvement Plan for Coaches- Not well thought out.		

5/13/99	Elizabeth Powell, Teacher Oceana Middle School	126-142-8 Rating Structure- Should be left as "Satisfactory" and "Unsatisfactory". 126-142-10 Evaluation Stages for Classroom Teachers - Phase II should be left in. Self-evaluation is an important part of the process. 126-142-11 Improvement Plan for Classroom Teachers - When a deficiency as been corrected, the improvement plan needs to be eliminated. 126-142-13 Classroom Teachers' Responsibilities - Appearance should be eliminated as one of the criteria.		
5/13/99	Ann Moler, Teacher	126-142-8 Rating Structure - Principals need to be accountable for there teachers evaluations and abservations. 126-142-10 Evaluation Stages for Classroom Teachers- Phase II self assessment needs to remain. Employees need to be treated more professionally and allowed to grow within themself. 126-142-11 Improvement Plan for Classroom Teachers - the improvement plan need to end where employee has corrected the deficiency. If employee does not continue improvement, this will be covered in the evaluation. 126-142-13 Classroom Teachers' Responsibilities - exclude word "appearance". There is no dress code. Some principals may be religious and want everyone to wear dresses.		

5/13/99	Ellyn Parson, Library/Media	126-142-8 Rating Structure - Rating structures other than satisfactory or unsatisfactory are unnecessary & encourages judgemental evaluations. Comments can always be added for exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers- Alternation is confusing - takes away choices & encourages management top down. 126-142-11 Improvement Plan for Classroom Teachers- Improvement Plan never completed. 126-142-13 Classroom Teachers' Responsibilities - Appropriate is judegmental. Evaluation will be based on opinion.		
5/13/99	Geneva Molnar, Teacher Berkeley Education Assoc. President	126-142-8 Rating Structure- satisfactory and unsatisfactory worked- why change? Administrations could comment on exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers - No Phase II - this allowed professionals to chart their own professional growth. 126-142-11 Improvement Plan for Classroom Teachers- If a professional is placed on an improvement plan, under the changes of Policy 5310, there seems to be no end of to the improvement once the professional has shown improvement. 126-142-13 Classroom Teachers' Responsibilities - Will appearance be interrupted as a dress code? The administrations view as appropriate can differ greatly.		

5/13/99	Janice Williams, Teacher Mercer	126-142-8 Rating Structure - There is too much subjectivity in the determination of each category. 126-142-10 Evaluation Stages for Classroom Teachers- The self-assessment phase for teachers is eliminated. Teacher should know whether or not they have accomplished the goal. 126-142-11 Improvement Plan for Classroom Teachers- In requiring the employee to continually show improvement in a stated deficiency the improvement plan never ends. 126-142-13 Classroom Teachers' Responsibilities- There are many things wrong with this: this could be interpreted as requiring a dress code. We barely have the ability to monitor student dress, don't tell me how to dress. What is appropriate for one many not be appropriate for others. Professional teachers command respect in all aspects of our daily lives.		
5/13/99	Kathy Roberts, Teacher Mercer	126-142-8 Rating Structure - Indicators are divisive & unnecessary. 126-142-10 Evaluation Stages for Classroom Teachers - I agree that Phase II should be eliminated. 126-142-11 Improvement Plan for Classroom Teachers - Needs to be a way for the employee to phase out of the improvement plan once the plan has been met.		

5/13/99	Wanda Brown/ WVEA Teacher,Ohio Education Assoc.	126-142-8 Rating Structure 1) 4 performance indicators are devisive 4 unfair 2) Too much subjectivity in determination of each category(not fair & equal) 3) indicators measure state & national activity, not what real teaching is about. Measure form the beginning of the year to end of year progress. Too many outside forces (home life, cimmunity, gen. attitude at home towards education, etc.) 126-142-10 Evaluation Stages for Classroom Teachers Too much subjectivity - it becomes a choice of whether the supervisor likes you or not. They can use the evaluation. To force you to do extra activities after school hours & donate money to their causes, etc. This is hels over our heads now. Phase II eliminated (self assessment) 10.3 phases 1 is alternated with regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers. Even after correction of deficiency, they must continue to show improvement. It never ends! 126-142-12 Improvement Team for Classroom Teachers. Rate a teacher for teaching - not for the "icing" on the cake. 126-142-13 Classroom Teachers' Responsibilities. "Appearance" can be considered as dress code. Think about what actual teachers do...teach! This may be sitting on the floor, crawling under tables to rearrange plugs, letting little tears soak your clothes, letting not too clean heads & faces rest on your clothes, etc. Much to subjective. We have lunch duty, etc. and believe me, dressy doesn't get it! We don't sit all day. Be realistic, please. Again, all principals are not fair. We are professional and we know how to dress. We know how our days are (no conditioning, etc.) & all of us wear clean		

5/14/99	Roger Tschappatt Wheeling, WV	1. Four performance indicators should be reduced to two -- satisfactory and unsatisfactory. 2. Self evaluation should be retained and be the exclusive basis for evaluation. 3. Improvement plan requires continuous improvement??? Isn't this impossible? Once an employee has reached standards the improvement plan should end. 4. Classroom Teachers' Responsibility -- extremely vague and subjective. In fact, much of the policy appears to be vague and subjective. This lends itself to a situation where the principal's golfing buddy gets good evaluations and others are held strictly accountable. Years ago, a situation like this was permitted to exist in a certain school. The golfing buddy did no teaching at all and just gave the kids busy work to do all day while he sat at his desk doing crossword puzzles. But he got fine evaluations. Thank you for allowing me the privilege of commenting. It is an honor to work for such a fine school system and I hope we can structure this policy in such a way as to allow our school system to maintain its tradition of excellence. --Roger L Tschappatt in Wheeling		

5/14/99	Susan Horner	10.3 Phase I and Phase II worked very well. I found that I challenged myself to improve and develop techniques that would benefit the students. Evaluation of my performance after teaching 25 years is insulting to my professionalism and dedication. 11.3 How much improvement can one demonstrate? According to the wording here, it is a never ending burden. Some administrators will use this policy to constantly confront their personnel. 14.7.1 Who sets the standard for this? There is a wide range of acceptability as to what is appropriate, and this item is very restricting. You cannot 'command' respect; in reality, it is granted to you by your position in the structure of things, or it is given to you because you've earned it. Trying to regulate by appearance, manners, behavior, and language is futile, and defeating.		

5/14/99		seemed to give at least some teachers the feeling that they were self-employed and not accountable to anyone. 126-142-12: Would not an administrator be at the same "programmatic level" (not content area) as the teacher on the improvement plan with an improvement team? 126-142-14: Instead of putting parentheses around the words in the definition (14.7.1), I would write: "Demonstrates behavior that reflects established professional responsibilities including, but not limited to, attendance...." Using "i.e." seems to suggest only - it could be interpretted that it "doesn't have to be." 14.7.1g, Yes! Yes! Yes! Our appearance and behavior seem to be slipping away from"professional." The old expression is so true - If you want to be treated as a professional, ACT LIKE ONE. Thank you for the opportunity to comment. Emily Meadows, Ed.D. Personnel Director Raleigh County Schools		

5/14/99	Emily Meadows	126-142-4: Defining Athletic Trainers as "Prof. support Personnel" for the purposes of evaluation seems ike overkill. I do not know any county that employs Ath. Trainers as fulltime persons. Most are on extracurricular contracts. It seems more appropriate to classify these individuals as coaches - they usually only work (as required by law) during football season. The process of eval. under coaches seems to be more relevant. 126-142-8 I like that we are trying to recognize outstanding levels of performance. I feel the 4 categories need to be 1) Exceeds, 2) Meets, 3) Needs Improvement, 4) Unsatisfactory. I am concerned by the proposed definitions of "Exemplary" and "Exceeds" - everyone may not make national/statepresentations every year. These two categories are too similar to merit being separate. On the other end of the scale, often persons need improvement but are not unsatisfactory yet. I appreciate and demand excellence - but at that level, how can we distinguish between such fine lines of difference? 126-142-9: 9.1, change the wording to "more than 6 years" instead of "6 or more years." This creates the same problem we had in '92. Also this wording matches the wording in Sec. 10. 9.3, All teachers do not get hired by November 1. I would suggest this wording: "For newly hired teachers, the first observation shall occur within the first 30 days of employment. For all other teachers with 0-2 years, the first observation shall occur on or before November 1." I would not want a beginning teacher to go 60+ days without observation from his/her immediate supervisor - the mentor would not wait that long. 126-142-10: Eliminating Phase II strengthens the importance of evaluation and the role the supervisor plays in the process. Phase II		

5/14/99	Nancy Loy	Dear Mr. Smedley, This in response to Policy 5310. These are my comments: .126-142 - Rating Structure . The four performance indictors are divisive and unnecessary . Too much subjectivity in the determination of each category . 'Satifactory' and 'Unsatisfactory' worked well...evaluator could always comment on exemplary performance .Indicators of the rating categories measure state or national activty and not the nuts and bolts of teaching and student learning. 126-142-10 Evaluation of Process for Teachers .10.3 Phase II (self-assessment) is eliminated .10.3 Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan . 11.3 Once an employee has corrected the deficiency in the plan, the employee must continue to show improvement. In essence, the improvement plan never ends. 126-142-13 Classroom Teachers' Responsibility . 14.7.1.g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. Opinions as to 'appropriate' appearance, behavior, and language differ greatly among communities and individuals.		

5/13/99	Doris Tuckwiller-Wood, Teacher Musselman Middle	126-142-1 General I suggest the State School Board consider delaying changes to Policy 5310. It appears many were unaware it was out for review. My school would not have known if I had not read about in the WVEA Journal. 126-142-8 – The new indicators for "exemplary" will discriminate against the more veteran teachers. Those who began teaching in the 60's and 70's do not sing their own praises. They were taught that to do such was "bragging" not a desirable personality trait. I have seen many veteran teachers who have been nominated for "Teacher of the Year" return the forms untouched. They were taught that what mattered was how you performed in the classroom, not how you padded a resume or created a portfolio. These are deserving, indeed exemplary teachers, but they let their work speak for themselves. 126-142-10 – No change needed under the current policy. If a principal identified a teacher who needed additional help, that teacher would be moved out of Phase I & II to performance evaluations. Phase I & II treated teachers as professionals. I feel it would be a shame for the School Board to revent to the classroom observation method for all teachers sending the message that we cannot be trusted as professionals. 126-142-11 – The wording of 11.3 "After an employee has successfully corrected deficiency(ies) the employee must continue to demonstrate improvement" could allow administrators to harass employees. 126-142-13 – 14.7.1g is too subjective. Opinions vary greatly as to what is appropriate, could lead to grievances and/or litigation over 1st amendment rights. "Commands respect by example in appearance, manners, behavior and language."		

5/13/99	Paula Polosky, Teacher WVEA/Morgantown, WV	126-142-1 General How do you determine when a person will come off a plan of improvement? The purpose rating structure is too subjective. 126-142-6 State Board Approval Please go back to satisfactory and unsatisfactory. I'm not against "exceeds standards" if there is objecive criteria. This proposal is too vague. 126-142-11 Improvement Plan for Classroom Teachers There is no way for someone who is placed on a plan of improvement to ever be recognized as "satisfactory" in performance.		
5/13/99	Sheila Stapleton, Teacher Lincoln Co. BOE	126-142-8 Rating Structure The 4 performance indicators are divisive and unnecessary. There is too much subjectivity which could lead to evaluations being used as reprisal or discrimination. 126-142-11 Improvement Plan for Classroom Teachers Everyone should be "forgiven." Once an employee has corrected the dificiency, the employee should be taken off. Bad administrators could use this as a control device. 126-142-13 Classroom Teachers Responsibilities "Appropriate" appearance, behavior, language differ greatly among individuals, communities. Religious beliefs also decide what an individual sees as "appropriate".		

5/13/99	Jewell Wilburn, President Kanawha Co. Ed. Assoc.	126-142-6 State Board Approval Indicators are devisive, too subjective in determination of each category. Indicators do not measure nuts and bolts of teaching. 126-142-10 Evaluation Stages for Classroom Teachers Phase II. Self-assessment should be retained. Evaluations should be formative. 126-142-11 Improvement Plan for Classroom Teachers The way policy is written, the improvement plan never ends. 126-142-12 Improvement Team for Classroom Teachers "Commands respect by example in appearance, manners, behavior and language" appropriate appearance is open to too much interpretation.		

5/13/99	Rosemary Houser, Teacher Moatsville, WV	126-142-8 Rating Structure Four performance indicators are too subjective. "Satisfactory" and "Unsatisfactory" have worked well and should be maintained. Exemplary performance comments should reflect local and county performance. 126-142-10 Evaluation Stages for Classroom Teachers Phase II (self-assessment) has been very beneficial to my personal growth as a teacher.		
5/13/99	Carl E. O'Dell, Art Instructor Nicholas Co. Bd. Of Ed.	126-142-8 Rating Structure Satisfactory and unsatisfactory worked well and there's no need for change. The evaluator can make comments on exemplary performance. The four (4) performance indicators are divisive and unnecessary. 126-142-10 Evaluation Stages for Classroom Teachers Phase II (self-assessment) should be eliminated and Phase I should be alternated with the regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers 11.3 The improvement plan never ends, even after the employee has corrected a deficiency, this indicates that the improvement must be continued. 126-142-13 Classroom Teachers Responsibilities This seems to be an effort to enact a dress code with the use of the word "appearance". Opinions as to "appropriate" areas would differ among educators.		

5/13/99	Fred Farris, Teacher Lester Elementary	126-142-8 Rating Structure Satisfactory and unsatisfactory are adequate. The evaluator can note exemplary performance. Too much room for subjectivity in each category. Rating categories measure external activities rather than classroom performance. 126-142-10 Evaluation Stages for Classroom Teachers The elimination of the self-assessment (Phase II) seems to be a step backwards. Experienced, dedicated professionals do assess their progress and adjust accordingly. 126-142-11 Improvement Plan for Classroom Teachers How does one ever get off of an improvement plan? The language which states that an employee must continue to show improvement does not indicate when the employee is finished with the plan. 126-142-13 Classroom Teachers Responsibilities The word "appropriate" is open to many interpretations.		
5?13/99	Estil Hughes, Teacher Richwood High School	126-142-8 Rating Structure Unnecessary. Harm to morale will exceed potential benefit. 126-142-13 Classroom Teachers Responsibilities Commanding? In todays classrooms? Will you then give additional authority?		

5/13/99		126-142-14 Classroom Teachers Performance Criteria I embrace the idea of performance criteria for teachers that are objective and measurable these are not. 126-142-15 Evaluation Process for Administrators Staff should have input into evaluation for administrators. 126-142-16 Improvement Plan for Administrators Staff should be included in improvement plan process.		
5/13/99	Vera Brooks, Teacher	126-142-8 Rating Structure Satisfactory and unsatisfactory worked well. Four indicators will too much subjectivity in the determination of each category. 126-142-11 Improvement Plan for Classroom Teachers This part of policy is not good at all. At this rate, teacher will live under an improvement plan. Adds too much more stress to job.		

5/13/99	Randy Boyd, Teacher	126-142-1 General The four performance indicators of teacher performance are subjective. They rely on opinions of administrators rather than objective facts. They discourage teachers from speaking up for their beliefs when their opinions may disagree with administrators who can base judging their performance on subjective undocumented opinions. 126-142-6 State Board Approval Performance indicators are subjective not criteria referenced. Satisfactory and unsatisfactory already provides a structure to get rid of bad teachers why add to this with 2 more categories. 126-142-8 Rating Structure These are not objective criteria. They cannot be cross referenced from one school to the next. 126-142-9 Evaluation Criteria for Classroom Teachers What may be exemplary teaching to one principal may only be satisfactory to another. It is opinion. 126-142-10 Evaluation Stages for Classroom Teachers The elimination of Phase II self assessment will place an additional burden on principals and is unnecessary. 126-142-11 Improvement Plan for Classroom Teachers Does the improvement plan ever end. The improvement plan does not seem to address correct objective criteria for improvement mastery, it again relies on subjective opinions based on the individual personalities of administrators. 126-142-13 Classroom Teachers Responsibilities Opinions about appropriate appearance, behavior, and language differ greatly among individuals.		

5/13/99	Leslie Clayberger, Teacher Jackson County Schools	126-142-4 Definitions Use of word "appropriate" is ambiguous and needs to be clearly defined, not as open to interpretation. 126-142-9 Evaluation Criteria for Classroom Teachers Extremely subject to mood of supervisor, this does not allow for personality differences. 126-142-10 Evaluation Stages for Classroom Teachers Teachers will not be encouraged to self monitor. 126-142-11 Improvement Plan for Classroom Teachers Under the new plan, this is a never-ending process with no sense of true improvement. This also creates an extrinsic motivation. 126-142-13 Classroom Teachers Responsibilities Is there a dress code implied?		
5/13/99	Rick White, Teacher Mason County Schools	126-142-8 Rating Structure The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. The old way of marking satisfactory and unsatisfactory worked well., 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II self-assessment is eliminated 10-3 Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers 11.3 Once an employee has corrected the dificiency in the plan the employee must continue to show improvement. Once the employee meets the minimum standard he has shown all that is expected of them.		

5/13/99	Becky Fox, Teacher Ravenswood, WV	126-142-8 Rating Structure The four performance indicators are divisive and unnecessary. The is far too much subjectivity in the determination of each category – indicators do not really measure what teachers teach or students learn. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II self-assessment is eliminated 10.3 Phase I is alternated with the regular performance evaluation. 126-142-13 Classroom Teachers Responsibilities 14.7.1g == Commands respect by example in appearance, manners, behavior and language appearance could be interpreted by some as dress code. Opinions as to "appropriate appearance, behavior and language" differ greatly among communities and individuals.		

5/13/99	Linda Bond, Teacher	126-142-8 Rating Structure The 4 performance indicators are unnecessary and to subjective. You either do your job or don't. Comments are the place for notes on exemplary performance. 126-142-10 Evaluation Stages for Classroom Teachers Phase II allowed teachers to function as professionals. It demonstrates a respect for the self-determination in most teachers show in their jobs. 126-142-11 Improvement Plan for Classroom Teachers How do you measure continued improvement when the plan ends? Teachers should maintain the skills they have developed during the improvement plan. 126-142-13 Classroom Teachers Responsibilities Appropriate appearance manners, etc., is too subjective. It is up to interpretation. Also it is not clear if it is only during the school day or activities.		

5/13/99	Debbie Thornton, Teacher Ripley, WV	126-142-6 State Board Approval The performance indicators are unnecessary. They cause diviseness among colleagues. Theres too much subjectivity in the determination of each category. Satisfactory and unsatisfactory worked ok. Other comments on the evaluators part can be made. Indicators of the rating categories measure state national activity, not the nuts and bolts of teaching and learning. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II (self-assessment) is eliminated. Phase I is alternated with the regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers Once a deficiency has been corrected one must continue to show improvement. The improvement plan never ends. 126-142-13 Classroom Teachers Responsibilities Commands respect by example in appearance, manners, behavior, and language - appearance could be interpreted by some as a dress code. Opinions as to 'appropriate' appearance, behavior, and language differ greatly among communities and individuals.		

5/13/99	Tom Jeffrey, Teacher Salt Rock, WV	126-142-8 Rating Structure Satisfactory/unsatisfactory with space for comment is the fairest and most efficient system. 126-142-10 Evaluation stages for Classroom Teachers For those who have proved themselves, it is counterproductive to continue basic evaluation. You want to encourage growth not minimum standards. 126-142-11 Improvement Plan for Classroom Teachers It is unreasonable and unfair to continue to monitor improvement after the objectives of the improvement plan are met. 126-142-13 Classroom Teachers Responsibilities Appropriate appearance, behavior and language is vague and therefore open to whims, opinions and personal vendettas. Dress codes are unreasonable for the condition and climate of most schools.		

5/13/99	Neal Lacey, Teacher Woodrow Wilson High	126-142-2 Purpose The primary purpose of any evaluation system is to foster improvement; some type of evaluation by self, peers, or other should be a part of everyones experience on an ongoing basis. 126-142-8 Rating Structure For purposes of improvement, a multi-level scale may be desirable, but for purposes of supervisory approval, a teacher needs to know only whether his/her performance is acceptable. Two categories are enough, less confusing for administrators. 126-142-10 Evaluation Stages for Classroom Teachers Administrators should observe all teachers periodically, but experienced teachers don't need detailed forms and administrators don't need extra paperwork so after a teacher is well established, evaluations should document only needed improvements. 126-142-11 Improvement Plan for Classroom Teachers Administrators should observe all teachers periodically but experienced teachers don't need detailed forms and administrators don't need extra paperwork, so after a teacher is well established evaluations should document only needed improvement. 126-142-11 Improvement Plan for Classroom Teachers Once a teacher has completed an improvement plan, he/she should be considered on an equal footing with all others. 126-142-13 Classroom Teachers Responsibilities Respect is a product of the observer as well as the observed. The policy needs to be written in objective terms.		

5/13/99	Bonita Gonzales, Teacher Welch, WV	126-142-1 General Present evaluation instrument of teachers is adequate. What is needed is more stringent evaluation policy of administrators. 126-142-8 Rating Structure 4 Performance indicators are divisive and unnecessary. The determination of each category is based too much on subjectivity. Rating categories does measure the true skills of tracking and student learning. 126-142-10 Evaluation Stages for Classroom Teachers 10.3 Phase II self-assessment should be reinstated. 10.3 Phase I is alternated with regular performance evaluation. 126-142-11 Improvement Plan for Classroom Teachers 11.3 An employee must continue to show improvement even though the deficiency has been corrected. Therefore the plan is never-ending. If you achieve exemplary performance, you must still show improvement. How is this possible? 126-142-13 Classroom Teachers Responsibilities Appropriate appearance, behavior and language are too subjective and may vary widely in opinions from one school community to another.		

5/13/99	Sheila Hall, Teacher Welch, WV	126-142-8 Rating Structure The proposed rating structure is far too subjective. The use of satisfactory and unsatisfactory with a comment area allowed flexibility in evaluation without creating an ----- divisiveness among staff members. This addition of extra categories is unnecessary. 126-142-10 Evaluation Stages for Classroom Teachers The elimination of Phase II (self-assessment) is not in education's best interest. Self-assessment is a valuable tool that allows teachers an introspective examination that can be profitable and productive. 126-142-11 Improvement Plan for Classroom Teachers A teacher who corrects a deficiency never actually succeeds since the improvement plan cannot ever been satisfied. While raising the bar does serve as an incentive, making the bar invisible creates an atmosphere in which ultimate failure is a certainty. 126-142-13 Classroom Teachers Responsibilities Using subjective judgements of appearance, manners, behavior, and language will require an evaluator to base the rating upon "standards" that vary widely according to community and school. This policy creates the potential for a dress code that would attempt to force standards that are restrictive, arbitrary, and inflexible upon adults who are better able to judge "appropriate" appearance, manners, behavior, and language than those who evaluate, but do not deal directly with teaching.		

5/13/99	Lynn Sobolov Monongalia County Ed. Assoc	126-142-1 General Why do you ignore input from teachers? The current evaluation plan is working in places where administrators are using it properly. 126-142-10 Evaluation Stages for Classroom Teachers Why take out Phase II? It appears you don't trust teachers to direct their professional development growth and evaluation. This option should be returned. 126-142-13 Classroom Teachers Responsibilities This language could be used to enforce school dress codes the word "appropriate" is open to too much interpretation. 126-142-14 Classroom Teachers Performance Criteria It is unnecessary to have 4 performance indicators and this could be used vindicatively by administration - my principal always added comments for exemplary performance. "Activity" is measured, not quality of teaching. *I was Monongalia County Teacher of the Year in 1998.		

SHARON KONTOS LANGUAGE ARTS DEPARTMENT: SPEECH/THEATRE/SPECIAL ED.GIFTED/ ENGLISH HUNTINGTON HIGH SCHOOL #1 HIGHLANDER WAY HUNTINGTON, W.V. 25701 304-5286452 OR 304 5220640	Ms. Miller, While I find the intent of policy 5310 well intentioned, I do find flaws that concern me. The first has to do with a dress code. While I too believe that "dress should command respect by example" etc., I have a fear that there is an agenda here. I recall a workshop on school time which suggest how we could wear heels, suit, and accessories to match in order to meet this goal. I couldn't help but muse that pants were more appropriate to my work in theatre (not pant suits) and how my allergy to shoes had made Birkenstocks my shoe of choice year round. A teacher's dress was not as much the point as their personl [sic] and professional needs and how those choices affected the outcome ...the need for respect. I would like to have a return to common decency and common sense as well as a return to strong principals who knew their staff well enough to know that style is governed by the needs of the individual situation. I have never lacked in the areas of authority, manners, or example. Still, I have had to make adjustments in clothing to meet my needs as an arthritic and as an overweight person.(Genetics and long hours at sedentary grading and planning can be cruel to some of us.) This era is disportortionally [sic] scewed [sic] to the needs of individuals, especially the disabloed [sic] or other wise abled [sic], but it seems to me the overweight teacher will not get the job to begin with and that really concerns me. My best teacher was both arthritic and overweight, and she wore her hosery [sic] tied just below the knee. Miss Katie was a giant among teachers. Her intellect was valued and not her abiltiy [sic] to look professional. She was worth the increased she cost in the insurance policies of others. She was ill most of her life, but we were blessed to have her for world and American History. (126-142-13) I am also unclear about the overly burdensome improvement plan feature. It seems that one can never escape this mode of communication. Again, we need strong principals who know their staff and who know who needs to improve. He/She should list the objectives to be met and the staff member should show proof that they have met the goal. Use video cameras to document that improvement and submit it to a community of peers when there is a disagreement. With that--- plus student

	evaluations, we could end this absurd process. Our messages to teachers should be fare more constructive/positive. They are as mush parent as instructor and that is being forgotten. They often need remediation [sic] in the area of parenting skills. I would like the chance to evaluate my administration. I would like for students to have that right as well. I think that it would become clear where the weaknesses are if we were to do so. I don't think that an occasional visit to a classroom will do the job, nor do I think teachers should be planning their own improvement. I do think we need time for sabbatical during which we can educate ourselves, observe what we teach, and learn to teach from other teachers who are highly praised by students. I would love to see what they do. After 28 years, I still have things to learn. (Most continuing education classes are a total yawn. Computer units open worlds but are not long enough in duration.) (126-142-11) (I am concurring with 10.3) In general, I am feeling that the role of the evaluator is far removed from the realities we face in the classroom. (126-142-8) More and more has been "put on the plate" for all of us from janitor to administrator, and none has been removed. We are made responsible for all of the social, religious, political, economic, cultural, and physical problems that students face. We are asked to do an impossible job under untinable [sic] conditions. Yes, the buildings are great, the paper is unlimited, and the machines work, but humans are not being treated with respect and the result is that they are not acting respectful. Increasing absence, illness, and signs of stress(including murder), are the result of a tone that has come to represent "The American Way". I would like to suggest more "Hands On". (The administrator who visited my class this year hogged the converstation [sic], spoke in a self-serving and self-absorbed way about a topic that was not on subject and that undermined the goal, and then she left just "loving her day" in the classroom. "It was so good to be back in the classroom!", she declared.) We need less criticism by unqualified administrator and more support for our efforts, for our creativity, for our plans and hope for kids, and we need a lot less input form those who have no clue about what it takes to socialize young people today. I think there

clarification that rejects quantity in favor of quality, that values hands on and not hands off, that rejects ditto sheets (the tool of small minds and book companies, which are one and the same), and rejects education on film that are not preplanned over a block of years to meet educational goals for children who have not seen the same one repeatedly because "kids like it" There is a need for FLEXIBILTY built on principles and on clear and simple rules. Approaches and outcomes are not one in the same thing. If we are to get the best of the teacher's ability and skill in teaching both subject matter AND more importantly, the culture values that we should be teaching as we are building a better world, we have to keep caring more about the person than the paycheck he or she is or will be making.

What is "satisfactory" and what is "unsatisfactory"? Who suggested these categories? Were the deliverers consulted or are these categories a measure of state and national values that do not take into account the local and interpersonal needs of children? Who decided on the (4) performance categories? Why? They seems so ominous. Couldn't we find wording that make us a team and not adversaries?

The view today is that we should be run as a business. I would like to suggest that while we do spend a goodly part of the budget, we are not and should not be a business, nor should our model be the same as that of a well-run business. We will loose the strenght [sic] of our system if we do. That is how the European system has been run for years, and as one nanny I met once said,"Our children know more; yours can think. "

I believe that invention is our hallmark and that we should be allowed, as teachers, to invent, re-event, and to allow off-task time after having set high goals for ourselves and for our students.

My point is this. Give us a goal and let us decide how to reach it. Make us prove how close we got to the goal, and allow us to write an addendum to the test to show that which was done that could not be tested. We may have invented a new theorm or solved a problem while failing to improve spelling scores.

Let's work from a positive tone and not from a negative tone and many of the same goals can be met. As I have said, I am very sympathetic with the goals, but the tone and the possibility for abuse of policy are enormous, especially in an era

	when administration is all to powerful and labor is under represented, over worked, and underappreciated.
Linda Morgan Huntington High School phone: (304) 528-6432 email: lsmorgan@access.k12.wv.us	Regarding 126-142-10: Why has the self assessment (Phase II) been eliminated? After several years of teaching, professional educators should be able to assess themselves (and probably do so much more effectively than having an administrator watch them for a brief period of time). With this change, you send the message that teachers are too unprofessional to monitor and improve themselves--they must be "watched."

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Jennifer C. Strawderman

Title: Teacher **Business:** East Hardy Early Middle School

Street Address: P.O. Box 260 **City/State/Zip:** Baker, WV 26801

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

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MAY 12

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

- The 4 performance indicators are divisive & unnecessary
- Too SUBJECTIVE
- Rating categories measure state/national activity not real teaching & student learning
- Satisfactory & Unsatisfactory worked well → Could comment on exemplary performance this way

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

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

- 10.3 Phase II (self-assessment) is eliminated
- 10.3 Phase I is alternated w/ the regular performance evaluation

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

- 11.3 Once an employee has corrected whatever deficiency in the plan, he must continue showing improvement. Therefore, does the improvement plan ever end?

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

§126-142-13. Classroom Teachers' Responsibilities

- 14.7.1.g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as dress code (subjective). The definitions of 'appropriate' appearance, behavior, & language differ greatly from person to person and from community to community.

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Janet Clayton

Title: teacher **Business:** Hardy County Schools - Moorefield Middle School

Street Address: 30 Caledonia Drive **City/State/Zip:** Moorefield, WV 26836

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 It is unnecessary to have any rating structure other than "satisfactory" and "unsatisfactory" Adding more categories for rating performance makes the rating subjective according to the whim of the evaluator. More important than changing the rating categories is having evaluators who are honest and consistent. Adding categories ~~does not~~ increase the validity of a particular evaluation.

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

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

The self-assessment Phase II should not be eliminated. This is a very important part of the present evaluation system. Requiring more evaluations by principals places unnecessary extra jobs to already overloaded school principals.

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

This proposed change makes no provision for ending an improvement plan. Surely it could be expected that improvement must reach acceptable levels and the improvement plan could end.

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

§126-142-13. Classroom Teachers' Responsibilities

Who is to determine what is appropriate in every school in every community in the state? This seems very subjective and erratic. Is this next step a "coat and tie" dress code?

§126-142-14. ClassroomTeachers' 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
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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 Too many rating categories. Please use Meets Standards, Needs Improvement And Unsatisfactory. The Needs Improvement category gives the teacher an opportunity to do better before being marked "unsatisfactory." Also, the Court looks more positively to dismissals if you have given teacher clear cut directions how to Improve
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

Too Many Personal Biases on Evaluation!!!

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure Please Change – Not Fair

1. Meets Standards
2. Needs Improvement
3. Unsatisfactory

→ You will get an honest evaluation using these Rating Structures.

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

Do Not Eliminate Performance Phase I Phase II → Well-liked

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

Do not eliminate Phase II.
Teachers see this as a reward and really like it.

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

This process would fit very well under Needs Improvement category as listed under Rating Structure.

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

§126-142-13. Classroom Teachers' Responsibilities

Evaluation Process: TOO LONG!!!
Please Shorten in Length!!!

§126-142-14. ClassroomTeachers' Performanee 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

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Charleston, West Virginia 25305-0330
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I feel new State Superintendent needs to develop Evaluation!! We do not need a new one right now.

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MAY 3 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Ron Duerring

Title: Superintendent **Business:** Kanawha County Schools

Street Address: 200 Elizabeth ST. **City/State/Zip:** Charleston, WV 25311

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 A November 1 deadline maybe an impossible goal. The opening of school, working with schedules, organizing clubs and activities, and trying to develop plans and do observations may become an impossible task especially in larger schools. Reconsider the Nov. 1 date.

§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. ClassroomTeachers' 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 Delete the evaluation process for coaches. More and more demands are being imposed on the principals making it an almost impossible job. We are going to burn them out.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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Charleston, West Virginia 25305-0330
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

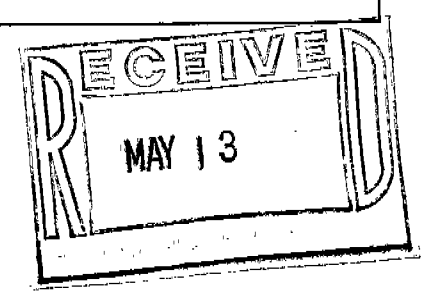
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Brenda Brum

Title: _____ Business: _____

Street Address: 2600 17th Ave. City/State/Zip: P-burg WV 26101

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

Too subjective.
Performance indicators are divisive.
Not reality based –

§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

Self assessment is eliminated phase II
Phase I alternated with regular performance evaluation

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

Improvement plans go on forever ??

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

§126-142-13. Classroom Teachers' Responsibilities

Are you talking about a dress code? Uniforms?
Who sets the standard for appropriate?? This should be real interesting!!

§126-142-14. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Wayne R. Williams

Title: teacher ~~Business~~: Terra Alta/East Preston School

Street Address: 1103 E. State Ave City/State/Zip: Terra Alta, WV 26764

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 The four performance indicators are unnecessary. The determination of each category is to subjective. Keep the satisfactory + unsatisfactory evaluators. The exemplary benchmark is basically used as a measure for things done outside the classroom, not the exemplary things done in the classroom.

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

§126-142-10. Evaluation Stages for Classroom Teachers
10.3 Administrators should not be forced to do regular performance evaluations because Phase II evaluations are removed. Keep the Phase II evaluations.

§126-142-11. Improvement Plan for Classroom Teachers If I have completed a prescribed improvement plan, I should be removed from that plan. It should not be an ongoing process if I have satisfactorily completed the plan.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Diane McCoy

Title: Teacher/Librarian Business: Parkersburg High School

Street Address: 2101 Dudley Avenue City/State/Zip: Parkersburg, WV 26101

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

These indicators measure state / national activity not the teaching and student learning.
Too subjective

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

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

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

Does the improvement plan ~~ever~~ ever end?

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Amy Powell

Title: Teacher Business: Road Branch Grade

Street Address: P.O. Box 59 City/State/Zip: Cyclone, WV 24827

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

"Satisfactory" + "Unsatisfactory" worked fine. If the principal felt you were doing an outstanding job, he could always indicate so on the comment section. The four performance indicators are very subjective.

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

The principal is to observe all his staff by Nov. 1? This seems a bit unrealistic, especially in schools with large faculties. This also seems to be somewhat early in the year to be judged on how well a teacher is performing.

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

Why has Phase II been eliminated? With Phase II teachers were made to feel that they could be trusted to assess themselves.

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

How can you continue to show improvement? Once placed on an improvement plan, you will always be on the plan.

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

§126-142-13. Classroom Teachers' Responsibilities

By "appearance", do you mean dress code? Most people have very different opinions as to what is meant by "appropriate" appearance, behavior, + language.

§126-142-14. ClassroomTeachers' 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
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§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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Edsel Ray Lafferty

Title: Principal **Business:** Baileysville Grade

Street Address: _____ **City/State/Zip:** Branton, WV 24815

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 Any structure with more categories than satisfactory and unsatisfactory would provide unnecessary potential for subjective differentiation!

§126-142-9. Evaluation Criteria for Classroom Teachers
Requiring documented observation of all staff by Nov. 1 is unrealistic. Administrators do have other job responsibilities.

§126-142-10. Evaluation Stages for Classroom Teachers
The Phase II stage worked well. It should not have been eliminated. Requiring the performance evaluation is inappropriate. All that is needed is the option of doing that if needed.

§126-142-11. Improvement Plan for Classroom Teachers
Improvement needs to be required only until a satisfactory status has been achieved.

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

§126-142-13. Classroom Teachers' Responsibilities
Terminology used in this item are too individually subjective to be valid.

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: LINDA LIEBOLD

Title: Speech/Language Pathologist **Business:** Sistersville Elementary School

Street Address: 534 Martin Ave **City/State/Zip:** New Martinsville, WV 26155

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 We had a multi-rating evaluation before and it didn't work, so why try it again. These categories are too subjective. I don't care how much training you do with principals no two will evaluate the same. State and national activites do not reflect classroom performance.

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

§126-142-10. Evaluation Stages for Classroom Teachers
Phase II should not be eliminated — if you do phase I over and over your not moving on to a new level.

§126-142-11. Improvement Plan for Classroom Teachers
Once an employee has corrected the deficiency in the plan the employee must continue to show improvement — does the plan never end?

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

§126-142-13. Classroom Teachers' Responsibilities Who gets to set the standards for appearance, manners, behavior, and language? I don't know anyone (including myself) that I would trust to set those for other people. We are professionals and can be trusted to conduct ourselves in an appropriate manner.

§126-142-14. ClassroomTeachers' 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 As a speechllanguage pathologist, I don't think I can continue to come up w/ Phase I plans the rest of my career. Couldn't principals be trained to evaluate SLPs.
§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Elizabeth S. Walter, Jefferson CEA President

Title: Teacher **Business:** Jefferson County Schools

Street Address: P.O. Box 876 **City/State/Zip:** Shepherdstown, WV 25443

COMMENTS/SUGGESTIONS
§126-142-1. General — Continue "satisfactory" and "unsatisfactory" — Encourage supervisor's comments to determine specific teaching organization and implementation.
§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

Eliminate individual (4) performance indicators. Measure teaching and student learning with a more direct evaluation – not a range of 4 indicators.

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

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

Maintain both phases. This permits opportunities for teachers to explore areas of interest in depth often leading to presentation of material to other staff and a direct impact to student involvement

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

Maintain current guidelines. Closure to a lesson is critical; closure to an improvement plan should also be.

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

§126-142-13. Classroom Teachers' Responsibilities

"Clothing does not the person make". Follow established policies by counties to address this.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: David Bateman / WVEA

Title: Teacher **Business:** _____

Street Address: 290 Stewart Street **City/State/Zip:** Welch, WV 24801

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
This gets really subjective. More emphasis on teaching and student learning. Less emphasis on state and national activity.

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

§126-142-10. Evaluation Stages for Classroom Teachers
I miss Phase II. (10.3)

§126-142-11. Improvement Plan for Classroom Teachers
What happens when you correct the deficiency? The improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities I agree with "manners behavior, and language". However, the word "appearance" bothers me. Are we going back to a dress code?

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: H. Kenneth Fyles

Title: Teacher/Faculty Senate Chr. **~~Business:~~** East Bank High School

Street Address: 1734 Rolling Hills Circle **City/State/Zip:** Charleston, WV 25314

COMMENTS/SUGGESTIONS
§126-142-1. General The state Dept. of Ed. is generally trying to dictate too much from Charleston. A real backlash is beginning among educators and citizens. After improvements in the first years of Dr. Marockie's administration, you are "over-reaching" and are in danger of destroying the good which has been done.
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§126-142-6. State Board Approval

The four performance indicators are divisive and unnecessary. Subjectivity enters into evaluations. "Satisfactory" and "unsatisfactory" is sufficient.

§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

I believe the current Phase I + II is a step forward in promoting professionalism. Going away from Phase I + II is regression and I fear that "performance evaluation" will be used by vindictive principals for sinister reasons. If for some reason Phase I + II are not working for teachers, I feel they could return to regular performance evaluations.

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

The teacher who has corrected the deficiency cited should return to regular status. They should not have to continue to show improvement. Principals can use improvement plans to blacklist teachers and such a designation should not become a permanent or semi-permanent mark on someone's professional.

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

§126-142-13. Classroom Teachers' Responsibilities

I affirm your concern for appearance, manners, behavior, and language. Returning to teaching after beginning in the 1960's, I have seen a great deterioration in teachers appearance and general demeanor. While it is difficult to establish a "dress code," appearances are important.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-17. Administrators' Responsibilities
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: WVEA Member

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
* 'Satisfactory' and 'Unsatisfactory' worked well, evaluator could always comment on exemplary performance
* Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student Learning.

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

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

§126-142-11. Improvement Plan for Classroom Teachers
once an employee has corrected the deficiency in the plan The Employee must continue to show improvement. In essence, The improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities
"commands respect by example in appearance, manners, behaviors, and Language." Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and Language differ greatly among communities and individuals.

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: ROBERT WILLIAMS

Title: TEACHER **Business:** H. H. S.

Street Address: #1 Highlander Way **City/State/Zip:** Huntington, WVa 25701

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 4 performance indicators are divisive and unnecessary. Subjectivity is overwhelming in category determination. Satisfactory & Unsatisfactory worked well - the evaluator could comment on exemplary performance

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

§126-142-10. Evaluation Stages for Classroom Teachers
- Phase II should be restored. (10.3) What is the problem with me assessing myself. (I know me best!)

§126-142-11. Improvement Plan for Classroom Teachers
- 11.3. You are simply going to hold this deficiency over the individual teachers head forever. You have no confidence in the improvement plan. When you have a teacher down why not just kick them too!!

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

§126-142-13. Classroom Teachers' Responsibilities A dress code! Sorry thats unconstitutional! I think Professionals know what is proper. Whats appropriate dress in Huntington may not be the same in Welch, etc.. Clean up student language, behavior, manners You'll have a full time job!!

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-21. Professional Support Personnel's Responsibilities

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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Loretta Brown MCEA

Title: teacher **Business:** _____

Street Address: 2 Orchard Drive **City/State/Zip:** Berkeley Spr., WV 25411

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 ~~The 4 performance indicators are too divisive and totally subjective which can lead to political~~

§126-142-7. Principles of Operation

§126-142-8. Rating Structure The four performance indicators are too divisive and subjective which can lead to political favoritism. Indicators need to address the actual teaching and learning activities.

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

§126-142-10. Evaluation Stages for Classroom Teachers
Teachers need to be afforded the options of former Phase II for self-assessment.

§126-142-11. Improvement Plan for Classroom Teachers
An improvement plan should set a goal, meet a goal and end. Unless another diffxency is noted, there should be no further requirement.

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

§126-142-13. Classroom Teachers' Responsibilities
The "commands respect" phrase is totally subjective and addresses issues that could be considered discriminating. (What if I went to wear corn-rows in my hair?)

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: LINDA POLLY / WVEA

Title: TEACHER **Business:** Beckley-Stratton Jr. High

Street Address: 401 Gray Flats Rd **City/State/Zip:** BECKLEY, WV 25801

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

Too subjective. Interpretations need to be more exact, able to be measured and understood clearly and to 10th of a point.

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

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

Professionals can definitely benefit from an evaluation ~~abde~~ without feeling judged or punished for trying an activity that didn't work 1st time. Phase I leads me to believe A to Z follows

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

Everyone can improve. The success of a lesson plan is not totally up to teacher on the day observed. What assistance & training will be given teacher to help him/her improve?

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

§126-142-13. Classroom Teachers' Responsibilities

can be replaced by more important responsibilities as a professional, 14.7.1.g a natural

§126-142-14. ClassroomTeachers' Performance Criteria
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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

More emphasis should be placed on exemplary performance. Indicators should rate teaching and student learning with more emphasis

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

Phase II should be revamped and placed back in evaluation plan.

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

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

Improvement plan should end after deficiency has been corrected. The teacher should be given an opportunity to prove himself/herself.

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

§126-142-13. Classroom Teachers' Responsibilities

Dress code should not be a determining factor in teachers' responsibility

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Cathy Rodriguez

Title: Media Specialist **Business:**

Street Address: Rt. 1, Box 109B **City/State/Zip:** Rivesville, WV 26588

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 Et employ & Et exceeds has nothing to do with teaching - just if you're on national or local boards. 100 Subjective. 4 Rating indicators are divisive & unnecessary

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

§126-142-10. Evaluation Stages for Classroom Teachers
Return Phase II & Phase I

§126-142-11. Improvement Plan for Classroom Teachers
When does the plan end, if employee must continue to show improvement

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

§126-142-13. Classroom Teachers' Responsibilities Opinion as to "appropriate" appearance, behavior & language differ greatly..

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mary Ellen Garton

Title: _____ **Business:** _____

Street Address: 300 Ice Street **City/State/Zip:** Barrackville WV 26559-0200

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 Performance indicators should be left at satisfactory and unsatisfactory. The proposed 4 indicators are divisive and unnecessary. The top two indicators have nothing to do with classroom performance.

§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

Don't eliminate the self-assessment in Phase II

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

With this proposal, the improvement plan never ends because even after the employee corrects the deficiency in the plan, the employee must continue to show improvement.

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

§126-142-13. Classroom Teachers' Responsibilities

This area is very subjective. Each's evaluator's interpretation of appearance, manners, behavior and language will be different.

§126-142-14. ClassroomTeachers' Performance Criteria
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§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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/~~Organization:~~ Ruthine Gee

Title: Educator/Business Owner **Business:** Gee Enterprises

Street Address: PO Box 248 **City/State/Zip:** Buckhannon, WV 26201

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 Using 4 categories is superflous and smacks of redundant repetition, therefore becoming verbose verbosity. I recommend satisfactory or unsatisfactory. "Comment" space can be used for Commendations. However, evaluators should NOT be limited to one or two commendations - evaluators need to be free to use as many commendations as they need. Too much subjectivity

§126-142-9. Evaluation Criteria for Classroom Teachers
Peer evaluation is a good idea - Why not try it - It may work well -

§126-142-10. Evaluation Stages for Classroom Teachers
Please retain self-assessment - this ~~could~~ should include a narrative on the self-assessment to be included in one's file

§126-142-11. Improvement Plan for Classroom Teachers
When an improvement plan is met, the improvement plan must end.

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

§126-142-13. Classroom Teachers' Responsibilities This smacks of required dress code, and becomes too opinioned, varying school to school. Perhaps a modification mentioning "proper, and acceptable manners, courteous and respectful behavior, and proper and accepted language" and insert "neat and clean appearance" would be proper - We need not place the state in a position of defendant in a court action

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators Administrators need to be evaluated by their employees and their superiors
§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 Educational Support Personnel need to be evaluated by their immediate department ~~[illegible]~~ superiors.
§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 This needs NOT be based on win/loss records !!
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Dina Kincell

Title: Teacher **Business:**

Street Address: Rt 3 Box 383T **City/State/Zip:** Fairmont WV 26554

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

Ratings should be based on classroom performance, not if you are on State, Natl or local committees. 4 performance indicators are too subjective!!

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

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

Phase II is a good process and should not be eliminated — If a teacher is not good enough to be in Phase II, their supervisor should not have allowed them to go on. Don't penalize the rest of us.

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

If the deficiency has been corrected, the teacher should be able to receive a satisfactory evaluation like others, not put on a plan forever — Again, its back to the administrator to do their job

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

§126-142-13. Classroom Teachers' Responsibilities

If you want a "uniform" dress code, provide us with uniforms!

§126-142-14. ClassroomTeachers' 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
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Denise Blandford

Title: Kindergarten Teacher Business: _____

Street Address: Rt. 1 Box 272 City/State/Zip: Mt Alto WV 25264

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

the indicators that are to be used only measure what a teacher does on a state or national level - Are we not using this evaluation as a tool to measure what's done IN THE CLASSROOM!?

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

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

Administration has not got the time to do all this! Am I no longer able to self-assess? I'm the most qualified person to set the goals for myself to achieve!

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

When does an improvement plan end?! Written this way it is un ending!

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

§126-142-13. Classroom Teachers' Responsibilities

this is, in essence, a dress code! The best person to assess "appropriate dress" for the activities in my classroom is me. Dress should & will differ greatly between individuals / classrooms / schools.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Kathy Jacquez

Title: teacher Business: _____

Street Address: 611 Ice St City/State/Zip: Barrackville WV 26559

COMMENTS/SUGGESTIONS
§126-142-1. General You are asking far too much of busy admenistrators. To do this correctly, they will not be able to do their other duties and this
§126-142-2. Purpose The Phase I and II program allowed me to grow as a teacher. Where is this growth now?
§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

This is unfair to both teachers & administrators! None of us have the time for more paperwork!

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

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

I felt very proud of my Phase II work. My professional growth should make me excited!

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

How does the employee know when they have improved?

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

§126-142-13. Classroom Teachers' Responsibilities

Dress codes? What gives you the Right

§126-142-14. ClassroomTeachers' 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
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§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Edna Congleton / WVEA

Title: Classroom Teacher **Business:** _____

Street Address: 1943 McVeigh Ave. **City/State/Zip:** Huntington, WV 25701

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 The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category.

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

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

10.3 The Phase II self-assessment phase is eliminated

10.3 Phase I is alternated with the regular performance evaluation

§126-142-11. Improvement Plan for Classroom Teachers When an employee has corrected the deficiency for which they were put on the improvement plan that employee must continue to show improvement. Does this improvement plan ever end?

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

§126-142-13. Classroom Teachers' Responsibilities "Commands respectively example in appearance, manners, behavior and language." Most people think dress code when they see appearance. Opinions differ on appearance, behavior, and language appropriateness.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Judith K. Getty

Title: Teacher Business: Cabell B.O.E.

Street Address: 1909 Bungalow Ave. City/State/Zip: Huntington, WV 25701

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

Satisfactory and unsatisfactory worked well. The evaluator could then add his/her own comments. Performance indicators are divisive!

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

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

I like 10.3 Phase II self-assessment. It challenges me to improve in areas I perceive to be weaknesses.

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

I don't care for the idea, in writing, that the improvement plan never ends. We all strive to improve. We need more "PATS ON THE BACK" than criticism.

§126-142-12. Improvement Team for Classroom Teachers I feel the Faculty Senate/ Curriculum teams could be of real value to help with this.

§126-142-13. Classroom Teachers' Responsibilities

A dress code (appearance) is a battle already fought. Opinions differ and could really cause problems through county BOE. interpretations.

§126-142-14. ClassroomTeachers' Performance Criteria SAT 9 scores should not be a consideration when judging a teachers' performance. It isn't "written" but is used as a threat more or less.
§126-142-15. Evaluation Process for Administrators I think teachers should have a part in this process. Who better to know what is going on in a particular building.
§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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Pamela Adkins

Title: Speech Pathdogist **Business:** Mason County Schools

Street Address: PO Box 852 **City/State/Zip:** Gallipolis Ferry, WV 25515

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 The proposed 4 indicators slow down the evaluation process for administrators. The objective indicators of satisfactory and unsatisfactory were faster. If an employee was exemplary the evaluator can indicate that ~~rather than~~

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

§126-142-10. Evaluation Stages for Classroom Teachers Elimination of Phase II strangles the Professional Development of the Classroom Teacher.

§126-142-11. Improvement Plan for Classroom Teachers "Continue to show improvement" does not provide closure to the improvement plan. The employee has to ~~perform~~ function under a cloud of unsatisfactory performance

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

§126-142-13. Classroom Teachers' Responsibilities Being a Mason County employee I very aware of the legal fallicy of enforcing a dress code.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: _____

Title: Teacher **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
What a crock!! We have teachers at our school who are on every state committee that comes down the pike! But, they can't teach for shit!!

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

§126-142-10. Evaluation Stages for Classroom Teachers
A teacher should still be allowed to do regular performance evaluations every year.

§126-142-11. Improvement Plan for Classroom Teachers
Once an employee corrects a deficiency that should be it. No one's perfect. To have to continue to show improvement ~~[illegible]~~ would lead to a person's feeling that nothing they do is good enough.

§126-142-12. Improvement Team for Classroom Teachers There are enough frustrations with this job without adding to it.

§126-142-13. Classroom Teachers' Responsibilities Define "appropriate". Individuality should be encouraged in teachers as well as students. A respect for individuality should be fostered in students. The lack of respect for individuality is, in part, a cause of the massacre at Columbine High School.

§126-142-14. ClassroomTeachers' 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
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§126-142-21. Professional Support Personnel's Responsibilities

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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Elaine Jessee - Mercer

Title: President Business: _____

Street Address: 671 Summit DR City/State/Zip: Bluefield 24605

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

The four performance indicators are unnecessary
Too much subjectivity in categories

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

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

Phase II (self-assessment) is eliminated
Phase I is alternated with ~~the~~ regular performance evaluation

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

Once an employee has corrected a dificiency - his/her improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

Clear up the language
appearance (does this mean personal, dress, uniform etc)

§126-142-14. ClassroomTeachers' 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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Kenneth Twentier

Title: Teacher **Business:** _____

Street Address: Rt 3 Box 139 C Bridgeport **City/State/Zip:** WV. 26330

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

Rating structure should still remain satisfactory or unsatisfactory.

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

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

Phase II of the current policy should be included in the new policy

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

An improvement plan should have a beginning and end. This plan doesn't have closure.

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

§126-142-13. Classroom Teachers' Responsibilities

Who determines what appearances are appropriate and what are not? - This doesn't make any sense

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-17. Administrators' Responsibilities
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Barbara Byrd

Title: Counselor **Business:** Ridgedale Elem.

Street Address: _____ **City/State/Zip:** Morgantown WV 26505

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

We need 4 performance indicators. Exemplary performance needs to be listed on form as a chance for the ~~to~~ evaluatee to insist or advocate ~~that~~ for self ~~for exemplary performance~~ notation with the ~~administrator~~

§126-142-7. Principles of Operation

↑ The lack of this category lets administrators "off the hook" when it comes to looking for exemplary performance.

§126-142-8. Rating Structure

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

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

Self assessment is too important to be eliminated.

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

Leaves the employee vulnerable to the administrator. Once improvement goal is reached; it should be considered mastered unless proven over a course of time, follow-up, to diminish and need to be reestablished as a goal.

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

§126-142-13. Classroom Teachers' Responsibilities Too much subjectivity! Judgement differences form between evaluator and evaluatee. Appearance will be interpreted as dress code by ~~Principals who like that control~~ (bean-counters, which many principals are).

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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§126-142-22. Professional Support Personnel's Performance Characteristics
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Missy Ennis West Virginia Education Association

Title: Teacher **Business:** Steenrod / Madison Elem.

Street Address: RD 1 BOX 279 **City/State/Zip:** Wheeling WV 26003

e-mail : shortcreek@hotmail.com

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

(1) There is too much subjectivity in the determination of each category.
(2) The ~~four~~ performance indicators are devisive and unnecessary.
(3) 'Satisfactory' + 'Unsatisfactory' worked well... evaluator could always make comments on those exhibiting exemplary performance.

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

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

(1) Section 10.3 → Phase II, the self-assessment phase, is eliminated.
(2) Section 10.3 → Phase I is alternated with regular performance evaluation.

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

Section 11.3 says once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1.g "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. Opinions as to 'appropriate' appearance, behavior, and language differ greatly among communities and individuals. Therefore, it is not appropriate to be judged by others based on dress.

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Deborah Lemmon / West Virginia Education Assoc.

Title: Teacher **Business:** Ritchie Elem / Ohio Co.

Street Address: 2 Gracie Drive **City/State/Zip:** Wbg WV 26003

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

The four performance indicators are divisive and unnecessary. It allows for too much subjectivity in the determination of each category ~~[illegible]~~ satisfactory and unsatisfactory worked well and allowed for evaluators to comment on exemplary performance. Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning.

~~§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

Why was the Phase II eliminated? Self-assessment is valuable and should not be eliminated

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

Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and language differ greatly among communities and individuals

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: M. Beth Obbink WVEA

Title: Classroom Teacher **Business:** McDowell County

Street Address: Box 296 **City/State/Zip:** Bradshaw, WV 24817

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 I think satisfactory and unsatisfactory is enough - anything else is judgemental according to the principal
§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 This is also judgemental according to the evalutor
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities This depends on the individual - could be seen as a dress code.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Sharon Hammond/Harrison County Ed. Assoc.

Title: Corresp. secretary Business: _____

Street Address: Rt. 3, Box 173 City/State/Zip: Clarksburg, WV 26431

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

The four performance indicators are divisive and unnecessary. It is too subjective. Satisfactory & Unsatisfactory are sufficient

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

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

I disagree with the elimination of Phase II. I felt that I was being treated as a professional who could carry out self-assessment

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

Seems to be an eternal plan.

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

§126-142-13. Classroom Teachers' Responsibilities

"appearance" could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior and language differ greatly among communities and individuals.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Janice Williams

Title: teacher **Business:** Mercer County Schools

Street Address: 4023 Honaker Avenue **City/State/Zip:** Princeton WV 24740

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
There is too much subjectivity in the determination of each category.

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

§126-142-10. Evaluation Stages for Classroom Teachers
The self-assessment phase for teachers is eliminated. Teachers should know whether or not they have accomplished the goal.

§126-142-11. Improvement Plan for Classroom Teachers
In requiring the employee to continually show improvement in a stated deficiency the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities There are many things wrong with this: This could be interpreted as requiring a dress code. We barely have the ability to monitor student dress, don't tell me how to dress. What is appropriate for one may not be appropriate for others. Professional teachers command respect in all aspects of our daily lives.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Brenda Grose - Mercer

Title: Secretary Business: _____

Street Address: Rt. 4 Box 537 City/State/Zip: Bluefield WV 24701

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

over →

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure The four (4) performance indicators are unnecessary; there is too much subjectivity; the true essence of teaching and student learning are not truly measured.
§126-142-9. Evaluation Criteria for Classroom Teachers ~~Re~~
§126-142-10. Evaluation Stages for Classroom Teachers
§126-142-11. Improvement Plan for Classroom Teachers There should be an improvement plan; however it needs some form of closure - The improvement plan never ends.
§126-142-12. Improvement Team for Classroom Teachers "
§126-142-13. Classroom Teachers' Responsibilities " Commends respect by example in appearance, manners, behavior, and language." The underlined items could be interpreted differently in different communities and by different individuals

§126-142-14. ClassroomTeachers' 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
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§126-142-21. Professional Support Personnel's Responsibilities

§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Linda S. Forinash

Title: Teacher **Business:**

Street Address: Rt. 2, Box 744 / 33 Naomi Court **City/State/Zip:** Milton, WV 25541

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

The 4 indicators of performance are divisive. Too much subjectivity in the determination of each category. This is very unnecessary! "Satisfactory" and "Unsatisfactory" worked well. Who complained? The evaluator could always comment on exemplary performance.

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

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

Phase II (self-assessment) is eliminated. What was wrong with that process? It allowed teachers a chance to look at themselves. Restore it.

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

Once an employee has corrected a deficiency, he or she must continue to show improvement. In reality, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

"Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" ~~differ greatly among communities, individuals, and~~ the court system.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Kathy Roberts

Title: Teacher **Business:** Mercer County Schools

Street Address: 250 Buckeye Hollow Road **City/State/Zip:** Princeton WV 24740

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 Indicators are divisive + unnecessary.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers I agree that Phase II should be eliminated.
§126-142-11. Improvement Plan for Classroom Teachers Needs to be a way for the employee to phase out of the Improvement plan once the plan has been met.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Ellyn Parsons

Title: Library/Media Business: _____

Street Address: 819 Ohio St. Morgantown City/State/Zip: WV 26501

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

Rating structures other than Satisfactory or UnSatisfactory are unneccesary & encourages judgemental evaluations. Comments can always be added for exemplary performance.

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

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

Alternation is confusing - takes aways choices & encourages Management Top Down

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

Improvement Plan never Completed. IP [redacted]

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

§126-142-13. Classroom Teachers' Responsibilities

Appropriate 15 Judgemental - [redacted] Evaluation will be based on opinion.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Geneva Molnar
Berkeley Co. Education Association
Title: President **Business:** Sp. Ed. T
Street Address: PH Box 300-208 **City/State/Zip:** Martinsburg, WV 25401

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

§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Elizabeth Powell

Title: Teacher **Business:** Oceana Middle School

Street Address: Box 520 **City/State/Zip:** Oceana, WV 24870

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 Should be left as "Satisfactory" and "Unsatisfactory"
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers Phase II should be kept also. Self-evaluation is an important part of the process
§126-142-11. Improvement Plan for Classroom Teachers When a deficiency has been corrected, the improvement plan needs to be eliminated.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities Appearance should be eliminated as one of the criteria.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-17. Administrators' Responsibilities
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§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Anna Moler

Title: Teacher **Business:** _____

Street Address: 200 Lee St, [redacted] **City/State/Zip:** Mart. WV 25401

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

Principals need to be accountable for there teachers evaluations and observations

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

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

Phase II - self assessment needs to remain. Employees need to be treated more professionlly and allowed to grow within themself.

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

The improvement plan needs to end when employee has corrected the deficiency. If employee does not continue improvement this will be covered in the evaluation.

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

§126-142-13. Classroom Teachers' Responsibilities

Exclude word "appearance". There is no dress code. Some principals may be religious and want evergone to wear dresses.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Nancy Lemon

Title: Teacher Business: Oceana High / Ballygould Hgh

Street Address: PO Box 1559 Oceana WV City/State/Zip: 24870

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 Why use 4 performance indicators that are unnecessary? That's too many. Why not just satisfactory & unsatisfactory? Evaluator can make additional comments if needed.

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

§126-142-10. Evaluation Stages for Classroom Teachers
Don't like Phase II being eliminated. Why alternate phase I with regular performance evaluation? Either do one or the other

§126-142-11. Improvement Plan for Classroom Teachers
Once you meet the criteria for deficiency, you have to continue. For example, if you are trying to be on time, once that is met, do you have to be 5 minutes earlier next year, 5 minutes earlier the next etc

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

§126-142-13. Classroom Teachers' Responsibilities
In the section about appearance, what is meant by "setting example by appearance"? Is there going to be a dress code set statewide? County wide?

§126-142-14. ClassroomTeachers' Performance Criteria
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§126-142-21. Professional Support Personnel's Responsibilities

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Not well thought out
§126-142-24. Improvement Plan for Coaches Not well thought out
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Bill Arnold WVEA

Title: Teacher Business:

Street Address: 670 Kuykendall St. City/State/Zip: Romney WV 26757

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 Too many performance indicators makes the elaboration of teaching skills nebulous and subject to arbitrary determinations. Not enough emphasis on everyday happenings in the classroom that can accidentally negatively impact performance. (eg. variables the teacher has no control of.

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

§126-142-10. Evaluation Stages for Classroom Teachers Eliminating 10.3 Phase II self-assessment cancels an integral part for improvement. The professional in the trenches knows best what they can accomplish w/ the tools provided by their county and justifiably deserves the privilege for self-improvement

§126-142-11. Improvement Plan for Classroom Teachers
Keeping the improvement plan continuous permits arbitrary and capricious opportunities for administrators to rule/harass professionals they don't like while permitting less proficient professionals who suck-up to be pets.

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

§126-142-13. Classroom Teachers' Responsibilities Influencing teacher attire w/ 14.7.1.g is heavy handed. Freedom to dress as chosen is an ingredient to bldg. morale. Discrepancies between community norms cannot be forcibly accomodated w/o creating discord. And here we go again; providing opportunities for arbitrary powers to determine circumstances is authoritarian.

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Brenda Lee MCEA

Title: Teacher **Business:** Mercer school

Street Address: 414 Borage Ave **City/State/Zip:** Princeton, WV 24740

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 the four performance is to broad a range and unnecessary
- Satisfactory & Unsatisfactory seems to work well.

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

§126-142-10. Evaluation Stages for Classroom Teachers
In agreement Phase II should be eliminated

§126-142-11. Improvement Plan for Classroom Teachers
Need to be a way to release a person once that meet their Improvent plan. This might encourage improvement because success is in sight.

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

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

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Ethel Lee St Clair

Title: Teacher **Business:** Cabell Co Bd of Ed

Street Address: 304 11th Ave **City/State/Zip:** Huntington 25701

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 The four performance indicators are divisive & unnecessary. Too subjective in each category Satisfactory - Unsatisfactory works well." If it ain't broke don't fix it"

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

§126-142-10. Evaluation Stages for Classroom Teachers
Phase II needs to remain after tenure evaluation should be Phase I & II alternated unless on Improvement plan

§126-142-11. Improvement Plan for Classroom Teachers This is punitive. It goes on & on — never ends.

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

§126-142-13. Classroom Teachers' Responsibilities
"Commands respect by example in appearance, manners, behavior & language" "who will play "God" and decide what is "appropriate" appearance, behavior, & language. Many different opinions. Sounds like a dress code.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mary Lynn Rouse

Title: Teacher **Business:** Sistersville Elementary

Street Address: 651 Terrace Circle **City/State/Zip:** Sistersville, W.V. 26175

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 The 4 performance indicators are unnecessary. Satisfactory/Unsatisfactory works well. Using 4 indicators causes more problems, more subjectivity.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers Phase II should be reimplemented. By eliminating this phase you are saying that veteran teachers are not professional enough to evaluate themselves/peers/other year. It is an insult.
§126-142-11. Improvement Plan for Classroom Teachers The improvement plan never ends since the teacher with the deficiency must continue to show improvement every year.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities This is simply a dress code for professionals. I think you should be more concerned with the dress, manner, behavior etc. of students, not professionals.

§126-142-14. ClassroomTeachers' 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
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Debbie Leeson, Doddridge Co.

Title: Teacher P.E. 1-4 **Business:** _____

Street Address: 103 Sistersville Pike **City/State/Zip:** West Union, WV 26456

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

'Satisfactory' and 'Unsatisfactory' worked well. Evaluator could always comment on exemplary performance.

§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

11.3 Once a deficiency has been corrected by an employee, improvement must be continued indefinitely.

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

§126-142-13. Classroom Teachers' Responsibilities "Commands respect by example in appearance, manner, behavior and language." This could be interpreted by some as a "dress code". Appropriateness in some areas vary by regional acceptance and job classification. ie. P.E teachers diff. levels.

§126-142-14. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mary Jane Farmer

Title: Teacher Business: Mercer Elementary School

Street Address: 1200 Mercer Street City/State/Zip: Princeton WV 24740

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 There is too much subjectivity in the determination of each category. If you are one of the "cronies" you'll be fine - if not, you could have difficulties, even though you do a good job.
§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 The phase II step gave me an opportunity to work on <u>my</u> goals, not someone elses! The alternating of these phases helps us to improve in <u>all</u> areas
§126-142-11. Improvement Plan for Classroom Teachers At what point, do the teachers get to stop the improvement. If you once correct the deficit, how can you do better than exceeds??
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities Under the category appearance - does this mean a dress code for employees? Will the state offer a money allowance for my wardrobe?

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: William Tomanek

Title: Teacher Business: Big Creek High School (McDowell)

Street Address: Box 361 City/State/Zip: Bradshaw, WV

COMMENTS/SUGGESTIONS
§126-142-1. General Use "Satisfactory" and "Unsatisfactory" as the performance indicators.
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rosemary Anderson

Title: Teacher **Business:** Madison School

Street Address: Rt. 1, Box 121 **City/State/Zip:** Valley Grove WV 26060

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 This structure is entirely too subjective.
§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 Who will decide what "appropriate" is? This is too subjective.

§126-142-14. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

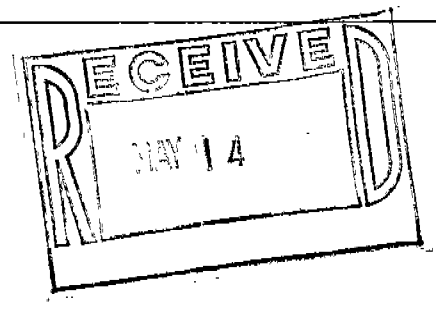
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Juanita Thomas

Title: Classroom Teacher ~~Business:~~ School: Smoot Elementary

Street Address: General Delivery City/State/Zip: Smoot, WV 24977

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 Too much subjectivity in the determination of each category. The four performance indicators are divisive and unnecessary.
§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 Phase II should not be eliminated.
§126-142-11. Improvement Plan for Classroom Teachers The employee must continue to show improvement after he or she has corrected the deficiency in the plan. The improvement plan never ends.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities Opinions as to "appropriate" appearance, behavior and language vary greatly among communities and individuals. It is too subjective.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Jim Prater

Title: Teacher **Business:** Barkeyville Grade

Street Address: Hcr 63 Box 516 **City/State/Zip:** Brenton Wv 26818

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 The present Rating structure has worked Fine. Using the four Levels would create jealousy and divisiveness. The process is not broken so don't Fix it.

§126-142-9. Evaluation Criteria for Classroom Teachers It would be impossible for an Administrator in many cases to observe All staff or professional staff by nov. 1. Why nov. 1? Why not may 1?

§126-142-10. Evaluation Stages for Classroom Teachers Why take away phase II? Can't few first year professionals to do phase II? Why not?

§126-142-11. Improvement Plan for Classroom Teachers How will Someone on an Improvement plan ever get off the plan?

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

§126-142-13. Classroom Teachers' Responsibilities Is Appearance a form of a dress code? What is Appropriate to some might not be viewed as Appropriate to others. How objective is this?

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rebecca L. Rogers

Title: Teacher **Business:**

Street Address: Rt 4 Box 528 **City/State/Zip:** Salem, WV 26426

COMMENTS/SUGGESTIONS
§126-142-1. General "Satisfactory" or "unsatisfactory" evaluation is adequate - not 4 performance indicators
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Once "unsatisfactory" rating is given and corrected, the individual should not be under special scrutiny.
§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 Evaluation should be documented & the local school - any statewide or national work should be evaluated under "exemplary" category
§126-142-10. Evaluation Stages for Classroom Teachers 4 performance indicators are irrelevant. "Satisfactory" and "Unsatisfactory" are sufficient
§126-142-11. Improvement Plan for Classroom Teachers Improvement plans should not be open ended. Once the deficiency has been corrected the individual should be reinstated with no penalty
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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
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§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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Donna Taylor / Harrison Co Ed Assoc.

Title: President Business: _____

Street Address: Rt 1 Box 69A City/State/Zip: Bridgeport, WV 26330

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

The performance indicators did not work before so why go back there. They are unnecessary & There is too much subjectivity in determining the indicator

§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

Portfolio is working - why do anything to it?

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

It is ridiculous to expect the improvement plan to continue forever!

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

§126-142-13. Classroom Teachers' Responsibilities

The appearance part is too subjective - would vary depending on the evaluator - is to discriminating

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Johnda A Burks WCCA (Wyoming)

Title: Executive Com. Business: _____

Street Address: 406 Mc Kinnis City/State/Zip: Beckley WV 25801

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 The principal should not be the ones doing the evaluations. It should be someone from central. Personally this follows this as it should be.

§126-142-8. Rating Structure

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

For subjective ...

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

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

Ones helping teachers with improvement plans should be someone from Central Office, not the principal

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators Not really useful for teachers in grading. I don't feel they're really looked at.
§126-142-16. Improvement Plan for Administrators These are not utilized, weak principles need to improve, too!
§126-142-17. Administrators' Responsibilities They are not scrutinized as much as teachers are.
§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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: William R. Allen

Title: Teacher / Pastor Business: Education

Street Address: 846 Cottonwood Pl City/State/Zip: Rainelle WV 25962

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 If the rating structure is more than satisfactory and unsatisfactory you can get into personal opinions and too much subjectivity. The evaluater could also make comments on exemplary performance
	§126-142-7. Principles of Operation
	§126-142-8. Rating Structure
	§126-142-9. Evaluation Criteria for Classroom Teachers
10.3	**§126-142-10. Evaluation Stages for Classroom Teachers** Much time and money went into training for the present Phase I + II Evaluations. Why waste more money + time to replace something that is working. If there are problems address them not change the whole system.
11.3	**§126-142-11. Improvement Plan for Classroom Teachers** Improvement plans should be for one year not an on going process for the rest of the career as stated in the policy.
	§126-142-12. Improvement Team for Classroom Teachers
14.7.1g	**§126-142-13. Classroom Teachers' Responsibilities** West Virginia is a diverse place. The phrase "appropriate appearance, behavior, and language" could be interpented differently according to where you live. This would not be consistent State-wide.

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Marion Allen

Title: Teacher Business: Education

Street Address: 846 Cottonwood Pl City/State/Zip: Rainelle WV 25962

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 The indicators of the rating categories measure state or national activity not actually the direct teaching and student learning.

§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
If Phase II is eliminated you can stifle the creativity of teachers, If they go to the Phase I with regular performance, the time consumed by administration could be better used.

§126-142-11. Improvement Plan for Classroom Teachers
Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities
"Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as a dress code. In this case would we be provided a clothing allowance?

§126-142-14. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Monroe County Education Association - Wayne Spangler - President

Title: _____ **Business:** _____

Street Address: HC 81, Box 43 Ballard **City/State/Zip:** Ballard, WV 24918

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

The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. Satisfactory and Unsatisfactory worked well. The evaluator could always comment on exemplary performance. Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning

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

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

10.3 Phase II (self-assessment) is eliminated. This is not good. It makes the assumption that teachers cannot assess themselves.

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

11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1 g "Commands respect by example in appearance manners, behavior and language". Appearance could be interpreted by some as a dress code. Opinions as to "appropriate" appearance, behavior, and language differ greatly among communities and individuals

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Kay Smith

Title: K - Teacher Business: Glen. Co.

Street Address: 805 Kanawha Ave. City/State/Zip: Rainelle

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

I like satisfactory & unsatisfactory - the rest is too subjective. The indicators chosen to show higher ratings are not what make a regular classroom teacher exemplary!

§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

As a professional with almost 30 years experience I think Phase II (now eliminated) was beneficial. Administrators are stretched now & add those performance evaluations are going to take time.

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

When does "improvement" end and how can a person who meets standard after improvement is completed need to continue what others don't have to do.

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

§126-142-13. Classroom Teachers' Responsibilities

I do not want anything that could be a "dress code" unless we get money for this to use for "appropriate" appearance. This could change depending on area where you teach.

§126-142-14. ClassroomTeachers' 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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Ann Robb / Preston County Education Association

Title: President **Business:** _____

Street Address: 102 Clement St. **City/State/Zip:** Terra Alta, WV 26764

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 Performance indicators may be acceptable if they truly reflected teaching ability / professional growth and development instead of the artificial standards of nat'l + state recognition which may have nothing to do w actual classroom teaching.

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

§126-142-10. Evaluation Stages for Classroom Teachers
Why is it necessary for an administrator to "check our homework"? Phase II finally treated us as the professionals we are.

§126-142-11. Improvement Plan for Classroom Teachers Suppose a first year teacher had difficulties for which he/she was placed on an improvement plan. Is it realistic to expect that employee to then need to remain on such a plan for the next 20-30 yrs.?

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

§126-142-13. Classroom Teachers' Responsibilities "Appearance" is a vague, probably unconstitutional indicator. There is a precedent in Mason Co. which speaks to this issue. Individuals have the right to this form of symbolic speech as covered by the 1st Amendment. "Tinker v. Des Moines" states that teachers do not lose their free speech rights at the "schoolhouse gate." Would you prefer we all march in lock step into our school rooms wearing our uniforms? I think not!

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Sharyn Urey

Title: Teacher **Business:** _____

Street Address: 307 Morgantown St. #4 **City/State/Zip:** Kingwood WV

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

4 performance indicators are divisive & unnecessary
too subjective
indicators measure state & national activities not everyday teaching & learning

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

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

When do principals have time to do all these evaluations?

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

When does it end?

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

§126-142-13. Classroom Teachers' Responsibilities

Very subjective

§126-142-14. ClassroomTeachers' 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
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§126-142-21. Professional Support Personnel's Responsibilities

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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Bonnie L. Brown

Title: Teacher **Business:** McDowell County

Street Address: 521 Virginia Ave **City/State/Zip:** Welch WV 24801

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

The performance indicators did not work before so why go back there. They are unnecessary There is too much subjectivity in determining the indicator

§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

Portfolio is working - why do anything to it?

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

It is ridiculous to expect the improvement plan to continue forever!

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

§126-142-13. Classroom Teachers' Responsibilities

The appearance part is too subjective - would vary depending on the evaluator - is to discriminating

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/~~Organization~~: J. Page Adams.

Title: Teacher **Business:**

Street Address: Rt 1 Box A44-1 **City/State/Zip:** Bruceton Mills WV 26525

COMMENTS/SUGGESTIONS
§126-142-1. General – We will shortly find ourselves short of teachers & if you want to be abusive we will remain short & in trouble.
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Glenda Bonfili

Title: Teacher - Westwood Middle Business: Monongalia Co. Bd. of Ed.

Street Address: High St. City/State/Zip: Morgantown WV 26505

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

§126-142-6. State Board Approval

Again, too much subjectivity. The scale is too broad. Not a true measure of teacher's ability to teach.

§126-142-7. Principles of Operation

§126-142-8. Rating Structure Too broad — satisfactory or unsatisfactory works well.

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

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

Principals find it difficult to find time to evaluate — Phase I then II should be retained.

§126-142-11. Improvement Plan for Classroom Teachers When would & how would improvement plan end. Plans of improvement are really important but a teacher who does, in fact, improve should be monitored as all teachers should be/fairly monitored/evaluated - But sometimes A mentor teacher would be more appropriate.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators – Do they get evaluated?
§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rose M. Bell

Title: Teacher **Business:**

Street Address: 39 W. Main St. **City/State/Zip:** Morgantown, WV 26501

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

Four performance indicators are too subjective and divisive. "Satisfactory" and "Unsatisfactory" are clear - the evaluator can add comments.

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

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

10.3 Do not eliminate self-assessment (Phase II)

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

11.3 "Continuing to show improvement" could be a never-ending task.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1.g. "Appropriate" appearance can be subject to a wide range of interpretation.

§126-142-14. ClassroomTeachers' 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: DARLENE SIMMONS

Title: Teacher Business: UNIVERSITY HIGH SCHOOL

Street Address: 991 PRICE STREET City/State/Zip: MORGANTOWN, WV 26501

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 Should be satisfactory and unsatisfactory
§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. ClassroomTeachers' 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Lynn Sobolov Monongalia County Education Association

Title: President **Business:** Project Director, 21st Century learning Program Monongalia County Schools

Street Address: 508 Cedar St **City/State/Zip:** Morgantown WV 26501

COMMENTS/SUGGESTIONS
§126-142-1. General Why do you ignore input from teachers? The current evaluation plan is working in places where administrators are using it properly.
§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

Why take out Phase II? It appears you don't trust teachers to direct their professional development, growth and evaluation. This option ~~is~~ should be returned.

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

When will employees who are on a plan of improvement ever get off their plan of improvement?

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

§126-142-13. Classroom Teachers' Responsibilities

This language could be used to enforce school dress codes -- the word "appropriate" is open to too much interpretation

*I was Monongalia Co Teacher of the Year in 1998

§126-142-14. ClassroomTeachers' Performance Criteria It is unnecessary to have 4 performance indicators - this could be used vindictively by administration - My principals always added comments for exemplary performance - "Activity" is measured, not quality of teaching
§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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Sheila Hall

Title: classroom teacher **Business:** _____

Street Address: 93 Summers St. **City/State/Zip:** Welch, WV 24801

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

~~The~~

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The proposed rating structure is far too subjective. The use of "satisfactory" and "unsatisfactory" with a comment area allowed flexibility in evaluations without creating an unhealthy divisiveness among staff members. The addition of extra categories is unnecessary.

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

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

The elimination of Phase II (self-assessment) is not in education's best interest. Self-evaluation is a valuable ~~tool~~ tool that allows teachers an introspective examination that can be profitable and productive.

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

A teacher who corrects a deficiency never actually succeeds since the improvement plan cannot ever been satisfied. While raising the bar does serve as an incentive, making the bar invisible creates an atmosphere ~~of~~ in which ultimate failure is a certainty.

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

§126-142-13. Classroom Teachers' Responsibilities

Using subjective judgments of "appearance, manners, behavior, and language," will require an evaluator to base the rating upon "standards" that vary widely according to community and school. This policy creates the potential for a dress code that would attempt to force standards ~~that~~ are restrictive, arbitrary, and inflexible upon adults who are better able to judge "appropriate" appearance, manners, behavior, and language than those who evaluate but do not deal directly with teaching.

§126-142-14. ClassroomTeachers' 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
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§126-142-21. Professional Support Personnel's Responsibilities

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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Bonita Gonzales

Title: Teacher **Business:**

Street Address: 52 Franklin St. **City/State/Zip:** Welch, W.V. 24801

COMMENTS/SUGGESTIONS
§126-142-1. General present evaluation instrument of teachers is adequate what is needed is a more stringent evaluation policy of administrators
§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

(4) Performance indicators ~~and~~ are divisive and unnecessary. The determination of each category is based too much on subjectivity. Rating categories does measure the true skill of teaching and student learning.

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

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

10.3 Phase II Self-Assessment should be reinstated.

10.3 Phase I is alternated with regular performance evaluation.

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

11.3 An employee must continue to show improvement even though the deficiency has been corrected. Therefore the plan is never-ending. If you achieve exemplary performance, you must still show improvement. How is this possible?

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

§126-142-13. Classroom Teachers' Responsibilities

Appropriate appearance, behavior + language are too subjective and may vary widely in opinions from one school community to another.

§126-142-14. ClassroomTeachers' 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:

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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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Neal Lacey

Title: Teacher **Business:** Woodrow Wilson Jr-Sr.

Street Address: 400 Stanaford Rd **City/State/Zip:** Beckley WV 25801

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose The primary purpose of any evaluation system is to foster improvement; some type of evaluation, by self, peers, or other should be a part of everyone's experience on an ongoing basis.
§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 For purposes of improvement, a multi-level scale may be desirable, BUT for purposes of supervisory approval, a teacher needs to know only whether his/her performance is acceptable. Two categories are enough, and less confusing for administrators.

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

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

Administrators should observe all teachers periodically, but experienced teachers don't need detailed forms and ~~set~~ administrators don't need extra paperwork, so after a teacher is well established, evaluators should document only needed improvements.

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

Once a teacher has completed an improvement plan, he/she should be considered on an equal footing with all others.

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

§126-142-13. Classroom Teachers' Responsibilities Respect is a product of the observer as well as the observed. The policy needs to be written in objective terms.

§126-142-14. ClassroomTeachers' 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 Winning should not be a factor,

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Tom Jeffrey

Title: Teacher Business:

Street Address: 5673 Smith Creek Rd. City/State/Zip: Salt Rock WV 25559

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

satisfactory / unsatisfactory with space for comment is the fairest and most efficient system.

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

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

For those who have proved themselves, it is counterproductive to continue basic evaluation. You want to encourage growth not minimum standards.

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

It is unreasonable and unfair to continue to monitor improvement after the objectives of the improvement plan are met.

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

§126-142-13. Classroom Teachers' Responsibilities

Appropriate appearance, behavior and language is vague and therefore open to whims, opinions and personal vendettas. Dress codes are unreasonable for the condition and climate of most schools

§126-142-14. ClassroomTeachers' 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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Linda G. Bond

Title: Teacher Business: _____

Street Address: 116 Fairfax St City/State/Zip: Fairmont, WV 26554

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

The 4 performance indicators are unnecessary & too subjective. You either do your job or don't. Comments are the place for comm notes on exemplary performance.

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

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

Phase II allows teachers to function as professionals. It demonstrates respect for the self-determination most teachers show in their jobs

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

How do you measure continued improvement when the plan ends? Teachers should maintain the skills they have developed during the improvement plan.

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

§126-142-13. Classroom Teachers' Responsibilities

Appropriate appearance, manners etc. is too subjective. It is "up to" interpretation. Also it is not clear if it is only during the school day or activities.

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Debbie Thornton

Title: teacher Business: Education

Street Address: PO Box 545 City/State/Zip: Ripley, WV 25271

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

The performance indicators are unnecessary. They cause divisiveness among colleagues. There's too much subjectivity in the determination of each category, S and U worked ok. Other comments on the evaluator's part can be made. Indicators of the rating categories measure state/national activity not the nuts + bolts of teaching and learning.

§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

10.3 Phase II - (self-assessment) is eliminated
Phase I - is alternated with the regular performance evaluation

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

Once a deficiency has been corrected one must continue to show improvement. The improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

"Commands respect by example in appearance, manners, behavior, and language." Appearance could be interpreted by some as a dress code. Opinions as to 'appropriate' appearance, behavior, and language differ greatly among communities and individuals.

§126-142-14. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Becky Fox (Mary R)

Title: Teacher Business: _____

Street Address: P.O. Box 144 City/State/Zip: Ravenswood, WV-26164

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 The four performance indicators are divisive and unnecessary. There is far too much subjectivity in the determination of each category. - Indicators do not really measure what teachers teach or students learn.

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

§126-142-10. Evaluation Stages for Classroom Teachers
10.3 - Phase II - Self-assessment - is eliminated
10.3 - Phase I - is associated with the regular performance evaluation.

§126-142-11. Improvement Plan for Classroom Teachers
11.3 - Once an employee has corrected the deficiency in the plan the employee must continue to show improvement - so the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities 14.2.1.g - "Commands respect by example in appearance, manners, behavior and language." Appearance could be interpreted by some as dress code. Opinions as to "appropriate appearance, behavior and language differ greatly among communities and individuals."

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Leslie Clayberger - Jackson County Schools

Title: Teacher Business: education

Street Address: 455 Charleston Dr., Apt. A5 City/State/Zip: Ripley, WV 25271

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions - Use of word "appropriate" is ambiguous and needs to be clearly defined, not so open to interpretation.
§126-142-5. Training

§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Leslie Clayberger - Jackson County Schools

Title: Teacher Business: education

Street Address: 455 Charleston Dr., Apt. A5 City/State/Zip: Ripley, WV 25271

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions - Use of word "appropriate" is ambiguous and needs to be clearly defined, not so open to interpretation.
§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 - Extremely subject to mood of supervisor, this does not allow for personality differences.
§126-142-10. Evaluation Stages for Classroom Teachers - Teachers will not be encouraged to self-monitor.
§126-142-11. Improvement Plan for Classroom Teachers - Under the new plan, this is a never-ending process with no sense of true improvement. This also creates an extrinsic motivator.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities Is there a dress code implied?

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Paula L. Polosky WVEA

Title: classroom teacher **Business:** _____

Street Address: 794 Morgan Dr. **City/State/Zip:** Morgantown, W.V. 26505

COMMENTS/SUGGESTIONS
§126-142-1. General How do you determine when a person will come off a plan of improvement? The purposed rating structure is too ~~ge~~ subjective
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§126-142-6. State Board Approval

Please go back to satisfactory and unsatisfactory. I'm not against "exceeds standards" if there is objective criteria. This proposal is too vague.

§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

There is no way for someone who is placed on a plan of improvement to ever be recognized as "satisfactory" in performance

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rick White

Title: Sp Ed teacher. Business: Mason County Schools.

Street Address: PO Box 543 City/State/Zip: Pt. Pleasant WV 25550.

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 The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. The old way of marking satisfactory and Unsatisfactory worked well.

§126-142-7. Principles of Operation

§126-142-8. Rating Structure The four performance indicators are divisive and unnecessary. There is too much subjectivity in the determination of each category. The old way of making Satisfactory and Unsatisfactory worked well.

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

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

10.3 Phase II self assessment is eliminated

10.3 Phase I is alternated with the regular performance evaluation.

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

11.3 Once an employee has corrected the deficiency in the plan the employee most continue to show improvement. Once the employee meets the minimum standard he has shown all that is expected of them.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Randy Boyd

Title: Teacher Business:

Street Address: PO Box 687 Edmond WV City/State/Zip: WV 25837

COMMENTS/SUGGESTIONS
§126-142-1. General The four performance indicators of teacher performance are subjective. They rely on "opinions" of Administrators Rather than objective facts. They discourage teachers from speaking up for their beliefs when their opinions may disagree with Administrators who can base judging their performance on subjective un-documented opinion.
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§126-142-6. State Board Approval

Performance indicators are subjective not criteria Referenced. Satisfactory and Unsatisfactory already provides a structure to get rid of bad teachers why add to this with 2 more categories

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

These are not objective criteria. They cannot be cross referenced from one school to the next

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

What may be exemplary teaching to one principal may only be satisfactory to another. It's opinion.

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

The elimination of Phase II self assessment will place an additional burden on principals and is unnecessary

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

Does the improvement plan ever end
The improvement plan does not seem to address concret objective criteria for improvement mastery, it relies on subjective opinions based on the individual personalities of Administrators.

§126-142-12. Improvement Team for Classroom Teachers ~~Does the improvement plan ever end~~ Again

§126-142-13. Classroom Teachers' Responsibilities Opinions about appropriate appearance, behavior, and language differ greatly among individuals

§126-142-14. ClassroomTeachers' Performance Criteria I embrace the idea of performance criteria for teachers that are objective and measurable ~~these~~ are not.
§126-142-15. Evaluation Process for Administrators ~~STAFF~~ should have input into evaluation for Administrators
§126-142-16. Improvement Plan for Administrators ~~Staff~~ should be included in Improvement plan process
§126-142-17. Administrators' Responsibilities
§126-142-18. Administrators' Performance Characteristics
§126-142-19. Evaluation Process for Professional Support Personnel
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§126-142-21. Professional Support Personnel's Responsibilities

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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: VERA Brooks

Title: Title 1 Teacher **Business:** Education

Street Address: Box 736 **City/State/Zip:** Inager WV 24844

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 "satisfactory + "UNSATISFACTORY" worked well. four indicators will too much subjectivity in the determination of each category.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers
§126-142-11. Improvement Plan for Classroom Teachers This part of Policy is not good at all. AT this rate, teacher will live under an improvement plan. Adds too much more stress to job.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Fred Farris

Title: Elementary Teacher Business: Lester Elementary School

Street Address: P.O. Box 2198 City/State/Zip: Beckley, WV 25802

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

- Satisfactory and unsatisfactory are adequate. The evaluator can note exemplary performance.
- Too much room for subjectivity in each category
- Rating categories measure external activities rather than classroom performance.

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

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

- The elimination of the self-assessment step (Phase II) seems to be a step backwards. Experienced, dedicated professionals do assess their progress and adjust accordingly.

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

- How does one ever get off of an improvement plan?
- The language which states that an employee must continue to show improvement does not indicate when the employee is finished with the plan.

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

§126-142-13. Classroom Teachers' Responsibilities

- The word "appropriate" is open to many interpretations

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Estil Hughes

Title: Teacher Business: Richwood High School

Street Address: 1 Valley Ave City/State/Zip: Richwood WV 26261

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 unnecessary, harm to morale will exceed potential benefit
§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 Commanding? in todays classrooms? will you then give additional authority?

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators GOOD
§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 GOOD
§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 GOOD
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rosemary Houser

Title: Teacher Business:

Street Address: Rt 2 Box 103 City/State/Zip: Moatsville WV 26405

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

Four performance indicators are too subjective. "Satisfactory" and "Unsatisfactory" have worked well and should be maintained. Exemplary performance comments should reflect local and county performance

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

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

Phase II (self-assessment) has been very benficial to my personal growth as a teacher.

§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. ClassroomTeachers' 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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Carl E. ODell

Title: Art Instructor Business: Nicholas Co. Bd. of Ed.

Street Address: 58 Oakford Ave. City/State/Zip: Richwood, WV 26261

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 "Satisfactory" and "Unsatisfactory" worked well and there's no need for change. The evaluator can make comments on exemplary performance. The four (4) performance indicators are divisive and unnecessary.

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

§126-142-10.3 Evaluation Stages for Classroom Teachers
Phase II (self-assessment) Should be eliminated and Phase I should be alternated with the regular performance evaluation.

§126-142-11. Improvement Plan for Classroom Teachers
11.3- The improvement plan never ends, even after the employee has corrected a deficiency, this indicates that the improvement must be continued.

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

§126-142-13. Classroom Teachers' Responsibilities This seems to be an effort to enact a dress code with the use of the word "appearance". Opinions as to "appropriate" areas would differ among evaluators

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Shelia Stapleton

Title: Teacher **~~Business~~:** Lincoln Co. BOE

Street Address: 783 State St. **City/State/Zip:** Hamlin WV

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
The 4 performance indictors are divisive & unnecessary. There is too much subjectivity which could lead to evaluations being used as reprisal or discrimination.

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

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

§126-142-11. Improvement Plan for Classroom Teachers
Everyone should be "forgiven". Once an employee has corrected the deficiency, the employee should be taken off. Bad administrators could use this as a control device.

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

§126-142-13. Classroom Teachers' Responsibilities
"Appropriate" appearance, behavior, & language differ greatly among individuals & communities. Religious beliefs also decide what an individual sees as "appropriate."

§126-142-14. ClassroomTeachers' 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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Jewell Wilburn / Kanawha Co. Ed. Assoc.

Title: President Business: _____

Street Address: 1558 Quarrier St City/State/Zip: Charleston, WV 25311

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 Indicators are derisive, too subjective in determination of each category. Indicators do not measure 'Nuts and bolts' of Teaching

§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
Phase II - Self assessment should be retained. Evaluations should be formative.

§126-142-11. Improvement Plan for Classroom Teachers
The way policy is written, the improvement plan never ends.

§126-142-12. Improvement Team for Classroom Teachers "Commands respect by example in appearance, manners, behavior and language." 'Appropriate' ~~behavior~~ appearance is open to too much interpretation

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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

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Charleston, West Virginia 25305-0330
E-mail comments or responses to: cmiller@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Wanda Brown / WVEA / Ohio Co. Ed. Assoc.

Title: Teacher **Business:** _____

Street Address: 123 S. Huron St. **City/State/Zip:** Wheeling WV 26003

email - Webrown@access.k12.wv.us + home stitcher@HGO.net

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 ① 4 performance indicators are derisive & unfair ② Too much subjectivity in determination of each category (not fair + equal) ③ Indicators measure state + nat'l activity, not what real teaching is about. Measure from the beginning of the year to end of year progress. Too many outside forces (home life, community, gen. attitude at home towards education, etc.)

§126-142-9. Evaluation Criteria for Classroom Teachers
phase II eliminated (self assessment) 10.3
10.3 phase I is alternated with regular performance eval.

§126-142-10. Evaluation Stages for Classroom Teachers
Too much subjectivity – it becomes a choice of whether the supervisor likes you or not. They can use the eval. to force you to do extra activities after school hours + donate money to their causes, etc. This is held over our heads now

§126-142-11. Improvement Plan for Classroom Teachers Even after correction of deficiency, they must continue to show improvement. It never ends!

§126-142-12. Improvement Team for Classroom Teachers Rate a teacher for teaching – not for the "icing" on the cake.

§126-142-13. Classroom Teachers' Responsibilities "Appearance" can be considered as dress code. Think about what actual teachers do... teach! This may be sitting on the floor, crawling under tables to rearrange plugs, letting little tears soak your clothes, letting not too clean heads + faces rest on your clothes, etc. Much to subjective. We have lunch duty, etc. and believe me, dressy doesn't get it! We don't sit all day. Be realistic, please. Again, all principals are not fair. We are professional and we know how to ~~#~~ dress. We know how our days are (no aconditioning, etc.) + all of us wear clean + app. clothes

§126-142-14. ClassroomTeachers' Performance Criteria - If a teacher can make ~~app~~ improvements in their class (from behavior, positive outlook, pos. self concept for the little ones, etc) - then this teacher has good performance. Test scores reflect so little of real teaching.
§126-142-15. Evaluation Process for Administrators - Let us help with evaluation - principals need to treat all staff fairly (i.e. - speaking to all staff, listening to suggestions, ~~etc.~~)
§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:

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Sue Widener

Title: Teacher **Business:** Mercer County Schools

Street Address: 16 Sandstone Park **City/State/Zip:** Princeton, WV 24740

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

The subjectivity bothers me. It has been my observation at times that principals have been out of the classroom so long that they no longer have the expertise to evaluate a teacher.

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

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

A personal reflection as to how well I am performing is useful. Doing away with Phase II self-assessment is not a ~~productive idea~~.

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

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

§126-142-13. Classroom Teachers' Responsibilities

Any mention of "appearance" is too subjective. Professionals can decide what dress is suitable for the job they need to do everyday.

§126-142-14. ClassroomTeachers' 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:

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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

Musselman Middle School

W.L. Aikens
Principal

Route 2, Box 119
Bunker Hill, WV 25413
(304) 229-1965

5/14/99

To: Mr. Tony Smedley
304/ 558-0882

FROM: M.E. Burkhart
304/229-1967

According to some colleagues, recent Policy 5310 revisions were not readily accessible via WVIS so
① there hasn't been enough time for dissemination & review
② end date for comments is the earlier March deadline so some people may not have responded for this reason

Musselman
Means
Success

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: MUSSELMAN MIDDLE SCHOOL

Title: PROFESSIONAL STAFF **Business:**

Street Address: ROUTE 1 BOX 119 BUNKER HILL, WV 25413

City/State/Zip:

COMMENTS/SUGGESTIONS

[redacted] SECTION 10.3.1 and 10.3.2

IN KEEPING WITH OUR EXPECTATION TO PERFORM AS,AND BE TREATED AS,PROFESSIONALS, RETAINING THE PHASE I AND PHASE II EVALUATION PROCEDURES APPEARS TO BE MORE CONSISTENT WITH OUR ROLE AS EDUCATORS. IN EARLIER WORDING OF 10.3.1 THE SUPERVISOR "WILL RECOMMEND EITHER THAT THE EMPLOYEE CONTINUE TO PHASE II OR RETURN TO THE PERFORMANCE EVALUATION. THE INFERENCE IS THAT PERFORMANCE EVALUATION IS THE MORE NEGATIVE OR PUNATIVE CHOICE. WHY WOULD POLICY BE REVISED TO HAVING ONLY THE INFERI OR LESS DESIRABLE OPTION???

Jenny Benton
Debbie White
Debra Morgan
Carol Hamilton
Edward N. Burke
Laura Hughes
Lynda Shrewsbury
Thomas R. Gerhardt
Pamela L. Thornton
Brenda B. Hawse
Jeanne Thorne
Gilbert M. Frankenberry
Myrtle Hall
Mary McClanahan
Susan Horner
Mary Burkhart

Barbara A. Arbogast
Frances Taylor
Andrea Westfall
Cindy Kemper
Elizabeth F. Taylor
Shirley Kratschmer-Hull
Linda Walker
Judith Tenney
Carol Stone
Eileen Jefferson
Judith L. Cline
Betty B. Bennett
Diane D. Neal
Peggy L. Wetzel
Peggy L. Canby
Dora Stuart

MAY-14-99 10:42 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.01

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

Individual/Organization: Elizabeth F. Taylor

Title: Teacher **Business:** Musselman Middle School

Street Address: Rt. 2, Box 119

City/State/Zip: Bunker Hill, WV 25413

COMMENTS/SUGGESTIONS

§126-142-1. General

Educators need more time to evaluate this policy. The "mood" of the policy needs to be positive and supportive of educators. The evaluation process we have is adequate and fair.

5/10/99

http://wvde.state.wv.us/policies/p5310.html

126-142-8

The evaluation process we are using allows principals to make comments about employ teachers. This process does not show favoritism. If administrators were "machines," and all people were treated equal, the evaluation suggested in 8.1.1 and 8.1.2 could possibly work.

MAY-14-99 10:43 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.02

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

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

Self-evaluation treated teachers as professionals. It also allowed teachers to feel as if all people were treated equally. Principales should know which teachers need performance evaluation.

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

This could lead to "picking" by an admins. If an employee has corrected the deficiency, the plan should be closed. Teachers need to be trusted and treated with respect even if improvement is needed in one area.

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

§126-142-13. Classroom Teachers' Responsibilities

This could be based on the supervisors personal beliefs - subjective.

§126-142-14. ClassroomTeachers' Performance Criteria

MAY-14-99 10:43 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.03

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mary Burkhart

Title: Educator **Business:** FAX TO Mr Snedley 304/558-0882

Street Address: PO 1622

City/State/Zip: Martinsburg WV 25402

COMMENTS/SUGGESTIONS

§126-142-1. General I resent and object to the implication on page 2 in the Comment Summary that teachers and administrators who support the changes in policy "look forward to the recognition of quality teachers ..." — and those people who disagree w/ these changes don't want recognition of quality teachers ??!

126-142-8

8.1.1. Too few chances for professional staff to achieve this criteria. How many school Board office / or State Dept. employees get State / National recognition ?

126-142-11 11.3 If deficiency is corrected, Improvement Plan needs end date; cannot continue infinitely.

MAY-14-99 10:44 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.04

§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions

FAX FROM:
304-229-1967

§126-142-5. Training

FAX TO:
Mr. Smedley
304|558-0882
RE Policy 5310

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure 8.1.2.

There are very few opportunities for teachers to receive recognition at the state or national level. This would be almost impossible.

5/10/99

MAY-14-99 10:44 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.05

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

Individual/Organization: Jean Nomenick

Title: Teacher **Business:**

Street Address: Musselman Middle School
Rt. 2, Box 119

City/State/Zip: Kenker Hill, WV 25413

COMMENTS/SUGGESTIONS

§126-142-1. General

While I have no problem with eliminating the Phase II (self-assessment) part of the evaluation, it seems the standards divisive, subjective and, perhaps, unattainable (exemplary) for many educators.

5/10/99

http://wvde.state.wv.us/policies/p5310.html

Could evaluation on appearance lead to grievances? Or law-suits?

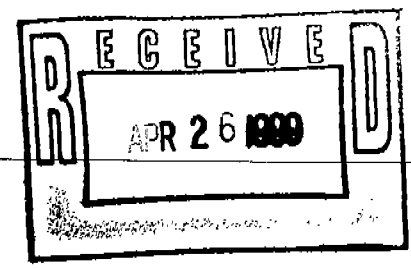
MAY-14-99 10:45 AM MUSSELMAN MIDDLE SCHOOL 304 229 1967 P.06

Name: Eldon Harper, Davis Center Education Division of Juvenile Services Blackwater Falls Road Davis, WV 26260 E-mail: stharper@access.k12.wv.us Date: 05/10/99 Time: 08:40:34	126-142-8 Rating structure This is a good change. 126-142-10 Evaluation Stages for Classroom Teachers Eliminating this option would again place a heavy burden on the administrators and would go back to increased paper work. The change would increase the effectiveness of the evaluation process but it again detracts from the professionalism of the teacher. Some teachers would be glad to go back to performance evaluations which would take less effort on their part. Phase I and phase II levels were goal setting and some teachers found this difficult but it is more professionally uplifting and provides for more professional growth and development. I would be in favor of eliminating the phase II and letting it stand at the professional growth and development plan which would include a performance evaluation every three years. All other changes seem to fit.
Robert M. Carlisle, Principal, Greenbrier East High School 5/10/99	The changes to the plan fails to address the hard points of an improvement plan. In the real world satisfactory improvement is not the results always achieved by an improvement plan. Until the following open areas are addressed, the principal's hands are tied when he/she tries to terminate a BAD teacher. MUST BE ADDRESSED: 1. If there is disagreement on the plan, who preveals [sic], the teacher or the administartor [sic]? 2. Who determines if the standards are met? 3. What action is taken if there is not satisfactory improvement? 4. How many improvement plans for a teacher? The principal is given the mission to meet an increasing number of performance standards, without an means to eliminate poor teacher, who have an adverse impact on performane [sic] criteria. Please help us made students the best they can be.

Cyndi Miller

From: W Lynn Aikens <waikens@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject: 5310 comments
Date: Tuesday, May 11, 1999 8:34 AM

9.3 Observation of Classroom teachers: 3 observations per evaluation is excessive. As an administrator of a large school it becomes very difficult to spend that much time in classes of teachers that do not need that much additional help. If a teacher is at risk I would observe as many times as necessary, but to be forced to do 3 observations per evaluation for a good teacher under 3yrs. it is not necessary.
8.1 Why do we need to say a teacher is exemplary or exceeds if there is not any financial enumeration. Unless this plan is the first step toward merit pay. If that is the case then you all are barking up the wrong tree. For a veteran teacher a simple satisfactory or unsatisfactory is appropriate. More unnecessary paperwork is not needed by our state administrators.



Cyndi Miller

From: Robert K Harris <rkharris@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject: Policy 5310
Date: Sunday, April 25, 1999 11:10 AM

Tony: The revisions are better this round. However, I must point out that 8.1.1 and 8.1.2 to help justify exemplary and exceeds ratings pull the emphasis from classroom teaching. If a truly exemplary teacher does not provide staff development, receive recognition or provide leadership at the county, state or national level they cannot be rated as exemplary or exceeds? Are you sure that is the message we want to give. I know many exemplary teachers who for one reason or another cannot participate in those activities. I know many unsatisfactory teachers who can and do provide staff development and receive the recognition. Is this a true cop-out for the supervisor who can't distinguish between exemplary and exceeds in the classroom? I know I will not win on this argument, but I do believe it should be made. The unions should also be objecting to these indicators- look for the root-causes; the rating should be based on classroom teaching, not just leadership. Why not base it on the number of discipline referrals? Why not base it on attendance or communication? See what I mean. The ratings should not be based on only one of the performance responsibilities. Good luck!

Bob Harris<rkharris@access.k12.wv.us
Wood County Schools, Director of Public Relations
1210 Thirteenth Street
Parkersburg, WV 26101
(304) 420-9670 x122 FAX (304) 420-9513

PHONE (304) 372-7300
FAX (304) 372-7312

JACKSON COUNTY SCHOOLS

BOARD OF EDUCATION - OFFICE OF SUPERINTENDENT
P.O. BOX 770. RIPLEY, WEST VIRGINIA 25271

April 29, 1999

Fax (304) 558-0048

Re: Proposed changes in Policy 5310

Dr. Henry Marockie
State School Supt.
WV Dept. of Education
Charleston, WV

Dear Dr. Marockie;

This letter is written in support of the proposed changes in Policy 5310. We need an evaluation system that allows rating criteria and supporting commentary for all teachers. The elimination of Phase II will remove an albatross from school administrators. This goal-setting process while not a bad idea for helping teachers develop professionally, is virtually worthless as a tool for evaluating performance.

Eliminating the " below standards " rating is very positive because it forces a principal to make a dichotomous choice, between whether the teacher is performing well enough to remain employed, or is clearly in need of replacement. I believe the changes proposed in Policy 5310 will help strengthen accountability.

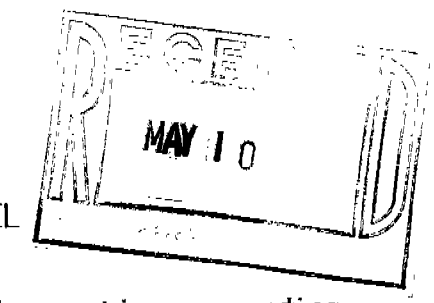
However, I also believe we should eliminate Phase I, as well, and require performance evaluations annually for all teachers, regardless of the number of years of experience.

Sincerely,

Dale Summitt
Superintendent, Jackson County Schools

DAS: sdr

RECEIVED
APR 29 1999



POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Paul Barcus, Jr. / Wetzel Co. Schools

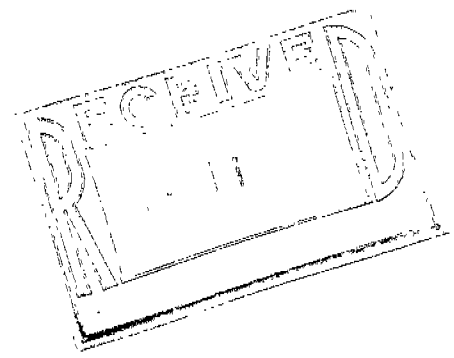
Title: Ass't Supt. Business: 304-455-2441 (ext. 22)

Street Address: 333 Foundry Street

City/State/Zip: New Martinsville, WV 26155

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
9-6—the last sentence needs to be reworded — sounds as though every evaluation shall identify deficiencies even though none exist

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

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

§126-142-12. Improvement Team for Classroom Teachers
12.2 = explain in the 2nd line — "one additional administrator preferably in the content area"

§126-142-13. Classroom Teachers Responsibilities

§126-142-14. ClassroomTeachers 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 Personnels Responsibilities

§126-142-22. Professional Support Personnels 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

24.2.3 — length should be "for no more than one additional season in length". One semester is not appropriate for the coach who is put on an improvement plan near the end of the season (one semester) and does not coach during the next ~~season~~ semester — how can they demonstrate improvement as a coach if they are not coaching the next semester?

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

Cyndi Miller

From: David Neff <dbneff@bcnetmail.org>
To: cmiller@access.k12.wv.us
Subject: 5310 comments
Date: Tuesday, May 04, 1999 5:44 PM

It is counterproductive to have levels of competencies in the evaluation process above satisfactory. The current method works well and is accepted by most principals and teachers as fair and effective. Adding levels above satisfactory will only divide teachers and teachers from the administration. We have fought the idea of favoritism in the evaluation process for decades. Now it appears that the WVDE wants to institute a merit system based on the evaluation process. **Please don't let this happen**. I hold a provisional administrative certificate and have been trained in the evaluation process by the state. Levels of performance above a satisfactory will lead most principals to award the highest ratings to all teachers to avoid conflicts. I realize in a perfect world it should not work this way. However, in the real world interpersonal relations will lead most evaluators to take the easy path and avoid hard feelings between good teachers and better teachers. Don't divide our teaching force by trying to institute merit pay based upon evaluation. Sincerely, David Neff Rt. 2 box 60 Philippi, WV 26416

Cyndi Miller

From: Stelman (Eldon) Harper <stharper@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject: Comments for Policy 5310
Date: Monday, May 10, 1999 9:40 AM

Name: Eldon Harper, Davis Center Education
Division of Juvenile Services
Blackwater Falls Road
Davis, WV 26260
E-mail: stharper@access.k12.wv.us
Date: 05/10/99
Time: 08:40:34

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126-142-8 Rating structure

This is a good change.

126-142-10 Evaluation Stages for Classroom Teachers

Eliminating this option would again place a heavy burden on the administrators and would go back to increased paper work.
The change would increase the effectiveness of the evaluation process but it again detracts from the professionalism of the teacher. Some teachers would be glad to go back to performance evaluations which would take less effort on their part. Phase I and phase II levels were goal setting and some teachers found this difficult but it is more professionally uplifting and provides for more professional growth and development.

I would be in favor of eliminating the phase II and letting it stand at the professional growth and development plan which would include a performance evaluation every three years.

All other changes seem to fit.

Cyndi Miller

From: Robert M Carlisle <rcarlisl@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Cc: Robert M. Carlisle <rcarlisl@access.k12.wv.us>
Subject: Comment Evaluation Policy
Date: Monday, May 10, 1999 5:06 PM

The changes to the plan fails to address the hard points of an improvement plan. In the real world satisfactory improvement is not the results always achieved by an improvement plan. Until the following open areas are addressed, the principal's hands are tied when he/she tries to terminate a BAD teacher. MUST BE ADDRESSED:
1. If there is disagreement on the plan, who preveals, the teacher or the administartor?
2. Who determines if the standards are met?
3. What action is taken if there is not satisfactory improvement?
4. How many improvement plans for a teacher?

The principal is given the mission to meet an increasing number of performance standards, without an means to eliminate poor teacher, who have an adverse impact on performane criteria. Please help us made students the best they can be.

Robert M. Carlisle, Principal, Greenbrier East High School

W. Lynn Aikens	9.3 Observation of Classroom teachers: 3 observations per evaluation is excessive. As an administrator of a large school it becomes very difficult to spend that much time in classes of teachers that do not need that much additional help. If a teacher is at risk I would observe as many times as necessary, but to be forced to do 3 observations per evaluation for a good teacher under 3yrs. it is not necessary. 8.1 Why do we need to say a teacher is exemplary or exceeds if there is not any financial enumeration. Unless this plan is the first step toward merit pay. If that is the case then you all are barking up the wrong tree. For a veteran teacher a simple satisfactory or unsatisfactory is appropriate. More unnecessary paperwork is not needed by our state administrators.

Cyndi Miller

From: Barbara Frankenberry <bfrankenberry@hotmail.com>
To: cmiller@access.k12.wv.us
Subject: Policy 5310
Date: Wednesday, May 12, 1999 11:02 PM

To Whom It May Concern:
Policy 5310 Comments:
As a teacher at Musselman Middle School in Berkeley County, I find the Phase I and II procedures for teacher evaluation to be very effective and productive. I can not see the need and am not in favor of changing to another procedure of evaluation when we already have one that is working.
The proposed Policy 5310 is too subjective in its 126-142-8 rating where the "Satisfactory" and "Unsatisfactory" currently used is are an adequate indicator of the "job" being done.
The Improvement Plan 126-142-11 is open ended with no completion time indicated.
126-142-13 Classroom Teachers' Responsibility section appears to be an area even more subjective where an individual could be singled out for ridicule based on another's opinion.
The increasing demands on our administrators for reporting accountability on projects, policies, etc. is becoming an ever increasing clerical nightmare. Switching to Policy 5310 would only compound the issue and take time from the administrators to take an active part in the happening of the school.
I do not want to see Policy 5310 implemented.

Barbara Frankenberry.

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Cyndi Miller

From: Donald B Kawalek <dkawalek@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject: comments on policy 5310
Date: Thursday, May 13, 1999 12:28 PM

126-142-8 Rating Structure
I really don't see the need for the four performance indicators mentioned. They are not necessary! There is also too much subjectivity in determination of each category.
There are many Exemplary teachers now!!!! We should not have to be responsible for presenting what we do on a county, state, or national level! Things are not broken now. Leave them alone.

126-142-10 Evaluation process for teachers
Phase I and Phase II are working just fine. Don't change it!!!

126-142-11 Improvement Plan
Sounds to me like the improvement plan never ends according to the way this is written!!!

126-142-13 Classroom Teacher's Responsibility
The word "appearance" could be interpreted as a dress code. For that matter, what is considered "appropriate"? Look how our president interpreted sexual relations!
--
Don Kawalek/Master Craftsman
Technology Education Teacher
Musselman Middle School
Bunker Hill, WV.
http://www.geocities.com/Athens/Troy/4300/

Cyndi Miller

From: Holly Lynn Woods <hwoods@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject:
Date: Thursday, May 13, 1999 8:22 AM

Name: Holly L Woods
E-mail: Holly L Woods <hwoods@access.k12.wv.us>
Date: 5/13/99
Time: 12:22:39 PM

This message was sent by Chameleon

Dear Mr. Smedley,

This e-mail is in response to the current Policy 5310 Performance Evaluation of School Personnel.

* 126-142-8 Rating Structure

    * The four performance indicators are divisive and unnecessary
    * too much subjectivity in the determination of each category
    * 'Satisfactory' and 'Unsatisfactory' worked well... evaluator could always comment on exemplary performance
    * Indicators of the rating categories measure state or national activity not the nuts and bolts of teaching and student learning

* 126-142-10 Evaluation Process for Teachers

    * 10.3 Phase II(self-assessment) is eliminated
    * 10.3 Phase I is alternated with the regular performance evaluation.

126-142-11 Improvement Plan

* 11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

Cyndi Miller

From: Terry M Chandler <tmchandl@access.k12.wv.us>
To: cmiller@access.k12.wv.us
Subject: Policy 5310 Comments
Date: Thursday, May 13, 1999 3:25 PM

126-142-8 Rating Structure 8.1.1. I question your definition of exemplary. I believe there are many exemplary teachers in the classrooms of WV that have not been recognized at the national and state level. Yet you are eager to exclude them because they have chosen to work quietly before and after school with their students then spend the endless hours that is required to complete the stacks of paperwork to fulfill a national certification. In all fairness I believe that a scale of exceeds standard, meets standard, and unsatisfactory would be clear, concise and yes fair to all parties involved.
126-142-11 Improvement Plan 11. 3 I question this line. " After an employee has successfully corrected deficiencies the employee must continue to demonstrate improvement." Does this mean that the employee is on an improvement plan for life! This line needs to have a specific time frame. 126-142-13 Classroom Teachers' Responsibility 14. 7. 1 " Commands respect by example in appearance, manners, behavior and language." The WV Dept. of ED. is opening themselves up to numerous law suits with this line. Who is going to set the standards for appearance the State Board of Ed. or the individual biases of each evaluator? Are we going to have a code for weight, length of hair, amount of make-up, facial hair, or suits and dresses. You can see what a can of worms this will become. I sincerely hope that this policy will be seriously revised before it is
finalized.
Terry Chandler

Cyndi Miller

From: Tonya Ferguson <tlferguson73@hotmail.com>
To: cmiller@access.k12.wv.us
Subject: Comments for Policy 5310
Date: Thursday, May 13, 1999 3:06 PM

To whom it may concern:

I am very concerned about the policy 5310, and the lack of changes after the last comment period. Some areas that I am concerned about are:

126-142-8: Rating Structure

-Having four performance levels are not needed. It will create anymosity within the workplace.

-There is too much subjectivity in determining each category.

-Using the two categories now (satisfactory and unsatisfactory) works well. The administrator can always comment on exemplary performance.

-The categories are measuring state and national activity, not the actual process of teaching and learning.

126-142-10: Evaluation Process for Teachers

-10.3 Phase II should not be eliminated

-10.3 Phase I is alternating with a regular performance evalution (this is unnecessary!)

126-142-11: Improvement Plan

-11.3 If the educator must continue to show improvement then the improvement plan is never-ending!! If the deficiency has been corrected then it has been corrected.

126-142-13: Classroom Teachers' Responsibility

-14.7.1 The sentence "Commands respect by example in appearance, manners, behavior, and language." can be interpreted very differently among different individuals. This can be interpreted as a dress code and is leaving teachers open to harassment about their dress.

Please take the time to consider these comments. I assure you that I AM interested in having quality teachers and look forward to them being recognized. However, I feel that policy 5310 as it stands does not accomplish that.

Sincerely,

Tonya L. Ferguson
Musselman Middle School
(304)229-1965
Rt. 2 Box 119
Bunker Hill, WV 25413

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Dana Tuckwiller-Wood

Title: Teacher - Musselman Middle **Business:** Fax To: 304/558-0882

Street Address: Rt 2 Box 119

City/State/Zip: Bunker Hill, WV 25413

COMMENTS/SUGGESTIONS

§126-142-1. General

I suggest the State School Board consider delaying changes to Policy 5310. It appears many were unaware it was out for review. My school would not have known if I had not read about in the WVEA Journal.

126-142-8 The new indicators for "Exemplary" will discriminate against the more veteran teachers. Those who began teaching in the 60's and 70's do not sing their own praises. They were taught that to do such was "bragging" - not a desirable personality trait. I have seen many veteran teachers who have been nominated for "Teacher of the Year" return the forms untouched. They were taught that what mattered was how you performed in the classroom, not how you padded a resumé or created a portfolio. These are deserving, indeed exemplary teachers, but they let their work speak for themselves

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

§126-142-10. Evaluation Stages for Classroom Teachers No change needed – under the current policy, if a principal identified a teacher who needed additional help, that teacher would be moved out of Phase I & II to performance evaluation. Phase I & II treated teachers as professionals. I feel it would be a shame for the School Board to revert to the classroom observation method for all teachers – sending the message that we cannot be trusted as professionals.

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

The wording of 11.3, "After an employee has successfully corrected deficiency(ies) the employee must continue to demonstrate improvement" could allow administrators to harass employees.

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

§126-142-13. Classroom Teachers' Responsibilities

(14.7.1g) is too subjective. Opinions vary greatly as to what is appropriate, could lead to grievances and/or litigation over 1st Amendment rights. "Commands respect by example in appearance, manners, behavior and language"

§126-142-14. ClassroomTeachers' Performance Criteria

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Patricia Blake

Title: Classroom Teacher **Business:** _____

Street Address: 113 5th St. **City/State/Zip:** Gassaway WV 26624

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

Performance indicators should remain "Satisfactory", "Unsatisfactory". Four are too divisive and not needed. Too much subjectivity would be required. I would hope to be evaluated on performance with the students with whom I work on daily basis.

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

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

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

An improvement plan needs to have a stated, measurable goal. When this point is reached, the improvement plan ends.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: June Hencke

Title: Librarian Business:

Street Address: Hc 30 Box 9B City/State/Zip: Arthur WV 26816

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

I feel the descriptions of "exemplary" and "exceeds standards" are emphasizing the wrong thing. County, state and national recognitions do not necessarily indicate students are learning or that their needs are being met. Four levels are unnecessary.

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

As professionals on continuing contract, I do not believe we need a regular performance evaluation. If administrations and the state board want more accountability then have a permanent Phase I. How will principals have time to meet deadlines for the increased numbers of observations performance evaluations require along with follow up conferences and keep up with the business of running a school effectively.

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

10.3

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

11.3 I agree that some teachers need to be put on improvement plans but once the problems have been corrected and a satisfactory level of performance has been achieved that should end the plan.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria 14.7.1.g. Too subjective - who determines what is "appropriate" - references to appearance could be misconstrued as a dress code.
§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

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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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Nadine Idleman

Title: Teacher Business:

Street Address: HC 76, Box 160 City/State/Zip: Mt. Storm WV 26739

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 Satisfactory and Unsatisfactory with a place for additional Comments is all that is necessary. Teaching is what teachers do best. Attending meetings and Conducting workshops at any level is great for some people but what does it really have to do with teaching — Takes the teacher away from the class breaking the continuity of instruction.

~~§126-142-9. Evaluation Criteria for Classroom Teachers~~ Also who will pay for these state level trainings (ie hotels, meals, travel, substitutes etc.) How much opportunity will be made available for All teachers to Participate. How often will this involvement be necessary? Every year — every two years??

§126-142-10. Evaluation Stages for Classroom Teachers Phase II for experienced teachers should be adequate unless there are problems that are called to an administrator's attention. Many times — Most times — teachers are more experienced than the evaluator. Besides how many hours away from the principals job will all these evaluations take?

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

Once You've shown improvement, how much is enough? If you are on an improvement plan, must you show improvement every year until retirement?

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

§126-142-13. Classroom Teachers' Responsibilities A teachers responsibility is to teach All of these other criteria are just trappings that give someone busy work following them to be sure the teacher has to spend hours outside the classroom meeting requirements or giving the students busy work while they deal with these things on school time.

§126-142-14. ClassroomTeachers' 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
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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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Linda Prine Jarvis

Title: Sixth English Business: Calhoun Middle School

Street Address: HC89, 112A City/State/Zip: Mt. Zion, WV ~~26147~~ 26151

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

The Primary performance indicator for exemplary teacher should be classroom instruction. National & state Activity and work with colleagues is commended, but not first in importance.

§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

I was disappointed to have Phase II eliminated. I would set goals with my principal to work on. I tried many techniques or ideas from conferences. As a veteran teacher, I should be setting my own goals (I am a professional and can handle it,

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

Once ~~a~~ teachers meets the criteria of an improvement plan it should not be held over their ~~the~~ heads.

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

§126-142-13. Classroom Teachers' Responsibilities

I was down some for dress. This principal wore designer clothes. I was not inappropiately dressed. Dress Code should not be state policy. ~~I~~ Local county & board should handle situations (ex: No bra).

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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§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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Tucker County Education Association/Rebecca Moore.

Title: V-President **Business:** _____

Street Address: 106 Crest Ave. ~~Hambleton WV~~ **City/State/Zip:** Hambleton WV 26269

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

① Four performance indicators are devisive & unnecessary
② Too Much Subjectivity in determining each category.
③ Satisfactory & Unsatisfactory Sufficient.
④ Indicators don't ~~be~~ show actual teaching expertise & student learning.
Not State or NATIONAL Recognition! → LOOKS GOOD ON PAPER

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

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

16.3 Phase II – The self assessment was eliminated - That was one of the best features of the last evaluation.

Phase I is alternated with regular performance evaluation

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

11.3 – The way this is written, one would never get off an improvement plan.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1 g. This could be interpreted to mean how some one "looks", dresses, hair length, etc. This gives too great a latitude to a principal/administrator to use personal bias in evaluation process.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Cynthia Keller

Title: Jefferson CEA Treasurer **Business:** Jefferson Faculty High School

Street Address: Rt 1 Box 27 205 Duke St **City/State/Zip:** Shepherdstown WV 25443

COMMENTS/SUGGESTIONS
§126-142-1. General The 4 performance indicators are divisive and unnecessary.
§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 Too much subjectivity in the determination of each category satisfactory & unsatisfactory worked well-evaluator could always comment on ~~ex~~ exemplary performance. Indicators of the rating categories measure state or national ~~activity~~ not the needs & skills of teaching & student learning

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

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

10.3 Phase II (self assessment) is eliminated

10.3 Phase I is alternated with the regular performance evaluation

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

11.3 once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the plan never ends

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

§126-142-13. Classroom Teachers' Responsibilities 14.7.1.g Commands respect by example in appearance, manners, behavior & language. Appearance could be interpreted by some as a dress code. Opinions as to appropriate appearance, behavior & language differ greatly among communities & individuals

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Jacklin Romeo / WVEA

Title: Teacher **Business:** Nutter Fort Elementary

Street Address: _____ **City/State/Zip:** Clarksburg, WV

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 Rating structures have never worked. Rating depends on the mood of the evaluator at time! We only need to know if we are satisfactory or not. Saying one teacher is better than another is only divisive! It will not improve education.

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

Rating scales have no validity or reliability!

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

Phase II was the most beneficial part of the evaluation process because that is when I worked on goals above the standards.

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

It is so wrong to expect teachers to continue on an Improvement Plan forever.

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

§126-142-13. Classroom Teachers' Responsibilities

Appearance should not be a standard. For those excellent teachers who dare push for educational improvement ~~will be~~ in their buildings, the evaluators will be able to give unsatisfactory on dress in order to teach that person not to say anything again. Dress can not be judged objectively.

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: David B. Neff

Title: Educator K-12, MA Ed. Leadership K-12 Business: _____

Street Address: Rt 2 Box 60 City/State/Zip: Philippi, WV, 26416

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 Please: there is no need for 4 levels of performance standards. Satisfactory and unsatisfactory has worked well and provides an efficient instrument for administrative evaluations

~~§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

Improvement plan language suggest that the plan is never ending. I suggest a terminal point for the plan. "Improve or move on."

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1.g will not stand a challenge in court. It appears that a dress code is being instituted and has been found unconstitutional on many occasions.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-18. Administrators' Performance Characteristics
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§126-142-21. Professional Support Personnel's Responsibilities

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Debbie Moore - Tucker County Education Association

Title: 1st Grade Teacher **Business:** Tucker Valley Elem-Middle School

Street Address: 100 Crest Avenue **City/State/Zip:** Hambleton, WV 26269

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 ☆ Allows for favoritism!!!
- The four performance indicators are not needed—too divisive.
- Too much subjectivity in determining each category.
- Too much paper work for principal! — opportunities for mistakes to be made.

☆☆ Either you are doing your job or your not!!! Satisfactory + Unsatisfactory states this!

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

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

Phase I + Phase II are needed. Allows for personal growth within our [redacted] professional lives.

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

- Once a person has been placed on an improvement plan + corrections are made, this document does not allow for a person to end [redacted] the improvement plan. a person is forever on an improvement plan! Why bother doing the plan?

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

§126-142-13. Classroom Teachers' Responsibilities
- Who determines the "dress code?" [redacted]
- allows for a principal to go on a "manhunt!"
- allows for "cliques" to be made. "What if I'm not in the principal's clique?"
- A teacher needs to dress for the day's activities!
- Clean, neat + "nothing hanging out" is acceptable!

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Harry Hartman

Title: Teacher Business: _____

Street Address: Rt #1 Box 567 City/State/Zip: Ridgeley WV 26753

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 If you get on the Improvement, You never get off the plan with current changed wording "must continue to show Improvement"
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities What's ment by "Appropriate" Too Many peoples opinion of what is Appropriate

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Tim Click

Title: Teacher **Business:** Mason County

Street Address: Rt2 Box 815 **City/State/Zip:** Point Pleasant WV 25550

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

- The 4 performance indicators are divisive and unneccessary
- Too much subjectivity in the determination of each category
- Satisfactory and Unsatisfactory worked well ... evaluator could always comment on exemplary performance. Indicators of rating categories measure state or national activity not the nut and bolts of teaching and student learning.

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

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

10.3 Phase II (self-assessment) is eliminated (It should not)

10.3 Phase I is alternated with regular performance evaluation - why

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

11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence the improvement plan never ends. Sounds like busy work.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.1.g Commands respect by example in appearance manners, behavior and language. Appearance could be interpeted by some as a dress code. Opinions as to "appropriate" appearance behavior and language differ greatly among communities and individuals.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Elizabeth Bradford

Title: Retired teacher Business:

Street Address: Rt. 2 Box 36B City/State/Zip: Camden WV 26338

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 Two categories are sufficient. The 4 categories are very subjective and can be applied very unfairly.
§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 The alternating phase I, Phase II has worked very well. Why abolish a teachers right to self-evaluation
§126-142-11. Improvement Plan for Classroom Teachers This implies, that once a teacher is deficient in some area, the improvement plan never ends. Is this the intent?
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities What is "appropriate" varies from community to community. Cannot teachers and communities make this determination.

"Appropriate" varies also from grade to grade.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Gail Fleshman

Title: Speech Therapist **Business:** _____

Street Address: 609 PA. Ave **City/State/Zip:** Ranelle WV 25962

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

The rating structure continues to be divisive as it is ~~subjective to determine which teachers are exemplary and which~~ exceed standards. Attending meetings does not necessarily make you a better teacher.

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

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

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

The improvement plan should have a finite term. Once teaches have met the terms of a plan they should be able to begin again and not be penalized forever.

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

§126-142-13. Classroom Teachers' Responsibilities

Judging a Teacher by how they are dressed is away to establish a dress code. This can be extremely subjective and interpreted differently by various administrators.

§126-142-14. ClassroomTeachers' 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

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure Too much subjectivity in the determination of each category of satisfactory & unsatisfactory worked well-evaluator could always comment on ~~ex~~ exemplary performance. Indicators of the rating categories measure state or national achievement not the skills & skill of teaching & student learning

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

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

10.3 Phase II (self assessment) is eliminated
10.3 Phase I is alternated with the regular performance evaluation

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

11.3 once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the plan never ends

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

§126-142-13. Classroom Teachers' Responsibilities 14.7.1g Commands respect by example in appearance, manners, behavior & language. Appearance could be interpreted by some as a dress code. Opinions as to appropriate appearance, behavior & language differ greatly among communities & individuals

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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Elementary School - Glor. Co.

Title: Elem. Teacher Business: _____

Street Address: 701 Kanawha Ave City/State/Zip: Rainelle, WV 25962

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

The 4 performance indicators are diverse & unnecessary Satisfactory and unsatisfactory are sufficient

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

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

Eliminate Phase II the self evaluation process.

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

Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

I will dress as told as long as I am provided a clothing allowance.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Elem. School Greenbrier Co.

Title: First Grade Teacher Business: _____

Street Address: 701 Hanawalt St. City/State/Zip: Rainelle WV. 25962

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

~~Satisfactory~~ and Unsatisfactory - worked well ~~ed~~ evaluators could always comment on exemplary performance.

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

Place II (self assessment) should be eliminated

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

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

Does the improvement plan ever end.

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

§126-142-13. Classroom Teachers' Responsibilities

I will dress according to dress code & provided a clothing allowance.

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
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?-22. Professional Support Personnel's Performance Characteristics
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Connie Crowe / Gbr. Co. Schools

Title: Teacher Business:

Street Address: 701 Kanawha Ave. City/State/Zip: Rainelle, WV 25962

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

~~Satisfac~~

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

"Satisfactory" and "Unsatisfactory" is enough. Evaluator could add comments if necessary.

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

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

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

Once a teacher has met the goals of the improvement plan, the teacher should not be penalized for the rest of his/her career.

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

§126-142-13. Classroom Teachers' Responsibilities

Opinions as to what is "appropriate" appearance, behavior, and language differ greatly. Is the state prepared to pay clothing allowances when this is interpreted as a dress code.

§126-142-14. ClassroomTeachers' 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
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§126-142-26. Coaches' Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Jr High

Title: Teacher Business: _____

Street Address: 701 Kanawha Ave City/State/Zip: Rainelle WV 25962

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

Satisfactory & unsatisfactory worked very well

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

satisfactory & unsatisfactory worked well

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

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

Eliminate Phase II

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

Improvement never ends always work to better yourself

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

§126-142-13. Classroom Teachers' Responsibilities

Dress, manners, behavior and language all differ by individuals

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Margaret Golden

Title: teacher Business:

Street Address: Kanawha Ave City/State/Zip: Rainelle, WV 25962

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

[redacted]

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

Satisfactory and unsatisfactory worked well.

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

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

10.3 phase II is eliminated.

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

11.3 The improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: [illegible]

Title: Teacher Business: _____

Street Address: Rainelle WV City/State/Zip: 25962

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

§126-142-6. State Board Approval

~~Unnecessary~~ / ~~Use Satisfactory~~ or ~~Unsatisfactory~~

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

Use S or U (unnecessary) satisfactory / unsatisfactory

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

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

Alterate Phase I with Phase II

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

The process will never end,

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

§126-142-13. Classroom Teachers' Responsibilities

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibiilities
§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: [signature]

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

Satisfactory/Unsatisfactory Rating
Will not use

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

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

Performance evaluation
Professional growth

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

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

§126-142-13. Classroom Teachers' Responsibilities

Agree with their yearly goals and
"appropriate" appraisal.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Ramelle Flem, Jr.

Title: Teacher Business:

Street Address: 701 Kanawha Blvd. City/State/Zip: Beckley WV 25962

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

Satisfactory & Unsatisfactory worked well.

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

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

Phase I is always with the regular performance evaluation.

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

Once an employee corrects the discrepancy in the plan, he/she will be expected to show improvement. The improvement plan will help

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

§126-142-13. Classroom Teachers' Responsibilities

Appropriate dress, behavior etc. differ due to individuals & community etc.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Elem.

Title: _____ **Business:** School

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

- Performance indicators are unnecessary
- Too subjective
- Satisfactory + Unsatisfactory are

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

- Satisfactory + Unsatisfactory sufficient,
- Performance indicators are unnecessary

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

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

- Eliminate Phase II
-

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

- Continued showing improvement

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

§126-142-13. Classroom Teachers' Responsibilities

Opinions as to "appropriate" is subjective + not everyone has the same "clothing allowance"

§126-142-14. ClassroomTeachers' 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
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§126-142-24. Improvement Plan for Coaches
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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

~~Satisfactory or unsatisfactory [illegible]~~

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

Satisfactory or unsatisfactory with [illegible] always comment on employ [illegible]

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

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

Phase 1 is absent with the [illegible] evaluation.

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

The improvement plan [illegible]

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

§126-142-13. Classroom Teachers' Responsibilities

Point 1 as to "appropriate" appearance, [illegible] and language [illegible] worthy [illegible]

§126-142-14. ClassroomTeachers' 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
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§126-142-25. Coaches' Responsibilities
§126-142-26. Coaches' Performance Criteria

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Charleston, West Virginia 25305-0330
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Greenbrier County Schools.

Title: _____ **Business:** _____

Street Address: _____ **City/State/Zip:** 25962

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 Only use Exemplary, Satisfactory and Unsatisfactory
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers Phase 1 eliminate - self-eval.
§126-142-11. Improvement Plan for Classroom Teachers We should always be improving
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Classroom Teachers' Responsibilities Consider "Appropriate professional appearance" rather than a dress code

§126-142-14. ClassroomTeachers' 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:

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West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Elementary School

Title: Music Teacher Business: _____

Street Address: Rainelle, WV City/State/Zip: 25962

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 4 performance indicators are divisive & unnecessary.
§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. ClassroomTeachers' 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:

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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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mr. Jay W. Frye

Title: teacher Business: Bairnelle Jr.

Street Address: 701 Kanawha Ave City/State/Zip: Raleigh WV 25962

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

Categories measure state and National activities not the nuts and bolts of teaching and Student Learning

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

Listed under — 6

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

~~Do not eliminate~~

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

Do not eleminated Phase II

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

When does the Improvement Plan End? or does it?

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

§126-142-13. Classroom Teachers' Responsibilities

This is a dress code for teachers, who determines "Appropriate

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Pamela Teacher

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

Satisfactory + Unsatisfactory worked well.. Evaluator could always comment on exemplary performance

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

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

10.3 Phase II (self-assessment) is elimated

10.3 Phase I is altered with the regular performance evaluation.

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

11.3 Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

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

§126-142-13. Classroom Teachers' Responsibilities

14.7.6.g. Commands respect by example in appearance, manners, behavior & language. "Appearance could be interpreted by some as a dress code. Opinions as to appropriate appearance, behavior, & language differ greatly among communities & individuals.

§126-142-14. ClassroomTeachers' 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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Jr. High

Title: Teacher Business:

Street Address: 701 Kanawha Ave City/State/Zip: Rainelle, WV 25962

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 A person who has taught for 10 years should be able to assess himself.
§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. ClassroomTeachers' 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
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§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

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Rainelle Elementary/Jr. High

Title: Teacher Business: _____

Street Address: 701 Kanawha Ave. City/State/Zip: Rainelle, WV

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 Too much subjectivity in rating structure. Categories + specifications work well.

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

§126-142-10. Evaluation Stages for Classroom Teachers Prior to evaluation as per plan and by August 1st completed by T.L.

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

One on one w/ principal for specific improvement. Must be done after 1st evaluation

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

§126-142-13. Classroom Teachers' Responsibilities Who might be appropriate? Does this mean a child's teacher?

§126-142-14. ClassroomTeachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-17. Administrators' Responsibilities
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Thomas E. Fletcher

Title: Teacher Business: Berkeley Heights Elem.

Street Address: 915 W. Va. Ave, Martinsburg, WV City/State/Zip: 25401

COMMENTS/SUGGESTIONS
§126-142-1. General This policy is regressive and is a huge step backwards by The State Board: Who professes to respect the professionalism of Teachers. Show us! Don't do this!!
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§126-142-6. State Board Approval

The four(4) performance indicators are regressive. "Satisfactory" and "UnSatisfactory" are fine. Exemplary performance has always been recognized by evaluator. please remove.

§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

The [redacted] present procedure of Phase I and II should remain - To regress will be an unprofessional act by the State Board of Education!

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

The proposed Improvement Plan is punitive. An eternal improvement plan for anyone is a form of slavery. There will never be freedom from the plan.

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

[redacted]

§126-142-13. Classroom Teachers' Responsibilities

This section is very "subjective" State what is meant!!

§126-142-14. ClassroomTeachers' 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
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§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

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1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-mail comments or responses to: cmiller@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Parent(s)

Title: Teacher 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
Teachers should know enough
to assess themselves - especially if
they have 10 or more yrs. experience

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

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

§126-142-13. Classroom Teachers' Responsibilities Dress code
Own uniforms for the students.
Provide pupil with a clothing
allowance

§126-142-14. ClassroomTeachers' 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Kanelle Elem. School

Title: Elem. Teacher Business:

Street Address: 701 Kanawha Ave. City/State/Zip: Kanelle, WV 25962

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

The four performance indicators are diverse & unnecessary. Satisfactory & unsatisfactory are sufficient.

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

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

Phase II should be eliminated.

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

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

Once an employee has corrected the deficiency in the plan the employee must continue to show improvement. In essence, the improvement plan never ends.

§126-142-13. Classroom Teachers' Responsibilities

A clothing allowance must be provided if a dress code is enacted.

§126-142-14. ClassroomTeachers' 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
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RETURN COMMENTS/SUGGESTIONS BY MAY 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
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Charleston, West Virginia 25305-0330
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RESA II BOARD OF DIRECTORS
COMPREHENSIVE REVIEW OF
REVISION TO POLICY 5310: PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (Revised)

(Public Comment Period Ends: March 15, 1999)

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-8 Rating Structure			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.
§126-142-10 Evaluation Stages for Classroom Teachers	✓ ✓		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. 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.

Policy needs clear definitive statement as to how to remove an individual from professional growth policy if problems arise before the ending of professional growth policy

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-11 Improvement Plan for Classroom Teachers	✓ ✓		A critical component to this section of the policy is comprehensive training in developing/writing Improvement Plans. 11.3 - Needs clarification as to <u>how</u> the employee will verify continuous growth. - A required Portfolio would serve to document improvement and growth.
§126-142-16 Improvement Plan for Administrators			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.
§126-142-17 Administrators' Responsibilities §126-142-18 Administrators' Performance Characteristics	✓		Agree with and strongly support the Administrators' Responsibilities and performance characteristics especially the addition of Instructional Leadership. (18.2 - <u>my</u> - typographical error - <u>may</u>)
§126-142-20 Improvement Plan for Professional Support Personnel	✓		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.
§126-142-22 Professional Support Personnel's Performance Characteristics			Clearly address the Professional Support Personnels' Responsibilities and crystallizes the understanding.

Policy needs to clearly state that deficiences can be noted and still receive a satisfied rating - if that is the intent of the policy. Some administrators & central office have not grasped this idea.

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-23 Evaluation Process for Coaches	✓		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. Addition of parental/community input via LSIC in the evaluation process for coaches. 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) 23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers. 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. 23.5 Remove "athletic director." There should be more than one evaluation. 23.6 Remove "athletic director;" add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days. One evaluation should be conducted on or before the sports mid-season.

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-24 Improvement Plan for Coaches	✓		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 ½ the sport's season.
			24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.
§126-142-26 Coaching Performance Criteria	✓		Clearly address the coaches' responsibilities and crystallizes the understanding.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

The Faculty Senate should have a copy of the Policy & there should be a longer time period to comment!

Individual/Organization: Felicetta Nichaus

Title: Teacher Business: Ohio County Schools

Street Address: RD4 Box 385A

City/State/Zip: Cameron WV 26033

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

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

Unacceptable

§126-142-13. Classroom Teachers' Responsibilities

Unacceptable

§126-142-14. ClassroomTeachers' Performance Criteria

Unacceptable

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

4 point rating is unattainable
Some teachers are not presenters

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

Judging a teacher with this criteria is unfair. To base test scores on a teacher's performance is also unfair.

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

Unacceptable

---

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

Once a teacher meets the continual improvement, there should not be a need to improve

§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

West Virginia Department of Education

Disappointed that feedback is regarded as invaluable since educators must abide by the policy changes.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: T. Raper

Title: Teacher (Special Ed) Business: Ohio County Schools

Street Address: P.O Box 384

City/State/Zip: Tria. W.V 26059

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The 4 point rating is unattainable and unacceptable. Having to present is unfair and discriminates people with families and lives outside the against school system

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

A teacher can not be judged based on student performance. We work very hard in the classroom to encourage and teach our students. Their home lives usually undo what we have accomplished.

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

unfair!

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

It is unacceptable!

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

unacceptable!

§126-142-13. Classroom Teachers' Responsibilities

unfair!

§126-142-14. ClassroomTeachers' Performance Criteria

unacceptable

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310 If these comments are under the incorrect heading, it is because I do not have a full copy of the policy on which to comment! We never received a copy at our school and are unable to download the full document!

Individual/Organization: Nancy McCord

Title: teacher **Business:**

Street Address: 3700 Wood Street

City/State/Zip: Wheeling, WV 26003

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

§126-142-7. Principles of Operation

§126-142-8. Rating Structure I am totally opposed to a 4 point system for evaluation. The principal can already rank teachers.

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

Criteria related to student performance should not influence teacher evaluation. Many other factors are involved in a student's achievement besides the teachers' ability. Anyone who has taught in an inner-city school knows this.

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

unacceptable

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

The improvement plan is perpetual.

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

unacceptable

§126-142-13. Classroom Teachers' Responsibilities

unfair

§126-142-14. ClassroomTeachers' Performance Criteria

unacceptable

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Our Faculty Senate should have received a copy of the changes.

Individual/Organization: Robin Estep

Title: Special Educator **Business:** Ohio Co. Schools

Street Address: 3700 Wood Street

City/State/Zip: Wheeling, WV 26003

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The 4pt rating is unattainable unless you are a presenter all over the state.

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

A teacher shouldn't be judged by student's performance on state testing. There's many factors that influence students performance that teacher have no control over.

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

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

This plan is unacceptable. It cannot be attained.

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

unacceptable

§126-142-13. Classroom Teachers' Responsibilities

unacceptable

§126-142-14. ClassroomTeachers' Performance Criteria

unacceptable

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Pam Wampler

Title: Teacher Business:

Street Address: 3700 Wood Street

City/State/Zip: Wheeling, WV 26003

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The Race to the Top plan is unacceptable.

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

Standford Test Scores should not be used for a teacher's performance. When a child starts in September and then accomplishes in May will better show a child's performance.

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

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

Lisa Mullins

From: J. Kevin Campbell <jcampbel@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject: Comments on proposed changes to policy 5310
Date: Tuesday, March 16, 1999 1:53 PM

I realize the public comment period has ended, but I do have some thoughts on the proposed changes. I support the addition of evaluation requirements for coaches and clarification of the evaluation process for Professional Support Personnel. I oppose the change from a two tiered rating system to a five tiered system. Wood County's former evaluation system employed a three tier system of exceeds performance requirements, meets performance requirements or does not meet performance requirements. Employees came to view anything other than a rating of exceeds performance requirements as a negative evaluation. If the purpose in moving to a five tier system is to provide additional data for promotion or transfer, I predict that the data will only serve to multiply the number of grievances filed. The two tier system is superior because it simplifies the evaluation process. Either the employee meets the requirements of the job, or does not. If not, an improvement plan must be implemented. If an employee's performance is exemplary, the evaluation instrument already provides a place to document examples. A narrative documenting exemplary performance with specific examples provides better data for promotion or transfer than a simple check mark on the form. I oppose the proposed changes in the professional growth and development cycle. Routinely returning experienced competent teachers to the performance evaluation system denies them an opportunity to help shape their own professional growth and be active participants in the evaluation of service. The current system provides a way to return employees to performance evaluation if their performance in phase I is found to be lacking. I do recommend the following changes in the professional growth and development cycle: 1. Revise the language in section 10.3.1 to unambiguously require the employee to participate in the professional growth and development cycle. Participation evidences responsibility for one's own professional growth and requires a collaborative professional relationship with one's supervisor. 2. In phase II of the professional growth and development cycle, require the employee to submit the professional growth and development plan to the supervisor and at the end of the year to submit supporting documentation and a self-evaluation. 3. Provide for timelines in developing the professional growth and development plan. 3. Define a process whereby an employee in phase I or II whose performance begins to suffer may be returned to performance evaluation status or have an improvement plan written prior to the end of the school year. J. Kevin Campbell
Assistant Principal
Jackson Junior High School
1601 34th Street
Vienna, WV 26105
Voice 304.420.9551
Fax 304.295.9954
jcampbel@access.k12.wv.us <mailto:jcampbel@access.k12.wv.us>

Kanawha County Schools

200 Elizabeth Street, Charleston, West Virginia 25311-2119

FAX TRANSMISSION SHEET

Office Telephone (304) 348-7732 Fax Number: (304) 348-1934

TO: Tony Smeadley

FROM: Leonard Allen

RE:

PAGES TRANSMITTED:
(including this cover sheet)

Please call me if you experience Any problems or have any questions concerning this transmission.

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THANK YOU.

MAR 16 1999

Comments on Policy 5310
Herbert Hoover High School
Faculty Senate

The following concerns were expressed by our faculty:

4.3 Expanding categories for evaluation will be more time consuming and require more training for evaluating.

4.7 Portfolios sound good in theory, but for application purposes it is only a paper collection task. It does not exhibit actual job performance rating.

9.3 Scheduled evaluations are more appropriate for professional staff. As administrators are already overburdened with paperwork, most evaluations will occur the week before evaluations must occur by mandate. Heaven forbid if that time is before holidays.

10.3 If the present system of professional growth and development is unacceptable (Stage 1 and Stage 2). Why are we still alternating between professional growth and development and performance evaluation.

10.4 Shouldn't the conference occur in a timely fashion: such as one week's time?

10.7 Why sign something you don't agree with?

11.1 Being unsatisfactory in one area should not mean an automatic improvement plan. This would make it very easy to target any individual with a subjective area.

11.4 Transferring an improvement plan to another school is like blackballing an employee from getting a fresh start. Check federal law on references provided for a new job application. I believe this is illegal.

14.5.2.b. What is exhibiting appropriate interactive skills? This is ambiguous.

147.1.g. What does commands respect by example in appearance, manners, behavior, and language? No earrings, no jeans, cut hair short, no make-up, no sandals, ties?

18.9.1. Oral communications-articulate clearly: Do you need to speak loudly or measure every word before using it?

18.9.2. Use correct grammar, spelling and appropriate language. Do I need to be Pollyanna to communicate effectively?

23.3 Doesn't state law say only administrators can evaluate personnel? Why did the state board of education dismiss the suggestions of a committee approved by the Governor to study evaluation for education?

Lisa Mullins

From: Ralph Paugh <rpaugh@access.k12.wv.us>
To: Lisa Mullins <ljmullin@access.k12.wv.us>
Subject: Re: Policy 5310
Date: Friday, February 19, 1999 7:05 PM

Lisa Mullins wrote:
>
> I NEED TO KNOW WHICH SECTION "NUMBER" THAT YOUR COMMENT APPLIES TO.
>
> ----------
> > From: Ralph Paugh <rpaugh@access.k12.wv.us>
> > To: ljmullin@access.k12.wv.us
> > Subject: Policy 5310
> > Date: Monday, January 25, 1999 10:59 AM
> >
> > The only change in the policy that I would be interested in is the
> > optional clause which allows a choice for employees to enter the
> > professional growth and development cycle. If it is the intention to
> > cause teachers to be professionally responsible, then it should be
> > stated that the cycle will be used, complete a with portfolio. There
> > seems to be an expectation for all professioal employees to complete
> > this cycle, yet the language gives individuals an out. I think that
> > this option should be for everyone or removed from the policy. Ralph L.
> > Paugh, Principal, Lubeck Elementary School, Wood County

Ms. Mullins, I am sorry it has taken me so long to get back to you. There is probably no way to effect any real changes in the policy at this point but I did feel compelled to respond again.

The specific section That I initially referred to was section 10.3, line 2 where it states, "...plan may be utlilized..." I believe again 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.

I also think that the rating structure has to many levels. Someone needs to designate the kinds of job performances that makes the difference between an Exemplary Teacher and one who merely Exceeds. If this is not done, then each supervisor can designate any job performance(s) to assign diferent 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.

Also, the talk among teacher groups alludes to merit pay for exemplary teachers. Should this happen, then the battle lines will truly be drawn.

Lisa Mullins

From: Debra Hull <dhull@wju.edu>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310
Date: Monday, February 01, 1999 9:06 AM

I would like to comment on revised Policy 5310 from the point of view of a parent of a child in the school system and as a psychologist who has worked for a number of years with evaluation of teachers on the college level.

First, 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.

I am also pleased to note that there is now a provision for evaluating coaches. I understand from my school system that it is state policy for the teacher with the most seniority who applies for a coaching job to get it automatically, regardless of their coaching skills or knowledge of the sport. That has not seemed to me to be in the best interest of student athletes. The new evaluation policy for coaches may alleviate some problems caused by current hiring practices.

I do feel strongly that parents and students should be involved in the evaluation of teachers. We want parents to take a more active role in the schools and they have important information about teachers (positive as well as negative) that could help in determining which teachers deserve special recognition and which ones need remediation. Likewise, I believe students have perhaps the best information about the teacher's effectiveness. I know teachers are concerned that students will turn the evaluation process into a popularity contest or reward "easy" teachers. I think that attitude underestimates students and that they do recognize good teachers and appreciate those who are outstanding.

Please don't hesitate to contact me if I can clarify these remarks or provide further information.

Debra B. Hull, Ph.D.
Academic Dean
Wheeling Jesuit University
Wheeling, WV 26003
fax: 304+243-2243

Lisa Mullins

From: Peterson <lmpeterson@rtol.net>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310 on review
Date: Tuesday, February 02, 1999 8:09 PM

I have read the proposed changes to policy 5310 and 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 word 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. Marilyn Peterson, Kindergarten teacher, Glenville Elementary School, Glenville, WV 26351

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Marcella Longo

Title: Principal **Business:** Peterson Elementary

Street Address: 2766 Main Ave. **City/State/Zip:** Jane Lew, W.V. 26378

COMMENTS/SUGGESTIONS
§126-142-1. General 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
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training 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 I use already trained just need it in black and white - what to do.

RECEIVED
FEB 8

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure Will learning objective again. Unless a teacher ~~ex~~ plan/reads standards. The rest are easy. Criteria should be listed for these two areas to guide administrators. Otherwise there will be no consistency state wide

§126-142-9. Evaluation Criteria for Classroom Teachers
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 + problem employees. Plus in a large school with only 1 principal - esp. if a lot of sped 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.

§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. Teachers' Responsibilities

§126-142-14. 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 Same problems as mentioned for classroom teacher
§126-142-19. Evaluation Process for Professional Support Personnel I would like to see separate forms for media specialists... librarians and counselors listing specific duties Also - nurses need a separate form
§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

Service personnel evaluations need also to be consistent and state wide.

We need computer programs and lap top computers for observations and evaluations. It would be a real time saver and a great organizational tool.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Joseph R. Oliverio

Title: Director of Music Attendance Registrar **Business:** St. Marys HS

Street Address: 1002 2nd Street **City/State/Zip:** St Marys WV 26170

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions (4.5.) Rating - Are 5 values necessary and will they be effective? Will Admin + Teachers have significant different views for 2 values. Present Policy was satisfactory or Unsat. No debate if Unsat. = improvement plan (4.6) Portfolio a good idea for all to supplement
§126-142-5. Training

RECEIVED
FEB - 8

typos = page 12 (15.4) conference(s)
page 26 23.5 and/or

§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 Good idea deleting Phase II and returning to performance evaluation
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches (23.4.) The Head Coach should not be involved in the evaluation of the Assist. This could lead to several problems
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Carol M. Hall

Title: Editor **Business:** Mountain Messenger Newspaper

Street Address: P.O. Box 429 **City/State/Zip:** Lewisburg WV 24901

COMMENTS/SUGGESTIONS
§126-142-1. General - Policy 5310 looks as though it has been thought out very carefully & fully. Each aspect seems to be thoroughly covered. I believe this Policy will be very good for the children in our State. CH
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

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§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities Does this mean Coaches in the High Schools will no longer be able to curse & swear at the boys & ridicule & harshly criticize them at practices?? Does it mean Coaches like the one from Beckley can no longer make fools of
§126-142-26. Coaching Performance Criteria themselves at games & demonstrate their total lack of sports smanship & setting AWFUL examples to the athletes?? I hope so.

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Individual Judd Ashcraft

Title: Assistant Principal **Business:** North Marion High School

Street Address: RR1 Box 100 Farmington, WV 26571

Comments/ Suggestions
126-142-10 Evaluation Stages for Classroom Teachers The evaluation instruments used must adequately include all necessary evaluation data proscribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31
126-142-10 Evaluation Process for Administrators The evaluation instruments used must adequately include all necessary evaluation data proscribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31
126-142-18 Evaluation Process for Professional Support Personnel The evaluation instruments used must adequately include all necessary evaluation data proscribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31
126-142-23 Evaluation Process for Coaches The evaluation instruments used must adequately include all necessary evaluation data proscribed by Policy 5310 but need not be uniform across the State or within Counties. Personnel Evaluations must be completed on or before May 31

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Carla Williamson

Title: Principal Business: Hayes Jr. High, KCS

Street Address: 830 Strawberry Rd. City/State/Zip: St. Albans, WV 25177

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

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§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure The structure will allow principals to help some employees move beyond mediocrity. The rating structure will benefit students bc new administrators use discretion and base ratings on observed & documented performances.

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

§126-142-10. Evaluation Stages for Classroom Teachers Can provision be made to allow us to get half of our teachers currently in the Professional Growth Cycle (Phases I & 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 same time.

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

11.3 Great addition! No more repetitive improvement plans for people who meet expectations only during the improvement process.

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

§126-142-13. Teachers' Responsibilities

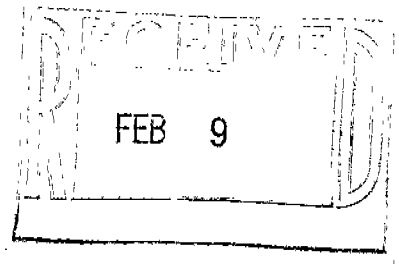
§126-142-14. Teachers' Performance Criteria Additions are appropriate & necessary
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
§126-142-18. Administrators' Performance Characteristics Thank you for adding instructional leadership
§126-142-19. Evaluation Process for Professional Support Personnel This is needed!
§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Tony Smedley
Executive Director, Office of Human Resources
WVDE
Building 6, Room 264
1900 Kanawha Boulevard East
Charleston, WV 25305-0330



February 5, 1999
Mr. Tony Smedley
Executive Director, Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Blvd. East
Charleston, WV 25305-0330

Dear Mr. Smedley,

I have received the information regarding public comment on Policy 5310. I have read the information and feel that my comments are worthy of consideration. I have nineteen years experience in the educational system and have worked as teacher in elementary, jr. high and high school. I have been assistant principal in high school and I presently serve as principal in an elementary school. I have also coached football and served as assistant coach in basketball. I mention the above positions so you'll know that my comments come from experience rather that idle talk.

In reference to 126-142-4.7 I do not believe that Administrators should be required to 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.

In reference to 126-142-8.1 the information on comment states the intention of changing the evaluation from the two categories of "satisfactory", "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.

1	2	3	4	5
unsatisfactory	below standards	meet standards	exceeds standards	exemplary

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"

Da
Pr
385
385 [illegible] (home)

In reference to 126-142-9.5 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.

In reference to 126-142-10.3 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 1998-99 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 then 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 [redacted] I, Phase II, Performance Base./Phase I, Phase II, Performance Base.)

The final major area of concern that I have is 126-142-23. 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.

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 this much better verbally.

Thank you for the opportunity to voice my opinion on Policy 5310.

Sincerely,

David Sammons
Principal Genoa Elementary
385-4421 (school)
385-4287 (home)

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: CHARLES HEINLEIN

Title: PRINCIPAL Business: ST. MARYS HIGH SCHOOL

Street Address: 1002 SECOND STREET City/State/Zip: ST. MARYS, WV 26170

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

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§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 11.2.3 Change last in no case shall an improvement plan be for less than a semester nor more than a year. 11.3 drop entire line - second improvement plan required otherwise arbitrary/capricious judgment of short growth.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

16.2.3 (2nd 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 decisions on "show growth".

§~~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

20.2.3 days add Change to - And in no case shall improvement plan be for less than a semester nor more than a year.

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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches 23.3 the principal, assistant principal or athletic director (if a certified administrator) 23.4 same as above (drop) in conjunction with head coach 23.5 same as 23.3 change
§~~126-142-24.~~ Improvement Plan for Coaches 23.6 same as 23.3 change 24.2.3 - no case shall an improvement plan be for less than a semester nor more than a year.
§~~126-142-25.~~ Coaching Responsibilities 24.3 drop entire line - rationale - a skewed improvement plan is mandated to avoid subjective judgement of skew growth.
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

Lisa Mullins

From: June Nonnenberg <jnonnenberg@rtol.net>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310 Comments
Date: Saturday, February 13, 1999 11:25 AM

Commentator: June M. Nonnenberg Position: Title I Teacher Location: Glenville Elementary School 44 VanHorn Drive Glenville WV 26351 Phone: (304) 462-7338 Experience: 1972-3 developmental reading at Glenville State College 1973-Present: [Elementary] reading, math, science (regular education) Title I Remedial Reading and Remedial math Title I Reading - inclass/collaboration Director of Federal Programs (Gilmer County) All of this is to let you know that I have had a great deal of experience and do not take evaluation lightly. 126-142-5. Training I do not see a place that indicates that the improvement team is to have any particular training. 126-142-10. Evaluation Stages for Classroom Teachers 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? [example: The principal wants to raise test scores so every teacher MUST have as a goal raising test scores.] How are appropriate interactive skills defined (14.6.1.b) and how does one evaluate them? 126-142-15 Evaluation Process for Administrators 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. Thanks for listening. June M. Nonnenberg

Lisa Mullins

From: DAISYMOM26@aol.com
To: ljmullin@access.k12.wv.us
Subject: teacher evaluations
Date: Monday, February 15, 1999 5:42 PM

After reading over policy 5310 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?

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

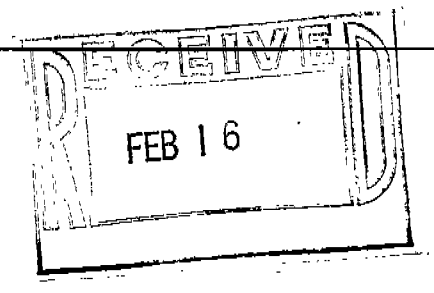
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Harry Carelli

Title: Principal **Business:** Gauley Bridge Elem

Street Address: Box 519 Gauley Bridge WV **City/State/Zip:** 25085

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 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.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Donna Martin / Lincoln County Schools

Title: Asst. Superintendent **Business:** _____

Street Address: 10 Maryland Ave **City/State/Zip:** Hamlin, WV 25523

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Compilation of administrator portfolio should be optional, not required. Should be left to discretion of administrator and his/her supervisor.
§126-142-5. Training

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§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 8.1.1 exemplary rating should be dropped; exceeds is sufficient. A 4 part rating scale seems adequate; five tends to "split hairs."
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers What happens if the employee and supervisor cannot mutually agree on the plan?
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

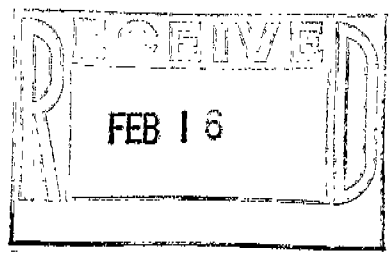
Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

COMMENTS/SUGGESTIONS ON POLICY 5310, PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

126-142-9: Evaluation Criteria for Classroom Teachers.

Criteria for exemplary and exceeds standards need to be standardized as is the present criteria which define satisfactory teaching.

Mary Alice Klein, Ed.D.
Superintendent



POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Sarah Lee Brown Summers Middle School

Title: Principal Business: _____

Street Address: 400 Temple St City/State/Zip: Hinton, WV 25951

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4.6 I believe the portfolio for teachers should be required just as it is for administrators.
§126-142-5. Training

FEB 16

* Unless I overlooked it, I did not see anything for the evaluation of substitutes – professional & service.

§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 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 3 stages so that only 1/3 of the Teachers are [illegible] at any given time.

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

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

§126-142-12. Improvement Team for Classroom Teachers
What is an administrator in the "content" area?

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Dear Mr. Tony Smedley, February 10, 1999

Below is a list of my concerns about Policy 5310:

10.3 • 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.

8.1 • 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.

5.1 • 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.

19.4 • The proposed policy extends evaluations to what is called Professional Support Personnel (counselors, audiologist, school nurses, 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.

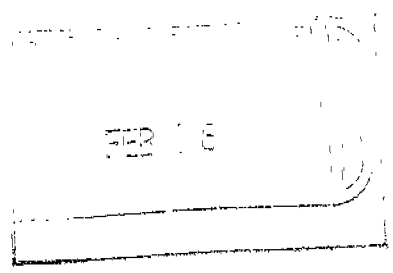
10.3 • The proposed policy violates state law. 18A-2-12 states: "If the next performance evaluation shows that the professional is now performing satisfactory, no further action shall be taken..." The proposed policy says that even after an employee completes an improvement plan, "the employee must continue to show growth."

I vote that we do not adopt the changes to policy 5310. Please take my concerns and I'm sure the concerns of others into consideration.

Respectfully,

Tracy L. LeMasters

Tracy L. LeMasters



FORM HD-201
(10-66)

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):

CHANGES WOULD REQUIRE NO CHANGE IN EXPENDITURES

RECEIVED
FEB 16

DATE: January 15, 1999

AGENCY: West Virginia Department of Education

AUTHORIZED REPRESENTATIVE: _____

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Jeff Kittle Philippi Elementary

Title: Principal **Business:**

Street Address: Rt. 3 Box 38 **City/State/Zip:** Philippi WV 26416

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 ~~Ratings~~ are too broad and generalized. Too many grievances will be filed over disagreements between teachers & administrators about what constitutes, or is sufficient for, "Exemplary" or "Exceeds" Leave standards as Meets standards or does not meet standards

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

§126-142-10. Evaluation Stages for Classroom Teachers Instead of switching back & forth between Phase I & 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 eval. should the need exist.

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

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

§126-142-13. Teachers' Responsibilities under 13.1.6 Meeting Professional Responsibilities Add the following:

STRIVES TO FOLLOW DIRECTIVES, both oral and written, given by immediate Supervisor

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

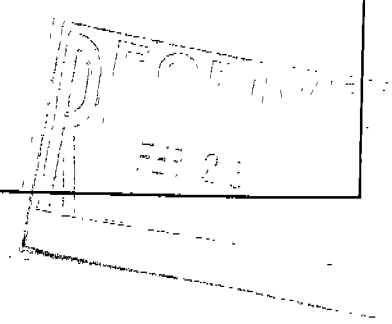
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Joe Cunningham

Title: Principal School Business: Petersburg Elem. School

Street Address: 333 Rig St City/State/Zip:

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Preferred the ratings of current 5310. Either it is demonstrated or not demonstrated. 5 ratings are unnecessary, ambiguous, confusing, and unnecessary.
§126-142-5. Training



§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

We just need 2 ratings; not 5

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

This section is good.

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

I prefer Phase I and Phase II. The present system has served us well.

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

11.3 "must continue to show growth": For how long, how documented, etc.?

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

12.34 Release time "may" be provided: perhaps should read "shall" be provided

§126-142-13. Teachers' Responsibilities

§126-142-14. 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Eileen Poling - Tucker County Schools
TCEA President
TVEMS Faculty Senate Chair

Title: Teacher of gifted Business:

Street Address: 215 Homewood St.
City/State/Zip: Parsons, WV 26287
304-478-3900 (home)

COMMENTS/SUGGESTIONS

§126-142-1. General

MAR

§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions

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

§126-142-5. Training

Exactly who is going to pay for this?

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The majority of teachers in SV are exemplary: as long as their students succeed and enjoy learning, they couldn't care if they get a higher rating

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

Change shall to may

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

Do not eliminate phase II! This phase allows for much self improvement in a non-threating way.

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

Never removed from an improvement plan? If you can't improve with help, you should never have gotten tenure!

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

Who will pay for release time for the team?

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

When training, hardware and software are readily available, OK. Don't ask us to create miracles with outdated hardware and no training.

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

§126-142-17. Administrators' Responsibilities

They already are on overload. Don't add to their already heavy burden.

§126-142-18. Administrators' Performance Characteristics

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

Too involved and time-consuming. They are support personnel. They do their jobs well. Don't assume they can take over!

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

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

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

§126-142-23. Evaluation Process for Coaches

Eliminate this completely and go back to the present process. The WVSSAC is available to handle any problems.

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

"If it ain't broke, don't fix it!" You cannot improve upon an evaluation system that works and the present system works very well. The fact that Governor's panel's recommendations were ignored and the task of redoing the evaluation

(over)

policy was dumped on the state department makes no sense at all. The employees in the state department are removed from the school system and what actually is occurring in the schools. It is contemptible to ignore the hard work (five months' worth) of a cadre of dedicated professionals who truly understand the State's schools - They are active participants daily.

The amount of added time and paperwork involved in this proposed policy will detract from the actual instruction and positive environment in our schools.

You'll also see more and more of our brightest and best teachers flee the state for more money, better benefits, and more time to actually teach!

This proposed policy tears apart all of the time and energy I have spent over the last 25 years as a teacher in West Virginia.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: MARY E. NUNN

Title: Assistant Dir. **Business:** Educator

Street Address: WVDE **City/State/Zip:**

COMMENTS/SUGGESTIONS
~~§126-142-1.~~ **General** Comment re: entire proposed policy. Collaboration needs to be addressed in the responsibilities and performance criteria. Could be addressed in the values
~~§126-142-2. Purpose~~ State and federal legislation clearly directs ongoing collaborative efforts among all members of the educational community, including parents. If it is valued, it should be incorporated consistently.
~~§126-142-3. Authorities~~
§126-142-4. Definitions
§126-142-5. Training

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MAR 4

§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. Teachers' Responsibilities 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.

§126-142-14. Teachers' Performance Criteria * 14.2.1.c. Change to - "develops appropriate lesson plans for teaching the instructional goals and objectives. The instructional objectives have been developed."
§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 Add to 18.2.2 - ~~shall~~ engages in collaborative strategic planning with other members of ~~the~~ educational community
§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

additional comments on back of this sheet

* 14.2.1.d. Employs a variety of appropriate instructional strategies to enhance achievement. Adding this phrase strengthens the statement and is more consistent with §2510(2.3.2).

3126 - 142-18 (cont'd)

~~Statement~~ 18.5.3. is 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" and~~ "e" 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

~~b~~ d

We expect teachers to use standard grammar so a similar statement is needed here. In addition these 2 skills are taught to students throughout the K-12 curriculum beginning in the primary grades.

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Janet Clayton

Title: Teacher **Business:** Moorefield Middle School

Street Address: 30 Caledonia Drive **City/State/Zip:** Moorefield WV 26836

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions In this policy Counselors are defined as support personnel. This conflicts with State Code which defines counselors as teachers.
§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure 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.

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

§126-142-10. Evaluation Stages for Classroom Teachers
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 the unnecessary, time-consuming process. Also, eliminating Phase II sends a message to teachers that they can't be trusted to be professional.

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

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

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

14.4.1 f. - Isn't this encouraging teachers to "Teach the test" in order to indicate proof of teaching the ISO's.?

14.4.1 n. - This seems unfair considerating the great differences that exist county to county, school to school, and classroom to classroom in the technology available.

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

14.7.1 g. - Does this hint of dress codes for teachers? Does it also seem an invasion into teachers' private, out-of-school lives?

§126-142-16. Improvement Plan for Administrators

16.3. - How will the required continued growth of an employee who has been declared to have successfully corrected deficiencies be assessed? Why are these employees singled out for "continued growth?"

§126-142-17. Administrators' Responsibilities

§126-142-18. Administrators' Performance Characteristics

18.2 - Who observes administrators closely enough to make these assessments?

§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

WOOD COUNTY SCHOOLS

February 18, 1999

Mr. 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

Dear Tony:

Please find enclosed my comments and suggestions regarding the revision of Policy 5310. It is very obvious that a good deal of work went into the revision and a great deal of discussion I'm sure went into the consensus that was needed to complete the project.

The comments reflect a philosophy carried over from my involvement in the original policy writing experience and the CPD training that was provided to administrators. I do believe this policy revision will require even more interpretation and training if it is to be used successfully. I don't envy anyone the training job that awaits them, especially if the revised policy stays as it is. I hope my review of the policy is beneficial to you as you complete the final draft.

I am sending comments on my own forms rather that the state forms. Feel free to contact me if you need further explanation of any comment or suggestion. Good luck to you.

Cordially,

Bob

Robert K. Harris

Enclosure

T- Let's talk sometime!
R

1210 Thirteenth Street, Parkersburg, WV 26101-4198 • Daniel D. Curry, Ed.D., Superintendent • Phone: 304-420-9663 Fax: 304-420-9513

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual / Organization: Robert K. Harris

Title: Original Committee Member for Policy 5310 **Business:** Wood County Schools

Street Address: 1210 13th Street **City / State / Zip:** Parkersburg, WV 26101

COMMENTS / SUGGESTIONS

§126-142-4. Definitions

There is no definition for the word "STANDARD(S)." "Standards" is used throughout this document and is confused with the word criteria.

§126-142-6. State Board Approval

The effective date is unrealistic if county procedures are to be developed and approved by the state board.

§126-142-8. Rating Structure

The ratings refer to meets and exceeds standards yet the definitions in 8.1.1, 8.1.4 and 8.1.5 refer to criteria. Which is it? This is most confusing and makes it difficult to understand the intent of the policy.

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

9.1 What does "stage" mean? This is the first time the word is used and it is not included in the definition. There is no reference point for the reader unless you turn to Section 10.1. It is confusing.

9.2 Do principals really convene a meeting and pass out the forms? Why not make this more specific in some way? Remove the passive voice and state it demonstratively.

9.5 The last sentence, "Additional conferences may be held . . . " may be in conflict with 7.2. Could the statement say that "additional conferences are required when observations reveal data that will be used in the evaluation?"

9.6 Why did the revision team not go ahead and define the "exceeds standards" rating by stating that if 2 of 5 areas are marked less than satisfactory, an improvement plan is required. These ratings tend to leave the decision-making up to the principal without adequate policy assistance for making the determination of when an improvement plan is needed. Therefore, it seems highly more likely that all employees will be rated a higher rating than what their performance may indicate. Will the training component help administrators know how to provide written recommendations to employees for meeting performance standards? Are recommendations required for all ratings? The policy does not state what to expect. Should it be explained further?

§126-142-10 Evaluation Stages for Classroom Teachers

10.3 Change "utilized" in the first sentence to "use" – I think there are usage guidelines for the use of this word, and how it is utilized.

In the last line, consider removing the word "reflected". It reads and maybe means the same without it. How can you define "reflected" when training principals? Could the word "stated" be used.

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

11.1 Again the rating <u>below standards</u> is used instead of criteria. Consistency is needed.

11.2 The statement that the employee will <u>meet standards</u> is used and causes confusion with the rating <u>meets standards</u>. Confusion in terminology exists.

11.2.3 Again, <u>meeting standards</u> is used as an expectation instead of a rating. Confusion exists.

11.3 "...the employee must show growth." The words <u>show growth</u> can be interpreted in various ways. Can we state it more clearly and objectively?

§126-142-12 Improvement Team for Classroom Teachers

12.2 "<u>preferably in the content area</u>" This phrase should be stated that the administrator is or the administrator isn't, instead of preferably. What does this mean? Does it mean a biology teacher has to have an improvement team with an administrator in the same content area of biology? Did the principals on the committee agree with this? This will be impossible to accomplish and is an example of a "preferable" statement that will not be followed. Why have it? This is kind of an implied indictment against the knowledge of the principals.

12.3 Why the release time sentence? If a teacher is needed on an improvement team to observe another teacher, release time is an understood requirement. It could result in a grievance if the team does not consist of the required members and they don't fulfill their responsibility.

§126-142-14 Teacher/s Performance Criteria

Are these criteria or standards? I still find little definition.

14.2.d. What does enhance achievement mean? Enhance means to make greater… is this what you mean? Do you want to make achievement greater as in more assessment?

14.6.1.b. What does exhibiting appropriate interactive skills mean? Define appropriate?

14.7.1 g. Can classroom teachers agree on what commands respect means? Can administrators? Can we agree if a teacher doesn't do it?

§126-142-16 Improvement Plan for Administrators

16.2.1 The phrase "meet standards" is defined as a rating in this policy and here it is used as an expectation.

16.2.3. See 16.2

§126-142-17 Administrator's Responsibilities

17.1.1 Something seems wrong with the word augmenting in this statement. Is there a better word here?

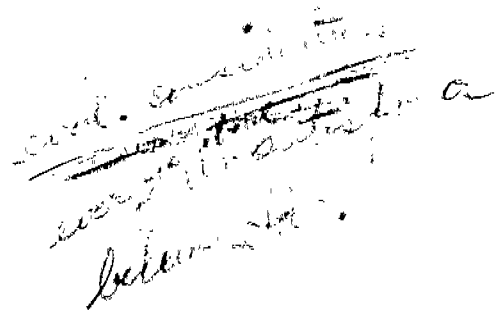
§126-142-18 Administrators' Performance Characteristics

18.2.2 Here we use the words "increasing student achievement". Is the use of this word due to its location in the policy? The policy uses augment, enhance and increasing with achievement. Can we use one consistent modifier?

18.2.2.a
I think as a characteristic it might be better to state "demonstrates supervisory role in instruction" rather than "knowledge of supervision".

18.3.2.e Is it uses or utilizes?

18.3.2.g Same as 14.7.1g.



18.4.1.b. Add an (s) to expectation.

18.5.2.b. Whose goal does this statement refer: school – county – personal performance? Is it clear the way it is stated?

18.7.3 Coaching may be better than mentoring here. Principals and supervisors should not misuse the term mentoring when working with teachers. Teachers mentor teachers, principals mentor principals. You get into a real mess when you expect mentoring from principals as part of an evaluation policy whether it refers to mentoring programs or not.

18.8.2.b. Use action verbs here and in 18.8.2.c. "Assigns tasks"

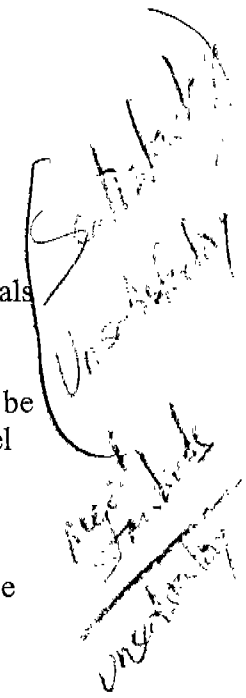
18.9.1 and 18.9.2 Can these be combined into one section rather than 2?

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

19.5 In reality, how do you use a 5 point rating scale to evaluate goals that are mutually established from a listing of characteristics? This will be a problem when goal-setting requirements are the basis for performance ratings in all evaluation processes. No standards or criteria are provided in the policy, only characteristics. In effect, easier to attain goals set for one person may be rated exemplary, while more difficult to attain goals set by another may be rated as only exceeds.

It is my opinion the 5 point rating scale opens the door for increased grievances. It will be interesting to note if evaluators are taken to task because truly exemplary employees feel that the evaluation process is unfair since **all** employees will be rated equally. When evaluators cannot distinguish the differences in ratings, all receive the higher rating.

What is this rating scale going to do to job hiring? Will an exemplary rated employee be more qualified than an exceeds? How will the administrator interpret evaluations in examining qualifications? We've been through this before in the 1980s.



Once again evaluation could become a personality contest because the distinction between one rating and another can not be effectively determined. Evaluation will become a matter of which employee is best at fitting the evaluator's mold, not necessarily the best in performance.

If the rating scale stays as presented in this policy, West Virginia will need a **really** strong training program for evaluators. If training programs could be developed by 7/1/99, the entire state cannot be trained in one summer. Even then I question how effective the process will work.

§126-142-23. Evaluation Process for Coaches

23.1 Can we change “coaching season” to “coach’s contract period?’ The characteristics for coaches implies professionalism, yet this phrase implies "good ole boy”.

23.6 Same as 23.6

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Virgil F. Rice / Winfield High

Title: Principal Business:

Street Address: 3022 Winfield Rd City/State/Zip: Winfield W.Va

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

RECEIVED
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§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 NOT a good Idea ! The principal will have a hard job doing an evaluation on ALL the teachers in the same year.
§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. Teachers' Responsibilities

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Patrick Blanc

Title: Principal **Business:** North Jefferson Elementary

Street Address: 76 Charles Town Rd. **City/State/Zip:** Kearneysville, WV 25430

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

FEB 18

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The five performance rating categories are too subjective. I prefer the Satisfactory and Unsatisfactory categories.

PWD 2-16-99

§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. Teachers' Responsibilities

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

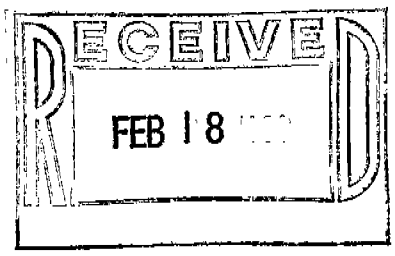
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Marion Allen

Title: Teacher Business: Rainelle Elementary

Street Address: 846 Cottonwood Place City/State/Zip: Rainelle, WV 25962

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 If the rating scale is increased to five categories, to distenguish between the top two would be extremely difficult to prove. It will require written explanation which would increase paper work for administrators.
§126-142-9. Evaluation Criteria for Classroom Teachers Trying to meet the Nov. 1 deadline will be difficult for schools with a large staff.
§126-142-10. Evaluation Stages for Classroom Teachers It will be easier to choose the performance evaluation than to do all the paper work on the development plan.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 14.4.1 c - Our school is not equipped to teach technology with computers. Most teachers are not trained to use them.
14.7.1 - Attendance is not an evaluation consideration when teachers have sick leave, what is defined as verbal/noverbal communication.

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

14.2.g A dress code was overturned in a law suit several years ago. If a dress code is required them we need a clothing allowance.

§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Specialists / Point Harmony

Title: Teachers **Business:** Elementary School

Street Address: 5312 Big Tyler Rd. **City/State/Zip:** Cross Lanes WV 25313

COMMENTS/SUGGESTIONS
§126-142-1. General A more thorough evaluation of untenured teachers should be performed twice annually. Tenure should not be granted to unsatisfactory evaluees
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

RECEIVED
FEB 19

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Only have satisfactory & unsatisfactory
§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. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Steve E. Bailey

Title: Principal Business: Spanishburg School

Street Address: 109 Christopher St City/State/Zip: Princeton W.Va 24740

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

RECEIVED

§126-142-6. State Board Approval O.K.
§126-142-7. Principles of Operation O/C
§126-142-8. Rating Structure Don't need this many ratings 3 would be good. To much confusion on between levels. Teachers compare more grievances will occur.
§126-142-9. Evaluation Criteria for Classroom Teachers ok
§126-142-10. Evaluation Stages for Classroom Teachers Phase II needs to be left about the way is was before. Phase II being an evaluation will take to long for principals who are already stressed out for time. This is not necessary.
§126-142-11. Improvement Plan for Classroom Teachers O/C
§126-142-12. Improvement Team for Classroom Teachers O/C.
§126-142-13. Teachers' Responsibilities ok

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

§126-142-22. Professional Support Personnel's Performance Characteristics o/c.
§126-142-23. Evaluation Process for Coaches o/c.
§126-142-24. Improvement Plan for Coaches o/c
§126-142-25. Coaching Responsibilities o/c.
§126-142-26. Coaching Performance Criteria This has been needed for years

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Frank Devono

Title: Principal **Business:** Bridgeport Middle School

Street Address: 413 Johnson Avenue **City/State/Zip:** Bridgeport, WV 26330

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

RECEIVED
FEB 19

§126-142-6. **State Board Approval**
§126-142-7. **Principles of Operation**
§126-142-8. **Rating Structure** How can we objectively rate the 5 different areas? What seperates "Exemplary" from "Exceeds"? How much of one item does a teacher need to do to raise the level of performance? Will principals be trained?
§126-142-9. **Evaluation Criteria for Classroom Teachers** To see the differences?
§126-142-10. **Evaluation Stages for Classroom Teachers** 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.
§126-142-11. **Improvement Plan for Classroom Teachers**
§126-142-12. **Improvement Team for Classroom Teachers**
§126-142-13. **Teachers' Responsibilities**

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators Please clarify. If an improvement plan starts in November, must it conclude by the 1st semester in January? Are we talking 90 days in length or a school semester?
§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

I applaud the attempt to make the Evaluation system more accountable and rewarding to the exceptional teachers. But, please, institute a measuring scale that can be objective - or suggestions that account for the differences in the rating structure.

Please allow within the policy, the opportunity for the Principal to equally divide the staff from year to year on both Performance Evaulation and Phase I. It would make it difficult to have 50 evaluations and 100 observations 1 year and the next have 50 Phase 1 evaluations.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mary L. Adams McKinley Jr. H

Title: Faculty Senate Chair Business: _____

Street Address: _____ City/State/Zip: _____

COMMENTS/SUGGESTIONS
§126-142-1. General Is there flexibility in scheduling evaluations so not all teachers will be on phase 1 or 3 at 1 time? Incredible amount of paperwork involved!
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

FEB 19

§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. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us



Lisa Mullins

From: Sarah Van Horn <svanhorn@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject: FW: Policy changes
Date: Saturday, February 20, 1999 2:03 AM

--- On Fri, 19 Feb 99 22:49:53 PST Sarah Van Horn
<svanhorn@access.k12.wv.us> wrote:
Regarding 126-142-10. 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.

Regarding 126-142-14. 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.

Name: Sarah Van Horn
E-mail: Sarah Van Horn <svanhorn@s105.c26.access.k12.wv.us>
Date: 2/19/99
Time: 10:49:54 PM

This message was sent by Chameleon

----------End of Original Message----------

Name: Sarah Van Horn
E-mail: Sarah Van Horn <svanhorn@s105.c26.access.k12.wv.us>
Date: 2/19/99
Time: 11:03:07 PM

This message was sent by Chameleon

Lisa Mullins

From: Brucie Kessler <mkessler@access.k12.wv.us>
To: 'Ljmullin@access.k12.wv.us'
Subject: counterproductiveproposal
Date: Monday, February 22, 1999 10:43 AM

I believe that the following portions of policy 5310 will be counterproductive:126-142-8 Rating Structure
8.1, 8.1.1, 8.1.3, 8.1.4, 8.1.5

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

The language is subjective and open for interpretation

Thank you for your consideration.

Brucie H. Kessler, M>A>

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Elizabeth Mow

Title: Ex. Bd. member West Virginia Proj. Educators **Business:** retired teacher

Street Address: 36 Central Ave. **City/State/Zip:** Buckhannon, WV 26201

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 I am delighted to see the changes here. I never believed that "satisfactory" + "unsatisfactory" was adequate.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers 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!
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Good additions in 14.7.1.1
§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 I don't understand why 18.4.2.f. was eliminated. Same comment for 18.5.1.g.
§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
Building 6, Room 264
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Comments

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Mound Elementary 2-19-99

Title: Fac. Senate Business:

Street Address: 501 19TH St. City/State/Zip: Kan. Co.
Dunbar, WVa 25064

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

FEB 22

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure - too subjective
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers Does development plan alternate with performance evaluation every other year? I am a professional - Ps. include
§126-142-11. Improvement Plan for Classroom Teachers Phase II !
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Appearance - Where standards?
§126-142-15. Evaluation Process for Administrators Appearance - where standards?
§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Dr. Patricia Lynn

Title: Principal **Business:** Page-Jackson Elementary School

Street Address: Rt. 1, Box 322M **City/State/Zip:** Charles Town, WV 25414

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

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).

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

§126-142-10. Evaluation Stages for Classroom Teachers I cannot and do not support the evaluation stages for classroom teachers. The amount of time involved to observe & evaluate, effectively, all professional staff every year (whether performance or professional growth & 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.

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

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

§126-142-13. Teachers' Responsibilities

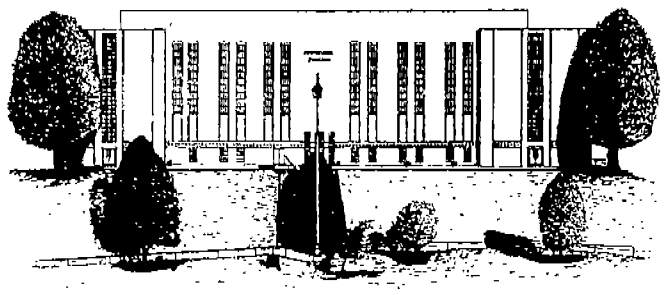
§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
§126-142-17. Administrators' Responsibilities
§126-142-18. Administrators' Performance Characteristics
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§126-142-24. Improvement Plan for Coaches
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§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

Stonewall Jackson Junior High School



812 Park Avenue
Charleston, WV 25302
348 6123

Dear Tony,

Please find enclosed my response to Title 126 Legislative Rule Board of Education Series 142 Performance Evaluation of School Personnel (5310).

I believe you are committed to ensuring a quality evaluation standard for educators that is both reliable and valid and directly relates to improving instruction.

My concerns are as follows:

1) 126-142-9 Evaluation Criteria for Classroom Teachers.

126-142-10 Evaluation Stages for Classroom Teachers.

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.

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.

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.

If after 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.

2) I may not be reading the proposed changes correctly, but in 126-142-18 Administrators Performance Characteristics, (starting on page 18 of 44) after 18:32 (items that may be used to reflect a proactive orientation) all the items have been black lined. This pattern holds true for 18.4.1, 18.5.1, 18.5.2, 18.5.3, 18.6.1, 18.6.2, 18.6.3, 18.7.1, 18.7.2, 18.7.3, 18.8.1, 18.8.2, 18.9.1, and 18.9.2.

Am I missing something here?

3.) 126-142-19 Evaluation Process for Professional Support Personnel.

I applaud the goal-setting aspect.

My concern is: (If I read it correctly) Professional support shall maintain a portfolio, yet teachers have the option as to the portfolio maintenance. Why the difference?

4.) 126-142-23 Evaluation Process for Coaches.

I applaud this long overdue step in the evaluation process!! Hopefully it will provide much needed accountability.

5.) 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.

Thank you for the hard work you and your committee have obviously done on these issues.

Best Wishes.

Sincerely,

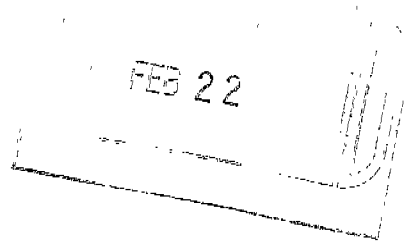
Carol Thom
Principal

P.S. I apologize for not using the reply form - my comments would not fit in the boxes!

l. follows league, conference, and WVSSAC policies,

m. devotes time and energy to coaching duties, and

n. follows end of season procedures.



POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Roy Hoblitzell, Faculty Senate

Title: President **Business:** Carver Career Center

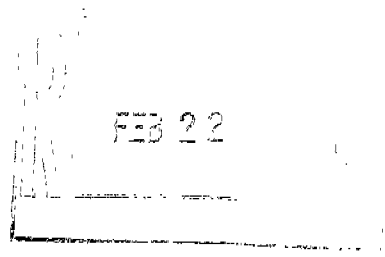
Street Address: 4799 Midland Dr. **City/State/Zip:** Charleston, WV 25306

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Prefer current satisfactory/unsatisfactory
§126-142-5. Training
§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Prefer current satisfactory/unsatisfactory
§126-142-9. Evaluation Criteria for Classroom Teachers Keep Phase I and Phase II for 6+ teachers
§126-142-10. Evaluation Stages for Classroom Teachers Keep Phase I and Phase II for 6+ teachers
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities
§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-21. Professional Support Personnel's
§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches

l. follows league, conference, and WVSSAC policies,

m. devotes time and energy to coaching duties, and

n. follows end of season procedures.



POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Norma Miller

Title: Principal **Business:** Carver Career Center

Street Address: 4799 Midland Drive **City/State/Zip:** Charleston, WV 25306

COMMENTS/SUGGESTIONS	
§126-142-1. General	
§126-142-2. Purpose	
§126-142-3. Authorities	
§126-142-4. Definitions	Keep current satisfactory/unsatisfactory
§126-142-5. Training	
§126-142-6. State Board Approval	
§126-142-7. Principles of Operation	
§126-142-8. Rating Structure	Keep current satisfactory/unsatisfactory
§126-142-9. Evaluation Criteria for Classroom Teachers	Keep Phase I & II for 6+ teachers
§126-142-10. Evaluation Stages for Classroom Teachers	Keep Phase I & II for 6+ teachers
§126-142-11. Improvement Plan for Classroom Teachers	
§126-142-12. Improvement Team for Classroom Teachers	
§126-142-13. Teachers' Responsibilities	
§126-142-14. Teachers' Performance Criteria	
§126-142-15. Evaluation Process for Administrators	
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§126-142-21. Professional Support Personnel's	
§126-142-22. Professional Support Personnel's Performance Characteristics	
§126-142-23. Evaluation Process for Coaches	
§126-142-24. Improvement Plan for Coaches	

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Terry Sauvageot

Title: Principal **Business:** Bridge Elem. School

Street Address: 5120 Elk River Rd. N. **City/State/Zip:** Elkview, WV 25071

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 I like the new rating categories. It gives the opportunity to commend exceptional performance.

§126-142-9. Evaluation Criteria for Classroom Teachers ~~Are~~ the evaluation instruments being changed to reflect the changes in policy?

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

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

§126-142-12. Improvement Team for Classroom Teachers Who is going to pay for subs if release time is provided for those on the team?

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Is there going to be seperate sections addressed on the evaluation instrument for the WOIBOs and technology? I don't like the wording commands respect by example... it infers that respect must be given just due to this.
§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 18.2.1 - Depending upon your school population and your current status in increasing student achievement, I do not believe an administrator should be evaluated based upon this. What constitutes an increase in student achievement? (Just the SAT9) I don't think so.
§126-142-19. Evaluation Process for Professional Support Personnel I'm glad you have addressed support personnel separately. I hope a different evaluation instrument will be used as well.
§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Bridgeview Elem. Faculty Senate

Title: Susan W. Smith Business: _____
Faculty Senate President.

Street Address: 5100 Ohio Ave. So. Chas. City/State/Zip: WV 25309

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 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?
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers We object to the wording "in lieu of" a performance evaluation. Is it up to the principal to decide who uses the professional gr/dev plan or performance evaluation? We see this as a hindrance if the teacher does not get along with the principal.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

We like the fact that this evaluation plan holds everyone accountable, but principals may find the added paper work cumbersome in a large school.

§126-142-14. 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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

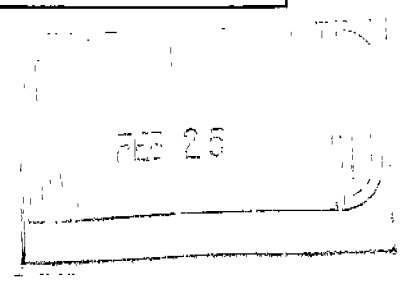
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Chris Baker - Lincoln Co. Bd.

Title: Principal **Business:** Elem. Ed

Street Address: Rt 2, Box 9 **City/State/Zip:** Branchland, WV 25506

COMMENTS/SUGGESTIONS
§126-142-1. **General** The Evaluation System now in place is more than adequate. Performance of professionals should be left as is with Performance years 0-5, then Phase I and Phase II alternating (Leave Principals with some flexibility.)
§126-142-2. **Purpose** Most of us are totally swamped with too much to do and no help. Don't add more to our load!
§126-142-3. **Authorities**
§126-142-4. **Definitions**
§126-142-5. **Training** Training should be set during employee contract period (5.3) If not, then daily rate + benefits should be paid.



POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Anita L. Ayers

Title: Classroom Teacher Business: _____

Street Address: 407 Bee Street City/State/Zip: Princeton, WV 24740

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

RECEIVED
MAR 8

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

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.

126-142.9

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!!!

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

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?

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

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~~?

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

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teachers in some counties for IGO'S and SAT9 deficiencies again?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Joy Armstrong

Title: Teacher Business: Mercer County Board of Ed.

Street Address: 114 Fairview St. City/State/Zip: Princeton, WV 24740-2102

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

MAR 8

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

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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!!!

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Judy M Phillips

Title: Teacher Business: Princeton Senior High

Street Address: 1321 Stafford Dr City/State/Zip: Princeton, WV 24740

COMMENTS/SUGGESTIONS
§126-142-1. General I can't believe the state dept. wants to move backwards. For the most part, this policy is a disaster for those involved.
§126-142-2. Purpose 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.
§126-142-3. Authorities
§126-142-4. Definitions What exactly is the definition of "Technology"? How can this be evaluated if it isn't defined? Computers? Digital scales? Cameras? Calculators?
§126-142-5. Training

Why? didn't the department use the recommendations from the committee?

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

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.

126-142.9

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!!!

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

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?

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

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~~?

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Deborah S. Clark

Title: Teacher **Business:** Princeton Senior High

Street Address: Home 401 Circle Court School 1321 Stafford Drive **City/State/Zip:** Princeton, WV 24740

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

26-142.9

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!!!

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

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?

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

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§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teachers in some counties for IGO'S and SAT9 deficiencies again?
§126-142-15. Evaluation Process for Administrators Let teacher's evaluate the Administrators And guidance Counselors !
§126-142-16. Improvement Plan for Administrators
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Warm Springs Middle School

March 1, 1999

Dear State Board Members:

I am sending this letter to you out of concern for the impact which policy 5310 will have on educators and education in our state.

142-7 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.

142-16 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 growth and development cycle?

142-11 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.

Finally, I am disturbed that the Board formed a committee, had them work on this policy for several months, and then rejected that committee's recommendations. That rejection demonstrates a lack of respect for the time, judgment, and effort of the individuals who worked on this committee. I certainly hope that a situation such as this will never arise again.

Thank you for your sincere consideration of my concerns.

Respectfully,

Linda K. Webster

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Lawrence Hitt - 5

Title: Principal **Business:** Shepherdstown Elem. School

Street Address: 410 S. Church St. **City/State/Zip:** Shepherdstown, WV 25443

COMMENTS/SUGGESTIONS
§126-142-1. General No comment I do think it is sad that a committee was appointed to study this policy and the State Board did not honor their work. Why have the committee in the first place?
§126-142-2. Purpose No comment
§126-142-3. Authorities No comment
§126-142-4. Definitions 4.5 I disagree with the rating scales. They are unnecessary. The rating should remain as it is in the current policy.
§126-142-5. Training - I agree training should continue, especially for new people.

§126-142-6. State Board Approval No comment

§126-142-7. Principles of Operation No comment

§126-142-8. Rating Structure 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.

§126-142-9. Evaluation Criteria for Classroom Teachers I do not feel we need the November 1 deadline for the first observation. It is unnecessary to mandate the timing of the observation.

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

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

11.3 - ambiguous - How does the employee "continue to show growth?" What happens if this continous growth is not maintained? Will there be further improvement plans or termination?

§126-142-12. Improvement Team for Classroom Teachers No comment other than use two rating scales instead of five.

§126-142-13. Teachers' Responsibilities 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.

§126-142-14. Teachers' Performance Criteria

See comments on 126-142-13

what does "appropriate interactive skills" mean? This seems quite open to interpretation.

§126-142-15. Evaluation Process for Administrators

15.5 How will the administrator's supervisor collect data and from whom will it be collected?

§126-142-16. Improvement Plan for Administrators

It appears that "satisfactory or unsatisfactory" has been stricken from the policy in 15.5 and reappears in 16.1

§126-142-17. Administrators' Responsibilities Terms continue to be vague and hard to document.

§126-142-18. Administrators' Performance Characteristics

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 USIP, technology, etc., do we need all these other items?

§126-142-19. Evaluation Process for Professional Support Personnel Are all school nurses employees of the county board of education? Who is responsible for their evaluation?

§126-142-20. Improvement Plan for Professional Support Personnel No comment

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

No comment

§126-142-22. **Professional Support Personnel's Performance Characteristics** Terms are broad, vague, and hard to evaluate.
§126-142-23. **Evaluation Process for Coaches** This is a needed process.
§126-142-24. **Improvement Plan for Coaches** - Good, but difficult to carry out when seasons are concluded. Does the one semester in length mean the next season for the sport?
§126-142-25. **Coaching Responsibilities** - Interesting - hopefully these responsibilities will be carried out.
§126-142-26. **Coaching Performance Criteria**

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Yvonne J. Santin

Title: Special Education Director Business: Wood County Schools

Street Address: 1210 13th Street City/State/Zip: Parkersburg, WV 26101

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Rating as a whole is defined, but not the four specific rating values. What is the difference between these values?
§126-142-5. Training (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.

RECEIVED

§126-142-6. State Board Approval (6.1)

July 1, 1999 is too soon to implement that policy.

§126-142-7. Principles of Operation

§126-142-8. Rating Structure (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.

§126-142-9. Evaluation Criteria for Classroom Teachers (9.3)

This is a good addition to the policy. Too frequently, observations are begun later (December/January) and that is too late.

§126-142-10. Evaluation Stages for Classroom Teachers (10.3)

Good addition to give dates for completion for professional growth and development plan and performance evaluation.

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

§126-142-12. Improvement Team for Classroom Teachers (12.4)

Release time...does this mean that substitutes, if needed, are implied?

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

§126-142-15. Evaluation Process for Administrators (15.4)

The date of October 1 is very reasonable. Good idea.

§126-142-16. Improvement Plan for Administrators

§126-142-17. Administrators' Responsibilities (17.1)

The use of the word "augmenting" is unclear...Can a different word be used?

§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

§126-142-22. Professional Support Personnel's Performance Characteristics
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

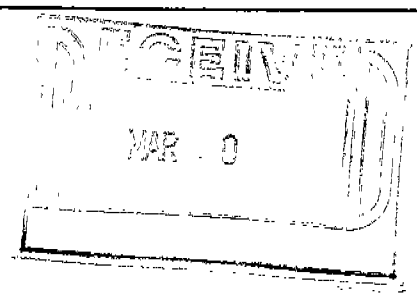
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: BRENDA M. JOE

Title: TEACHER **Business:** MANNINGTON MIDDLE SCHOOL

Street Address: 113 CLARKSBURG ST. **City/State/Zip:** MANNINGTON, WV 26582

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



§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure 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.

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

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

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 teachers to expand goals into other areas of their expertise. Two years needed to do it in many cases.

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

11.3 Necessary to be stated? When on a plan of improvement, the purpose is already understood "to show growth."

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

§126-142-13. Teachers' Responsibilities

14.7.1 g. Do not include. Too subjective to be evaluated fairly. "Commands respect?"

14.7.1 Definition already covers this.

§126-142-14. 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 18.3.2 Do <u>not</u> include g. Same reasoning as 14.7.1 for Teachers' Responsibilities
§126-142-19. Evaluation Process for Professional Support Personnel 19.5 Why require a portfolio? Should be optional.
§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics 22.8.1 Delete a. "behaves in ethical manner" and f. "commands respect" Too subjective to be evaluated fairly.
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria 26.2.1 Delete q. "Commands respect" (Too subjective to be evaluated fairly.)

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MAR

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Emily Fenton New Martinsville School

Title: Teacher **Business:**

Street Address: 20 E Benjamin Dr. **City/State/Zip:** New Martinsville, WV 26155

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 4.7 Will this Portfolio be "uniform" or created by each teacher?
§126-142-3. Authorities
§126-142-4. Definitions 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??
§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

7.2 great - what safeguards are in place?
"openly".
How does this pertain to "informal observations"?

§126-142-8. Rating Structure

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

Did I miss something - where do the Teachers with 20+ years listed - are some "rewards" built in - loss of self eval phase is ok, but no consideration is given the "seasoned" teacher

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

In one Prin. schools or very large schools - Prin. will be spending annual Hours/days doing the Evaluations -
- 10.7 good -

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

11.4 - Concern - personalities + politics can play into an improvement plan - If a teacher ~~does~~ wants to go to another county this move could be denied due to a plan. The problem in County A could not be a problem in County B - should the person not be given a fresh start in the new position?.

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

Could the Team help decide if the plan transfers with the teacher for out of county / State

§126-142-13. Teachers' Responsibilities

* Option - The Teacher could take the Improvement Plan, when they move and open it if/or when asked in the new job -

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators Years ago we had the opportunity to "evaluate" the administrations —
§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

MAR 0

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Cabell County Schools - Personnel

Title: Mgr. Professional Pers. **Business:**

Street Address: 620 - 20th Street **City/State/Zip:** Huntington, WV25703

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4.12 Coaches Should also include any certified educator. (Would not be required to be full-time educator or substitute) You could have a person certifide 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.
§126-142-5. Training

§126-142-6. State Board Approval
§126-142-7. Principles of Operation Policy needs to address how and when an employee on Phase II could be moved back to Performance Criteria.
§126-142-8. Rating Structure I see very little difference between "Below Standards" and "Unsatisfactory". Delete "Below Standards".
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers I like that Phase II is removed. I don't feel this was really implemented. No controls in place.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: James P. Brannon

Title: Principal Business: Cross Lanes Elementary School

Street Address: 5525 Big Tyler Road City/State/Zip: Cross Lanes, WV, 25313

COMMENTS/SUGGESTIONS

§126-142-1. General

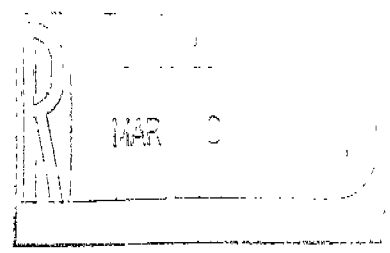
§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions

"Performance Evaluation" is not defined.

§126-142-5. Training



§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The five performance rating scale would lead to subjectivity and favoritism. The two present standards are sufficient to conduct a proper evaluation.

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

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

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 paper work for school administrators who are presently over burdened with required paper work 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.

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

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

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

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.

§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

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

§126-142-23. Evaluation Process for Coaches

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15,1999 TO:

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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: 7th Grade Team Clendenin

Title: Middle School **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

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§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Approve of rating scales
§126-142-9. Evaluation Criteria for Classroom Teachers Remove subjectivity 14.7 I verbal / non verbal communication
§126-142-10. Evaluation Stages for Classroom Teachers We are in agreement
§126-142-11. Improvement Plan for Classroom Teachers 11.3 change "continue to show growth" to maintain established standards
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Too many areas! Should have only meet standards, needs improvement, or does not meet standards. Needs to be simple to document
§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. Teachers' Responsibilities

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.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Paul Barcus, Jr. - Wetzel Co. Schools
Title: Ass't Superintendent Business: 304-455-2441 (ext. 22)
Street Address: 333 Foundry Street
City/State/Zip: New Martinsville, WV 26155

COMMENTS/SUGGESTIONS
§126-142-1. General

RECEIVED
MAR 1

§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions
4.5 — 5 ratings is excessive

§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure
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 evaluation effective - that depends upon those doing the evaluating

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

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

§126-142-11. Improvement Plan for Classroom Teachers
Revise wording that plan can only be for one semester. Should be able to renew / continue a plan if needed.

§126-142-12. Improvement Team for Classroom Teachers
12-2 — new wording is confusing and may be impossible to comply with.

§126-142-13. Teachers Responsibilities

§126-142-14. Teachers Performance Criteria

§126-142-15. Evaluation Process for Administrators
15.5- again, 5 ratings is excessive, confusing, and will only create friction, competition, etc. I recommend 3 ratings = exceeds, meets, & unsatisfactory.

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

§126-142-17. Administrators Responsibilities
↕ - difference in 2 words in 17.1.1 and 18.2.1 are misleading - which do we want? 17.1.1- "augmenting performance" versus 18.2.1- "increasing achievement".

§126-142-18. Administrators Performance Characteristics

§126-142-19. Evaluation Process for Professional Support Personnel
19.5- again, 5 ratings is excessive as stated previously

§126-142-20. Improvement Plan for Professional Support Personnel
20.2.3- see comments 126-142-16

§126-142-21. Professional Support Personnels

§126-142-22. Professional Support Personnels Performance Characteristics

§126-142-23. Evaluation Process for Coaches

23.3- ADs are not trained to do evaluations. Principals should do observations/evaluations of coaches. Some comment throughout this section.

§126-142-24. Improvement Plan for Coaches

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 longer).

§126-142-25. Coaching Responsibilities

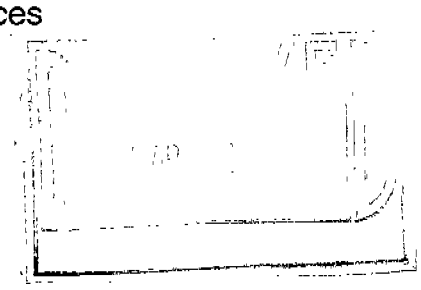
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us
WVEIS LJM99999 ED03

Grandview Elementary School
959 Woodward Drive
Charleston, WV 25312
February 25, 1999

Mr. Tony Smedley,Executive Director, Human Resources
WVDE
State Capitol Complex Building 6
1900 Kanawha Blvd., East
Charleston, WV 25305-0330



Dear Mr. Smedley,

This letter is in reference to the Performance Evaluation of School Personnel policy (5310). There are a number of concerns we wish to address regarding new revisions made to this policy.

Our first concern is in reference to paragraph 4.5, "Rating", and paragraphs 8.1.1-8.1.5, "Rating Structure", under Section 126-142-9, "Evaluation Criteria for Classroom Teachers". 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)?

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.

Secondly, we are concerned with the Evaluation Stages for Classroom Teachers, Section 126-142-10, 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 already 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.

Please respond to our concerns and questions as soon as possible. We look forward to hearing from you.

Cordially yours,

Grandview Elementary School
Faculty Senate

Cindy Robb
Sherry Murphy
Mark Miller
Joanne Beard
Jack Pukall
Karen Witter
Barbara Tassaient
Michelle Shomo
Connie Miraglotta
Linda Hull
Stephanie Wallace

Susan Blackhurst
Karen Simon
Donald Woodward
Donna Bailey
Debbie Kitchen
LoAnn Ellison
Pamella Fuller
Drema Scott

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Alice DeFazio

Title: Kindergarten Teacher **Business:** Johnson Elementary School

Street Address: 210 Archwood Ave. **City/State/Zip:** Bridgeport, WV 26330

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 - 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

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

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

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

§126-142-12. Improvement Team for Classroom Teachers - 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 ~~[illegible]~~ 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.

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria - I can't tell if the item numbers with lines through them are to be omitted. This needs to be clarified.
§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

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

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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

Another suggestion- This particularly concerns me as a Kindergarten teacher. Since the institution of all day Kindergarten, many teachers from other levels and areas have bid into these jobs. No training has been given to these teachers. Why hasn't the State Department provided for this? There is so much inconsistency on this level. The children are suffering because some teachers do not have the neccessary back ground.

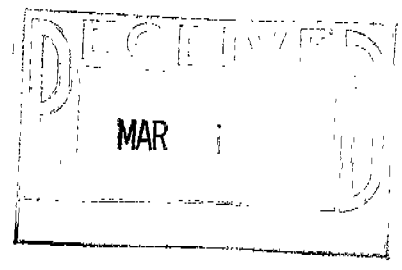
POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

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

Individual/Organization: Robin Bolling - Office of Special Education

Title: Assistant Director

COMMENTS/SUGGESTIONS
§126-142-1. General - None
§126-142-2. Purpose - None
§126-142-3. Authorities - None
§126-142-4. Definitions - Please comment on page 2 and 3
§126-142-5. Training - None
§126-142-6. State Board Approval - None
§126-142-7. Principles of Operation - None
§126-142-8. Rating Structure - Please see notes on page 4
§126-142-9. Evaluation Criteria for Classroom Teachers - See notes on page 4 and 5
§126-142-10. Evaluation Stages for Classroom Teachers - None
§126-142-11. Improvement Plan for Classroom Teachers - 11.3 After an employee has successfully corrected deficiency(ies) the employee must continue to ***demonstrate improvement.***
§126-142-12. Improvement Team for Classroom Teacher - None
§126-142-13. Teachers' Responsibilities - None



§126-142-14. Teacher's Performance Criteria -

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

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

This replaces this section down to "q"

a. Prepares and implements lessons.

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

c. Begins lesson or instructional activity by determining the prerequisite skills or background information needed and/or reviewing previously presented material.

d. Introduces the lesson or instructional activity by clearly delineating:
- the purpose of the lesson,
- the main topics to be covered,
- the sequence of the lesson,
- the major objectives,
- the relationship of new information to previous learning, and
- the most important information to be learned.

e. Presents reading, writing, speaking, listening and problem solving strategies using concepts and language that students understand.

f. Provides relevant examples and demonstrations to illustrate concepts, skills, and strategies.

g. Assigns developmentally or age appropriate tasks.
NOTE: For students with moderate/severe disabilities, developmentally appropriate tasks may be appropriate.

h. Provides instructional pacing that ensures student understanding.

i. Makes effective transitions between instructional activities.

j. Provides for guided and independent practice opportunities and opportunities to practice newly learned information in a variety of context and settings.

k. Summarizes the main point(s) of the instructional lesson.

§126-142-14. Teacher's Performance Criteria - (Continued)

l. Provides opportunities to express ideas clearly and accurately.

m. Conducting multiple reviews and checks throughout the lesson to determine student understanding.

n. Incorporates higher level thinking skills.

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

p. Provides rededication or enrichment activities for students.

14.4.2b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, ***and exhibits appropriate interactive skills.***

14.6.4d. Is punctual with reports, grades, records, and other assignments and reporting to work and other responsibilities.

§126-142-15. Evaluation Process for Administrators - See notes on page 12

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

16.3. After an employee has successfully corrected deficiency(ies), the employee must continue to ***demonstrate improvement***.

§126-142-17. Administrator's Responsibilities - See notes on page 13

17.1.4. managing ~~consensus and~~ group behaviors ***to achieve consensus,***

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

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

See notes on pages 14, 15, 16, 17 and 18.

§126-142-19. Evaluation Process for Professional Support Personnel - None

§126-142-20. Improvement Plan for Professional Support Personnel - See notes on page 21 and

20.3. After an employee has successfully corrected deficiencies, the employee must continue to ***demonstrate improvement.***

§126-142-21. Professional Support Personnel's - 21.1.6. facilitating professional development activities to achieve goals, ~~and achievement of desired goals, and~~ 21.1.7. developing and improving individual competencies and skills ***required*** to deliver services.
§126-142-22. Professional Support Personnel's Performance Characteristics - Please see notes on page 22, 23, 24, and 25. 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.
§126-142-23. Evaluation Process for Coaches - 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.
§126-142-24. Improvement Plan for Coaches - None
§126-142-25. Coaching Responsibilities - None
§126-142-26. Coaching Performance Criteria - None

Remember — get instruct. info

Review this — Give your comments to Tony Sneed by ASAP

EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

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

PUBLIC COMMENT PERIOD ENDS: March 15, 1999

ADOPTED BY STATE BOARD:

BACKGROUND:

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

PURPOSE:

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

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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 ~~which~~ 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, exceed standards, meet standards, below standards, or unsatisfactory value assigned to the performance of an employee.

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

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

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

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

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

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

needs to match singular or plural

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

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

§126-142-5. Training.

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

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

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

§126-142-6. State Board Approval.

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

§126-142-7. Principles of Operation.

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

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

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

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

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

§126-142-8. Rating Structure.

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

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

8.1.2. Exceeds Standards - Performance consistently surpasses performance standards.

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

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

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

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

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

9.~~1~~2. 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.~~2~~3. Observation of classroom teachers -- Teachers with zero to two (0-2) years of experience will be observed a minimum of three times for each written evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11.2.1. identify the deficiency(ies),

11.2.2. specify the corrective action to remediate the deficiencies,

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

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

11.3 After an employee has successfully corrected deficiency(ies),the employee must continue to ~~show growth.~~ demonstrate ~~g~~ improvement.

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

like this!

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

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

12.~~1~~2. 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.~~2~~3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

12.~~3~~4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the employee in meeting the performance criteria outlined in the plan, and c) identify additional resources. Release time may be provided for the teachers who serve on the improvement team.

§126-142-13. Teachers' Responsibilities.

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

13.1.1. implementing programs of study,

13.1.2. fostering a classroom climate conducive to learning,

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

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

13.1.5. communicating within the educational community, and

13.1.6. meeting professional responsibilities.

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

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

14.~~1~~2. Programs of Study:

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

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

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

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

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

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

14.~~2~~3. Classroom Climate:

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

- This replaces this section down to "q"

a. Prepares and implements lessons.

b. Has materials, supplies and equipment ready at the start of he instructional lesson or instructional activity.

c. Begins lesson or instructional activity by determining the prerequisite skills or background information needed and/or reviewing previously presented material.

d. Introduces the lesson or instructional activity by clearly delineating:
- the purpose of the lesson,
- the main topics to be covered,
- the sequence of the lesson,
- the major objectives,
-the relationship of new information to previous learning, and
- the most important information to be learned.

e. Presents reading, writing, speaking, listening and problem solving strategies using concepts and language that students understand.

f. Provides relevant examples and demonstrations to illustrate concepts, skills, and strategies.

g. Assigns developmentally or age appropriate tasks.

NOTE: For students with moderate/severe disabilities, developmentally appropriate tasks may be inappropriate.

h. Provides instructional pacing that ensures student understanding.

i. Makes effective transitions between instructional activities.

j. Provides for guided and independent practice opportunities and opportunities to practice newly learned information in a variety of contexts and settings.

k. Summarizes the main point(s) of the instructional lesson.

l. Provides opportunities to express ideas clearly and accurately.

m. Conducting multiple reviews and checks to throughout the lesson to determine student understanding.

n. Incorporates higher level thinking skills.

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

p. Provides rededication or enrichment activities for students.

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

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

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

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

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

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

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

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

14.3~~4~~. Instructional Management Systems: ~~to increase student learning~~ teaching for ing

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

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

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

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

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

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

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

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

~~14.3.8~~ h. Assigns developmentally appropriate tasks.

~~14.3.9~~ i. Provides instructional pacing that ensures student understanding.

~~14.3.10~~j. Maximizes student time-on-task.

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

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

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

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

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

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

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

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

14.~~4~~5. Student Progress:

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

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

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

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

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

~~14.4.5~~e. Monitors student attendance.

14.~~5~~6. 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.

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

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

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

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

~~14.5.5~~e. Determines and utilizes appropriate community resources.

14.6~~7~~. Professional Work Habits:

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

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

~~14.6.2~~b. Interacts appropriately with other educational personnel.

~~14.6.3~~c. Participates in activities which foster professional growth.

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

~~14.6.5~~e. Performs assigned duties.

~~14.6.6~~f. 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 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~~ identified in Section 8. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later ~~that~~ 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 below standards, or is unsatisfactory in any area of responsibility as contained in Section 17 of this policy.

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

16.2.1. identify the deficiency(ies),

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

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

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

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

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

§126-142-17. Administrators' Responsibilities.

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

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

17.1.2. providing purpose and direction for schools/county,

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

17.1.43. managing ~~consensus and~~ group behaviors to achieve consensus,

17.1.54. enhancing quality of total school/county organization,

17.1.65. organizing and delegating to accomplish goals, and

17.1.76. communicating effectively.

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

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

18.2. Instructional Leadership

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

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

a. demonstrates a knowledge of supervision,

b. uses the evaluation process to improve instruction effectively,

c. analyzes a variety of educational data to focus on student achievement,

d. guides teachers in their professional growth, and

e. facilitates a climate that is conducive to student learning.

18.1.3. Purpose and Direction.

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

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

~~18.1.1.~~a. accepts authority and assumes responsibility.

~~18.1.1.b. takes charge~~

~~18.1.1.c. exhibits a sense of efficacy~~

~~18.1.1.d~~b. analyzes negative and positive forces affecting the school/county.

~~18.1.1.e~~c. takes immediate steps when problems arise.

~~18.1.1.f~~d. focuses resources on strategic goals,

~~18.1.1.g~~e. ~~initiates~~ utilizes problem solving strategies,

~~18.1.1.h~~f. exhibits ~~enthusiasm~~ a positive attitude, and

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

18.~~1.2~~4. Educational Values. -- Manifests values about the school/county including students' welfare and fairness to staff, and demonstrates behavior consistent with the values.

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

need a more descriptive item

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

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

need an item to illustrate fairness to staff

~~18.1.2.c~~b. ~~relates~~ sets high expectation ~~to goals~~ and articulates them to community, parents, staff and students

~~18.1.2.d. sets standards of achievement~~

18.~~2~~ 5. Cognitive Skills.

18.~~2~~5.1. 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:

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

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

~~18.2.1.~~c. listens to others.

~~18.2.1.d. encourages individual expression~~

~~18.2.1.e. demonstrates sensitivity~~

18.~~2~~5.2. 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:

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

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

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

18.~~2~~5.3. Judgement. -- Uses alternatives in problem solving and decision-making. Items that may be used to reflect judgement:

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

~~18.2.3.b~~a. values divergent thinking.

~~18.2.3.c. considers options~~

~~18.2.3.d~~b. compares consequences of options, and

~~18.2.3.e~~c. makes decisions after data ~~are~~ analyzed~~, and~~.

18.~~3~~6. Leadership.

18.~~3~~6.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

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

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

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

~~18.3.1.d. moderates group discussion~~

~~18.3.1.e~~b. intervenes, negotiates, resolves conflict as needed,

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

~~18.3.1.g~~d. creates cooperative atmosphere.

18.~~3~~6.2. Persuasiveness. -- Gains and sustains the attention and interest of

others. Items that may be used to reflect persuasiveness:

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

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

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

18.~~3~~6.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

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

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

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

~~18.3.3.d~~b. adjusts strategies when ineffective.

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

~~18.3.3.f~~c. exhibits appropriate interaction skills, and

~~18.3.3.g~~d. deals effectively with emotional issues.

18.~~4~~7. Quality Enhancement.

18.~~4~~7.1. 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.

~~18.4.1.~~b. sets standards for goal accomplishment.

~~18.4.1.~~c. considers feedback, and

~~18.4.1.~~d. assesses own strengths and limitations.

18.~~4~~7.2. 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:

~~18.4.2.a. monitors activities~~

~~18.4.2.b~~a. supervises and monitors performance of staff,

~~18.4.2.c~~b. collects and records performance data,

~~18.4.2.d~~c. judges performance using criteria,

~~18.4.2.e~~d. 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.h~~f. demonstrates effective school financial management.

18.4~~7~~.3. ~~Coaching --~~Mentoring. – Creates opportunities for development of human resources through effective use of coaching, staff development, and individual ~~growth plans~~ goal setting. Items that may be used to reflect ~~coaching~~-mentoring:

~~18.4.3.~~a. builds a supportive environment for learning,

~~18.4.3.b. interprets performance data to stimulate improvement~~

~~18.4.3.c. coaches to improve performance~~

~~18.4.3.d~~b. provides timely and specific feedback,

~~18.4.3.e~~c. reinforces growth and development, and

~~18.4.3.f~~d. exhibits effective conferencing skills.

18.5~~8~~. Organization.

18.5~~8~~.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time deadlines and flow of activities, and identifies resources needed to accomplish the ~~job.~~ task 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.f~~e. plans for contingencies.

~~18.5.1.g. manages stress effectively~~

18.5~~8~~.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.b~~a. assesses expertise of self and others,

~~18.5.2.c~~b. determines tasks to be assigned,

~~18.5.2.d~~c. 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.h~~d. establishes performance standards, and

~~18.5.2.i. plans time frames~~

~~18.5.2.j~~e. provides guidance.

18.6~~9~~. Communications.

18.6~~9~~.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.c~~b. speaks confidently.

~~18.6.1.d. maintains eye contact~~

~~18.6.1.e. establishes rapport~~

~~18.6.1.f. expresses enthusiasm~~

18.6~~9~~.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

~~18.6.2.~~a. writes with clarity and conciseness, and

~~18.6.2.~~b. uses correct grammar, spelling and appropriate language.

~~18.6.2.c. uses correct spelling~~

~~18.6.2.d. uses appropriate language~~

§126-142-19. Evaluation Process For Professional Support Personnel.

19.1. For professional support personnel with zero to two years of experience, a minimum of two written evaluations per year is required.

19.2. For professional support personnel with three or more years of experience, a minimum of one written evaluation per year is required.

19.3 The professional support personnel's immediate supervisor as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.

19.4. The purpose of the evaluation is to improve the professional support personnel's performance and professional growth. The professional support personnel and the immediate supervisor will mutually establish annual written goals for the professional support personnel's performance evaluation on or before November 1. The goals shall be related to the professional support personnel's job responsibilities. In addition to the goal setting conference, the professional support personnel and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the professional support personnel to share findings and prepare the written evaluation. The professional support personnel shall receive a copy of the evaluation within five working days.

19.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support personnel shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support personnel's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support personnel's performance using a narrative description to document the rating identified in Section 8. Because the mutually established goals will be unique to each professional support personnel, it follows that the evaluation narrative will focus on the professional support personnel's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the professional support personnel and the supervisor shall be included as part of the evaluation documentation.

19.6. The professional support personnel's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support personnel. The professional support personnel's signature does not imply concurrence with the evaluation and/or its rating. The professional support personnel shall receive a copy of the evaluation. The professional support personnel has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support personnel must be affixed to the evaluation not later than five working days following receipt of the written evaluation.

§126-142-20. Improvement Plan for Professional Support Personnel.

20.1. An improvement plan shall be developed by the supervisor and the professional support personnel when the professional support personnel's performance is unsatisfactory in any area of responsibility as contained in Section 21 of this policy.

20.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

20.2.1. identify the deficiency(ies),

20.2.2. specify the corrective action (s) to remediate the deficiency(ies),

20.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, ~~but~~ and in no case shall the improvement plan be for more than one semester in length, and

20.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

20.3. After an employee has successfully corrected deficiencies, the employee must continue to ~~show growth~~ 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. planning, preparing and implementing new programs or facilitating change in the existing program,

21.1.2. organizing, directing, and coordinating programs,

21.1.3. gathering and interpreting data for individuals, groups or programs,

21.1.4. delivering services to students or others,

21.1.5. collaborating with school personnel and/or parents to coordinate the delivery of services to students or others,

21.1.6. facilitating professional development activities to achieve goals, ~~and achievement of desired goals;~~ and

21.1.7. developing and improving individual competencies and skills required 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. ← not caps

22.2.1 engages in activities that prepare for implementation of new programs

or facilitates change in existing programs and their implementation. Items that may be used to reflect planning and preparation:

a. identifies needs of students and others,

b. develops action plans based on identified needs,

c. evaluates ongoing programs/plans,

d. revises programs based on assessment ,

e. implements ongoing program activities and revise activities as needed, and

f. advises school personnel regarding available resources.

22.3. ADMINISTRATION/MANAGEMENT.

22.3.1. Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting and other similar activities. Items that may be used to reflect administration/management:

a. aids school administration in developing and providing policies and/or programs,

b. establishes and communicates practices and procedures to students, parents, community and staff,

c. works to integrate program into total school curriculum,

d. prepares thorough and accurate reports in a timely manner, and

e. makes recommendations to modify the school program to meet individual student's needs.

22.4. ASSESSMENT/EVALUATION.

22.4.1. Gathers and interprets data from individual, groups, or programs to evaluate needs and programs. Items that may be used to reflect assessment/evaluation:

a. explains nature and purpose of assessment in an understandable manner,

b. demonstrates knowledge of theories, techniques and instruments used for assessment,

c. exercises confidentiality,

d. makes provisions for the attainment and evaluation of program goals, and

e. communicates effectively with school personnel, students, parents, and the community.

22.5. INTERVENTION. – caps?

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: effective

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. – caps-?

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:

and disseminates

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,

collaboration

c. creates positive climate during ~~consultation~~,

NOTE: Consultation indicates the presence of only 1 expert whereas collaboration implies mutual expertise.

d. serves on, or leads multidisciplinary teams, and

and opinions

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

for what?

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:

should be the same as p. 11 14.7.1

a. behaves in an ethical manner,

b. demonstrates understanding of own professional limitations,

c. continues professional development by keeping abreast of current trends,

d. keeps appointments and follows up with commitments,

e. adheres to established regulations, policies, rules and laws, and

f. commands respect by example in appearance, manners, behavior and language.

§126-142-23. Evaluation Process for Coaches.

23.1. A minimum of one written evaluation per coaching season is required.

23.2. The primary purpose of the evaluation is to provide information necessary to ensure ~~make~~ an objective assessment of the performance of a coach and to assure that quality coaching is provided to the student athlete.

23.3. The principal or athletic director will conduct observations of head coaches.

23.4. The principal or athletic director, in conjunction with the head coach will conduct observations of assistant coaches and evaluate the assistant coaches.

23.5. The principal and/or athletic director is responsible for monitoring performance and for preparing the written evaluation of coaches.

23.6. The principal and athletic director shall share the evaluation with the employee during a scheduled conference and within a four (4) week period at the conclusion of the sport's season.

23.7. The coach and assistant coaches have the right to include a written statement as an addendum to the evaluation.

23.8. The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, the signature shall not imply concurrence with the findings.

§126-142-24. Improvement Plan for Coaches.

24.1. An improvement plan shall be developed by the principal or athletic director or coach when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in Section 26 of this policy.

24.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

24.2.1. identify the deficiency(ies),

24.2.2. specify the corrective action to remediate the deficiencies,

24.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, ~~but~~ and in no case shall an improvement plan be for more than one semester in length, and

24.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

24.3. After an employee has successfully corrected deficiencies the employee must continue to show growth.

§126-142-25. Coaching Responsibilities.

25.1. In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:

25.1.1. communicating with the educational community (Professional and Interpersonal Relations), and

25.1.2. implementing fundamental sports skills and sports management systems. (Coaching and Related Areas)

§126-142-26. Coaching Performance Criteria.

26.1. Performance criteria are developed for state adopted responsibilities. The purpose is to clarify coaching responsibilities and help provide guidance to the employee in understanding job expectations.

26.2. Professional and Interpersonal Relations.

26.2.1. Definition: Communicates with educational personnel, parents, students, and others.

a. cooperates with building principal,

b. cooperates with athletic director,

c. develops rapport with coaching staff within the school,

d. organizes coaching staff,

e. develops positive relationship with participants,

f. develops positive relationship with student body,

g. develops positive relationship with faculty,

h. develops positive relationship with parents and community,

i. develops positive relationship with game officials,

j. develops positive relationship with news media,

k. develops positive relationship with opponents,

l. employs appropriate conduct during games,

m. employs appropriate conduct during practices,

n. attends league, conference and WVSSAC meetings,

o. participates in activities that fosters professional growth and development,

p. motivates staff and players toward desired goals, and

q. commands respect by example in appearance, manners, behavior and language.

26.3. Coaching and Related Areas.

26.3.1. Definition: Organizes strategies for teaching sports skills and sports management systems.

a. develops high caliber and quality instruction,

b. teaches fundamental skills,

c. handles athletic injuries,

d. cares for equipment,

e. supervises participants and disciplines team appropriately,

f. designs quality organization of practice sessions,

g. designs pre-season planning,

h. supervises managers and other support personnel,

i. manages budget,

j. follows purchasing procedures,

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.

FORM HD 201
(10-66)

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 5310 Performance Evaluation of School Personnel FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT 1999-2000	THEREAFTER
1. ESTIMATED TOTAL COST	$ - 0 -	$ - 0 -	$ - 0 -	$ - 0 -	$ - 0 -
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	$	$	$	$	$
2. ESTIMATED TOTAL REVENUES	$ - 0 -	$ - 0 -	$ - 0 -	$ - 0 -	$ - 0 -

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

January 15, 1999

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: _____

Title: _____ **Business:** _____

Street Address: _____ **City/State/Zip:** _____

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§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. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Bob Jones 3rd Grade Teacher TUEHS

Title: Classroom Teacher Business:

Street Address: HC 66 Box 4
City/State/Zip: Hendricks WV 26271

COMMENTS/SUGGESTIONS

§126-142-1. General

MAR 2

§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions Such Katie Arnolds class size should be better than 5

§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure Stay simple please

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers

I don't want to have "about" 3.5 - Effectives
Should may not Shall 10.3 of School Plan II

§126-142-11. Improvement Plan for Classroom Teachers

11.3
Must show growth until goal is met?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 14.3 R
when ample funding available

§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

Must show growth. No exit strategy

§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics

§126-142-23. Evaluation Process for Coaches

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

The Assistant Superintendent advocates applied learning experiences. Please return to State Dept with them to evaluate the pilot program.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

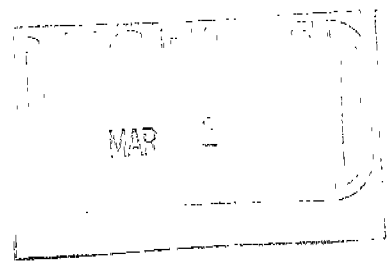
Individual/Organization: Jan Kyle

Title: teacher **Business:** Tucker Co. Bd. of Ed

Street Address:
City/State/Zip: Parsons, WV 26287

COMMENTS/SUGGESTIONS

§126-142-1. General



§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions
5 levels of perf - Why so many?

§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure
5 levels from 2

§126-142-9. Evaluation Criteria for Classroom Teachers
Sec D eval. - everybody has to have deficiencies identified
Instead of shall identify should read may identify

§126-142-10. Evaluation Stages for Classroom Teachers
10.3 Phase II eliminated - Why? I feel a veteran teacher should be trusted.

§126-142-11. Improvement Plan for Classroom Teachers
11.3 must con't to show growth forever ?
never removed from improvement plan

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
14.3 Letter R uses a variety of technologies to augment stu. learning - When technology is funded

§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

20.3 Will employee always be on an improvement plan?

§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics

§126-142-23. Evaluation Process for Coaches

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Why was the work done by professional educators, parents, etc, not accepted?

This plan involves increased paperwork for administrators The system needs less paperwork not more.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: _____

_____

Title: teacher Business: Jackson Co. Bd of Ed.

Street Address: _____

City/State/Zip: Parkersburg WV 26238

COMMENTS/SUGGESTIONS

§126-142-1. General

§126-142-2. Purpose

§126-142-3. Authorities

§126-142-4. Definitions
Section E -

§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure
5 levels from 3

§126-142-9. Evaluation Criteria for Classroom Teachers
See D. Eval. - everyone must have difference identify
should read ~~may~~ not shall

§126-142-10. Evaluation Stages for Classroom Teachers
10.3 phase II eliminated

§126-142-11. Improvement Plan for Classroom Teachers
11.3 must cont to show growth (never removed from improvement plan?)

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
14.3 R uses a variety of technology (you have to have access to technology first)

§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
20.3 - must cont. to show growth?

§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics

§126-142-23. Evaluation Process for Coaches

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

This will be a paperwork nightmare for administrators.
This is an insult to professional personnel.

February 25, 1999

Mr. Tony Smedley
State Department Complex
Charleston, W.V. 25311

MAR

Dear Mr. Smedley,

The evaluations for teachers should remain with Phase I and Phase II; Satisfactory - Unsatisfactory as the ratings.

Respectfully,
Riverside Elementary Faculty

Gin Farley
Alva Reynolds
Peggy Belcher
Janell
Cheryl A. Pope
Tammy Burse
Velma Williamson
Drema J. Dempsey
Carole Steele
Betty D.
Coletta Copley
Linda Dimond
Kathy H. Nixon

Gina Grace
Paula L. Hinkle-Maynard
Joann Steele
Loretta Miller
Carrie Oxley
Dolly Jane Allen
Phyllis Southers
Barbara Knight
Sylvia Packard

LEWIS COUNTY HIGH SCHOOL
MEDIA RESOURCES CENTER
304-269-8315 Ext. 127
Route 2, Box 86
Weston, WV 26452

1 March 1999

MAR

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

RE: 5310 Proposed Revisions

Dear Director Smedley,

As you know, when we have talked on several other occasions, 5310 is of great concern to me. I was President of the Lewis County Education Association, when 5310 was first written and county boards of education were to employ it for staff.

Also you will remember that we have a grievance against the principal here at Lewis County High to have him actually implement this policy to begin with; putting Lewis County High School at least two years behind every other school in the state!

Now, I see that once, we had a good idea and finally got it in place with working solutions --we are back to the ideology, which is typical of our state department of education-- "...if it works--we fix it!"

Again, I caution the State Department that our young teacher candidates are not entering the fields of education, simply because of the constant state of flux that educational systems fluster compared to the business community, and the undue stress of revisions such as 5310. I totally agree that often change is good, however, 5310 can stand on it's own merit and administrators and county office personnel can employ the use of it; if they will!

Please see my attached comments on section § 126-142-10. Therefore, I send my

Best Professional Wishes,

Martha Mae Danzig

Martha Mae Danzig, Librarian

MMD:tlc
CC:File
Encl. 2

Martha Mae Danzig
Librarian
M. K. Wanless
Asst. Librarian

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: MARTHA MAE DANZIG

Title: LIBRARIAN/TEACHER Business: LEWIS COUNTY HIGH SCHOOL

Street Address: Route 3, Box 89-M-1 City/State/Zip: Weston, WV 26452

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 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!!!!!!
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

Lisa Mullins

From: Brucie Kessler <mkessler@access.k12.wv.us>
To: 'Ljmullin@access.k12.wv.us'
Subject:
Date: Monday, February 22, 1999 11:20 AM

I believe that the following portions of policy 5310 will be counterproductive: 126-142-8 Rating Structure

8.1, 2.1.1, 8.1.3, 8.1.4, 8.1.5

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 14.7.1

Your language is subjective and open for interpretation.

Thank you for your consideration.

Mr. Steve Pilacik
Teacher Nitro Elementary

Lisa Mullins

From: veronica bland <vbland@access.k12.wv.us>
To: 'Ljmullin@access.k12.wv.us'
Subject: policy 5310
Date: Friday, February 19, 1999 1:03 PM

I believe that the following portions of policy 5310 will be counter productive.

126-142-8 Rating Structure 8.1
8.1, 8.11, 8.1.3, 8.1.4, 8.1.5

14.67 Professional Work Habits 14.7.1
14.7.1, 14.6.1, 14.6.2, 14.6.3, 14.6.4, 14.6.5,14.6.6 and g

Please reconsider these issues.

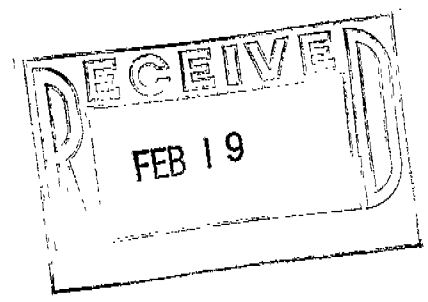
Ethel Rooper,
2nd grade
Nitro Elementary

P. O. Box 127
Kenna, WV 25248
Febuary 13, 1999

Mr. Smedley,

I am writing to you concerning the proposed changes that could be forthcoming for educators. One of my greatest concerns is the evaluation criteria that may be placed on us. Once before on the evalation forms a scale of numbers was used to assess a teacher's usage of various teaching techniques and it was proven to be very ineffective. 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. 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.

Sincerely,
Mrs. Rosalee Casto
Kenna Elementary
Jackson County



Kenna Elementary School
P.O. Box 127
Kenna, WV 25248

West Virginia Department of Education
Office of Human Resources
Bldg. 6, Room 264
1900 Kanawha Blvd.E.
Charleston, WV 25305

Dear Mr. Smedley and Others,

I am writing to comment on Policy 5310 involving the evaluation changes for teachers. As a professional educator of 20 years, I hate to see the state taking steps backwards in education. Teachers are professionals and should be involved in their own goal-setting for who knows students better? 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. 10.3

Principals statewide have such wide-ranging responsibilities that "freeing" them up from the constant evaluation of teachers makes no sense. I know they will consistently monitor the running of the school and do not necessarily need the time-consuming task of evaluating every teacher.

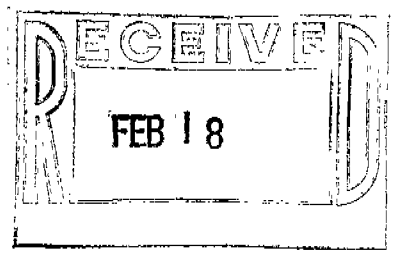
I also object to the "5 step scale" of the evaluation. It is much too subjective. What guidelines are to be followed as to the differences between exemplary and exceeds standards? Principals know which teachers need plans of intervention without having to place them on a continum. 8.1

I ask that you poll teachers statewide and truly reconsider making any changes to the teacher evaluation process. Thank you!

Sincerely,

Kim Herron

Kim Herron
Kenna Elementary School



Lisa Mullins

From: veronica bland <vbland@access.k12.wv.us>
To: 'Ljmullin@access.k12.wv.us'
Cc: 'Ljmullin@access.k12.wv.us'
Subject: counterproductive proposal
Date: Wednesday, February 17, 1999 4:41 PM

8.1

I believe that the following portions of policy 5310 will be counterproductive:
126-142-8 Rating Structure
8.1,8.1.1, 8.1.3, 8.1.4, 8.1.5

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 andg 14.7 a-g

Your language is subjective and open for interpretation.

Thank you for your consideration.

Veronica Bland, M.A.

2/8/99

Tony Smedley
Executive Director
Office of Human Resources
Building 6, Room 264
1900 Kanawha Boulevard,East
Charleston, WV 25305-0330

Dear Sir:

I am writing to you about the proposed changes to the state evaluation policy (Policy 5310). I am against this because I feel like we are regressing instead of progressing in our efforts in evaluating our state teachers in a fair an equitable manner.

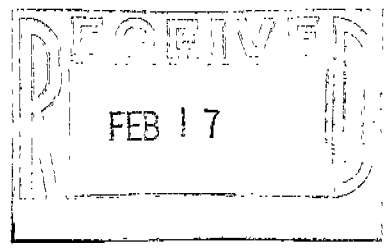
As you are probably aware, WVEA has not endorsed merit pay and I feel that the new evaluation system is a precursor to this. In addition, the rating scale is subjective and teachers would not be evaluated equally no matter how much training is provided to the principals. The evaluations would greatly interfere with the time our principals could use for helping new teachers meet standards. 8.1

I hope you will consider my remarks and those of other teaching professionals when Policy 5310 is voted upon.

Sincerely,

Sherry Browning

Sherry Browning
Teacher
Ripley Middle School
Rt. 2 Box 75-A
Ripley, WV 25271



2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

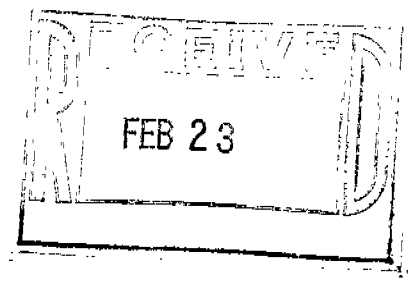
Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy. 8.1

Yours truly,

Martha Bailey
Dunbar Elementary



2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

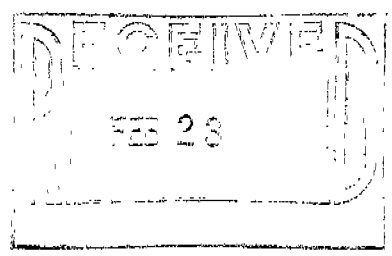
Tony Smedley
Executive Director
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WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
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Yours truly,

Mary Robertson
Dunbar Elementary



2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Donna L. Heyliger
Dunbar Elementary



2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Rhonda J Young
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

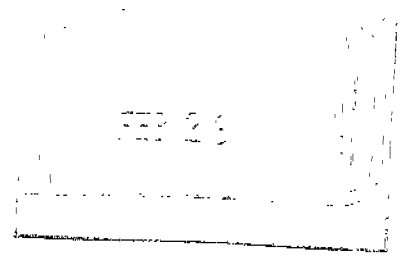
Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

A. Jennifer Covert
Dunbar Elementary



2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Janet M Chevalier
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Nancy E. Wolfe
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Judith Handley
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Brenda J. McVicker
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Colleen Fitzsimmons
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

Dear Mr. Smedley,

The proposed changes to the performance evaluation of professional personnel are misguided. Teachers must have criteria specific to instructional methods and management. The self-evaluation portion has been completely eliminated. The opportunity for goal setting, both for student growth as well as professional development, has been dismissed. Continuing education is vital and should be addressed. 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 noncomformative. Please reconsider this unwise and detrimental evaluation policy.

Yours truly,

Billie J. Brammer
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Lewis C. Elliott

Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Barbara J. Thaxton

Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Gladelia L. Vidal
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Mrs. L. Chester
Dunbar Elementary

2401 Myers Avenue
Dunbar, WV 25064
February 17, 1999

Tony Smedley
Executive Director
Office of Human Resources
WV Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25304-0330

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Yours truly,

Dunbar Elementary

DUPONT HIGH SCHOOL

J. PATRICK LAW
PRINCIPAL
PAULA POTTER
ASSISTANT PRINCIPAL
CINDY DANIEL
ASSISTANT PRINCIPAL, CURRICULUM
LYNN GATTLIEB
JOHN STRICKER
COUNSELORS



301 WEST 34TH STREET BELLE, WEST VIRGINIA 25015

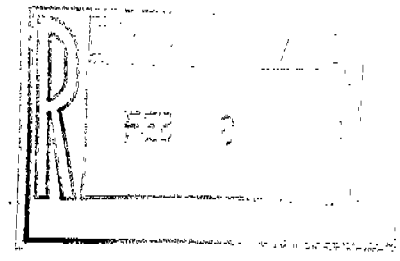
DEBBIE MCGILL
SECRETARY
BRENDA HARRIS
PEGGY TENNANT
CLERKS

PHONES (304) 348-1978
(304) 348-1979
(304) 949-1793
FAX # (304) 348-1138

Saving The Best For Last
Dupont High School 1939-1999

February 4, 1999

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330



Dear Mr. Smedley:

I am writing to comment on the proposed Legislative Rule, Board of Education Series 142, Performance Evaluation of School Personnel. I am requesting that this policy change be dropped entirely. 3.1

Several years ago, a number of educators from across the state working with your office developed our current evaluation guidelines. To some degree this was a major change from the evaluation process that existed in the past. A great deal of time and money has been spent to train administrators in this process. The management of instruction is without a doubt the most important aspect of the administrator's job; teaching and learning are why we are here. I totally recognize that the more time I am able to spend in the classroom, out of my office with teachers and students, the better my school will run, and the higher our students will achieve academically.

However, there are limits as to the amount of time that ultimately can be obtained to carry out the monitoring of classroom instruction. The new Legislative Rule takes what is currently in place, which is already much more time consuming than the evaluation procedure of the past, and would increase the amount of time required many times over. In particular, the requirement under 126-142-10 Evaluation Stages for Classroom Teachers which 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? 10.3

The National Association of Secondary School Principals (NASSP) recently conducted a survey of Secondary Principals across the nation to find out why fewer teachers were choosing to become school administrators. The top two reasons that were found for this drop in interest were first of all, the lack of compensation versus an increased demand of time on the job and secondly, the lack of respect for education in general shown by the public. Over and over again as a principal I receive requirements of my time that start off with a statement, "We know you are very busy but could you do just this one little thing for me." Along with these requests, I receive requests or mandates from the Federal Government and Federal Agencies, the Legislature, our Local County Boards, and the State Department of Education. They all have the same message, we want you to do this one more little thing. The change proposed in this Legislative Rule goes too far. Change is not always by itself an improvement. I believe we have reached and passed the point where increased expectations have increased results. The task is becoming impossible. Increased requirements of our time will only result in a watering down of the desired results. I would request that you seriously consider dropping this rule change in favor of keeping the one currently in place.

Yours In Education,

J. Patrick Law, Principal
DuPont High School

JPL/dt

DUPONT HIGH SCHOOL

J. PATRICK LAW
PRINCIPAL

PAULA POTTER
ASSISTANT PRINCIPAL

CINDY DANIEL
ASSISTANT PRINCIPAL, CURRICULUM

LYNN GATTLIEB
JOHN STRICKER
COUNSELORS



301 WEST 34TH STREET BELLE, WEST VIRGINIA 25015

DEBBIE MCGILL
SECRETARY

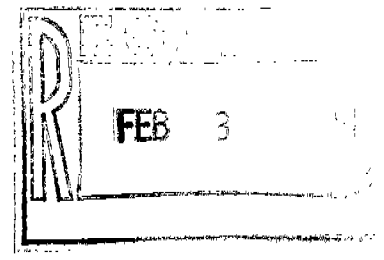
BRENDA HARRIS
PEGGY TENNANT
CLERKS

PHONES (304) 348-1978
(304) 348-1979
(304) 949-1793
FAX # (304) 348-1138

Saving The Best For Last
Dupont High School 1939-1999

February 4, 1999

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330



Dear Mr. Smedley:

As the President of the Kanawha County Schoolmasters Secondary Principal Organization, I am writing to you to express our concerns and objections to the Legislative Rule the Board of Education Series 142, Performance Evaluation of School Personnel.

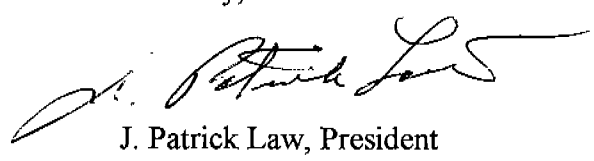
In a recent meeting of our organization we decided as a group to send a letter expressing our concerns. Attached to this letter is a copy of a signature page representing most, if not all of the Secondary Principals in Kanawha County. It was our decision without decent to voice our strong objections in this matter . The rule as it is currently stated would require major changes from the evaluation policy that has been in effect for several years. Our current policy was a major change from the evaluation process that was conducted in most counties throughout our state. And even though the old policy increased the task, the new policy would greatly increase the amount of time that is required to fulfill this important responsibility even further. As I stated we do view this as very important responsibility, if not the most important aspect of our job. However, we do not feel that these changes will improve our performance of that task. On the contrary, with the many other demands upon our time that must be fulfilled, we feel that this, in all likelihood, would diminish the effectiveness of the evaluation of our employees.

In particular we are concerned with the provision of this rule that would drop the Phase II evaluation process from the policy. Many teachers in our schools perform at a very high level. They require an occasional pat on the back, more resources to do their job better, and the time to develop their instructional skills. In most cases, these professional educators are highly self motivated and require only guidance from the administrator. Our current evaluation process was implemented with

three separate levels for evaluation. The Performance Evaluation, the mutual goal setting Part II of Phase I, and its self evaluation format of Phase II. The Phase II format was put in place in part to allow professionals to do a self evaluation. To remove this provision from the rule is to say that they are no longer capable of carrying out this task which is to our way of thinking, an insult to all they have accomplished.

Once again, we are requesting that Title 126 Legislative Rule Board of Education Series 142 as proposed be dropped from consideration.

Sincerely,



J. Patrick Law, President
Kanawha County Schoolmasters

JPL/dt
Attachment

1. Susan Bossie, principal Clendenin Middle
2. Cathy Bennett, principal Andrew Jackson Middle
3. Robert K. Parton, Principal, Elkview Middle School
4. Ryda C. Wilson, Principal, Dunbar Junior High School
5. [illegible] Principal Cedar Grove Comm School
6. Mark Milam - Principal - East Bank Junior
7. Glen A Anderson Principal - St Albans High
8. Thomas D. Kidd, Principal - John Adams Jr.
9. Lou Lagarella Principal - Horace Mann Jr. H.
10. Larry Whan, Principal - George Washington High School
11. Jimmie M. Compton, Principal - So. Charleston Jr. High
12. Carol Thom, Principal, Stonewall Jackson Jr. High
13. Leon Monty, Acting Principal, Dupont Jr High School
14. Paul E. Mc[illegible] Principal, Nitro High
15. [illegible] Principal Capital
16. Waymon Wilson Principal Poca Middle

Lisa Mullins

From: connie cantley <conniepcantley@hotmail.com>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310
Date: Tuesday, March 02, 1999 11:45 AM

I would like to express my concerns about Policy 5310, now on review. The policy weakens the evaluation process by allowing those who do not meet standards to stay in the classroom longer. Another words you can't get rid of the poor teachers.
I also would like to comment on the rating structure. 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? (I won't define that question, you can articulate on it.) 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.

Lastly, I'd like to say, 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.

Get Your Private, Free Email at http://www.hotmail.com

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Nancy Salter

Title: Classroom Teacher Business:

Street Address: 801 Kanawha Ave. City/State/Zip: Rainelle, WV 25962

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 - exceeds what is needed to determine standards - will cause unnecessary paper work - will cause problems among staff
§126-142-9. Evaluation Criteria for Classroom Teachers - will be next to impossible to have all evaluations done by Nov.
§126-142-10. Evaluation Stages for Classroom Teachers - adds too much paperwork to already stressed teachers - would rather be observed
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria no provisions for technological training - inadequate equipment - if dress code is enacted clothing allowance should be provided
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Joan Tauren

Title: Classroom Teacher Business: Kanielle Elem. School

Street Address: 701 Kanawha Ave. City/State/Zip: Kanielle, WV 25962

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 Too many categories. What is difference between exemplary and exceeds standards?
§126-142-9. Evaluation Criteria for Classroom Teachers Too much paperwork! Time element seems impossible.
§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. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 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.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Juliana Puckett

Title: Third Grade Teacher **Business:** Rainelle Elementary School

Street Address: 701 Kanawha Ave. **City/State/Zip:** Rainelle, W.V. 25962

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 The new system has too many ratings. Could easily be rewritten as Exceeds, Satisfactory, Unsatisfactory
§126-142-9. Evaluation Criteria for Classroom Teachers Do not like the fact that this must be completed by Nov. 1. In a large school, this will be difficult to accomplish
§126-142-10. Evaluation Stages for Classroom Teachers There is too much paperwork
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 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.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Kay Smith

Title: K - Teacher Business: Rainelle Elem.

Street Address: 701 Kanawha Ave. City/State/Zip: Rainelle, WV 25962

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training The State just completed this at the cost of what am't I'm not sure & now these same people must be trained again for a "new" evaluation system.

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure - There are too many + too vague - what this would do at the top end won't work with the Administrators. We need 3 - Exceeds - meets + Below Standards Possibly Unsatisfactory could work.

§126-142-9. Evaluation Criteria for Classroom Teachers
The non-1 deadline may create + probably will cause problems in larger schools.

§126-142-10. Evaluation Stages for Classroom Teachers Rather than do the paper work 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 + get a decent eval come - No activities should be set in stone.

§126-142-11. Improvement Plan for Classroom Teachers

11.3 - When does an employee get finished planning growth?

§126-142-12. Improvement Team for Classroom Teachers

It has gone from push to gain release time to do this.

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria r – our schools do not all have some technology now teachers trained in this – who pays to train? 14, 7, 4 – attendance? (are we counting days as people get older in this profession?) g. – appearance – clothing allowance? ~~dress code~~?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Rainelle [illegible]

Title: teacher Business: —

Street Address: Kanawha [illegible] City/State/Zip: 25962

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. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Should teachers really be evaluated on using their sick leave?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Kentucky Education Association

Title: Uniserv Director **Business:**

Street Address: 701 Corporate Drive **City/State/Zip:** Frankfort, KY 40602

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. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-19. Evaluation Process for Professional Support Personnel
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§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Vicki Reed

Title: Music Teacher **Business:**

Street Address: P.O. Box 49 **City/State/Zip:** Quinwood, WV 25981

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

MAR

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure too many levels. Creates unnecessary paper work
§126-142-9. Evaluation Criteria for Classroom Teachers All observations before now = difficult
§126-142-10. Evaluation Stages for Classroom Teachers Too much paper work. Better to be observed.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria No provisions for technological training. Inadequate equipment. If dress code is enacted - would need clothing allowance.
§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
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§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Rainelle Elementary

Title: Classroom Teacher 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 The five categories are too abstract and leaves too much room for personal not professional judgements
§126-142-9. Evaluation Criteria for Classroom Teachers Time frame is too restrictive for everyone; we should have at least the first semester to have this completed
§126-142-10. Evaluation Stages for Classroom Teachers Would prefer for all professional teachers, despite years of experience to have a performance evaluation.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria If we are to use technology, we need it to be provided and we need training. How will someone judge non-verbal communication, dress code, and general actions of professional puzzle.
§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
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Rainelle Elem.

Title: Classroom teacher Business: Teaching - I hope

Street Address: 701 Kanawha Ave. City/State/Zip: Rainelle WV 25962

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 – Too many subjective categories.
§126-142-9. Evaluation Criteria for Classroom Teachers Not a realistic time limit allowed for the type of evaluation asked for.
§126-142-10. Evaluation Stages for Classroom Teachers Beuracracy & red tape already takes up more time than I have now. When are we going to be allowed to actually teach?
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria If required "real" training/and equipment is necessary. No dress code. We are professionals. what is non-verbal communication?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

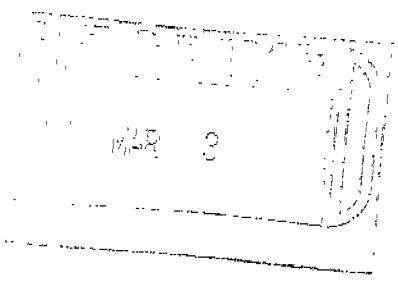
Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: BRYAN ELKINS

Title: PRINCIPAL Business: NELLIS ELEMENTARY

Street Address: #1 SCHOOL STREET City/State/Zip: NELLIS, WV 25142

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 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?
§126-142-10. Evaluation Stages for Classroom Teachers 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.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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 18.2.2 TYPO IN THIRD WORD
§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

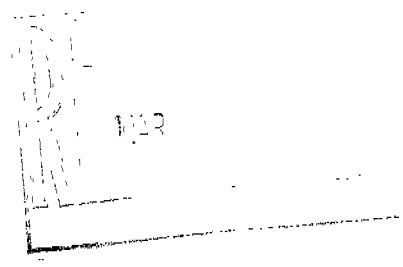
§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Tyler Elementary School
4277 West Washington Street
Charleston, WV 25313
February 25, 1999

Mr. Tony Smedley,Executive Director, Human Resources
WVDE
State Capitol Complex Building 6
1900 Kanawha Blvd., East
Charleston, WV 25305-0330



Dear Mr. Smedley,

This letter is in reference to the Performance Evaluation of School Personnel policy (5310). There are a number of concerns we wish to address regarding new revisions made to this policy.

Our first concern is in reference to paragraph 4.5, "Rating", and paragraphs 8.1.1-8.1.5, "Rating Structure", under Section 126-142-9, "Evaluation Criteria for Classroom Teachers". 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)?

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.

Secondly, we are concerned with the Evaluation Stages for Classroom Teachers, Section 126-142-10, 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 already 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.

Please respond to our concerns and questions as soon as possible. We look forward to hearing from you.

Cordially yours,

Tyler Elementary School
Faculty Senate

Virginia Moffatt
Darinda Custer
Candi Anderson
Lelia Jordan
Rebecca A. DeCarlo
Amy L. Stone
Shelley M. Meade
Jennifer A. Becker
Julie Longsworth
Kelly Mattempie

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Candace Stanley

Title: Classroom teacher Business: Princeton Sr. High

Street Address: 553 Partridge Dr. City/State/Zip: Princeton, WV

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

126-142.9

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 to other than evaluations. Look at the amount of time needed for administrator to do this!!!

§126-142-10. Evaluation Stages for Classroom Teachers

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?

§126-142-11. Improvement Plan for Classroom Teachers

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~~?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back to fight over color-coded lesson plans for teachers in some counties for IGO'S and SAT9 deficiencies again?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, someone with no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Dr. H. Lawrence Jones

Title: Superintendent **Business:** Ohio County Schools

Street Address: 2203 National Road **City/State/Zip:** Wheeling, WV 26003

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 Considerable improvement over present policy
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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 Addition of Instructional Leadership an important improvement
§126-142-19. Evaluation Process for Professional Support Personnel Important additions that address inadequacies of present policy
§126-142-20. Improvement Plan for Professional Support Personnel Important additions that address inadequacies of present policy
§126-142-21. Professional Support Personnel's Important additions that address inadequacies of present policy

§126-142-22. Professional Support Personnel's Performance Characteristics Important additions that address inadequacies of present policy
§126-142-23. Evaluation Process for Coaches Important additions that address inadequacies of present policy
§126-142-24. Improvement Plan for Coaches Important additions that address inadequacies of present policy
§126-142-25. Coaching Responsibilities Important additions that address inadequacies of present policy
§126-142-26. Coaching Performance Criteria Important additions that address inadequacies of present policy

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m. devotes time and energy to coaching duties, and

n. follows end of season procedures.

POLICY 5310-PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Michael L. Goodwin

Title: teacher **Business:** Wirt County High School

Street Address: Mulberry St. Elizabeth **City/State/Zip:** WV 26143

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
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.

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers
What about phase two? I believe phase two should be put back into the document/policy 5310.

§126-142-11. Improvement Plan for Classroom Teachers
The improvement plan proposed would allow ~~those~~ for a longer period of time. those not meeting standards to stay in the classroom. It would be much harder to get rid of a "bad" teacher, as a result.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. 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
§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities

§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley

Executive Director, Office of Human Resources

West Virginia Department of Education

Building 6, Room 264

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Lyvanne W. Harris

Title: Teacher **Business:** _____

Street Address: 241 Vine St **City/State/Zip:** Bld., WV 24701

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

'26-142.9

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!!!

§126-142-10. Evaluation Stages for Classroom Teachers

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?

§126-142-11. Improvement Plan for Classroom Teachers

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?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teacher in some counties for IGO'S and SAT9 deficiencies again?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

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West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

March 1, 1999

Dear State Board Members:

I am sending this letter to you out of concern for the impact which policy 5310 will have on educators and education in our state.

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.

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 growth and development cycle?

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.

Finally, I am disturbed that the Board formed a committee, had them work on this policy for several months, and then rejected that committee's recommendations. That rejection demonstrates a lack of respect for the time, judgment, and effort of the individuals who worked on this committee. I certainly hope that a situation such as this will never arise again.

Thank you for your sincere consideration of my concerns.

Respectfully,

MAR

Teresa S. Campbell
Warm Springs Middle School

FAX

Tony Smedley

TO: WV BOE 558 0048
Henry Marockie,
State Sup. of Schools

FROM: SARAH KENDALL
744-2249 618 ROSEMONT AVE.
SOUTH CHARLESTON, WV
25303

RE: PROPOSED POLICY 5310 REVISIONS

This is to let you know that I am in complete agreement with WVAFT Concerns, as detailed in the enclosed 2-19-99 newsletter, and hope that you will give them consideration as you revise Policy 5310.

Sincerely,

Sarah Kendall

MAR-04-1999 THU 12:51 PM KCS AREA 1 014 348 1948 P. 01
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West Virginia Federation of Teachers AFL-CIO

501 BROAD STREET
CHARLESTON, WV 25301
PHONE (304) 344-2679
(800) 222-WVFT
FAX (304) 345-5955
EMAIL: http://www.wvft.org

Executive Board

Judy Hale
President

Tony Lautar, Jr.
Vice President

Judy Davis
Secretary

Fred Albert
Treasurer

Joe Bennett
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Bill Linville
Greg Miller
Kathy Moss
Cynthia Phillips
Nancy West

February 19, 1999

Dear Colleague:

Proposed revisions to Policy 5310, Performance Evaluation of School Personnel have been placed on review until March 15, 1999 by the West Virginia Board of Education. WVFT believes that portions of this proposal are counterproductive, and will have a negative impact on the education we provide the children of West Virginia.

The following is of most concern:

> §126-142-8. Rating Structure.
>
> 8.1. The ~~two (2)~~ five (5) performance rating categories on the personnel evaluation form for employees are a) ~~satisfactory~~ exemplary, and b) exceeds standards, c) meet standards, d) below standards, and e) unsatisfactory. The scale for assessing the performance criteria is as follows:
>
> 8.1.1. ~~Satisfactory = Performance is consistently adequate and acceptable~~. Exemplary - Performance consistently demonstrates expertise and mastery of performance criteria.
>
> 8.1.2. Exceeds Standards - Performance consistently surpasses performance standards
>
> 8.1.3. Meet Standards - Performance is consistently adequate in meeting performance standards.
>
> 8.1.4. Below Standards - Performance is not consistently adequate in meeting a performance criteria.
>
> 8.1.5. Unsatisfactory - Performance is not consistently ~~adequate or~~ acceptable in meeting performance criteria.
>
> Strike-throughs indicate language that would be stricken from the current policy, and underscoring indicates new language that would be added.

WVFT opposes the increase to five 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"

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teachers. ie, certification by the National Board for Professional Teaching Standards.

Revisions also call for alternating a professional development and growth plan with your performance evaluation beginning with your seventh year (see §126-142.10.3). 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.

Another change to the Teachers' Performance Criteria that concerns WVFT is found on page 11 of the revised policy:

14.~~6~~7. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior which reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

~~14.6.1~~ a. Adheres to established laws, policies, rules, and regulations.

~~14.6.2~~ b. Interacts appropriately with other educational personnel.

~~14.6.3~~ c. Participates in activities which foster professional growth.

~~14.6.4~~ d. Is punctual with reports, grades, records, and in reporting to work.

~~14.6.5~~ e. Performs assigned duties.

~~14.6.6~~ f. Strives to meet county/school goals.

g. Commands respect by example in appearance, manners, behavior and language

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 (Bill Webb v. Mason County BOE). WVFT opposes any attempt to rate teachers on such a subjective level.

Your Faculty Senate Chair should have received a copy of the proposal. We urge you to help us challenge the vague and subjective language found in this proposal. Enclosed please find names and addresses for West Virginia State Board of Education members as well as other policy makers who need to hear your concerns. Help us maintain a uniform, equitable and fair performance appraisal. Don't forget! The review period ends on March 15, 1999. Send your comments today!

In Unity,

Judy Hale

Judy Hale

MAR-04-1999 THU 12:52 PM KCS AREA 1 014 348 1948 P. 03

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Rita J. Montrosse

Title: Teacher Business: Teacher / Princeton Sr. High School

Street Address: Home 462 Oakvale, Princeton W.Va. 24740 City/State/Zip: School Address 1321 Stafford Dr. Princeton, WVa. 24740

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

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§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 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.
126-142.9 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!!! §126-142-10. Evaluation Stages for Classroom Teachers 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?
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§126-142-12. Improvement Team for Classroom Teachers
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§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teacher in some counties for IGO'S and SAT9 deficiencies again?
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§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

West Liberty Elem.

§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 Do not remive Phase II. keep Phase II and alternate between Phase I, Phase II, & 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.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

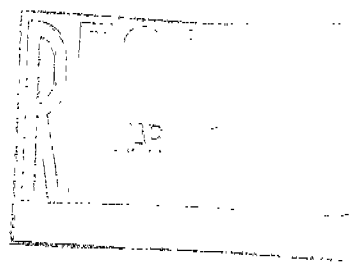
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Lisa Mullins

From: Jennifer Steele <jesteele@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject: 5310
Date: Wednesday, March 10, 1999 12:34 PM

I support the new policy 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 to start pulling their own weight. Please pass this new policy!!

Jen Steele
Berkeley County



Lisa Mullins

From: RAnder4310@aol.com
To: ljmullin@access.k12.wv.us
Subject: Policy 5310
Date: Wednesday, March 10, 1999 10:27 PM

Rosemary Anderson
Rt. 1, Box 121
Valley Grove, WV 26060
March 10, 1999

This is in regard to policy 5310. I was unable to use the form on line. I hope this will suffice.

I am writing in opposition to several sections of policy 5310. I especially 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. I am also opposed to the inclusion of attendance as an evaluation tool. Although I have excellent attendance, I teach in an elementary school where the exposure to just about anything leaves many teachers with an occasional illness. 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 the policy, something I thought we had abandoned many years ago because, once again, it was too subjective.

Thank you.

Rosemary Anderson
Madison School

March 1, 1999

Dear State Board Members:

I am sending this letter to you out of concern for the impact which policy 5310 will have on educators and education in our state.

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.

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 growth and development cycle?

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Finally, I am disturbed that the Board formed a committee, had them work on this policy for several months, and then rejected that committee's recommendations. That rejection demonstrates a lack of respect for the time, judgment, and effort of the individuals who worked on this committee. I certainly hope that a situation such as this will never arise again.

Thank you for your sincere consideration of my concerns.

Respectfully,

Ann E. Getty

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Judith L Fleming

Title: Teacher **Business:** Princeton Senior High School

Street Address: E-2 Woodcrest Add'n **City/State/Zip:** Princeton, WV 24740

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

126-142.9

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!!!

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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?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teacher in some counties for IGO'S and SAT9 deficiencies again?
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§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Deborah Russell

Title: Principal **Business:** Wayne Elementary

Street Address: PO Box 308 **City/State/Zip:** Wayne WV 25570

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

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§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 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 consistutes exemplary ... etc.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers We have given teacher 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 eval. if necessary. We should not be forced to do so every other year. IDe time consuming for adm.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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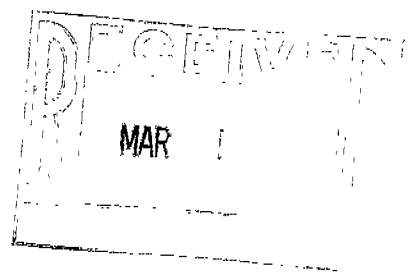
POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Kathy M. Finsley, J.D.
Ohio County Schools

Title: Legal Counsel/Director Human Resources **Business:**

Street Address: 2203 National Road
City/State/Zip: Wheeling, WV 26003



COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 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. (See 4.11 on back)
§126-142-5. Training
§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 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.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers 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.

§126-142-11. Improvement Plan for Classroom Teachers

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.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

14.4.1 r - If the teacher has been trained to use technology and the technology is available, this criteria should be included.

§126-142-15. Evaluation Process for Administrators

§126-142-16. Improvement Plan for Administrators

16.3 - As with Improvement Plan for teachers, the employee must maintain growth demonstrated in the areas of deficiency.

§126-142-17. Administrators' Responsibilities

§126-142-18. Administrators' Performance Characteristics

18.6 b. Should add the use of mediation skills to resolve conflicts.

§126-142-19. Evaluation Process for Professional Support Personnel

19.5 - As stated previously, the portfolio should not be required for support personnel unless it is also required for teachers.

§126-142-20. Improvement Plan for Professional Support Personnel

20.3 - The employee must maintain growth demonstrated in the areas of deficiency.

§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics

§126-142-23. Evaluation Process for Coaches
23 4 - If this is implemented, all head coaches need to be trained in observation techniques and the evaluation system
§126-142-24. Improvement Plan for Coaches
24 3 - As stated previously, the employee must maintain growth demonstrated in the areas of deficiency
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria
26.3.1 - Coaches should be properly trained to respond to athletic injuries in an appropriate manner

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley

Executive Director, Office of Human Resources

West Virginia Department of Education

Building 6, Room 264

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Staunton Elementary

Title: Faculty Senate Business:

Street Address: 261 Staunton Ave. City/State/Zip: So. Chas WV 25303

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

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MAR

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure - too subjective - not enough information regarding the five performance rating categories
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers 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.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers There is a substitute deficit now so who will cover teachers who serve on the Improvement team
§126-142-13. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Lisa Mullins

From: Mike Kelly <mkelly@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject:
Date: Friday, March 12, 1999 5:05 AM

I am writing to comment & suggest changes on Policy 5310.
Several items are vauge and somewhat subjective.
eg: #126-142-8 the 5 point performance ratings.
#14.4r integrates a variety of technological applications
#14.7.l Demonstrates behavior which reflect professional responsibilities (attendance, punctuality, and verbal/nonverbal communication
#14.7.g Commands respect by examples in appearance, manners, behavior & language.
#16.3 continue to show growth.
The fact that these items are not tied to objective, measurable criteria means that employees will be subject to the likes and dislikes of their supervising principal. I think there will be more grievences filled if the new changes are implemented. It is one thing to devise an all-encompassing evaluation. But the reality is that it will either be filled with subjectivity or be a huge burden on the part of the evaluator and or employee. With the upcoming teacher shortage, I don't think this is the kind of evaluation policy our state should have. I have found the present policy to be a very positive one and one that encourages me to improve. myself.

Name: Mike Kelly
E-mail: mkelly@access.k12.wv.us
Date: 3/12/99
Time: 10:05:58 AM

This message was sent by Chameleon

GUYANDOTTE ELEMENTARY
5th Avenue and B.O. Railroad
Huntington, West Virginia, 25702
March 2, 1999

West Virginia Board of Education
1900 Kanawha Boulevard, East
Room #351
Charleston, WV 25305-0330

Dear Mr. Henry Marockie,

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.

Secondly, we feel that phase 2 should remain in place to allow for long range goals to be implemented by teachers.

Lastly, the term appearance on p.11 # 14.7.1 would allow administrators to reestablish a dress code, which is a very subjective measure in which to be evaluated.

We respectfully submit our concerns.

Sincerely,

Marie L. Rose

Faculty Chairperson

RECEIVED
MAR 12 1999
WV DEPT OF EDUCATION
STATE SUPT'S OFFICE

§126-142-14. 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

9

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.

Cheryl Whitesarver
Counselor
Taylor Co. Tech Center/ Grafton High School

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Sophia - Soak Creek Elementary Faculty Senate

Title: _____ Business: _____

Street Address: P.O. Box 487 City/State/Zip: Sophia, W.V. 25921

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 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.
§126-142-10. Evaluation Stages for Classroom Teachers 10.3 Leave Phase I & Phase II, add written performance evaluation on a 3 year cycle. The Performance Evaluation needs 1 observation on a 3 year cycle. (*) See Attached.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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
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§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Policy 5310
Performance Evaluation of School Personnel
Comments/Suggestions

126-142-9 Evaluation Criteria for Classroom Teachers

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.

126-142-10 Evaluation Stages for Classroom Teachers

10.3 For the employees beginning their seventh year, a two (2) year professional growth and development cycle/plan may be utilized in lieu of the performance evaluation every third year. The cycle/plan will alternate between two phases. It should 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 with meets standards during the previous two consecutive evaluations, b) the employee develops a professional growth and development plan, and c) the employee remains in the same or similar position for two consecutive evaluations. If all provisos are not met, the employee shall receive one performance evaluation per year. The professional growth and development plan will be implemented for a one year period. On or before November 1 the professional growth and development plan will be developed and agreed upon by the employee and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed and reflected in the performance evaluation.

10.3.1 Phase I – During the first year of the professional growth and development cycle/plan, the employee and the immediate supervisor shall mutually develop a growth and development plan including goals and objectives on or before November 1 focusing on one area of the teacher performance criteria. At the completion of Phase I, the immediate supervisor and the employee will develop a narrative report on the employee's progress in relation to the professional growth and development plan. The supervisor will recommend either that the employee continue to Phase II or return to the performance evaluation.

10.3.2 Phase II - During the second year of the professional growth and development cycle/plan, 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.

10.3.3 Observation – Every three (3) years every teacher, regardless of experience, should receive one (1) observation by their immediate supervisor. The observation shall be conducted during an instructional activity. The instructional observation shall be scheduled with the employee. After the 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 observations and/or conferences may be held on an as-needed basis as determined by the supervisor.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Robert Carlisle

Title: Principal Business: Greenbrier East H S

Street Address: One Spartan Ln City/State/Zip: Lewisburg WV 24901

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Para. Add: assistant principal
§126-142-5. Training

§126-142-6. State Board Approval
Change: 1999 TO ~2000~, There is not sufficient time to train evaluators on the new policy and to develop new forms and County policy.
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Retain the current structure. The new criteria is a version of past criteria that were unsatisfactory and did not distinguist sufficiently between poor and good teachers. If performance is poor the evaluator can return to written evaluations at any time.
§126-142-9. Evaluation Criteria for Classroom Teachers 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.
§126-142-10. Evaluation Stages for Classroom Teachers Delete all recommended changes. We need to trust our teacher. 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.
§126-142-11. Improvement Plan for Classroom Teachers 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?
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Add 14.7.1. g: Participate in parent-teacher conferences and IEP meetings.
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators See Comment 126-142-11 above
§126-142-17. Administrators' Responsibilities
§126-142-18. Administrators' Performance Characteristics Para 18.5.1: Do not delete ~demonstrate sensitivity~. How can anyone work with children without being sensitive?
§126-142-19. Evaluation Process for Professional Support Personnel
§126-142-20. Improvement Plan for Professional Support Personnel See Comment 126-142-11 above
§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches See 126-142-11 above
§126-142-25. Coaching Responsibilities Para 26.2.1.a Change to read: ~ Follow the directions of the building principal.~
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

General Comment:

When one examines this change to determine the positive impact it has on the education of children, there is none. If we are to rid the system of poor teachers, we must level the playing field. We all know that the employee has the upper hand. One only needs to examine the current improvement plan criteria, it is written as if the process will be positive. The lack of adequate consequences for poor performance is the problem, not the evaluation system. All I see in this change is adding more work to the principal's over filled plate.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: TERRY M. CHANDLER

Title: TEACHER **Business:**

Street Address: P.O. Box 416 **City/State/Zip:** BUNKER HILL, WV 25413

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 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 TEACHERS 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.
§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. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 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. 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.
§126-142-15. ~~Evaluation Process for Administrators~~ 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.
§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

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Gary L. Cross

Title: Principal **Business:** Ravenswood Grade

Street Address: Rt #2 Box 22-A **City/State/Zip:** Rav- WV 26164

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 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.
§126-142-5. Training

Also, I believe if it is contested and the documentation is accurate it would hold up in Court of law. I feel the rating scale I am in not in favor of. I feel we would be pleased if this could be changed in some manner. Taken as it is now it is very time consuming.

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 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 factual. Satisfactory, Needs Improvement and Unsatisfactory.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers 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 ~~good~~ excellent teaching performances.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

If a teacher receives needs improvement, it gives them a chance to improve before receiving unsatisfactory.

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

Please Shorten Evaluation Process.

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Comments: The evaluation process is too long. I feel a lot of areas are redundant or ~~repeats~~ repetative. Please shorten!! It takes over 2 hours to complete paper work. When you add observations and evaluation, a person averages over 5 hours.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Mary Ann Lane

Title: Counselor Business: Greenbrier County Schools

Street Address: HC 82, Box 83 City/State/Zip: Lanelle, WV 25962

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4.5 Rating: 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 70s. What is to be the distinction between exemplary and exceeds standards?
§126-142-5. Training 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?

[redacted]

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure 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?

§126-142-9. Evaluation Criteria for Classroom Teachers

Where will administrators find the time to do all of the 30-minute observations and conferences, especially if they have a large staff?

§126-142-10. Evaluation Stages for Classroom Teachers

Teachers seemed to like Phase I and Phase II. It gave them more control over their professional growth.

§126-142-11. Improvement Plan for Classroom Teachers

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. It just seems that they will be in the classroom for a long a period of time.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

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.

§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

19.5 With a Masters plus 59 hours, I resent being told I shall maintain a portfolio. As a professional I will do whatever is necessary to enhance my program and the job I do.

§126-142-20. Improvement Plan for Professional Support Personnel

§126-142-21. Professional Support Personnel's Responsibilities

22.8.1.f appearance - Same comments as above for teachers

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: North Marion High School Counselors M. Kuncta M. Donato J. Miller

Title: Counselors **Business:** North Marion High School

Street Address: Rt 1, Box 100 **City/State/Zip:** Farmington, WV 26571

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. Teachers' Responsibilities

§126-142-14. 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 See attached
§126-142-20. Improvement Plan for Professional Support Personnel
§126-142-21. Professional Support Personnel's

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

126-142-19 In response to policy 5310, Performance Evaluation of School Personnel, I 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.

126-142-21 The Professional Support Personnel's Responsibilities section is so vague and all-inclusive that it lends itself to huge abuses of already exhausted counselors. Ex: "gathering data for individuals" could mean doing attendance or calculating sick leave used by school personnel. This policy gives the principal free rein to make any demand he wants of a counselor. Our state professional organization fought for years to get the 75-25 rule passed which states that school counselors must spent 75% of their time on direct services to students and 25% on indirect services to students. (WV Code 18-5-18B, Policy 2315) This new policy seems to completely gut the old policy, which had sound reasoning and research behind it. This policy seems to have been hastily written without considering the serious consequences that could result.

126-142-23 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 ENDEDLESS FOR THE RIGHT TO PROVIDE DIRECT SERVICES TO OUR STUDENTS.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Irene C Murphy

Title: Director of El/Mid **Business:** Jackson Co. Schools

Street Address: PO 770 **City/State/Zip:** Ripley, WV 25271

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Rating scale needs to include a middle step for improvement such as: satisfactory needs improvement unsatisfactory
§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 Should we include a Mid-year review of prof. growth + dev. plan?
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities Utilizes "on the clock" "Checks for understanding" Utilize a "bell ringer" educational activity at the beginning of the day during opening activities

IRENE MURPHY
DIRECTOR OF ELEMENTARY MIDDLE SCHOOLS
JACKSON COUNTY SCHOOLS
P.O. BOX 770
RIPLEY, WV 25271

Utilizes Instructional Goals and Objectives to drive lesson plans. IGOs are the curriculum (Tony, too many teachers still use textbooks to determine their curriculum. They just do not understand that the IGOS are the curriculum.)

Utilizes various instructional delivery methods: cooperative groups, audio/visual, discussion, hands-on, direct instruction, etc.

Provides guided practice and independent practice (planned homework).

Integrates technology into all aspects of the curriculum.

Provides enhancement activities for students.

Writes across the curriculum

Thanks!
Irene

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Mary Ellen Garton

Title: Teacher **Business:** North Marion High School

Street Address: Rt. 1, Box 100 **City/State/Zip:** Farmington, WV 26571

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions See Attachment
§126-142-5. Training

ATTACHMENT

126-142-4. Definitions

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.

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

The five (5) performance rating categories are very subjective. While an evaluator may be consistent withing 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

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers

The evaluation stages eliminate the professional growth and development process. Teachers will now alternate between the professional growth development plan and a performance evaluation.

§126-142-11. Improvement Plan for Classroom Teachers

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.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

RAND ELEMENTARY SCHOOL

5701 CHURCH DRIVE
CHARLESTON, WEST VIRGINIA 25306
(304) 348-1981

"Where Being Special Is For Everyone"

FACSIMILE COVER SHEET

TO: Tony Smedley - Office of Human Resources

FROM: B. Floren, Principal

SUBJECT: Policy 5310

DATE: 3-15-99

NUMBER OF PAGES (INCLUDING COVER SHEET): 5

COMMENTS:

p1

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Barbara Floren

Title: Principal Business: Rand Elementary

Street Address: 5701 Church Drive City/State/Zip: Charlrston, WV 25306

COMMENTS/SUGGESTIONS	
§126-142-1. General	Leave as is.
§126-142-2. Purpose	
§126-142-3. Authorities	
§126-142-4. Definitions	
§126-142-5. Training	Leave as is.

B Gloren pc
Rand Elem

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

I prefer the system presently being used.

§126-142-8. Rating Structure

Do not go back to this. It was not effective. Do not go back.

§126-142-9. Evaluation Criteria for Classroom Teachers

Do not use this.

§126-142-10. Evaluation Stages for Classroom Teachers

Leave in Phase I + II as being presently used.

§126-142-11. Improvement Plan for Classroom Teachers

You need to review grievances and law suits regarding satisfactory evaluation.

§126-142-12. Improvement Team for Classroom Teachers

OK

§126-142-13. Teachers' Responsibilities

OK

B Hoover P.5
Rand Elems

§126-142-14. Teachers' Performance Criteria OK
§126-142-15. Evaluation Process for Administrators Leave the present system. Creates a sense of professionalism.
§126-142-16. Improvement Plan for Administrators Otherwise you are nit picking & this is not usually necessary!
§126-142-17. Administrators' Responsibilities 17.1.1 subjective moving to Test scores only / for job tenure
§126-142-18. Administrators' Performance Characteristics 18.2.1 subjective (increasing student achievement - criteria?)
§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

B. Silvers PE
Rand Elem.

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Does this really work?
§126-142-24. Improvement Plan for Coaches I am it is needed but what an "old boy" organization.
§126-142-25. Coaching Responsibilities "cooperates ..." what does this entail? "develops rapport ..." training will be provided?
§126-142-26. Coaching Performance Criteria Who trains the coaches? - What training can be provided?

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: jjmullin@access.k12.wv.us

Fax 558-0882

Lisa Mullins

From: Nancy Seman <nseman@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310
Date: Friday, March 12, 1999 4:53 PM

126-142-4. 4.5 No changes should be made-leave as was in 1992 policy. These changes leave too much room for interpretation.

126-142.8 8.1 Should remain the same as 1992 policy satisfactory and unsatisfactory. This change makes items 8.1.1-8.1.4 unnecessary.

126-142.10 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.

126-142.11 11.3 After an employee has sucessfully corrected deficiency(ies) the employee must continue to maintain satisfactory performance evaluations.

126-142-12. 12.4 Release time must be..... Given the choice some administrators may not give the necessary time to the team.

126-142-15 Other- This section does not give an option to employees to add input to the evaluations of administrators.

126-142-14 16.3 After an employee has successfully corrected deficiency(ies) the employee must continue to maintain satisfactory performance evaluations.

Submitted by: Nancy Seman
Barbara Noll
C. Michael Fink
Teachers, Potomack Intermediate School Falling Waters WV

--

619 Johnstown Road
Beckley, West Virginia 25801-4860
March 1, 1999

Dr. Henry R. Marockie, State Superintendent of Schools and
State Board of Education Members
West Virginia Department of Education
Building 6/19000 Kanawha Boulevard
E./Charleston, West Virginia 25303-0330

Dear Dr. Marockie and Board Members:

I am a special education teacher at Fairdale Elementary School in Raleigh County. This letter is written in response to Policy 5310, the professional personnel evaluation policy, which is currently out on public comment.

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, committes, inservices, etc., that have been thrust upon our administrators in just the past few years plus the IEP meetings, parents, teachers, and students 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.

We have a large K-5 elementary school at Fairdale which averages around 430 students. This requires a staff consisting of nineteen regular education classroom teachers, a music teacher, a physical education teacher, four special education teachers, three kindergarten aids, one special education aid, three Title I teachers, a guidance counselor, a full time school secretary, a half time financial secretary, a speech-language pathologist, an itinerate physical therapist, an itinerate vision teacher, three custodians, four cooks, a basketball coach, a volleyball coach, a cheerleader coach, and three paid positions which employ parents who perform a variety of services including working with the tutoring program, attendance, and making home visits. With all of this, we have only one principal with no assistant other than one of our teachers who acts as his designee, when it is imperative for him to be away from the building, while trying to conduct her own class.

We lost our last principal to a smaller school because there is already more than a single human being can possibly do in a twenty-four hour day much less in a seven and one-half hour school day when so much

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MAR - 3 1999
WV BOARD OF EDUCATION
STATE SUPT'S OFFICE

of what needs to be done must be accomplished. With all of the additional requirements Policy 5310 will impose on our administrators, I fear it will not only be too much for administrators of large schools like ours but even too much to place on those of smaller schools and have them continue to be productive, supportive administrators who can manage a school well for their teachers and students.

Although my current principal is a wonderful person who tries to stop by every classroom each day and is open to his teachers' ideas and concerns, I sometimes find myself holding back things I would have in earlier years approached my principal about because I know how much pressure he is under trying to meet all of his responsibilities each day. I know he would not want his teachers to do this, but there is only so much any one person can do.

I therefore urge you Dr. Marockie and you our State Board of Education Members to reconsider Policy 5310 and not to make any further demands on our school administrators without providing some help in someway so that they can continue to do their jobs well and professionally to the betterment of our schools.

Thank you very much for allowing me to express my opinion.

Sincerely,

Donna L. Porterfield

Donna L. Porterfield

FAX TRANSMISSION

Date: 3/15/99 Number of pages including cover sheet 5

JACKSON COUNTY SCHOOLS

BOARD OF EDUCATION - OFFICE OF THE SUPERINTENDENT

P. O. BOX 770, RIPLEY, WEST VIRGINIA 25271

TELEPHONE: (304) 372-7300 FAX #: (304) 372-7312

To: TONY SMEDLEY, EXECUTIVE DIRECTOR, OFFICE OF HUMAN RESOURCES

Fax No.: 558-0882

Attn:

Sent by: DELORES RANSON

Comments:

CONFIDENTIALITY NOTICE: The documents accompanying this facsimile message may contain confidential information intended only for the use of the individual or entity named above. All information transmitted is intended only for the use of the above named recipient. If the reader of this message is not the intended recipient, you are hereby notified that you are not authorized to read, disclose, copy, distribute, or take any action other than immediate delivery to the named recipient. If you have received this communication in error, do not read the information and please immediately notify us by telephone to arrange for a return of the original message to us at the above address via the U.S. Postal Service. If you are the named recipient you are not authorized to reveal any of this information to any unauthorized person and are hereby instructed to destroy the information when no longer needed. If you did not receive all pages listed or if pages are not legible, please immediately notify the sender by telephone at (304) 372-7300. Thank you for your cooperation in this matter.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Delores Ranson

Title: Assistant Superintendent (Director of Personnel) **Business:** Jackson County Board of Education

Street Address: P. O. Box 770 **City/State/Zip:** Ripley, WV 25271

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training The policy states that the Center for Professional Development will train Adminstrative Personnel. Who will train coaches and athletic directors? It is not addressed in the policy.

§126-142-6. State Board Approval

§126-142-7. Principles of Operation 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 dificiency is not improved, the employee will be rated unsatisfactory and an improvement plan will be developed.....

§126-142-8. Rating Structure 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.

§126-142-9. Evaluation Criteria for Classroom Teachers Does orientation mean at time of employment or annually? This can be crucial in a grievance hearing. Recommend at time of employment and when changes are made in policy. IMPORTANT: 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.

§126-142-10. Evaluation Stages for Classroom Teachers

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.

§126-142-11. Improvement Plan for Classroom Teachers 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.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators 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.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches 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 the season? See comments below.
§126-142-24. Improvement Plan for Coaches 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 reeemployed the following year. I think this is important. This is for citizen coaches only.
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

In our county, we require that the evaluation be received along with a statement saying the employee has completed all end of season responsibilities such as completing an inventory of equipment, received all uniforms, etc. etc., and is to have his check released. Before this procedure we had a difficult time getting evaluations on extracurricular personnel including coaches. We NEVER have that problem now. The coaches, etc., see to it. They want their check.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Opequon School — Rose

Title: Teacher **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

7.2 [illegible]

§126-142-8. Rating Structure

Use only Satisfactory & unsatisfactory - large scale not necessary.

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers

Keep phase 1 + phase 2 for Probationary teachers during their 1st year. The way the Assessment reads, for One year or Tenured teachers will be one more evaluation - No! Keep as is Now.

§126-142-11. Improvement Plan for Classroom Teachers

11.3 No - this should not be a must. This can be [illegible]

§126-142-12. Improvement Team for Classroom Teachers

12.3 - What does this mean - The [illegible] gives support from [illegible] this could be a disaster if supervisor & teacher in question have a personality conflict.

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 14.5.1.c monitors student attendance – Does this mean attendance should be done like using the computer time consuming method?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

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West Virginia Department of Education
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1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Catherine Mauck

Title: Teacher Business: Opequon Elem.

Street Address: _____ City/State/Zip: _____

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 126-142-4.5 Rating - needs more clarification. Satisfactory + Unsatisfactory is fine.
§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 126-142-10.3.1 + .2 Leave as stated.
§126-142-11. Improvement Plan for Classroom Teachers 126-142-11.3 + 4 What is the time limit?
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
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§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: E Houston

Title: Teacher Business: Opequon Elementary

Street Address: 310 - East Road City/State/Zip: Martinsburg, WV 25401

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4.5 Does rating include all employees - or teachers only?
§126-142-5. Training

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Keep Satisfactory or Unsatisfactory Rating
§126-142-9. Evaluation Criteria for Classroom Teachers Do not delete Phase I for employees with 6+ yrs experience.
§126-142-10. Evaluation Stages for Classroom Teachers 10.1 Place to sign for agreement/disagreement 10.3.2 Keep Phase II
§126-142-11. Improvement Plan for Classroom Teachers 11.3 What objective, criteria used to show continued improvement? Delete must continue...
§126-142-12. Improvement Team for Classroom Teachers 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.
§126-142-13. Teachers' Responsibilities

§126-142-14. 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
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§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Linda Reed / Opequon Elementary

Title: Teacher Business: Elementary School

Street Address: 310 East Rd City/State/Zip: Mtsb. WV 25401

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

The performance rating categories should remain satisfactory or unsatisfactory.

§126-142-9. Evaluation Criteria for Classroom Teachers

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.

§126-142-10. Evaluation Stages for Classroom Teachers

10.3.2 Do not remove Phase II from evaluation process.

§126-142-11. Improvement Plan for Classroom Teachers

11.3 Improvement Plan should end when teacher successfully corrected deficiencies. Delete must continue to show growth.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators
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§126-142-26. Coaching Performance Criteria

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Delores Barnes / Opequon Elementary

Title: Teacher Business: _____

Street Address: 310 East Road City/State/Zip: Mtsbg. WV 25401

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 The performance categories should remain satisfactory or unsatisfactory.
§126-142-9. Evaluation Criteria for Classroom Teachers Teachers with 6+ years experience should be allowed to continue with phase I evaluation. They should not be required to be evaluated by section 10.2.
§126-142-10. Evaluation Stages for Classroom Teachers 10.3.2 Do NOT Remove Phase II from evaluation process.
§126-142-11. Improvement Plan for Classroom Teachers 11.3 Improvement plan should end once teacher has successfully corrected deficiencies. Delete must continue to show growth.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
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§126-142-26. Coaching Performance Criteria

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West Virginia Department of Education
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Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Debra Pearrell / Opequon Elementary

Title: Teacher Business: _____

Street Address: 310 East Rd City/State/Zip: Martinsburg, WV 25401

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

The performance rating categories should remain satisfactory / unsatisfactory.

§126-142-9. Evaluation Criteria for Classroom Teachers

Teachers with 6yrs(+) experience should be allowed to continue with Phase I evaluations - not be required to be evaluated pursuant to Section 10.2 in the term 1999-2000.

§126-142-10. Evaluation Stages for Classroom Teachers

10.3.2 Do not remove Phase II from evaluation process.

§126-142-11. Improvement Plan for Classroom Teachers

11.3 Improvement plan should end when teacher has successfully corrected deficiencies - delete "must continue to show growth"

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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§126-142-26. Coaching Performance Criteria

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Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Nancy T. Smith

Title: Teacher Business: Opequon Elementary

Street Address: 310 East Road City/State/Zip: Martinsburg WV 25401

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 – Rating structure should remain satisfactory or unsatisfactory

§126-142-9. Evaluation Criteria for Classroom Teachers

Teachers with more than 6 years experience should be allowed to continue phase I evaluation. They should not be required to be evaluated by section 10.2

§126-142-10. Evaluation Stages for Classroom Teachers

10.3.2 Do Not Remove Phase II from evaluation process

§126-142-11. Improvement Plan for Classroom Teachers

11.3 Improvement plan should end once a teacher has successfully corrected deficiencies, Delet the phrase- "must continue to show growth.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Kim Eierly - Opequon Elem.

Title: teacher Business:

Street Address: 310 East Rd. City/State/Zip: Martinsburg, WV 25401

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

Rating categories should remain satisfactory/unsatisfactory.

§126-142-9. Evaluation Criteria for Classroom Teachers

Teachers with 6+ years of experience should be allowed to continue with Phase I and not be required to be evaluated according to section 10.2 in the year 1999-2000.

§126-142-10. Evaluation Stages for Classroom Teacher

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.

§126-142-11. Improvement Plan for Classroom Teachers

Improvement plan should not continue forever as this section implies. Only until deficiencies have been corrected.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
§126-142-16. Improvement Plan for Administrators Doesn't stipulate who improvement team consists of.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY [illegible] 5, 1999 to:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Opequon Elementary / Jeanne Blakemore

Title: Teacher - 2nd grade Business: _____

Street Address: 310 East Road City/State/Zip: Martinsburg, WV 25401

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

Rating categories should remain satisfactory/unsatisfactory.

§126-142-9. Evaluation Criteria for Classroom Teachers

Teachers with 6(+) years of experience should be allowed to continue with Phase I evaluation, not be required to be evaluated according to section 10.2 in the year 1999-2000.

§126-142-10. Evaluation Stages for Classroom Teachers

Opposed to everyone being evaluated according to section 10.2 for 1999-2000.
Opposed to the exclusion of Phase II of employees with over six years experience.

§126-142-11. Improvement Plan for Classroom Teachers

Improvement plan should not continue forever as this section implies!!
Only until deficiencies have been corrected.

§126-142-12. Improvement Team for Classroom Teachers

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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Opequon Elem, Cheri Hamond

Title: Teacher **Business:**

Street Address: 310 East Rd **City/State/Zip:** Martinsburg WV 25401

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

Rating categories should remain satisfactory / unsatisfactory.

§126-142-9. Evaluation Criteria for Classroom Teachers

Teachers with b(+) yrs. of exp. should be allowed to continue with Phase I eval. - not be put in Phase II eval. acc. to section 10.2 in the years 1999-2000.

§126-142-10. Evaluation Stages for Classroom Teachers

Opposed to everyone being evaluated acc. to section 10.2 for 1999-2000.

Opposed to the exclusion of Phase II of employees with over six years of service.

§126-142-11. Improvement Plan for Classroom Teachers

Emp. plan should not continue forever as this section implies!! Only until deficiencies have been corrected.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

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1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

Third grade team

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Oppegeon Elementary

Title: _____ Business: _____

Street Address: 310-East Road City/State/Zip: Romney, WV 26757

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4.6 Portfolios encourage professional growth Why are observations now required??
§126-142-5. Training

* Be sure to reread this copy due to comments that have been directly included in policy.

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure Why 3? Are 3 necessary Why all criteria?
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers
§126-142-11. Improvement Plan for Classroom Teachers Signature area to √ for agree/ period of time for growth? disagree
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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Faculty Senate efp 2/16/99

EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

CJB 2-18-99 bjc 2/16/99

JBA 2-19-99

POLICY NUMBER AND TITLE: Policy 5310
Performance Evaluation of School Personnel

PUBLIC COMMENT PERIOD ENDS: March 15, 1999

ADOPTED BY STATE BOARD:

BACKGROUND:

Policy 5310 was initially approved by the West Virginia Board of Education in January 1985, and by July 1985 all counties had their evaluation policies approved by the State Board of Education. In August 1990, Senate Bill 1 was enacted and a section (§18A-2-12) of that bill states, "The State Board of Education shall adopt a written system for the evaluation of the employment performance of personnel, which system shall be applied uniformly by county boards of education in the evaluation of the employment performance of personnel employed by the board." As a result of that statutory mandate Policy 5310 was approved by the West Virginia Board of Education on December 13, 1991. As a continuation of Policy 5310, the West Virginia Board of Education directed a committee of educators to revise Policy 5310, incorporate a new rating system, add objectives focusing on improving instruction and augmenting student performance, redesign the professional growth and development plan and add components for professional support personnel and athletic coaches.

PURPOSE:

The purpose of Policy 5310 is to promote professional growth and development and assure quality performance in West Virginia schools and provide evaluation data as one basis for sound personnel decisions. The components of Policy 5310 describes the process stages for the evaluation of teachers, administrators, professional support personnel and athletic coaches.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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 ~~which~~ 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, exceed standards, meet standards, below standards, or unsatisfactory value assigned to the performance of an employee.

4.6. Portfolio for Teachers: a collection of materials assembled and selected by the employee to document commendable job performance. The portfolio may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is optional.

4.7. Portfolio for Administrators/Professional Support Personnel: a collection of materials assembled and selected by the employee to document goal attainment. The portfolio may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is required.

4.8. Professional Growth and Development Plan: a plan designed and developed by an employee and his/her supervisor for continued professional growth.

4.9. Classroom Teachers: the professional educator who has direct instructional relationship with pupils.

4.10. Professional Support Personnel: the professional educator whose title includes but not limited to the following: athletic trainer, counselor, education audiologist, school nurse, school psychologist, social service and attendance, and speech language pathologist.

4.11. Administrators: the professional educator whose title includes but not limited to the following: central office administrators, supervisors, directors, coordinators, program specialists, principal, and vice principal.

4.12 Coach(es): is a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.

4.13. Immediate supervisor: a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

§126-142-5. Training.

5.1. All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.

5.2. Each evaluator shall be trained in management and evaluation skills.

5.3. The Center for Professional Development and the West Virginia Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.

§126-142-6. State Board Approval.

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than July 1, ~~1992~~ 1999.

§126-142-7. Principles of Operation.

7.1. County administrative procedures for conducting employee evaluations shall include a) the identity of the immediate supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing the results with the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.

7.2. All monitoring or observation of the employee shall be conducted openly. times

7.3. An employee whose performance evaluation is rated below standards or unsatisfactory shall be given an opportunity to correct the deficiencies.

7.4. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.

7.5. County job descriptions shall be established for each position and include state-adopted job responsibilities.

§126-142-8. Rating Structure.

8.1. The ~~two (2)~~ five (5) performance rating categories on the personnel evaluation form for employees are a) ~~satisfactory~~ exemplary, ~~and~~ b) exceeds standards, c) meet standards, d) below standards, and e) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. ~~Satisfactory -- Performance is consistently adequate and acceptable.~~ Exemplary - Performance consistently demonstrates expertise and mastery of performance criteria.

8.1.2. Exceeds Standards - Performance consistently surpasses performance standards.

8.1.3. Meet Standards - Performance is consistently adequate in meeting performance standards.

8.1.4 Below Standards - Performance is not consistently adequate in meeting performance ~~criteria~~.

8.1.5. Unsatisfactory - Performance is not consistently ~~adequate or~~ acceptable in meeting performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers.

9.1. For the ~~1992-1993~~ 1999-2000 school year only, teachers with zero to two (0-2) years of experience will be evaluated pursuant to Section 10.1. All other teachers, regardless of experience, will be evaluated pursuant to Section 10.2. For school years thereafter, each employee shall be evaluated under her/his appropriate ~~process~~ stage.

9.~~1~~2. 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.~~2~~3. Observation of classroom teachers -- Teachers with zero to two (0-2) years of experience will be observed a minimum of three times for each written evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted

during an instructional activity. One (1) of the two (2) instructional observations shall be scheduled with the employee. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.4. Teachers with three to six (3-6) years of experience will be observed a minimum of two (2) times for each written evaluation. One (1) of the two (2) observations shall cover a minimum of thirty minutes and shall be conducted during an instructional activity. The supervisor shall schedule one (1) of the two (2) observations with the employee. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities.

9.35. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the employee within five (5) working days. At that time a signed copy of the observation form shall be given to the employee. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.46. Evaluation -- Evaluations shall ~~identify any deficiencies and provide suggestions for needed improvement~~ address all levels of teacher responsibilities as outlined in Section 13. Commendations may be included and may be based upon data obtained from the portfolio or other sources. Evaluations shall identify deficiencies, and shall provide written recommendations for meeting performance standards.

§126-142-10. Evaluation ~~Process~~ Stages for Classroom Teachers.

10.1. For employees with zero to two (0-2) years of experience, a minimum of two (2) written evaluations per year is required.

10.2. For employees with three to six (3-6) years of experience, a minimum of one written evaluation per year is required.

10.3. For the employees beginning their seventh year, a ~~two year~~ professional growth and development ~~cycle~~ plan ~~will~~ may be utilized in lieu of the performance evaluation. The ~~cycle~~ plan will ~~alternate between two phases~~, be mutually agreed upon by the employee and supervisor and will contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s) ~~phase I and phase II, provided a) the employee's performance was rated satisfactory during the previous two consecutive evaluations; b) the employee develops a professional growth and development plan, and c) the employee remains in the same or similar position for two consecutive evaluations. If all provisos are not met, the employee shall receive one performance evaluation per year.~~ The professional growth and development plan will be implemented for a one year

period and will be alternated with a performance evaluation. On or before November 1 the professional growth and development plan will be developed and agreed upon by the employee and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed and reflected in the performance evaluation.

~~10.3.1. Phase I -- During the first year of the professional growth and development cycle, the employee and the immediate supervisor shall mutually develop a growth and development plan including goals and objectives on or before November 1 focusing on one area of the teacher performance criteria. At the completion of Phase I, the immediate supervisor and the employee will develop a narrative report on the employee's progress in relation to the professional growth and development plan. The supervisor will recommend either that the employee continue to Phase II or return to the performance evaluation.~~

~~10.3.2 Phase II -- During the second year of the professional growth and development cycle, the employee shall develop and implement an individual professional growth and development plan that contains clearly stated goals. The employee self-evaluates the progress made. The employee develops and retains all records and data.~~

10.4. The immediate supervisor is responsible for the employee's evaluation.

10.5. The supervisor shall share the evaluation with the employee during a scheduled conference.

10.6. The employee has the right to include a written statement as an addendum to the evaluation.

10.7. The employee shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, but the signature shall not imply concurrence with the findings.

§126-142-11. Improvement Plan for Classroom Teachers.

11.1. An improvement plan shall be developed by the supervisor and employee when an employee's performance is below standards or unsatisfactory in any area of teacher responsibility as contained in ~~s~~Section 13 of this policy.

11.2. The improvement plan shall designate how ~~satisfactory performance will be demonstrated~~ the employee shall meet standards. The improvement plan shall:

11.2.1. identify the deficiency(ies),

11.2.2. specify the corrective action to remediate the deficiencies,

11.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, but in no case shall an improvement plan be for more than one semester in length, and

11.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

11.3 After an employee has successfully corrected deficiency(ies) the employee must continue to show growth. – period of time? - how to d growth?

11.3.4. If an employee transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

§126-142-12. Improvement Team for Classroom Teachers.

12.1. A referral to an improvement team for an employee ~~with an unsatisfactory~~ whose evaluation is below standards or is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The employee may request the assistance of an improvement team.

12.12. The improvement team shall be comprised of the employee's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same or related specialization. The professional educator shall be selected by the teacher from a list approved by the county. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to Section 3.2 of this policy.

12.23. The improvement team shall ~~serve only as a resource to~~ the immediate supervisor ~~who shall retain authority~~ for the evaluation.

12.34. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the employee in meeting the performance criteria outlined in the plan, and c) identify additional resources. Release time ~~may be~~ will be provided for the teachers who serve on the improvement team.

§126-142-13. Teachers' Responsibilities.

13.1. Job descriptions for teachers shall include the following responsibilities:

13.1.1. implementing programs of study,

13.1.2. fostering a classroom climate conducive to learning,

13.1.3. utilizing instructional management systems models ~~which~~ that increase student learning,

13.1.4. monitoring student progress towards mastery of instructional goals and objectives ~~and goals~~,

13.1.5. communicating within the educational community, and

13.1.6. meeting professional responsibilities.

§126-142-14. Teachers' Performance Criteria.

14.1. Performance criteria are developed for state adopted responsibilities. The purpose is to clarify teacher responsibilities and help provide guidance to the employee in understanding job expectations.

14.~~1~~2. Programs of Study:

14.2.1. Definition: Provides curricula required by the ~~s~~State of West Virginia.

~~14.1.1~~a. Bases instruction on adopted curricula for the school.

~~14.1.2~~b. Demonstrates accurate and current knowledge in subject field.

~~14.1.3~~c. Develops appropriate instructional objectives.

~~14.1.4~~d. Employs appropriate instructional strategies to enhance achievement.

~~14.1.5~~f. Utilizes content scope and sequence in planning.

14.~~2~~3. Classroom Climate:

14.3.1. Definition: Provides an atmosphere conducive to learning consistent with school/county mission.

~~14.2.1~~a. Follows established school discipline procedures which include the WV Student Code of Conduct.

~~14.2.2~~b. Establishes procedures and rules that enhance learning.

~~14.2.3~~c. Encourages students' attendance.

~~14.2.4~~d. Sets high positive expectations for student performance.

~~14.2.5~~e. Encourages and acknowledges individual student accomplishments and appropriate behavior.

~~14.2.6~~f. Treats students in a fair and equitable manner.

~~14.2.7~~g. Accommodates individual learning differences.

~~14.2.8~~h. Creates and maintains an environment that supports learning.

14.3~~4~~. Instructional Management Systems:

14.4.1. Definition: Organizes strategies for teaching to maximize the use of allocated instructional time to increase student learning.

~~14.3.1~~a. Prepares and implements lesson plans.

~~14.3.2~~b. Begins lesson or instructional activity with a review of previous material as appropriate.

~~14.3.3~~c. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.

~~14.3.4~~d. Introduces the instructional activity and specifies instructional objectives.

~~14.3.5~~e. Directs students to be on task quickly at the beginning of each instructional activity.

~~14.3.6~~f. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.

~~14.3.7~~g. Provides relevant examples and demonstrations to illustrate concepts and skills.

~~14.3.8~~ h. Assigns developmentally appropriate tasks.

~~14.3.9~~ i. Provides instructional pacing that ensures student understanding.

~~14.3.10~~j. Maximizes student time-on-task.

~~14.3.11~~k. Makes effective transitions between instructional activities.

~~14.3.12~~l. Summarizes the main point(s) of the instructional activity.

~~14.3.13~~m. Encourages students to express ideas clearly and accurately.

~~14.3.14~~n. Incorporates higher level thinking skills.

~~14.3.15~~o. Assists students to develop productive work habits and study skills.

~~14.3.16~~p. Provides remediation activities for students.

q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.

r. Integrates a variety of technology applications and learning tools to improve student achievement.

14.~~4~~5. Student Progress:

14.5.1. Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

~~14.4.1~~a. Follows grading policies and regulations.

~~14.4.2~~b. Maintains accurate and complete student records.

~~14.4.3~~c. Monitors and evaluates student progress.

~~14.4.4~~d. Provides feedback on student work.

~~14.4.5~~e. Monitors student attendance.

14.~~5~~6. 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.

~~14.5.1~~a. Communicates student progress according to established procedures and policies.

~~14.5.2~~b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, exhibiting appropriate interactive skills.

~~14.5.3~~c. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.

~~14.5.4~~d. Speaks and writes standard English clearly, correctly, and distinctly.

~~14.5.5~~e. Determines and utilizes appropriate community resources.

14.~~6~~7. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior which reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

~~14.6.1~~a. Adheres to established laws, policies, rules, and regulations.

~~14.6.2~~b. Interacts appropriately with other educational personnel.

~~14.6.3~~c. Participates in activities which foster professional growth.

~~14.6.4~~d. Is punctual with reports, grades, records, and in reporting to work.

~~14.6.5~~e. Performs assigned duties.

~~14.6.6~~f. 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 the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days.

15.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials ~~which~~ that validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the rating ~~of satisfactory or unsatisfactory~~ identified in Section 8. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later that five (5) working days following receipt of the written evaluation.

§126-142-16. Improvement Plan for Administrators.

16.1. An improvement plan shall be developed by the supervisor and administrator

when an administrator's performance is below standards, or is unsatisfactory in any area of responsibility as contained in Section 17 of this policy.

16.2. The improvement plan shall designate how ~~satisfactory performance will be demonstrated~~ the employee shall meet standards. The improvement plan shall:

16.2.1. identify the deficiency(ies),

16.2.2. specify the corrective action to remediate the deficiency(ies),

16.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, and in no case shall an improvement plan be for more than one semester in length, and

16.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3. After an employee has successfully corrected deficiency(ies), the employee must continue to show growth.

16.~~3~~4. Nothing in this Section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-17. Administrators' Responsibilities.

17.1. In addition to established laws, policies, rules and regulation job descriptions for administrators shall include the following responsibilities:

17.1.1. demonstrate instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance.

17.1.2. providing purpose and direction for schools/county,

17.1.~~3~~2. demonstrating cognitive skills to gather, analyze and synthesize information to reach goals,

17.1.~~4~~3. managing consensus and group behaviors,

17.1.~~5~~4. enhancing quality of total school/county organization,

17.1.~~6~~5. organizing and delegating to accomplish goals, and

17.1.76. communicating effectively.

§126-142-18. Administrators' Performance Characteristics.

18.1. Performance characteristics are developed for state adopted responsibilities. The purpose is to clarify responsibilities of the administrator and to provide guidance to the employee in understanding job expectations.

18.2. Instructional Leadership

18.2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and increasing student achievement.

18.2.2. Items that my be used to reflect instructional leadership competencies:

a. demonstrates a knowledge of supervision,

b. uses the evaluation process to improve instruction effectively,

c. analyzes a variety of educational data to focus on student achievement,

d. guides teachers in their professional growth, and

e. facilitates a climate that is conducive to student learning.

18.1-3. Purpose and Direction.

18.13.1. Proactive Orientation. -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals.

18.3.2. Items that may be used to reflect a proactive orientation:

~~18.1.1.~~a. accepts authority and assumes responsibility,

~~18.1.1.b. takes charge~~

~~18.1.1.c. exhibits a sense of efficacy~~

~~18.1.1.d~~b. analyzes negative and positive forces affecting the school/county,

~~18.1.1.e~~c. takes immediate steps when problems arise,

~~18.1.1.f~~d. focuses resources on strategic goals,

~~18.1.1.g~~e. ~~initiates~~ utilizes problem solving strategies,

~~18.1.1.h~~f. exhibits ~~enthusiasm~~ a positive attitude, and

g. commands respect by example in appearance, manners, behavior and language.

18.1.~~2~~4. 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:

~~18.1.2.~~a. promotes the welfare of students, faculty and staff, and

~~18.1.2.b. interprets action by referring to school/county purpose~~

~~18.1.2.c~~b. ~~relates~~ sets high expectation ~~to goals~~ and articulates them to community, parents, staff and students

~~18.1.2.d. sets standards of achievement~~

18.~~2~~ 5. Cognitive Skills.

18.~~2~~5.1. 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:

~~18.2.1.~~a. encourages others to describe their perspectives,

~~18.2.1.~~b. respects others' perspectives, and

~~18.2.1.~~c. listens to others.

~~18.2.1.d. encourages individual expression~~

~~18.2.1.e. demonstrates sensitivity~~

18.~~2~~5.2. 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:

~~18.2.2.~~a. gathers information about the school, county, students, and community as appropriate

~~18.2.2.~~b. ~~keeps up-to-date~~ attends professional development sessions that are relevant to goals

~~18.2.2.~~c. accesses computer and management information systems.

18.~~2~~5.3. Judgement. -- Uses alternative in problem solving and decision-making. Items that may be used to reflect judgement:

~~18.2.3.a. describes the situation being faced~~

~~18.2.3.b~~a. values divergent thinking,

~~18.2.3.c. considers options~~

~~18.2.3.d~~b. compares consequences of options, and

~~18.2.3.e~~c. makes decisions after data are analyzed~~, and~~.

18.~~3~~6. Leadership.

18.~~3~~6.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

~~18.3.1.~~a. identifies self as a team leader,

~~18.3.1.b. forms task or work groups~~

~~18.3.1.c. motivates others to identify with mission~~

~~18.3.1.d. moderates group discussion~~

~~18.3.1.e~~b. intervenes, negotiates, resolves conflict as needed,

~~18.3.1.f~~c. facilitates communication, and

~~18.3.1.g~~d. creates cooperative atmosphere.

18.~~3~~6.2. Persuasiveness. -- Gains and sustains the attention and interest of

others. Items that may be used to reflect persuasiveness:

~~18.3.2.~~a. ties needs to established goals,

~~18.3.2.~~b. articulates expected outcomes, and

~~18.3.2.~~c. develops trust by modeling desired behavior.

18.~~3~~6.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

~~18.3.3.~~a. understands how own behavior may affect others

~~18.3.3.b. estimates readiness of others~~

~~18.3.3.c. fits one's style to the group~~

~~18.3.3.d~~b. adjusts strategies when ineffective,

~~18.3.3.e. understands the needs and concerns of others~~

~~18.3.3.f~~c. exhibits appropriate interaction skills, and

~~18.3.3.g~~d. deals effectively with emotional issues.

18.~~4~~7. ~~Quality Enhancement.~~

18.~~4~~7.1. 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,

~~18.4.1.~~b. sets standards for goal accomplishment,

~~18.4.1.~~c. considers feedback, and

~~18.4.1.~~d. assesses own strengths and limitations.

18.~~4~~7.2. 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:

~~18.4.2.a. monitors activities~~

~~18.4.2.b~~a. supervises and monitors performance of staff.

~~18.4.2.c~~b. collects and records performance data.

~~18.4.2.d~~c. judges performance using criteria.

~~18.4.2.e~~d. 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.h~~f. demonstrates effective school financial management.

18.~~4~~7.3. ~~Coaching --~~ Mentoring. – Creates opportunities for development of human resources through effective use of coaching, staff development, and individual growth ~~plans~~. Items that may be used to reflect ~~coaching~~ mentoring:

~~18.4.3.~~a. builds a supportive environment for learning.

~~18.4.3.b. interprets performance data to stimulate improvement~~

~~18.4.3.c. coaches to improve performance~~

~~18.4.3.d~~b. provides timely and specific feedback.

~~18.4.3.e~~c. reinforces growth and development, and

~~18.4.3.f~~d. exhibits effective conferencing skills.

18.~~5~~8. Organization.

18.~~5~~8.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time deadlines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

~~18.5.1~~.a. plans for goal accomplishment.

~~18.5.1~~.b. establishes priorities.

~~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.f~~e. plans for contingencies.

~~18.5.1.g. manages stress effectively~~

18.5~~8~~.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.b~~a. assesses expertise of self and others.

~~18.5.2.c~~b. determines tasks to be assigned.

~~18.5.2.d~~c. 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.h~~d. establishes performance standards, and

~~18.5.2.i. plans time frames~~

~~18.5.2.j~~e. provides guidance.

18.6~~9~~. Communications.

18.6~~9~~.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.c~~b. speaks confidently.

~~18.6.1.d. maintains eye contact~~

~~18.6.1.e. establishes rapport~~

~~18.6.1.f. expresses enthusiasm~~

18.6~~9~~.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

~~18.6.2.~~a. writes with clarity and conciseness, and

~~18.6.2.~~b. uses correct grammar, spelling and appropriate language.

~~18.6.2.c. uses correct spelling~~

~~18.6.2.d. uses appropriate language~~

§126-142-19. Evaluation Process For Professional Support Personnel.

19.1. For professional support personnel with zero to two years of experience, a minimum of two written evaluations per year is required.

19.2. For professional support personnel with three or more years of experience, a minimum of one written evaluation per year is required.

19.3 The professional support personnel's immediate supervisor as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.

19.4. The purpose of the evaluation is to improve the professional support personnel's performance and professional growth. The professional support personnel and the immediate supervisor will mutually establish annual written goals for the professional support personnel's performance evaluation on or before November 1. The goals shall be related to the professional support personnel's job responsibilities. In addition to the goal setting conference, the professional support personnel and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the professional support personnel to share findings and prepare the written evaluation. The professional support personnel shall receive a copy of the evaluation within five working days.

19.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support personnel shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support personnel's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support personnel's performance using a narrative description to document the rating identified in Section 8. Because the mutually established goals will be unique to each professional support personnel, it follows that the evaluation narrative will focus on the professional support personnel's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the professional support personnel and the supervisor shall be included as part of the evaluation documentation.

19.6. The professional support personnel's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support personnel. The professional support personnel's signature does not imply concurrence with the evaluation and/or its rating. The professional support personnel shall receive a copy of the evaluation. The professional support personnel has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support personnel must be affixed to the evaluation not later than five working days following receipt of the written evaluation.

§126-142-20. Improvement Plan for Professional Support Personnel.

20.1. An improvement plan shall be developed by the supervisor and the professional support personnel when the professional support personnel's performance is unsatisfactory in any area of responsibility as contained in Section 21 of this policy.

20.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

20.2.1. identify the deficiency(ies),

20.2.2. specify the corrective action to remediate the deficiency(ies),

20.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, ~~but~~ and in no case shall the improvement plan be for more than one semester in length, and

20.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

20.3. After an employee has successfully corrected deficiencies the employee must continue to show growth.

20.4. Nothing in this Section shall supersede the provisions of W.Va Code §18-2E-6, 18-3-4, or 18A-2-8.

§126-142-21. Professional Support Personnel's Responsibilities.

21.1. In addition to established laws, policies, rules and regulations, job descriptions for professional support personnel may include the following responsibilities when appropriate:

21.1.1. planning, preparing and implementing new programs or facilitating change in the existing program,

21.1.2. organizing, directing, and coordinating programs,

21.1.3. gathering and interpreting data for individuals, groups or programs,

21.1.4. delivering services to students or others,

21.1.5. collaborating with school personnel and/or parents to coordinate the delivery of services to students or others,

21.1.6. facilitating professional development activities to achieve goals, and achievement of desired goals, and

21.1.7. developing and improving individual competencies and skills to deliver services.

§126-142-22. Professional Support Personnel's Performance Characteristics.

22.1. Performance characteristics are developed for state adopted responsibilities. The purpose is to clarify responsibilities of the professional support personnel and to provide guidance to the employee in understanding job expectations.

22.2. PLANNING, PREPARATION AND IMPLEMENTATION.

22.2.1 engages in activities that prepare for implementation of new programs

or facilitates change in existing programs and their implementation. Items that may be used to reflect planning and preparation:

a. identifies needs of students and others,

b. develops action plans based on identified needs,

c. evaluates ongoing programs/plans,

d. revises programs based on assessment ,

e. implements ongoing program activities and revise activities as needed, and

f. advises school personnel regarding available resources.

22.3. ADMINISTRATION/MANAGEMENT.

22.3.1. Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting and other similar activities. Items that may be used to reflect administration/management:

a. aids school administration in developing and providing policies and/or programs,

b. establishes and communicates practices and procedures to students, parents, community and staff,

c. works to integrate program into total school curriculum,

d. prepares thorough and accurate reports in a timely manner, and

e. makes recommendations to modify the school program to meet individual student's needs.

22.4. ASSESSMENT/EVALUATION.

22.4.1. Gathers and interprets data from individual, groups, or programs to evaluate needs and programs. Items that may be used to reflect assessment/evaluation:

a. explains nature and purpose of assessment in an understandable manner,

b. demonstrates knowledge of theories, techniques and instruments used for assessment,

c. exercises confidentiality,

d. makes provisions for the attainment and evaluation of program goals, and

e. communicates effectively with school personnel, students, parents, and the community.

22.5. INTERVENTION.

22.5.1. Delivers services to students and others to improve skills/functional abilities or inform recipients of services. Items that may be used to reflect intervention:

a. provides activities to foster the development of the whole child/student,

b. demonstrates positive interpersonal relationships with students, educational staff, parents, and the community,

c. assists teachers and students in implementing plans/strategies,

d. involves students in setting objectives, and

e. uses systematic processes to assess needs, plan interventions, and evaluate outcomes.

22.6. COLLABORATION.

22.6.1. Collaborates with school personnel, parents and the community to assist with and coordinate the delivery of services to students. Items that may be used to reflect collaboration:

a. presents information about services offered to students, school personnel, parents, and the community,

b. assists parents and students with individual needs to secure available services,

c. creates positive climate during consultation,

d. serves on, or leads multidisciplinary teams, and

e. respects values different from her/his own.

22.7. PROFESSIONAL DEVELOPMENT.

22.7.1. Facilitates professional development activities to achieve goals. Items that may be used to reflect professional development:

a. seeks input from staff,

b. plans, implements, and evaluates professional development programs,

c. disseminates information at meetings, and

d. develops procedures and provides training for school personnel, students, and parents.

22.8. PROFESSIONAL RESPONSIBILITIES.

22.8.1. Develops and improves individual competence and skill in delivering services consistent with professional standards. Items that may be used to reflect professional responsibilities:

a. behaves in an ethical manner,

b. demonstrates understanding of own professional limitations,

c. continues professional development by keeping abreast of current trends,

d. keeps appointments and follows up with commitments,

e. adheres to established regulations, policies, rules and laws, and

f. commands respect by example in appearance, manners, behavior and language.

§126-142-23. Evaluation Process for Coaches.

23.1. A minimum of one written evaluation per coaching season is required.

23.2. The primary purpose of the evaluation is to provide information necessary to make an objective assessment of the performance of a coach and to assure that quality coaching is provided to the student athlete.

23.3. The principal or athletic director will conduct observations of head coaches.

23.4. The principal or athletic director, in conjunction with the head coach will conduct observations of assistant coaches and evaluate the assistant coaches.

23.5. The principal and/or athletic director is responsible for monitoring performance and for preparing the written evaluation of coaches.

23.6. The principal and athletic director shall share the evaluation with the employee during a scheduled conference and within a four (4) week period at the conclusion of the sport's season.

23.7. The coach and assistant coaches have the right to include a written statement as an addendum to the evaluation.

23.8. The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the employee and the employee has received a copy, the signature shall not imply concurrence with the findings.

§126-142-24. Improvement Plan for Coaches.

24.1. An improvement plan shall be developed by the principal or athletic director or coach when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in Section 26 of this policy.

24.2. The improvement plan shall designate how the employee shall meet standards. The improvement plan shall:

24.2.1. identify the deficiency(ies),

24.2.2. specify the corrective action to remediate the deficiencies,

24.2.3. contain the time frame for monitoring and deadlines for ~~satisfactory improvement~~ meeting standards, ~~but~~ and in no case shall an improvement plan be for more than one semester in length, and

24.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

24.3. After an employee has successfully corrected deficiencies the employee must continue to show growth.

§126-142-25. Coaching Responsibilities.

25.1. In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:

25.1.1. communicating with the educational community (Professional and Interpersonal Relations), and

25.1.2. implementing fundamental sports skills and sports management systems. (Coaching and Related Areas)

§126-142-26. Coaching Performance Criteria.

26.1. Performance criteria are developed for state adopted responsibilities. The purpose is to clarify coaching responsibilities and help provide guidance to the employee in understanding job expectations.

26.2. Professional and Interpersonal Relations.

26.2.1. Definition: Communicates with educational personnel, parents, students, and others.

a. cooperates with building principal,

b. cooperates with athletic director,

c. develops rapport with coaching staff within the school,

d. organizes coaching staff,

e. develops positive relationship with participants,

f. develops positive relationship with student body,

g. develops positive relationship with faculty,

h. develops positive relationship with parents and community,

i. develops positive relationship with game officials,

j. develops positive relationship with news media,

k. develops positive relationship with opponents,

l. employs appropriate conduct during games,

m. employs appropriate conduct during practices,

n. attends league, conference and WVSSAC meetings,

o. participates in activities that fosters professional growth and development,

p. motivates staff and players toward desired goals, and

q. commands respect by example in appearance, manners, behavior and language.

26.3. Coaching and Related Areas.

26.3.1. Definition: Organizes strategies for teaching sports skills and sports management systems.

a. develops high caliber and quality instruction,

b. teaches fundamental skills,

c. handles athletic injuries,

d. cares for equipment,

e. supervises participants and disciplines team appropriately,

f. designs quality organization of practice sessions,

g. designs pre-season planning,

h. supervises managers and other support personnel,

i. manages budget,

j. follows purchasing procedures,

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.

FORM HD 201
(10-66)

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT **Policy 5310 Performance Evaluation of School Personnel** FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT 1999-2000	THEREAFTER
1. ESTIMATED TOTAL COST	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	$	$	$	$	$
2. ESTIMATED TOTAL REVENUES	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE: January 15, 1999

AGENCY: West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

Define open monitoring/observation of employee

§126-142-8. Rating Structure

Open invitation for the good ole' boys system— Too vague and subjective. Must be specific!

§126-142-9. Evaluation Criteria for Classroom Teachers

Definitions and specifics required! Take this back to the drawing board.

§126-142-10. Evaluation Stages for Classroom Teachers

Timeline is not possible

§126-142-11. Improvement Plan for Classroom Teachers

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Pikeside Learning Center

Title: Faculty Senate **Business:** Alternative Middle School

Street Address: 2140 Winchester Pike **City/State/Zip:** Martinsburg WV 25401

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

The rating categories may give rise to subjective evaluations depending on the rating criteria established by each local board.

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers

Phase I-II is more appropriate for experienced professionals - especially those w/ advanced degrees. Current proposal does not allow time to set goals & continue long-term professional development. It is professionally stifling & insulting to be treated as if we were beginning teachers.

§126-142-11. Improvement Plan for Classroom Teachers

§126-142-12. Improvement Team for Classroom Teachers

Who decides the need for an improvement team? Is this a role for the administrator & not the improving teacher?

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Madera Mayfield

Title: Teacher Business:

Street Address: Park Jr High City/State/Zip:

COMMENTS/SUGGESTIONS
§126-142-7. Principles of Operation
§126-142-8. Rating Structure I see no need for chem glass and speeds . . . too much opportunity for bias
§126-142-9. Evaluation Criteria for Classroom Teachers What is the criteria for 1st & 2nd year? Is 2 really enough?
§126-142-10. Evaluation Stages for Classroom Teachers Phase II should not be eliminated

OTHERS

This entire policy appears too vague almost to comment on.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: P. Webster

Title: Teacher Business: Park Jr. High

Street Address: 212 Park Avenue City/State/Zip: Beckley WV 25801

COMMENTS/SUGGESTIONS

§126-142-7. Principles of Operation

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?

§126-142-8. Rating Structure

Will a list of objectives/criteria be given for each performance rating?

§126-142-9. Evaluation Criteria for Classroom Teachers

Non-instructional activities need to be listed.

§126-142-10. Evaluation Stages for Classroom Teachers

Eliminate Phase II. There's no advantage to it.

OTHERS

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Venida McDaniel

Title: Science Teacher Business: Park Jr/Sr High

Street Address: PO Box 372 City/State/Zip: Beckley WV 25801

COMMENTS/SUGGESTIONS

§126-142-7. Principles of Operation Need a way to Measure and define what is necessary to receive exemplary/exceeds

§126-142-8. Rating Structure → Problems develop with → inconsistency.

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers Phase ~~II~~ is good why Not three year stage. observation Phase I – Phase II

OTHERS

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Sheryl Green

Title: Teacher Business: Park Jr. High

Street Address: 212 Park Avenue City/State/Zip: Beckley, WV 25801

COMMENTS/SUGGESTIONS
§126-142-7. Principles of Operation
§126-142-8. Rating Structure 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.
§126-142-9. Evaluation Criteria for Classroom Teachers A clause should be included to include one non-instructional activity for all personnel or do not use the non-instructional activities for observation.
§126-142-10. Evaluation Stages for Classroom Teachers Keep the developmental cycle as it is. Without phase II teachers will not have the opportunity to practice self-evaluation. We, as teachers, are quite ~~DOCTORS~~ capable of objective self-evaluation.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Cross Lanes Elementary

Title: Teachers **Business:** School

Street Address: 5525 Big Tyler Rd. **City/State/Zip:** Cross Lanes, WV 25313

COMMENTS/SUGGESTIONS	
§126-142-1. General	Effective date ?
§126-142-2. Purpose	
§126-142-3. Authorities	
§126-142-4. Definitions	Professional performance evaluation not defined. How are they determined? The ratings are very subjective and judgemental. Satisfactory and unsatisfactory are objective.
§126-142-5. Training	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?

§126-142-6. State Board Approval July 1, 1999 - Can training be completed by this date? Is money available to pay principals a stipend for the training?

§126-142-7. Principles of Operation

7.2 What does "openly" mean?

7.3 Why have below standards and unsatisfactory if the consequences are the same?

§126-142-8. Rating Structure Rating should go back to satisfactory or unsatisfactory which is more objective rather than the five subjective performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers

* We feel very strongly about this!

§126-142-10. Evaluation Stages for Classroom 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.

§126-142-11. Improvement Plan for Classroom Teachers

11.2 and 11.2.3 The wording should stay as stated previously.

§126-142-12. Improvement Team for Classroom Teachers

12.1 Change "may" to "will" occur and delete the rest of the sentence.

12.4 Change "may" to "will."

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

14.1.5 f should be 14.1.5 e

14.6 g change "commands" to "fosters"

§126-142-15. Evaluation Process for Administrators

Should have the same evaluation criteria as teachers ie, satisfactory or unsatisfactory.

§126-142-16. Improvement Plan for Administrators

§126-142-17. Administrators' Responsibilities

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.

§126-142-18. Administrators' Performance Characteristics

18.1.1 g Change "commands" to "fosters"

18.1.2.b Add "s" to expectation

§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

§126-142-22. Professional Support Personnel's Performance Characteristics
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.
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Oak Hill High School

350 West Oyler Avenue
Oak Hill, West Virginia 25901

Office 469-3551
Attendance 469-4344

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
March 2, 1999

Dear Mr. Smedley,

The administration and faculty of Oak Hill High School opposes Policy 5310 currently out for public comment. We feel that the revision or removal of the current evaluation process will only create a lose/lose situation for both administrators and teachers.

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.

Therefore, we urge you to not adopt the proposed changes, to keep the present system whereby we are treated more as growing professionals. The system we now have allows conferencing and planning with administrators and assures us of proper evaluation. The procedure proposed in section 8 would return us to a system that would put us in fruitless competition and needless conflict based on a subjective scale.

Respectfully,
Administration and Faculty, Oak Hill High School

Debbie DeGrieve
H Ray Lowdree
Jim Martin
Fred Helms
Christina Wright
Tammy Thompson
Patricia Mustoe
Wayne Hyde
Connie Taylor
Debbie Garvin
Ramona Perry
Fred Lee
Cora Miller

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Princeton Sr. High

Title: Teacher Business:

Street Address: 1321 Stafford Dr. City/State/Zip: Princeton, WV 24740

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

26-142.9

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 too other than evaluations. Look at the amount of time needed for administrator' to do this!!!

§126-142-10. Evaluation Stages for Classroom Teachers

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?

§126-142-11. Improvement Plan for Classroom Teachers

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?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teacher in some counties for IGO'S and SAT9 deficiencies again?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Williamsburg Elementary School

Title: K-6 Teachers & Sp. Ed. **Business:** Educational

Street Address: P.O. Box 39 **City/State/Zip:** Williamsburg, WV 24991

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 We prefer two performance ratings rather than five. We believe that teachers that are rated unsatisfactory in classroom performance should have tougher penalties.
§126-142-9. Evaluation Criteria for Classroom Teachers
§126-142-10. Evaluation Stages for Classroom Teachers We prefer the evaluation process as it is now with Phase 1 and Phase 2.
§126-142-11. Improvement Plan for Classroom Teachers This plan needs to be strengthened in academic situations.
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria 14.7.1 This area is vague and too general.
§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 The standards of an administrator should always be high in all areas especially language and spelling.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

Regional Educational Service Agency, II
2001 McCoy Road, Huntington, WV 25701
Telephone: (304) 529-6205 • Fax: (304) 529-6209
Ted L. Triplett, Executive Director

March 12, 1999

Mr. Tony Smedley,
Executive Director
Office of Human Resources
WV Department of Education
Capitol Complex
Charleston, WV 25305-0330

Dear Mr. Smedley:

During the February 24, 1999 regular meeting of the RESA II Board of Directors, a major portion of the meeting included a comprehensive review of Policy 5310, Performance Evaluation of School Personnel.

Enclosed you will find a copy of the compilation of the comments generated by the RESA II Board of Directors. I would respectfully request inclusion of these comments in the report to the State Board of Education.

Should you have any questions or comments, please contact my office.

Sincerely,

Ted L. Triplett
Executive Director
RESA II

TLT/mjm

Enclosure

RESA II BOARD OF DIRECTORS
COMPREHENSIVE REVIEW OF
REVISION TO POLICY 5310: PERFORMANCE
EVALUATION OF SCHOOL PERSONNEL (Revised)
(Public Comment Period Ends: March 15, 1999)

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-8 Rating Structure			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.
§126-142-10 Evaluation Stages for Classroom Teachers			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. 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.

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-11 Improvement Plan for Classroom Teachers			A critical component to this section of the policy is comprehensive training in developing/writing Improvement Plans. 11.3 - Needs clarification as to <u>how</u> the employee will verify continuous growth. - A required Portfolio would serve to document improvement and growth.
§126-142-16 Improvement Plan for Administrators			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.
§126-142-17 Administrators' Responsibilities §126-142-18 Administrators' Performance Characteristics			Agree with and strongly support the Administrators' Responsibilities and performance characteristics especially the addition of Instructional Leadership. (18.2 - <u>my</u> - typographical error - <u>may</u>)
§126-142-20 Improvement Plan for Professional Support Personnel			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.
§126-142-22 Professional Support Personnel's Performance Characteristics			Clearly address the Professional Support Personnels' Responsibilities and crystallizes the understanding.

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-23 Evaluation Process for Coaches			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. Addition of parental/community input via LSIC in the evaluation process for coaches. 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) 23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers. 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. 23.5 Remove "athletic director." There should be more than one evaluation. 23.6 Remove "athletic director;" add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days. One evaluation should be conducted on or before the sports mid-season.

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-24 Improvement Plan for Coaches			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 ½ the sport's season. 24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.
§126-142-26 Coaching Performance Criteria			Clearly address the coaches' responsibilities and crystallizes the understanding.

JHS Faculty Senate
Jefferson High School
Route 1, Box 83
Shen. Jct, WV 25442
March 10, 1999

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

Dear Mr. Smedley:

At the most recent meeting of the Jefferson High School Faculty Senate, the membership voted to oppose the proposed changes to Policy 5310 Section 126-142-10 regarding the performance evaluation of school personnel; in particular, 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 experience. The current system also allows administrators the needed time to perform their other duties as the instructional leaders within the schools.

For these reasons, the Faculty Senate of Jefferson High School encourages the West Virginia Board of Education to keep the current system of evaluation in place.

Sincerely,

Judy Ann Marcus

Judy Ann Marcus
JHS Faculty Senate Secretary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

I appreciate the opportunity to comment on the proposed changes in State Board Policy 5310 concerning professional personnel evaluations. The proposed changes in the policy would adversely affect the professional growth and development cycle now in place for teachers.

Under the current evaluation policy, educators are given an opportunity to set goals appropriate for individual classroom needs. By removing Phase II of the process, teachers would no longer have the opportunity to be evaluated in such a manner.

With the new provisions, anyone who receives an evaluation marked "below standards" or "unsatisfactory" must have an improvement plan. This allows those who do not meet the standards to stay in the classroom for a longer period of time. This method weakens the quality of education in our state.

The addition of three categories to the evaluation process leaves educators open to subjective responses from administrators. It also creates a tremendous amount of paperwork for the evaluator.

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.

Sincerely,

Diane Busby

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

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Sincerely,

Kriss Godfrey

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

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Sincerely,

Amanda Maxwell

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

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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.

Sincerely,

Lynn Thomas

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston, WV

Dear Mr. Smedley,

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Sincerely,

Dinah Adkins

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston, WV 25301

Dear Mr. Smedley,

I appreciate the opportunity to comment on the proposed changes in State Board Policy 5310 concerning professional personnel evaluations. The proposed changes in the policy would adversely affect the professional growth and development cycle now in place for teachers.

Under the current evaluation policy, educators are given an opportunity to set goals appropriate for individual classroom needs. By removing Phase II of the process, teachers would no longer have the opportunity to be evaluated in such a manner.

With the new provisions, anyone who receives an evaluation marked "below standards" or "unsatisfactory" must have an improvement plan. This allows those who do not meet the standards to stay in the classroom for a longer period of time. This method weakens the quality of education in our state.

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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.

Sincerely,

Elizabeth Ann Withrow

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

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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.

Sincerely,

Mary Lou Moore

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

I appreciate the opportunity to comment on the proposed changes in State Board Policy 5310 concerning professional personnel evaluations. The proposed changes in the policy would adversely affect the professional growth and development cycle now in place for teachers.

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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.

Sincerely,

Phyllis Barnes

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston, W.V.

Dear Mr. Smedley,

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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.

Sincerely,

Sharon L. McClanahan

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

Dear Mr. Smedley,

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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.

Sincerely,

Lisa Cox

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston, WV

Dear Mr. Smedley,

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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.

Sincerely,

Ruth A. Browning

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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I appreciate the opportunity to comment on the proposed changes in State Board Policy 5310 concerning professional personnel evaluations. The proposed changes in the policy would adversely affect the professional growth and development cycle now in place for teachers.

Under the current evaluation policy, educators are given an opportunity to set goals appropriate for individual classroom needs. By removing Phase II of the process, teachers would no longer have the opportunity to be evaluated in such a manner.

With the new provisions, anyone who receives an evaluation marked "below standards" or "unsatisfactory" must have an improvement plan. This allows those who do not meet the standards to stay in the classroom for a longer period of time. This method weakens the quality of education in our state.

The addition of three categories to the evaluation process leaves educators open to subjective responses from administrators. It also creates a tremendous amount of paperwork for the evaluator.

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.

Sincerely,

Catharine Lewis

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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Sincerely,

Jane Lowe

Pt. Harmony Elementary

March 10, 1999

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State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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Sincerely,

Lisa Sayre

Pt. Harmony Elementary

March 10, 1999

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State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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Sincerely,

Roberta Lg

Pt. Harmony Elementary

March 10, 1999

Mr. Tony Smedley
State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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Sincerely,

Lisa Gibson Hall
Pt. Harmony Elementary

March 10, 1999

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State Department of Education
1900 Kanawha Blvd. E.
Charleston,

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Sincerely,

Sue Tardy

Pt. Harmony Elementary

Terry M. Chandler
P. O. Box 416
Bunker Hill, WV 25413
March 8, 1999

MAR 12 1999

James J. MacCallum, President
West Virginia Board of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330

Dear Mr. MacCallum,

I am very disappointed by Policy 5410 which is presently out for review. I believe the five performance ratings will lead to favoritism among principals. Possible candidates for exemplary teachers could be the principal's hunting buddies, coaches, or male teachers. This policy will lead to disgruntled employees in a system that depends upon cooperation of all faculty members to successful.

This rating system will make it more difficult for principals to terminate truly poor teachers. A teacher could improve from unsatisfactory to below standard and still have a job.

I urge you to listen to those that are in the classroom every day. These individuals are the ones that are best to advise you whether Policy 5410 will work for West Virginia.

Sincerely,

Terry M. Chandler

FYI
MAR 12 1999

GUYANDOTTE ELEMENTARY
5th Avenue and B.O. Railroad
Huntington, West Virginia, 25702
March 2, 1999

West Virginia Board of Education
1900 Kanawha Boulevard, East
Room #351
Charleston, WV 25305-0330
Attention: James J. MacCallum, President

Dear Mr. MacCallum,

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.

Secondly, we feel that phase 2 should remain in place to allow for long range goals to be implemented by teachers.

Lastly, the term appearance on p.11 # 14.7.1 would allow administrators to reestablish a dress code, which is a very subjective measure in which to be evaluated.

We respectfully submit our concerns.

Sincerely,

Marie L. Rose

Faculty Chairperson

Deborah M. Harki
Lincoln High School
Route 1, Box 300
Shinnston, WV 26431
(304) 592-2248

FYI
MAR 12 1999

March 5, 1999

Dear State Board of Education Member:

I am writing to you today in reference to proposed changes in Policy 5310, Performance Evaluation of School Personnel.

I am a Spanish teacher in the Harrison County School system with twenty-six years of experience. I also hold a principal's certificate and have received training on Policy 5310 as it is now in effect. I have concerns on the proposed changes from both a teacher's perspective and a principal's point of view.

My first objection lies with the change in the rating scale from a satisfactory/ unsatisfactory rating scale to a five (5) point scale of exemplary, exceeds standards, meets standards, below 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!

My second 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.

I urge you to consider these concerns and **not** accept the proposed changes to Policy 5310.

Sincerely yours,

Deborah M. Harki

Deborah M. Harki

FYI

MAR -5 1999

March 1, 1999

James J. MacCallum, President
West Virginia Board of Education
1900 Kanawha Boulevard East
Room 351
Charleston, West Virginia 25305

Dear President MacCallum,

I would like to encourage you to read carefully State Board Policy 5310 that is now out on comment. This policy Outlines the evaluation process of public school employees. After reading the policy I have the following concerns:

- ✓ 9.3. "The first observation shall occur on or before November 1." By November 1 school has been in session for about 45 days. If a principal has a staff of thirty or more, doing this number of observation/evaluations would be almost impossible.
- ✓ 11.3 "After an employee has successfully corrected deficiency(ies) the employee must continue to show growth." For how long does the employee continue to show growth? For one semester or entire teaching career? Until the next observation?
- ✓ Many of the new criteria are very subjective. For example, 14.6.1b "... exhibiting appropriate interactive skills." 14.7.1 "g. Commands respect by example in appearance, manners, behavior and language."
- ✓ Because administrators are human the interpretation of some of the criteria will vary from school to school within a county. In the schools where the administrator has higher expectations the teachers/staff will be at a disadvantage if they want to transfer.
- ✓ 4.5 "Rating: an exemplary, exceeds standards, meets standards, below standards, or unsatisfactory value assigned to the performance of an employee." This is too many rating criteria. What is the difference between unsatisfactory and below standards? Surely if someone is performing below standards, it is unsatisfactory. If someone is exemplary, they are exceeding standards.

I implore you to inspect Policy 5310 very carefully and if you have any questions or concerns contact the staff at the West Virginia Education Association headquarters. They can help with the implications of the policy and how it will effect the education employees of the state of West Virginia.

Sincerely,

Mary Talbott

Mary Talbott, Teacher
Braxton County
P.O. Box 199
Burnsville, WV 26335

Lisa Mullins

From: Nancy Pauley <npauley@access.k12.wv.us>
To: ljmullin@access.k12.wv.us
Subject: COMMENTS ON POLICY 5310
Date: Monday, March 15, 1999 10:02 AM

THE MALDEN ELEMENTARY FACULTY SENATE WOULD LIKE TO MAKE THE FOLLOWING COMMENTS ON THE NEW PROPOSED EVALUATION POLICY 5310. WE DO NOT AGREE WITH ANY COMMENTS ON APPEARANCE AS A ITEM TO BE EVALUATED. WE DO NOT FEEL THAT THE PHASEII 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. WE ENCOURAGE YOU TO PLEASE REVIEW THESE COMMENTS AND CONCERNS EXPRESED BY THE MALDEN ELEMENTARY FACULTY SENATE. THANKS

Sharon Flamand
Teacher
Grade 4
Potomack Intermediate School
Falling Waters, WV 25401

March 14, 1999

Re: Performance Evaluation of Teachers

4.5- No changes should be made; leave the same as the 1992 policies
4.5- Leaves too much room for interpretation

S126-142.8 – Rating Structure

8.1 – Should remain the same as 1992 policy satisfactory and unsatisfactory; therefore making items
8.1.1 – 8.1.4 unnecessary

S126-142.10
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 most current evaluation in portfolio.

S126-142.11
11.3 – After an employee has successfully corrected deficiencies the employee must continue to maintain satisfactory performance evaluations.

- After two unsatisfactory evaluations a provision for an outside evaluator should be given.

126-142-12.
12.4 – Release time must be.... Given the choice the administrator may not give the necessary time to the team.

Kanawha County Elementary Principals Association

MARCH 15, 1999

TONY SMEDLEY
EXECUTIVE DIRECTOR OF HUMAN RESOURCES
1900 KANAWHA BOULEVARD EAST
BUILDING 6, ROOM 264
CHARLESTON, WEST VIRGINIA 25305

DEAR MR. SMEDLEY,

AFTER REVIEWING THE PROPOSED LEGISLATIVE RULE - TITLE 126, WE HAVE A FEW COMMENTS BOTH POSITIVE AND NEGATIVE. AS ELEMENTARY SCHOOL PRINCIPALS WE TAKE THE POSITION THAT THE EVALUATION OF STAFF IS A KEY TO HIGHER QUALITY INSTRUCTIONAL EFFECTIVENESS. WE AGREE THAT THIS DOCUMENT HAS THE SAME INTENTION, BUT DISAGREE ON A FEW POINTS IN THE PROCESS.

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.

IN REVIEWING STAGE 126-142-10 (103) 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?

TIME AND AGAIN WE HAVE BEEN TOLD BY OUR STAFF THAT THEY VALUE THE STATE BOARD RECOGNIZING THEIR PROFESSIONAL STATUS. THEY APPRECIATE THE OPPORTUNITY TO BE INVOLVED IN AN EFFECTIVE EVALUATION PLAN AFTER SEVEN YEARS OF SUCCESSFUL OBSERVATIONS.

WE STRONGLY QUESTION THE TERM "COMMANDS RESPECT" UNDER TEACHER'S AND ADMINISTRATOR'S PERFORMANCE CRITERIA. 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.

FINALLY, WE OBJECT STRONGLY 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.

IN FINAL ANALYSIS, WE ENCOURAGE YOU TO RECOGNIZE THAT IN OUR SCHOOLS A PRINCIPAL CANNOT DO AN EFFECTIVE JOB MEETING THE NEEDS OF STUDENTS, STAFF AND COMMUNITY AND DO OBSERVATIONS AS INTENDED. THERE MUST BE A LIMIT TO WHAT IS EXPECTED AND HOW WELL IT CAN BE DONE. WE CAN SERVE AS ADMINISTRATORS, NURSE, COUNSELOR, SUBSTITUTE TEACHER, SECRETARY, MEDIATOR, ETC. OR WE CAN BE EFFECTIVE AS FULL TIME EVALUATORS.

WE APPRECIATE YOUR CONFIDENCE IN US BEING ABLE TO DO IT ALL, BUT WE DO HAVE LIMITATIONS. WE ARE COMFORTABLE AS IS OUR STAFF WITH THE PHASE I AND II PROCESS. IF YOU FEEL THERE ARE THOSE NOT DOING IT PROPERLY, WE ENCOURAGE YOU TO ADDRESS THAT ISSUE, NOT ALL OF US.

SINCERELY,

Brenda J. Valentine

BRENDA J. VALENTINE
PRESIDENT, KCEPA

ENCLOSURES:

BJV:mr

"below the line", there is less acceptance of poor performers. In the State Board's original proposal, having both "below standards" and "unacceptable" as separate levels below the line seems to indicate a tolerance (and even coddling?) of poor performance. Instead, with four levels (and only one level below "meets standards"), poor performers are "out the door" if they cannot improve.

Most participants at the meeting expressed interest in this idea. I think some viewed it as a slight victory that they were able to at least make a reduction in the number of levels. There was some sentiment that the original proposal was a fait accompli, and to make a change would signal that the state board does indeed listen and accept feedback. Their willingness to step back from the original proposal would be received well, and may encourage future committees to think outside the box.

At the last committee meeting in December 1998, the four-level scale garnered the most votes as the best proposal for changing the evaluation system. It sends the proper signal to the public and the education system about performance expectations. It provides more recognition for stellar performers, and should provide more feedback for those who fall short of 11 exemplary".

No perfect system

The bottom line is that there is no perfect evaluation system. No matter how it is structured, there will always be those who are dissatisfied with their rating. It is that way in every business-but that does not mean that every business becomes crippled with employee grievances over their ratings. If having more than a two-level scale cripples the education system, then the next committee needs to examine the existing grievance process and make it more like the rest of the world!

- Kurtz served as WVSBA's representative to the state Board Committee studying evaluation. His e-mail address is DavidKurtz@prodigy. Net.

Bowles Rice sponsors video conference

Bowles Rice McDavid Graff & Love, the law firm which represents the Association, is sponsoring a second statewide video conference for school administrators. The February 23, 1999, video conference is entitled, "A Superintendent's Guide to Employee Discipline: From Investigation to Remediation."

For more information, please contact WVSBA counsel Howard E. Seufer Jr., Esq., at 304.420.5511. His e-mail address is hseufer@bowlesrice.com.

Seufer is WVSBA counsel.

Why principals are leaving

A *Washington Post* article (January 5, 1999) cited the following as reasons for a projected nationwide shortage in principals:

- Since principals are increasingly seen as CEOs, but often struggle with being caught in middle management—beholden to supervisors and school staff and students—fewer persons are willing to take on the job. A related issue: Principals often are caught in a cross-fire between what subordinates may want and what has become known as *creative insubordination*, one's desire to make the system work to their school's—and students'—overall advantage.
- Many baby-boomers are opting to retire, creating vast vacancies.
- School populations are tending to grow. Most principals, however, are drawn from teacher ranks. With competitive teacher salaries, candidates may be less inclined to become principals.
- The focus on standardized testing creates much pressure for principals, especially given a more diverse student population, less funds, and more accountability for consistently high test scores—despite varying student populations year-after-year.
- Disciplinary issues and matters increasingly consume principals' time.
- More diverse student bodies create a demand for specialized services.
- Heightened parental involvement. "Parents trust teachers less and are more likely to pursue a child's complaints about improper touching, appeal a suspension from sports that comes with an alcohol violation... or sue because a school failed to see a student's suicidal signs...," according to the article.
- Increased demands on management such as more numerous teacher evaluations, and increased paperwork.
- The principal as a scapegoat for poor school performance, or lack of parental involvement.

The article appeared January 5 in the Washington Post.

Susan Lee Barrett

1998 West Virginia Teacher of the Year

Cherry River Elementary School
Riverside Drive
Richwood, WV 26261
Phone (304) 846-6646
Fax (304) 846-6897

H.C. 79, Box 503
Fenwick, WV 26202
Phone (304) 846-4205
Fax (304) 846-2078
sbarrett@access.mountain.net

March 12, 1999

West Virginia Board of Education
West Virginia Department of Education
1900 Kanawha Blvd., East
Charleston, WV

MAR 1[illegible]

To the Members of the State Board of Education:

As the 1998 WV Teacher of the Year, I had the privilege of serving on the state committee which worked to revise Policy 5310. I was honored to represent the teachers of West Virginia in this important undertaking. We worked long and hard. The committee members had *very* different points of view on a number of issues. Compromises on several key points were arrived at after long discussions and some fairly heated debate. The four-point rating scale finally recommended by the committee was one such compromise. The elimination of Phase 2 in the Professional Development and Growth Plan was NEVER discussed.

During the committee meetings, I was somewhat taken aback by the two union representatives' often confrontational manner. I could not understand why they seemed so distrustful of the intentions of Mrs. Matthews and the state board she represented. I was surprised to hear Mrs. Matthews say at our final meeting that another committee made up of people in the WVDE would look at our recommendations and might make changes before the policy went to the board and out on public comment. I thought any changes would be minor, and would probably be necessary to correct any legal complications we might have unwittingly created.

When the proposed policy was released, I was shocked at the major changes in the policy since the time it left the committee members' hands. I feel that these revisions undermined the work of the committee. I can live with a five-point scale and with the elimination of Phase 2. I will find it harder to live with the knowledge that the committee process was disregarded in favor of what one interest group wanted. It was a real learning experience for me.

Sincerely,

Susan Lee Barrett

Audrey Karen McClanahan
705 Dunford Lane
Rainelle, West Virginia 25962
March 12, 1999

MAR 15 1999

West Virginia Department of Education
1900 Kanawha Blvd. East
Charleston. West Virginia 25305

Dear Mr, MacCallum,

I am writing this letter to express my disappointment with Policy 5310(Performance of Professional School Personnel). I have reviewed this policy on the Internet and at school. It seems to be too idealistic and subjective.

I am very happy with our present evaluation. I like being responsible for setting my own objectives, timelines, and goals. Who can better understand and change my job performance? After teaching 23 years in the classroom, I know what works and doesn't work for me. As a professional I want to be treated professionally.

I think this new evaluation policy will dictate dress codes12.142.14 14.7.1, discriminate against poor schools or school districts 126.142.14 14.4.1, and perhaps even lend to favoritism 126.142.8. 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?

Sincerely.
Audrey Karen McClanahan

Audrey Karen McClanahan
6th grade teacher

m. devotes time and energy to coaching duties, and

n. follows end of season procedures.

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Mary E Berkhart
Title: Educator **Business:**
Street Address: Rt 2 Box 119
City/State/Zip: Bunker Hill WV 25413

COMMENTS/SUGGESTIONS

~~**§126-142-1. General**~~

Sec. 126-142-16 #16.3 How/ to what measure "must an employee continue to show growth?

§126-142-2. Purpose

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. ~~never~~ teachers do not require the excessive amount of administrator observation in the new policy proposal.

Training Sec. 126-142-5 Does not include — but should! — techniques for building morale of staff and maintaining overall positive environment.

Section 126-142-10 Level is far too late to discuss "progress" toward goal achievement.

Sec. 126-142-4 Because site-based professional support personnel do their work where the administrator can observe it, there is no need to require a portfolio.

Sec. 126-142-15 Why are there ~~been~~ ~~done~~ no documented observations of administrators?

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Faculty Senate/Ravenswood Middle School

Title: Chair - Co Chair **Business:**

Linda K. Hatfield / S. Lawson

Street Address: 409 Sycamore St **City/State/Zip:** Ravenswood, WV 26164

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions Suggest 4.5 remain the same.
§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure

Remain as Satisfactory
8.14 - There is no improvement plan in this part.

§126-142-9. Evaluation Criteria for Classroom Teachers

Taking away Self-Direction / The Concept we TEACH,
We teachers are responsible and professional,

§126-142-10. Evaluation Stages for Classroom Teachers

Remain as is.

§126-142-11. Improvement Plan for Classroom Teachers

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. 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

Comments on Policy 5310
Faculty Senate of Ranson Elementary
Ranson. Jefferson County

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.

The present policy's rating system allowed principals to make commendations. therefore, recognizing outstanding teachers. They also had the means to make comments to help teachers improve areas of weakness. With this rating scale, administrators need only to check things without much thought. Principals may pick a category that will not be questioned. This does not improve teaching. Lack of support from superintendents and Boards of Education may also weaken the principal's resolve to appropriately rate a teacher.

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. For example, if an employee is marked "unsatisfactory" for frequently being late and is placed on an improvement plan, to show improvement the employee must not only show up on time each day, but must spend increasingly more time at school. Therefore, the employee must spend every wakeful moment at school to be in compliance.

This policy has a performance criteria regarding technology use in the 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 . This criteria is useless.

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.

Submitted by Dan Hinkle, Chair for Policy Review Committee
Nancy Broadley, Chair for Faculty Senate

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Bridge Elementary

Title: Faculty Senate **Business:** _____

Street Address: 5120 ELK RIVER RD. **City/State/Zip:** EUCLIEW

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

§126-142-14. **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** 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 agreed that it is unrealistic for principal's to be expected to raise test scores each year. Also, for section 18.3.2.9 we feel the word "command" should be changed to "earn".
§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**

§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 Our staff felt that Phase One and Phase Two should not be eliminated. We agreed that Phase Two provides an excellent opportunity for teachers to monitor their own professional growth.
§126-142-11. Improvement Plan for Classroom Teachers
§126-142-12. Improvement Team for Classroom Teachers
§126-142-13. Teachers' 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. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Belle Elementary Faculty Senate

Title: Betsy Folden, Chairperson **Business:** _____

Street Address: 401 E. 6th Street **City/State/Zip:** Belle, WV 25015

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

Satisfactory and unsatisfactory preferred.

§126-142-9. Evaluation Criteria for Classroom Teachers

Develop a phase-in program so that all teachers will not have to be evaluated under performance criteria during 1999-2000.

§126-142-10. Evaluation Stages for Classroom Teachers

Maintain Phase I, Phase II for teachers with six years experience.

§126-142-11. Improvement Plan for Classroom Teachers

For unsatisfactory only.

§126-142-12. Improvement Team for Classroom Teachers

Do not want to be on an imporovement team for other teachers.

§126-142-13. Teachers' Responsibilities

Acceptable for teachers 0-6 years.

§126-142-14. Teachers' Performance Criteria OK
§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

"If Only Life Could Be Like A Computer!"

If you messed up your life, you could press "Ctrl, Alt, Delete" and start all over!

To get your daily exercise, just click on "run"! If you needed a break from life, click on suspend.

Hit "any key" to continue life when ready.

To get even with the neighbors, turn up the sound blaster.

To add/remove someone in your life, click settings and control panel.

To improve your appearance, just adjust the display settings.

If life gets too noisy, turn off the speakers.

§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
West Virginia Department of Education
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Barbara Maxwell

Title: Teacher **Business:** Princeton High School

Street Address: 1321 Stafford Dr **City/State/Zip:** Princeton WV 24740

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§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

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.

126-142.9

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!!!

§126-142-10. Evaluation Stages for Classroom Teachers

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?

§126-142-11. Improvement Plan for Classroom Teachers

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?

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria Are we going back and fight over color-coded lesson plans for teacher in some counties for IGO'S and SAT9 deficiencies again?
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches Coaches have a real concern about someone evaluating them, which have no understanding or knowledge about the sport they are coaching.
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

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Executive Director, Office of Human Resources
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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

MAR 12 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Cross Lanes Elementary

Title: Teachers **Business:** School

Street Address: 5525 Big Tyler Rd. **City/State/Zip:** Cross Lanes, WV 25313

COMMENTS/SUGGESTIONS	
§126-142-1. General	Effective date ?
§126-142-2. Purpose	
§126-142-3. Authorities	
§126-142-4. Definitions	Professional performance evaluation not defined. How are they determined? The ratings are very subjective and judgemental. Satisfactory and unsatisfactory are objective.
§126-142-5. Training	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?

§126-142-6. State Board Approval July 1, 1999 – Can training be completed by this date? Is money available to pay principals a stipend for the training?

§126-142-7. Principles of Operation

7.2 What does "openly" mean?

7.3 Why have below standards and unsatisfactory if the consequences are the same?

§126-142-8. Rating Structure Rating should go back to satisfactory or unsatisfactory which is more objective rather than the five subjective performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers

We feel very strongly about this!

§126-142-10. Evaluation Stages for Classroom 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.

§126-142-11. Improvement Plan for Classroom Teachers

11.2 and 11.2.3 The wording should stay as stated previously.

§126-142-12. Improvement Team for Classroom Teachers

12.1 Change "may" to "will" occur and delete the rest of the sentence.

12.4 Change "may" to "will."

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria

14.1.5 f should be 14.1.5 e

14.6 g change "commands" to "fosters"

§126-142-15. Evaluation Process for Administrators

Should have the same evaluation criteria as teachers ie, satisfactory or unsatisfactory.

§126-142-16. Improvement Plan for Administrators

§126-142-17. Administrators' Responsibilities

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.

§126-142-18. Administrators' Performance Characteristics

18.1.1 g Change "commands" to "fosters"

18.1.2.b Add "s" to expectation

§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

§126-142-22. Professional Support Personnel's Performance Characteristics 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.
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
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E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

MAR 08 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Rand Elementary Faculty Senate

Title: Judy Combs, Faculty Senate President **Business:**

Street Address: 5701 Church Dr. **City/State/Zip:** Chas., WV 253

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions 4, 5 Rating Staff feels two ratings should be sufficient with meets standards and below standards.
§126-142-5. Training 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.

§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure 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".

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers
observations are welcomed on a satisfactory, non satisfactory basis. New teachers especially may need help early on. Evaluation should be only with satisfactory and nonsatisfactory.

§126-142-11. Improvement Plan for Classroom Teachers
Teachers need to have some input who works with them.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities
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.

§126-142-14. Teachers' Performance Criteria The environment under which a teacher is being observed may not be teacher's fault.
§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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: limullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Faculty Senate / Berkeley Heights Elem.

Title: _____ **Business:** _____

Street Address: Rt. 5 Box 490 **City/State/Zip:** Martinsburg WV 25401

COMMENTS/SUGGESTIONS

§126-142-1. General 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 isn't broken, don't fix it!

§126-142-2. Purpose Professional growth will not be enhanced by regression. Reverting to an old evaluation system is not progressive.

§126-142-3. Authorities The vagueness of this policy will create legal battles that will require money that should be used for student needs.

§126-142-4. Definitions 4.5 A 5 level rating scale is too cumbersome. - satis. + unsatis. is fine. "Below standard" 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?

§126-142-5. Training 5.1 → Who will train the trainers? Will the trainers be principals or classroom teachers?

§126-142-6. State Board Approval

§126-142-7. Principles of Operation 7.3 How much of an opportunity? One chance? What time frame? Too Vague!

§126-142-8. Rating Structure 8.1 - There is no difference between "below standards" and "unsatisfactory"! The Rating structure is regressive and extensive. Our focus needs to be on students - not burdening our principals with more paperwork!

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers 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.

§126-142-11. Improvement Plan for Classroom Teachers 11.3 - How will employee growth be measured? Is this intended to be mental punishment? This is too vague. A person could be placed on an improvement plan by simply being late for bus duty.

§126-142-12. Improvement Team for Classroom Teachers What is the time limit of the improvement team? This is vague, especially if the teacher in question does not show growth!

§126-142-13. Teachers' Responsibilities

14.4.1.r

§126-142-14. Teachers' Performance Criteria 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

§126-142-15. Evaluation Process for Administrators 15.3 - Who will evaluate the person(s) who evaluate the administrators?

§126-142-16. Improvement Plan for Administrators 16.3 - How will growth be measured - How long will improvement team last - 1 yr? 2 yr? Indefinitely?

§126-142-17. Administrators' Responsibilities This section assumes that all principals have a strong instructional background. Most principals were not regular classroom teachers. That's the problem!

§126-142-18. Administrators' Performance Characteristics 18.3.2g. Appearance?

§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

§126-142-22. Professional Support Personnel's Performance Characteristics

§126-142-23. Evaluation Process for Coaches

§126-142-24. Improvement Plan for Coaches

§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria 26.3.1c. Only to a degree. Coaches are not qualified to handle injuries (unless formally trained)

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley

Executive Director, Office of Human Resources

West Virginia Department of Education

Building 6, Room 264

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305-0330

E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

March 10, 1999

From: Ruthlawn Elementary Faculty Senate

To: Tony Smedley - WV Dept. of Education
Via: Leonard Allen - Kan. Co. Schools

Our faculty is concerned about the following points in the proposed revisions of Policy 5310:

[1] 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.

[2] Another area of concern is the additional work load that will be placed on administrators by the suggested evaluation stages.

[3] The suggested five rating levels lend themselves to subjective assessment of teacher performance.

Lisa Mullins

From: Emily Meadows <emeadows@rcs.net>
To: ljmullin@access.k12.wv.us
Subject: 5310 comments
Date: Monday, March 15, 1999 6:16 PM

1. 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 alos conflicts with this!!!

2. 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.

3. Distinguishing levels of performance is CRITICAL. The atisfactory/ unsatisfactory model has created mediocrity - why exceed when minimal behavior is recognized as equal????

4. The first observation should occur within 30 days of placement into a position - not by some predetermined date (126-142-9).

5. 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.

Thank you for allowing me to express my concerns!

Emily C. Meadows, Ed.D.
Personnel Director
Raleigh County Schools

Lisa Mullins

From: WILLBUS@aol.com
To: ljmullin@access.k12.wv.us
Subject: Policy 5310 Performance Evaluation of School Personnel
Date: Monday, March 15, 1999 4:56 PM

Dear Mr. Smedley,

After reading this policy, I had a couple of suggestions.

1. 126-142-4. Definitions (4.7)
   The portfolio should be required for teachers as well as principals.

2. 126-142-8. Rating Structure (entire section)
   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," "surpassess," "adequate," etc.? Again without documentation these terms are meaningless.

3. 126-142-9 Evaluation Criteria for Classroom Teachers. (9.6)
   Instead of "Commendations may be included...," change to, "Commendations shall be included."

4. 126-142-12 Improvement Team for Classroom Teachers. (entire section)
   Members of the improvement team shall be provided release time.

5. 126-142-13 Teachers' Responsibilities (entire section)

Again, how will these items be indicated, on what level, and to what extent? This section is very vague.

6. 126-142-14 Teachers' Performance Criteria (entire section)
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 committee work?

Thank you for allowing me to present my comments and suggestions.

Sincerely,

Maria T. Busick
8 Baytree Drive, Wheeling, WV 26003
e-mail willbus@aol.com

Steenrod Elementary School
100 Clarks Lane
Wheeling, WV 26003

fax 304-243-0357

MAR 09 1999

Chandler Elementary School

Marianne Annie
Faculty Senate Chair
1900 School Street
Charleston, WV 25312

Telephone (304) 348-1902

Tony Smedley
West Virginia Department of Education
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Dear Mr. Smedley,

At our February Faculty Senate meeting the staff at Chandler Elementary School discussed the proposed changes to Policy 5310 Performance Evaluation of School Personnel. Our staff is opposed to the changes affecting Phase I and Phase II (126-142-10). We feel that experienced, capable teachers are more than qualified to set goals and to self-evaluate them during this part of the evaluation cycle. We also feel that this is unnecessary busy work and paper work for the administrator. The administrator's time would be better spent helping those teachers who are either not experienced or not performing satisfactorily.

Thank you for taking the time to consider our request that the Phase I and II cycles of the evaluation process remain the same.

Sincerely yours,

Marianne Annie

Marianne Annie

Faculty Senate Chair

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Marianne Annie / Chandler Elem. Faculty Senate

Title: FS Chair **Business:**

Street Address: 1900 School St **City/State/Zip:** Charleston, WV 25312

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

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 year.

§126-142-11. Improvement Plan for Classroom Teachers

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

Lisa Mullins

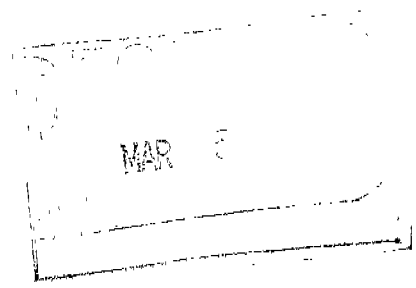
From: Wanda C. Brown <bulldog104@juno.com>
To: ljmullin@access.k12.wv.us
Subject: evaluation-revised policy 5310
Date: Friday, January 15, 1999 9:00 AM

To whom it may concern,
I find the new draft of our evaluations very dismaying. Specicically-126-142-8, 14.4.1, 14.7.1, and 16.3 are disturbing. If we are to be evaluated fairly it should say meets standard or does not meet standard 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. Evaluating how we dress does not affect how good of a teacher we are. Why not evaluate how we relate to the children (very important) and parents and if we do our job(having lesson plans, integrating technology, and just doing what we are supposed to do). A simple meets or doesn't meet criteria would do this. This rating system is much fairer. It seems the only time professional is used is when someone wants teachers to give all their time to the job or do something for free. For most of us, professional means trying to meet the needs of every child in the room (whatever it takes), taking an interest in the family life of of a child and seeing how it affects the child's learning, taking the time to talk to a child with a problem, and sometimes talking to a parent with a problem. Most of your teachers do this daily and strive to do their best. Please reconsider your draft and make relevant and realistic changes to the evaluation. Thank you.

Sincerely,

Wanda Brown

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or call Juno at (800) 654-JUNO [654-5866]



12 March 1999

Tony Smedley, Executive Director
Office of Human Resources
West Virginia Department of Education
1900 Kanawha Boulevard, East
Charleston, WV 23305

Dear Mr. Smedley,

This letter is from the staff of Weimer Elementary School in St. Albans. We are writing to voice our concerns over Policy 5310: Performance Evaluation of School Personnel. We, individually and collectively, feel that this policy should not be implemented in the state of West Virginia. 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!

142-2

Education has changed so much in recent years. We applaud every effort that has been made to help schools reach our most important goal — educating our students. But, the excessive amounts of paperwork that are required, have begun to shift our focus away from the students. More and more, duty calls us in other directions. We want to ask you to stop the shift towards more and more administrative paperwork— and turn our collective focus back to the students!

Thank you for listening to our heartfelt concerns. We feel that the present evaluation process is sufficient for a principal to effectively maintain the professionalism of his staff. We ask that Policy 5310 not be implemented.

Weimer Elementary Staff
St. Albans, West Virginia

Carol Jarrett
Charles Evans
Kathy C Riggs
Bobbie N. Bosley
Leigh Ann Bright
Tom Milburn

Mrs. Louise Tabor
Sandra K Blair
Doris D Carter
Vickie Holcomb
Julie Clifton

Lisa Mullins

From: ssheets <SSHEETS@prodigy.net>
To: ljmullin@access.k12.wv.us
Subject: Policy 5310 comments
Date: Sunday, March 14, 1999 6:53 PM

These are comments from teachers at Gihon Elementary School, 2000 Belmont Road, Parkersburg, WV, 26101 Saralie Sheets, MA+45 126-142-4 - 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 enouth. 4.7 - This will lead to merit pay and we don't need or want that! 4.13 - This will lead to law suits if peers are the evaluators. We certainly don't need more administrators. 126-142-8 - This is too vague! Favorites will be picked. Those who deserve it will be in their rooms doing their job. Meets or does not meet is enough. 126-142-11 - This is fine as long as all other state employees are evaluated on all five levels. 126- 142-11.3 - How would this be accomplished and will the employee have some input into the type of improvement. Who will cover the cost? 126-142-12.4 - Who covers for the released teacher? Who pays? 126- 142-13.3r - Where will the money for this come from? This is a constantly changing area. 126-142-16 Why only two levels for administrators? Sandi McCoy, MA+45 (all comments from here on are 126-142-) 2 Teachers attend many workshops and classes to promote professional growth - most times on their own time and using their own money. 4 If a teacher is not meeting the standards, there is already in place a means to correct that--the administrator gives him/her an improvement plan. I don't see the necessity in making evaluations more and more stressful and time consuming. 4.13 Evaluation of teachers should be by the administrator. Teachers evaluating teachers will cause undo stress and is, in my opinion, inappropraite. The principal should evaluate the teacher by observation, lesson plans, etc. This is the administrator's responsibility. 8 I see no need for five ratings. Either you meet the standards or you don't at which time you are given a correction action plan. If this is paving the way for "merit pay - I'm against it!" 11 Teacher input? 12 Who covers for the teacher and what till this cost? 15 Administrators only have two levels of performance for evaluation. Teachers should have the same. Janice Edman 2 Teachers are taking classes and attending workshops in order to promote professional growth. 4 If something isn't broken, don't fix it. Our present system is sufficient. 4.13 Evaluation of a theacher should be completed by his/her principal. Teachers should not be evaluating teachers. 8 What are the criterea? Would this be interpreted in the same manner by all? 9 Shouldn't this apply to all employees - not just teachers! 11 Is there a plan for teacher input? 12 Cost? 15 Why aren't administrators to be evaluated with all five levels of performance? Janice Emerick, MA+45 2`Teachers are always looking for classes and workshops to promote professional growth. 4.6 I believe portifolios are one way for teachers to record professional growth. 4.13 I believe the tast of evaluations of teachers should be conducted by the principal. 8 I believe our present rating is working well. 11 What will be the cost of this training? Joyce Ireland,MA+45 2 How will this instrument promote more professional growth and development? Most teachers alread attend classes, workshops, professional conferences or read professional journals. 4 Wood County alread has a goal development program for professional growth. How is this different or improved? Evaluations of teachers should be completed by a qualified principal, not peers. The other will cause resentment and bad morale. Who and how chosen? 8 I feel that the current rating structure is suffiecient. Exceeds, meets, does not meet. More does not mean better. 9 I assume the teacher will be evaluated by teacher responsibilities, in that case another teacher should or could not be privy to confidential information about teacher's students. 12 This will cause problems down the road about coverage. Carol Sanders 2 Teachers are continually attending workshops and classes to further their professional development and to increase their competence. 4 The present rating system is sufficient for this purpose. If this suggestion is leading toward merit pay, then come out and say so. 4.13 Evaluations of teachers should be completed by the principal - not by another teacher. 8 There have to be specific criterea for performance3 ratings. This is too open for personal interpretations and favoritism. 9 This must apply to all employees. Don't just single out one group. 11 Will the teacher ahve any input? 12 Who pays for this? Where will substitutes come from to cover classes for thos released? We have a shortage already! 16 Why only two levels of performance for administrators? What happened to exemplary, exceeds, meets, below and unsatisfactory for them? Let's not have a double standard! I hope this helps. Saralie

Guidance Department
Princeton Sr. High School
1321 Stafford Drive
Princeton, WV 24740
March 10, 1999

Mr. 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

Dear Mr. Smedley:

12-12-14 3-14

I wish to share the following statements concerning Policy 5310-- Professional Personnel Evaluation Policy, especially regarding the Professional Support Personnel portions:

1. 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(s) to which they assign the counselor. No other workers in this category work with all students, especially, "athletic trainers."
   b. Counselors must have a Master's Degree to be qualified for a school guidance counselor position.
   c. Many school counselors have a Master's Degree + 30 and +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 retain 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.

2. They make an objection to the requirement of a Portfolio for the Professional Support Personnel.
   a. A portfolio is not defined; is this a Portfolio that documents job performance activities or one used for job interviews?
   b. Without a defined Portfolio, variance among school systems allows latitude in evaluations of personnel preforming the same duties. Perhaps, this latiutde is positive, but it is also most subjective by the evaluator.
   c. The proper preparation and maintenance of a Portfolio requires thought, time, pleasing visual applications, and, of course, money.
   d. What constitutes an acceptable Portfolio? Where are the guidelines for the kind of Portfolio required for this evaluation process?

3. #126-142-22--Professional Support Personnel's Performance Characteristics seemed to pertain primarily to counselors which are positive assertions. However, they also support a separate evaluation process for school counselors.

4. A narrative evaluation requires much more time and effort for the evaluator. This will take away from valuable supervisory and administrative "time -on-task" for the evaluator.

Thank you.

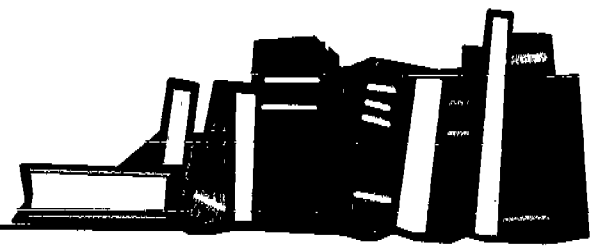
Sincerely yours,

Linda L. Landreth

Mrs. Linda L. Landreth
Counselor

cc: Dr. Michael McPherson, Mr. Don White, Mr. Dale Lee, Mrs. Anita Maxwell, Mercer County Counselors

Faculty Senate
Cottageville School
Cottageville, WV 25239



Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 24304-0330

Dear Mr. Smedley:

The Cottageville School Faculty Senate would like to make the following comments about Policy 5310 Performance Evaluation of Professional School Personnel:

There is no appeal process in place (in writing) in this policy.We're assuming current grievance procedure is still in place.

The vagueness and subjectivity of this policy may increase the litigation process.

There is no time limit on improvement plans.(is this a lifelong plan?)

In evaluating the instructional management systems, there is no definition of technology, this could be whatever the administrator regards as technology.

In evaluating the professional work habits, the evaluation involves the evaluator's point of view only. This is very subjective!

147 We believe that "meeting standards" is the minimum for West Virginia 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.

Sincerely,

Cottageville School Faculty Senate

Cranberry-Prosperity Elementary
4575 Robert C. Byrd Drive
Beckley, WV 25801
March 12, 1999

Tony Smedley
Department of Education
Charleston, WV

Dear Mr. Smedley:

This letter is in response to the new evaluation procedure. Our staff feels this is a step backwards and takes away a very important component to the professionalism of education and then creates more logistical headaches for the administration which is impossible to properly execute.

i42-10.3

The opportunity of being in phase two 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!

It is unfortunate that a small number of people, who perhaps have not actually lived in the trenches of education for a while, can recall parts of a system that many of us appreciate and truthfully benefit from; typical isn't it?

Sincerely yours,

Gayle Mills

Gayle Mills
Faculty and Staff
Cranberry-Prosperity Elementary

March 9, 1999

MAR 15 1999

Dear WV Board of Education Members:

This is about the fifth time my evaluation instrument has been changed or redeveloped since I began teaching in 1971. Each time, the categories of performance and the rating scales have been modified.

I was impressed with the latest instrument (the first state-wide, I believe) 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.

I felt comfortable with the instrument and knew what the standards were. The rating scale allowed teachers to be evaluated somewhat with equity by administrators throughout the state. Now with the new proposal, some changes are questionable to me.

Why add more categories to the rating scale? Evaluation remains a relatively subjective process, no matter how good the performance criteria are. The suggested added increments cloud up the process.

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. 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.

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 meetings, 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 volley ball, 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 teachers are doing various aspects of their jobs, where is the time to come from to do all those things, plus do performance evaluations for all teachers, in an effective manner by November 1.?

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 digress 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 the 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.

In summary, the evaluation of teachers should be clear and dependable. The document which has been used is adequate. Perhaps some administrators have not used it effectively, but if so used, it should have worked well to meet the purpose of evaluation. The document, when revised, should continue to provide for consistent ratings. One evaluator should be able to proceed as others do in evaluation of staff so that the ratings are understood by all and the subjectivity is reduced. Also, the instrument should not change on a regular basis; it should be well-understood and not require an inordinate amount of time to administer. The criteria should be a reminder of professional expectations, not of personal tastes and qualities. Ambiguous performance criteria and rating scale additions will not improve the evaluation process.

Sincerely,

Jane Dyer

Jane Dyer, Teacher
Braxton County Middle School

713 Braxton St
Gassaway
26624

MAR 04 1999

TO: The State Board of Education
FROM: Members of the Staff at High Lawn Elementary
DATE: March 5, 1999

RE: Policy 5310 "Professional Personnel Evaluation"

Consideration of Policy 5310 at a recent Senate meeting led us to believe that it contains several areas of change that are of concern to those who sign this letter. They are:

✏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.

✏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.

✏The timeline for the required observation as part of the evaluation of new teachers in November is so soon in their teaching career that it seems unfair, although principal observation and counseling could certainly begin then.

✏We are unable to understand why the ratings 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.

We feel that experienced teachers need only be evaluated in depth every three to four years, with Phase II type requirements in the intervening years.

We hope you do not fail to consider our concerns.

Sincerely, Kimberly Lyon
Elizabeth N. Calloway
Carla D. Wade
Carla A. Earle
Brian C. Sutphin
Landie Buchalew
Sondra W. Manning
Cynthia E. Skaggs
Karen N. Brimhall
Valerie McMillion
Judith A. Miller
Jeanne Stanley
Kay N. Lee
Kim Renee Estep
Cynthia Adams
Lola N. Bobbee

Lisa Mullins

From: JR50@aol.com
To: ljmullin@access.k12.wv.us
Subject: policy5310
Date: Monday, March 15, 1999 10:46 AM

The members of Alban Elementary's Faculty Senate have read and discussed the proposed changes in the evaluation policy. We feel that the current policy is an effective tool for promoting professional growth and development and assuring quality performance in West Virginia schools which is its stated purpose. It has been our experience that our supervisor implements and follow procedures, and carefully monitors the criteria currently outlined. We find that teachers' direct participation in their goal-making decisions is important. These decisions boost moral, encourage professional growth, and foster teamwork. Working together, teachers and administrators establish effective goals for the benefit of students, staff, and the school system.

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.

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.

Since the creation of site-based management and Faculty Senate, our school has been able to strive for levels of professionalism and growth that were not conceivable in the past. We set goals based on the needs of our community and student population through our School Improvement Plan. Creating, adjusting, implementing, and evaluating our school improvement plan is an ongoing process. Our individual goals for evaluation are aimed at personal improvement and professional growth and most of all, equipping ourselves as educators with learning tools, and strategies that we can use to best serve our students.

Alban

Elementary Faculty Senate

Superintendent of Schools
307 8th Street
Point Pleasant, WV 25550
304 675-4540 Ext. 22 Fax: 304 675-7226

Thursday, March 4, 1999

Mr. Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330

Dear Mr. Smedley:

Enclosed is a copy of the written comments prepared through the efforts of a RESA II Board of Directors review. I was active in this review and suggested change process. Therefore, the comments made by the group are endorsed by me individually.

I strongly support the change and direction taken by the revised State Board Policy 5310. The changes offered by our RESA II group are felt to further improve the policy. This long awaited revised policy can make a true difference toward both improved employee performance and accountability.

Special appreciation is extended for including a coaches evaluation component. However, the draft policy as written without change is seriously flawed. I encourage the incorporation of the changes provided by the RESA II group and myself. If you request further clarity or explanation, I am ready to be of assistance.

Sincerely,

Dr. Larry Parsons
Superintendent

MAR 8

RESA II BOARD OF DIRECTORS
COMPREHENSIVE REVIEW OF
REVISION TO POLICY 5310: PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (Revised)

(Public Comment Period Ends: March 15, 1999)

Policy 5310 Components	Agree	Disagree	Clarification/Notes
§126-142-8 Rating Structure			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.
§126-142-10 Evaluation Stages for Classroom Teachers			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. 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.

[redacted]	[redacted]	[redacted]	[redacted]
§126-142-11 Improvement Plan for Classroom Teachers			A critical component to this section of the policy is comprehensive training in developing/writing Improvement Plans. 11.3 - Needs clarification as to <u>how</u> the employee will verify continuous growth. - A required Portfolio would serve to document improvement and growth.
§126-142-16 Improvement Plan for Administrators			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.
§126-142-17 Administrators' Responsibilities §126-142-18 Administrators' Performance Characteristics			Agree with and strongly support the Administrators' Responsibilities and performance characteristics especially the addition of Instructional Leadership. (18.2 - <u>my</u> - typographical error - <u>may</u>)
§126-142-20 Improvement Plan for Professional Support Personnel			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.
§126-142-22 Professional Support Personnel's Performance Characteristics			Clearly address the Professional Support Personnels' Responsibilities and crystallizes the understanding.

Policy 5310 Comparison	Yes/No	Change	Comments/Rationale
§126-142-23 Evaluation Process for Coaches			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. Addition of parental/community input via LSIC in the evaluation process for coaches. 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) 23.3 Remove "athletic director" from the process - principal conducts observations. Number of observations should be consistent with the number required for teachers. 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. 23.5 Remove "athletic director." There should be more than one evaluation. 23.6 Remove "athletic director;" add evaluation(s); change time frame of scheduled conference to parallel teachers - 5 working days. One evaluation should be conducted on or before the sports mid-season.

Policy 5314 Components	Agree	Disagree	Recommendations
§126-142-24 Improvement Plan for Coaches			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 ½ the sport's season. 24.3 Add a required portfolio for verification of successfully correcting deficiencies and continuing to show growth.
§126-142-26 Coaching Performance Criteria			Clearly address the coaches' responsibilities and crystallizes the understanding.

Kanawha County Schools

200 Elizabeth Street, Charleston, West Virginia 25311-2119

FAX TRANSMISSION SHEET

Office Telephone (304) 348-7732 Fax Number: (304) 348-1934

TO: Tony Smeadley

FROM: Leonard Allen

RE:

PAGES TRANSMITTED:
(including this cover sheet)

Please call me if you experience Any problems or have any questions concerning this transmission.

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THANK YOU.

FEB 18 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Pt. Harmony

Title: 2nd Grade Teachers **Business:**

Street Address: 5312 Big Tyler Rd. **City/State/Zip:** Cross Lanes WV 25313

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 — keep Teacher Portfolio optional
§126-142-7. Principles of Operation
§126-142-8. Rating Structure leave Has a pass/fail —
§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. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

FEB 18 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: 5th Level Pt Harmony

Title: Teachers Business: ——

Street Address: 5312 Big Tyler Rd. City/State/Zip: Cross Lanes WV 25313

COMMENTS/SUGGESTIONS
§126-142-1. [redacted] We do not want portfolios. I don't want to change the current evaluation
§126-142-2. [redacted] system to a system which does not treat us as professionals. We should be able to develop our own goals.
§126-142-3. [redacted] Phase I and II are more appropriate.
§126-142-4. [redacted]
§126-142-5. [redacted]

§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. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

4

FEB 19 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Pt. Harmony Elementary

Title: Teachers-4th Level **Business:**

Street Address: 5312 Big Tyler Rd. **City/State/Zip:** Cross Lanes WV 25313

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 5 performance ratings categories are too many. It is subject to personal bias on the part of the observer.
§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. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

1st grade

FEB 10 1999

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Pt. Harmony

Title: Teachers 1st grade **Business:**

Street Address: 5312 Big Tyler Rd **City/State/Zip:** Cross Lanes, WV 25313

COMMENTS/SUGGESTIONS
§126-142-1. General We do not want portfolios. We want to continue Phase I and Phase II. What is to keep a personality conflict from interfering with an evaluation.
§126-142-2. Purpose A teachers competence should not and cannot be accurately assessed in one or two observations by the same person.
§126-142-3. Authorities Will not be consistent from school to school. Too subjective.
§126-142-4. Definitions – Too much documentation required of teacher to prove performance. Too subjective. Could lead to favoritism by evaluator. Merit pay for teachers?
§126-142-5. Training

§126-142-6. State Board Approval
§126-142-7. Principles of Operation
§126-142-8. Rating Structure We need to know specifically the criteria for each of the ratings - Too subjective.
§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. Teachers' Responsibilities

§126-142-14. 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

§126-142-22. Professional Support Personnel's Performance Characteristics
§126-142-23. Evaluation Process for Coaches
§126-142-24. Improvement Plan for Coaches
§126-142-25. Coaching Responsibilities
§126-142-26. Coaching Performance Criteria

RETURN COMMENTS/SUGGESTIONS BY MARCH 15, 1999 TO:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Comments/Suggestions to: ljmullin@access.k12.wv.us

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Ft. Harmony 3rd Level

Title: Teachers Business:

Street Address: 5312, Big Tyler Rd. City/State/Zip: Cross Lanes

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose Does not individualize or promote professional growth.
§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 The rating structure is too subjective. The scale I should state meets standards, does not meet standards.

§126-142-9. Evaluation Criteria for Classroom Teachers not manageable because during staff member's time the same program, it would require (4) meetings per teacher.

§126-142-10. Evaluation Stages for Classroom Teachers The existing comments to be used do not allow a teacher to exceed standards under present evaluation form.

§126-142-11. Improvement Plan for Classroom Teachers

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Mary Talbott

Title: Teacher **Business:** Braxton County Middle School

Street Address: 100 Carter Braxton Drive **City/State/Zip:** Sutton WV 26601

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities
§126-142-4. Definitions The ratings of exemplary, exceeds standards, meets standards, below standards or unsatisfactory value are very subjective. There is a fine line between exemplary & exceeds standards and I would hope that below standards & unsatisfactory would be unacceptable.
§126-142-5. Training

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§126-142-6. State Board Approval

§126-142-7. Principles of Operation The problem with these are that as humans our expectations vary from individual (the evaluators) to individual. One evaluator may have higher expectations than another cause schools do vary as to what qualifies as exemplary or below standards.

§126-142-8. Rating Structure

§126-142-9. Evaluation Criteria for Classroom Teachers Nov. 1st deadline does not give evaluators time to do observations. It is a very busy time with the opening of school—

§126-142-10. Evaluation Stages for Classroom Teachers

§126-142-11. Improvement Plan for Classroom Teachers
What occurs if a teacher does not "continue to show growth"?

§126-142-12. Improvement Team for Classroom Teachers
~~What occurs if a teachers does not~~
Please change "Release time may be provided..." to "Release time will be provided..."

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria g. "respect" from whom – community, peers, parents, students?
§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
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Martha B. Winn

Title: Teacher **Business:** Braxton Co. Bd. of Ed.

Street Address: P.O. Box 37 **City/State/Zip:** Burnsville, WV. 26335

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose 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.
§126-142-3. Authorities
§126-142-4. Definitions
§126-142-5. Training

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§126-142-6. State Board Approval

§126-142-7. Principles of Operation

§126-142-8. Rating Structure - 5 ratings as opposed to two leave much room for subjectivity. Evaluators' expectations are so different even given ambiguous "Teacher Performance Criteria".

§126-142-9. Evaluation Criteria for Classroom Teachers

Principals of medium to large size schools have alot 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 chairing Sp.Ed. IEP meetings, missing LSIC meetings, postponing P.T.O., delaying parent volunteer programs, scheduling new students, missing grade level/team meetings. ---

§126-142-10. Evaluation Stages for Classroom Teachers

This is the up one, back one, up one, back one, up one, back one a professional growth and development plan! BOOOO!

§126-142-11. Improvement Plan for Classroom Teachers

Can teachers be dismissed for only "unsatisfactory" performance? If so, what is a teacher's motivation for improving "below standards"? Conflict w/ State Law.

§126-142-12. Improvement Team for Classroom Teachers

"must continue to show growth" - ambiguous - By what standard - Next evaluation "meets standards" then "exceeds" then "exemplary" then what?

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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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** 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.
§126-142-2. **Purpose**
§126-142-3. **Authorities**
§126-142-4. **Definitions**
§126-142-5. **Training** When will we receive training? We only received 1 preparation day at the beginning of this school yr. 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.

§126-142-6. **State Board Approval** Our present evaluation plan works at our school, Why should we Change something that is working ???
§126-142-7. **Principles of Operation**
§126-142-8. **Rating Structure** What is the difference between Exemplary & Exceeds Standards, and also Below Standards & Unsatisfactory. Subjective!!! to opinion
§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. **Teachers' Responsibilities**

§126-142-14. Teachers' Performance Criteria
§126-142-15. Evaluation Process for Administrators
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POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Debbie L. Pennington

Title: Educator Business: Rupert Elementary

Street Address: 916 Adkins Drive City/State/Zip: Rainelle, WV 25962

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

TOO SUBJECTIVE. This a step backward to what we had before & I felt that was too subjective.

§126-142-9. Evaluation Criteria for Classroom Teachers

§126-142-10. Evaluation Stages for Classroom Teachers

This proposed policy will make veteran teachers feel they are not considered professionals if we go back to performance evaluations every other year.

§126-142-11. Improvement Plan for Classroom Teachers

This item could allow a supervisor to harass an employee even after the employee has successfully corrected deficiency (ies).

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. **Teachers' Performance Criteria** Could lead to discrimination. this item is letting TOO much subjectiveism enter into evaluating a PROFESSIONAL We need more of an evaluation with less of subjective opinions entering into it. This will lead to more grievances.
§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**
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§126-142-20. **Improvement Plan for Professional Support Personnel**
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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 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,
§126-142-4. Definitions
§126-142-5. Training

§126-142-6. State Board Approval

§126-142-7. Principles of Operation The big Problem is the subjectivity of the evaluator. The only necessary categories are satisfactory or unsatisfactory. The evaluation should be without partiality or judgment

§126-142-8. Rating Structure

§126-142-9. Evaluation Criteria for Classroom Teachers

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.

§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. Teachers' Responsibilities

POLICY 5310 PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

Directions: Please use this form to provide comments/suggestions regarding revised Policy 5310

Individual/Organization: Greenbrier County

Title: Teacher (experienced) Business: _____

Street Address: _____ City/State/Zip: _____

COMMENTS/SUGGESTIONS
§126-142-1. General
§126-142-2. Purpose
§126-142-3. Authorities 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"
§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

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.

§126-142-9. Evaluation Criteria for Classroom Teachers

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 + fosters personal agendas.

§126-142-10. Evaluation Stages for Classroom Teachers

§126-142-11. Improvement Plan for Classroom Teachers

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.

§126-142-12. Improvement Team for Classroom Teachers

§126-142-13. Teachers' Responsibilities

§126-142-14. Teachers' Performance Criteria So many super-specific criteria! I find it hard to believe an evaluator can fairly take all those points into account during a 30 min instructional observation — AND DO 2 by Nov 1st. Not all evaluators can be so astute.
§126-142-15. Evaluation Process for Administrators
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