



FISCAL NOTE WORKSHEET  
(Submit 4 copies)

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

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

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

COST 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 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$ 25,000	\$ 20,000	\$ 20,000
PERSONAL SERVICES	\$	\$	\$ 25,000	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

One thousand one hundred ninety six principals will be trained on the performance evaluation of school personnel. Eight regional workshops will be held in the eight RESAs for all principals. Monies will be used for consultants, training materials, hospitality expenses and stipends. Next and thereafter—the expenses are estimated at \$20,000 each year. Monies will be used for consultants, training materials, hospitality expenses and stipends.

IMPACTS  
FISCAL:

STATE STAFF:

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

September 24, 1991

West Virginia Department of Education

## Executive Summary

### Replacement to Policy 5310-5315 Performance Evaluation of School Personnel

#### Purpose

Policy 5310 describes the purpose of staff evaluation, an evaluation criteria, and the evaluation process. The policy also defines the improvement plan, improvement team, and the performance criteria for teachers.

#### Background

Policy 5310-5315 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 Department 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." Consequently, the replacement policy is being forwarded and recommended.

#### Recommended Revisions

- The replacement policy does the following:
  - adheres very closely to Senate Bill 1
  - sets parameters for observations and evaluations
  - identifies components of improvement plan and improvement team
  - identifies performance criteria for personnel, and
  - promotes professional growth and development

#### Impact

##### Instructional

Instructional services for students should be enhanced since teachers can focus on standards identified in performance criteria.

##### Leadership

Central office personnel and principals should be more aware, informed decision-makers regarding personnel concerns and issues. The policy should also enhance communication between supervisor/employee and assist the supervisor in identifying deficiencies and commendations.

Financial Impact

The policy requires training in evaluation skills through the center for professional development and the state board. Program cost for training will be approximately \$20,000 per year (see attached fiscal note).

Staff Development Impact

All principals (1,196) will be trained on the staff evaluation policy, and subsequently, all teachers will receive an orientation prior to the beginning of the 1992-93 school year.

Administrative Impact

School principals should become more focused on fair, professional, and credible evaluations of the personnel to whom they are responsible.

TS:nm:3543q

Policy 5310: Performance Evaluation of School Personnel

The West Virginia Board of Education is committed to ensuring that school personnel employed in the public schools of this state are evaluated in a fair and equitable manner and within a uniformly applied system. The West Virginia Board of Education has established this policy to operationalize Senate Bill 1, set parameters for observations and evaluations, identify components for improvement plans and improvement teams, and identify performance criteria for personnel.

TS:mm:3544q

TITLE 126  
LEGISLATIVE/PROCEDURAL RULE  
CHAPTER 18A-2-12  
SERIES 142  
POLICY 5310.

FILED  
1991 OCT 25 AM 9:57

Title: Performance Evaluation of School Personnel

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

SECTION 1. GENERAL

- A. SCOPE - These legislative rules establish the process for evaluation of the employment performance of professional personnel which shall be applied uniformly statewide.
- B. Authority - 18A-2-12 West Virginia Constitution Article 12, Section II.
- C. Filing Date -
- D. Effective Date -
- E. Repeal of Former Rule - This is a replacement policy pursuant to West Virginia Code 18A-2-12.

SECTION 2. PURPOSE

This evaluation policy has two major purposes:

- 1. to promote professional growth and development and quality performance, and
- 2. to provide evaluation data as one basis for sound personnel decisions.

SECTION 3. AUTHORITIES

- A. 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.
- B. 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.

SECTION 4. DEFINITIONS

- A. Conference: a meeting between the supervisor and employee or among the improvement team and the employee focusing on employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.
- B. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.
- C. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.
- D. Observation: the process of collecting data on the employee's job performance.
- E. Rating: a satisfactory or unsatisfactory value assigned to the performance of an employee.
- F. Portfolio: a collection of material 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.
- G. Professional Growth and Development Plan: a plan designed and developed by an employee and his/her supervisor for continued professional growth.

SECTION 5. PRINCIPLES OF OPERATION

For the 1992-1993 school year only, teacher with zero to two years of experience will be evaluated pursuant to Section 8.1. All other teachers will be evaluated pursuant to Section 8.2. For school years thereafter, each employee shall be evaluated under his/her appropriate process.

- A. County administrative procedures for conducting employee evaluations shall include 1) the identity of the immediate supervisor who conducts the observations and evaluations, 2) the time frame for conducting and completing the evaluation process, 3) the procedures for sharing the results with the employee, and 4) the process to be used in improving an employee's performance based on the evaluation results.
- B. All monitoring or observation of the employee shall be conducted openly.
- C. An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.

- D. Each county school district's evaluation administrative procedures shall be implemented in conformity with current grievance and due process requirements.
- E. County job descriptions shall be established for each position and include state adopted job responsibilities.

SECTION 6.     RATING STRUCTURE - The two performance rating categories on the personnel evaluation form for employees are a) satisfactory, and b) unsatisfactory. The scale for assessing the performance criteria is as follows:

Satisfactory - Performance is consistently adequate and acceptable.

Unsatisfactory - Performance is not consistently adequate or acceptable.

SECTION 7.     EVALUATION CRITERIA

A. 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.

B. Observation of instructional personnel

Teachers with zero to two years of experience will be observed a minimum of three times for each written evaluation. Two observations shall cover a minimum of thirty minutes each and shall be conducted during an instructional activity. One of the two 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.

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

C. Post observation conference

After each thirty minute observation of the teacher the supervisor shall conduct a post observation conference with the employee within five 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.

#### D. Evaluation

Evaluations shall identify any deficiencies and provide suggestions for needed improvement. Commendation may be included and may be based upon data obtained from the portfolio or other sources.

### SECTION 8. EVALUATION PROCESS

- 8.1 For employees with zero to two years of experience, a minimum of two written evaluations per year is required.
- 8.2 For employees with three to six years of experience, a minimum of one written evaluation per year is required.
- 8.3 For the employees beginning their seventh year, a two year professional growth and development cycle will be utilized in lieu of the performance evaluation. The cycle will alternate between two phases, 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.

#### 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 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.

#### 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.

- 8.4 The immediate supervisor is responsible for the employee's evaluation.
- 8.5 The supervisor shall share the evaluation with the employee during a scheduled conference.
- 8.6 The employee has the right to include a written statement as an addendum to the evaluation.
- 8.7 The employee shall sign the evaluation form denoting that the supervisor has reviewed the evaluation and the employee has received a copy, but the signature shall not imply concurrence with the findings.

SECTION 9. IMPROVEMENT PLAN

- 9.1 An improvement plan shall be developed by the supervisor and employee when an employee's performance is unsatisfactory.
- 9.2 The improvement plan shall designate how satisfactory performance will be demonstrated. The improvement plan shall:
- a) identify the deficiency(ies),
  - b) specify the corrective action to remediate the deficiencies,
  - c) contain the timeframe for monitoring and deadlines for satisfactory improvement, but in no case shall an improvement plan be for more than one semester in length.
  - d) describe the resources and assistance available to assist in correcting the deficiency(ies), and
  - e) demonstrate satisfactory improvement.
- 9.3 If an employee transfers within the district or to any school district within the state during the implementation of an improvement plan, a copy of the plan is transferred to the new supervisor for continuation.

SECTION 10. IMPROVEMENT TEAM

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

- 10.1 The improvement team shall be comprised of the employee's immediate supervisor, one additional administrator, and one professional educator in the same or related specialization selected from a list approved by the county. Selection of the improvement team members shall be based upon county policy.

- 10.2 The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- 10.3 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.

SECTION 11. TRAINING

- 11.1 All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.
- 11.2 Each evaluator shall be trained in the management and evaluation skills.
- 11.3 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.

SECTION 12. STATE BOARD APPROVAL

- 12.1 County school district policies approved by the State Board of Education shall be in effect no later than July 1, 1992.

SECTION 13. TEACHERS' RESPONSIBILITIES

Job descriptions for teachers shall include the following responsibilities:

- 13.1 implementing programs of study,
- 13.2 fostering a classroom climate conducive to learning,
- 13.3 utilizing instructional management systems models which increase student learning,
- 13.4 monitoring student progress towards mastery of instructional objectives and goals,
- 13.5 communicating within the educational community, and
- 13.6 meeting professional responsibilities.

SECTION 14. TEACHERS' PERFORMANCE CRITERIA

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 Programs of Study:

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 objectives.
- D. Employs appropriate instructional strategies.
- E. Utilizes content scope and sequence in planning.

14.2 Classroom Climate:

Definition:

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

- A. Follows established school discipline procedures which 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.

14.3 Instructional Management Systems:

Definition:

Organizes strategies for teaching to maximize the use of 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 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 which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that ensure 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.
- P. Provides remediation activities for students.

14.4 Student Progress:

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 evaluate student progress.
- D. Provides feedback on students' work.
- E. Monitors student attendance.

14.5 Communication:

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 community.
- 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.

14.6 Professional Work Habits:

Definition:

Demonstrates behavior which reflects established professional responsibilities.

- A. Adheres to established laws, policies, rules and regulations.
- B. Interacts appropriately with other educational personnel.
- C. Participates in activities which foster professional growth.
- D. Is punctual with reports, grades, records, and in reporting to work.
- E. Performs assigned duties.

F. Strives to meet school goals.

G. Presents a positive image as a responsible adult role model including appropriate dress and language.

TEACHER OBSERVATION/DATA COLLECTION

Teacher's Name \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_

School's Name \_\_\_\_\_ Date/Time \_\_\_\_\_

Directions: Use this document as an instrument in observing teachers and collecting data for the evaluation.

I. PROGRAMS OF STUDY

COMMENTS:

Provides a curricula required by 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 objectives.
- D. Employs appropriate instructional strategies.
- E. Utilize content scope and sequence in planning.

II. CLASSROOM CLIMATE

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

- A. Follows established school discipline procedure and the WV Student Code of Conduct.
- B. Establishes procedures and rules that enhance learning.
- C. Encourages students' attendance.
- D. Sets high positive expectations for students performance.
- E. Encourages and acknowledges individual students' 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.

III. INSTRUCTIONAL MANAGEMENT SYSTEMS

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

- A. Prepares and implements lesson plans.

COMMENTS:

- B. Begins lesson or instructional activity with a review of previous materials 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 learning objectives.
- E. Directs 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 which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks
- I. Provides instructional pacing that ensure 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.
- P. Provides remediation activities for students.

IV. STUDENT PROGRESS

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 evaluate student progress.
- D. Provides feedback on students work.
- E. Monitors student attendance.

V. COMMUNICATON

COMMENTS:

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 community.
- 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.

VI. PROFESSIONAL WORK HABITS

Demonstrates behavior which reflects established professional responsibilities.

- A. Adheres to established laws, policies rules and regulations.
- B. Interacts appropriately with other educational personnel.
- C. Participants in activities which foster professional growth.
- D. Is punctual with reports, grades, records, and in reporting to work.
- E. Performs assigned duties.
- F. Strives to meet goals.
- G. Presents a positive image as a responsible adult role model including appropriate dress and language.

Signing this observation form indicates only that you have had an opportunity to confer with your supervisor regarding its contents.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

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TEACHER EVALUATION

Teacher's Name \_\_\_\_\_ Years of Experience in County

Grade Level/Subject \_\_\_\_\_

Overall Evaluation Rating: Satisfactory \_\_\_\_\_ Unsatisfactory \_\_\_\_\_

Addendum Attached: Yes \_\_\_\_\_ No \_\_\_\_\_

Schools's Name \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Directions: For each standard mark the appropriate rating in the box provided.

RATING SCALE: 1 = Satisfactory - Performance is consistently adequate and acceptable.

2 = Unsatisfactory - Performance is consistently inadequate and unacceptable.

I. PROGRAMS OF STUDY	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
COMMENTS:		
A. Bases instruction on adopted curricula for the school.		
B. Demonstrates accurate and current knowledge in subject field.		
C. Develops appropriate objectives.		
D. Employs appropriate instructional strategies.		
E. Utilize content scope and sequence in planning.		
II. CLASSROOM CLIMATE	Satisfactory <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>
A. Follows established school discipline procedure and the WV Student Code of Conduct.		
B. Establishes procedures and rules that enhance learning.		
C. Encourages students' attendance.		
D. Sets high positive expectations for students performance.		
E. Encourages and acknowledges individual students' 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.		

III. INSTRUCTIONAL MANAGEMENT  
SYSTEMS

Satisfactory

Unsatisfactory

COMMENTS:

- A. Prepares and implements lesson plans.
- B. Begins lesson or instructional activity with a review of previous materials 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 learning objectives.
- E. Directs 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 which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that ensure 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.
- P. Provides remediation activities for students.

IV. STUDENT PROGRESS

Satisfactory

Unsatisfactory

- A. Follows grading policies and regulations.
- B. Maintains accurate and complete student records.
- C. Monitors and evaluate student progress.
- D. Provides feedback on students work.
- E. Monitors student attendance.

V. COMMUNICATION

Satisfactory

Unsatisfactory

COMMENTS:

- A. Communicates student progress according to established procedures and policies.
- B. Communicates regularly and effectively with students, co-workers, parents/guardians, and community.
- 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.

VI. PROFESSIONAL WORK HABITS

Satisfactory

Unsatisfactory

- A. Adheres to established laws, policies rules and regulations.
- B. Interacts appropriately with other educational personnel.
- C. Participates in activities which foster professional growth.
- D. Is punctual with reports, grades, records, and in reporting to work.
- E. Performs assigned duties.
- F. Strives to meet goals.
- G. Presents a positive image as a responsible adult role model including appropriate dress and language.

IDENTIFIED DEFICIENCIES:

SUGGESTIONS:

COMMENDATIONS:

Signing this evaluation form indicates only that you have had an opportunity to confer with your supervisor regarding its contents. (The employee has the right to include a written statement as an addendum to the evaluation.)

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

Addendum Attached

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

TS/se:3149q

Comment Log

Performance Evaluation of School Personnel

Policy 5310

Directions: Please use this form in commenting by section on the proposed policy.

NAME OF INDIVIDUAL/ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

Policy Sections \_\_\_\_\_ COMMENTS \_\_\_\_\_

Section 2.. Purpose

Section 3. Authorities

Section 4. Definitions

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Policy Sections

COMMENTS

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Section 5. Principles  
of Operation

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Section 6. Rating Structure

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Section 7. Evaluation Criteria

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Policy Sections

COMMENTS

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Section 8. Evaluation  
Process

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Section 9. Improvement Plan

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Section 10. Improvement Team

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Policy Sections

COMMENTS

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Section 11. Training

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Section 12. State Board Approval

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Section 13. Teachers' Responsibilities

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Section 14. Teachers' Performance  
Criteria

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Policy Sections

COMMENTS

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Section 14.1. Programs  
of Study

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Section 14.2. Classroom Climate

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Section 14.3. Instructional  
Management  
Systems

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Policy Sections

COMMENTS

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Section 14.4. Student Progress

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Section 14.5. Communication

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Section 14.6. Professional  
Work Habits

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Submit Comments by November 29, 1991 to:  
Tony Smedley  
West Virginia Department of Education  
Capitol Complex  
Building 6, Room 337  
Charleston, WV 25305

TS/se:3545q