

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE 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: W.Va. Constitution, Article XII, §2, 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 _____

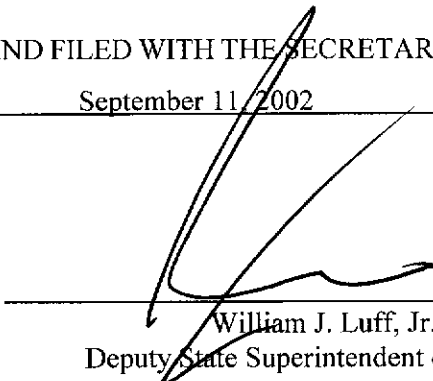
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 142

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 September 11, 2002.


William J. Luff, Jr.

Deputy State Superintendent of Schools

SCANNED

POLICY 5310
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
EXECUTIVE SUMMARY

Public Comment Period Ends: July 7, 2002

Background:

The Legislature amended West Virginia Code §18A-2-12, by House Bill 4319, to limit the number of evaluations of teachers to one every three years if they have five years of teaching experience with no unsatisfactory ratings. House Bill 4319 also provides for professional personnel to demonstrate competency and knowledge of technology standards effective July 1, 2003 and for lesson plans not to be used for observation by an administrator in the performance evaluation process.

Purpose:

Revisions to Policy 5310 are being recommended to implement H.B. 4319. The addendum to Policy 5310 does the following:

- limits the number of evaluations for teachers with five (5) years or more experience with no unsatisfactory ratings to one evaluation every three years,
- sets standards for professional personnel on knowledge and implementation of technology standards,
- limits the use of lesson plans for observations,
- modifies the definitions of an exemplary rating for teachers, and
- develops consistency in Policy 5310 for school personnel.

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

WEST VIRGINIA
SECRETARY OF STATE

SERIES 142
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

§126-142-1. General.

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

1.2. Authority. -- W.Va. Constitution, Article XII, §2 and W.Va. Code §18A-2-12.

1.3. Filing Date. -- August 12, 2002.

1.4. Effective Date. -- September 11, 2002.

1.5. Repeal of Former Rule - This legislative rule revises W.Va 126CSR142 "Performance Evaluation of School Personnel" filed January 7, 2000 and effective February 7, 2000.

§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 board of education in implementing its evaluation policy and related administrative procedures, and b) approve county board's of education employee evaluation administrative procedures.

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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 the 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 teacher to document commendable job performance. The compilation of this documentation is optional. The portfolio may be used by the teacher during the observation or the evaluation conference.

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

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

4.9. Classroom Teacher: For the purposes of this policy, classroom teacher is defined as the professional educator who has a direct instructional relationship with pupils.

4.10. Professional Support Personnel: For the purposes of this policy, professional support person is defined as 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.

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4.11. Administrator: For the purposes of this policy, administrator is defined as 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: For the purposes of this policy, coach is defined as 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: For the purposes of this policy, immediate supervisor is defined as a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

4.14. Orientation: a meeting to assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees.

§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 of Education Approval.

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than September 1, 2002.

§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.

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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 To assure that all employees have a full understanding of the evaluation policy and procedures an orientation shall be convened for all employees at the beginning of the employment period. Employees shall be provided a copy of the instruments and procedures.

§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 is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.

8.1.2. Exceeds Standards - Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students.

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. Classroom teachers who are in their first, second, or third year of teaching shall be evaluated a minimum of two (2) times per year using performance criteria as set forth in this policy. Classroom teachers in their fourth or fifth year of teaching shall be evaluated a minimum of one (1) time per year using performance criteria. Classroom teachers with five (5) or more years of experience, who have not received an unsatisfactory rating, shall be evaluated no more than once every three years unless the immediate supervisor determines an evaluation for a

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particular school employee is needed more frequently or a classroom teacher requests an evaluation for a particular school year.

9.2. Observation of classroom teachers -- Teachers who are in their first, second, or third year of teaching will be observed a minimum of three (3) times for each written performance 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 teacher. 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.

9.3. Teachers in their fourth or fifth year of teaching will be observed a minimum of two (2) times for each written performance 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 teacher. Other observations may 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. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five (5) working days. At that time a signed copy of the observation form shall be given to the teacher. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.5. Supervisors may observe teachers at any time.

9.6. Lesson plans may not be used as a substitute for observations.

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

10.1. 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. Evaluations may be completed at any time during the school year before June 1.

10.2 For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/reteach strategies; write to learn activities; cultural diversity; color coding; or any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction.

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10.3. For teachers with five (5) or more years of experience who have not received an unsatisfactory evaluation, one (1) evaluation every three (3) years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that teachers whose written evaluations include identified deficiencies related to specific performance criteria may be evaluated more frequently than once every three years.

10.4. To determine if an evaluation is needed more frequently than once every three (3) years for a particular teacher with five (5) or more years of experience and no unsatisfactory ratings, supervisors shall complete at least two (2) written observations using state performance criteria forms with deficiencies specified. Observations may be conducted during instructional or non-instructional activities at any time during the school year. The supervisor shall conduct a post observation conference with the teacher within five (5) working days of each observation informing the teacher during any observation conference after the first observation conference that an evaluation using state performance criteria forms will be conducted with reasons specified. After each conference, a signed copy of the observation form shall be given to the teacher.

10.5. Teachers with five (5) or more years of experience who have not received an unsatisfactory evaluation may request an evaluation more frequently than once every three (3) years with a written request to the school principal by October 1 in the year an evaluation is requested.

10.6. A teacher who has received an unsatisfactory rating shall be evaluated every year using state performance criteria forms until five (5) consecutive years of satisfactory ratings have been achieved. Thereafter, the teacher shall be evaluated pursuant to Section 9.1.

10.7. For teachers who have completed 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 teacher and supervisor and will contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be developed and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and will alternate with a performance evaluation using state performance criteria forms during the next scheduled evaluation.

10.8. The immediate supervisor is responsible for the teacher 's evaluation.

10.9. The supervisor shall share the evaluation with the teacher during a scheduled conference.

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10.10. The teacher has the right to include a written statement as an addendum to the evaluation.

10.11. The teacher shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the teacher and the teacher 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 teacher when a teacher'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 teacher 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 a teacher has successfully corrected deficiency(ies) the teacher must continue to meet standards.

11.4. If a teacher 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.

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

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

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

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12.2. The improvement team shall be comprised of the teacher'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 and approved by the county superintendent. 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 teacher 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,

13.1.6. meets professional responsibilities, and

13.1.7 effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

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

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

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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 WV126CSR99, West Virginia Board of Education Policy 4373 - 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.

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- 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.

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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.

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- 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.

14.8. Technology Standards, effective July 1, 2003.

14.8.1 Definition: demonstrates competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (ISTE) Standards.

- a. Demonstrates a sound understanding of technology operations and concepts.
- b. Plans and designs effective learning environments and experiences supported by technology.
- c. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
- d. Applies technology to facilitate a variety of effective assessment and evaluation strategies.
- e. Uses technology to enhance productivity and professional practice.
- f. Understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

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

15.1. Administrators who are in their first, second, or third year of administration, a minimum of two (2) written evaluations per year is required.

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15.2. Administrators with three (3) or more years of administration, 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 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 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 than five (5) working days following receipt of the written evaluation.

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

16.1. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in Section 18 of this policy.

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16.2. The improvement plan shall designate how the administrator 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 administrator has successfully corrected deficiency(ies), the administrator must continue to meet standards.

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. Improvement Team for Administrators.

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

17.2. The improvement team shall be comprised of the administrator 's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the administrator completing the improvement plan and approved by the county superintendent. 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.

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

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

§126-142-18. Administrators' Responsibilities.

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

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

18.1.2. provides purpose and direction for schools/county,

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

18.1.4. manages group behaviors to achieve consensus,

18.1.5. enhances quality of total school/county organization,

18.1.6. organizes and delegates to accomplish goals,

18.1.7. communicates effectively, and

18.1.8. effective July 1, 2003, provides leadership in the implementation of technology standards.

§126-142.19. Administrators' Performance Characteristics.

19.1. Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.

19.2. Instructional Leadership

19. 2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. 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

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e. facilitates a climate that is conducive to student learning and development.

19.3. Purpose and Direction.

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

- 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,
- g. encourages and facilitates meaningful and effective parent-teacher communication, and
- h. commands respect by example in appearance, manners, behavior and language.

19.4. Educational Values

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

- a. promotes the welfare of students, faculty and staff, and
- b. sets high expectations and articulates them to community, parents, staff and students

19.5. Cognitive Skills.

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19.5.1. 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.

19.5.2. 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.

19.5.3. Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

- a. values divergent thinking,
- b. compares consequences of options, and
- c. makes decisions after data are analyzed.

19.6. Leadership.

19.6.1. 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.

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19.6.2. 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.

19.6.3. 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.

19.7. Quality Enhancement.

19.7.1. 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.

19.7.2. 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,

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- d. reinforces desirable behavior,
- e. accesses computer and management information systems, and
- f. demonstrates effective school financial management.

19.7.3. 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.

19.8. Organization.

19.8.1. 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.

19.8.2. 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,

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- d. establishes performance standards, and
- e. provides guidance.

19. 9. Communications.

19.9.1. 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.

19.9.2. 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.

19.10. Technology Leadership, effective July 1, 2003.

19.10.1 Definition -- Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §14.8.1. Items that may be used to reflect technology leadership competencies:

- a. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,
- b. ensures that curricular design instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching,
- c. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,
- d. ensures the integration of technology to support productive systems for learning and administration,
- e. uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and

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f. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

§126-142. 20. Evaluation Process For Professional Support Personnel.

20.1. Professional support personnel who are in their first, second, or third year of professional service, a minimum of two (2) written evaluations per year is required.

20.2. Professional support personnel in their fourth or fifth year of professional service, a minimum of one (1) written evaluation per year is required.

20.3. For professional support personnel with five (5) or more years of experience who have not received an unsatisfactory evaluation, a minimum of one (1) evaluation every three (3) years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that professional support personnel whose written evaluations include identified deficiencies related to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.

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

20.5. The purpose of the evaluation is to improve the professional support person's performance and professional growth. The professional support person and the immediate supervisor will mutually establish annual written goals for the professional support person's performance evaluation on or before November 1. The goals shall be related to the professional support person's job responsibilities. In addition to the goal setting conference, the professional support person 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 person to share findings and prepare the written evaluation. The professional support person shall receive a copy of the evaluation within five (5) working days.

20.6. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support person shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support person's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support person'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 person, it follows that the evaluation narrative will focus on the professional support person'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

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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 person and the supervisor shall be included as part of the evaluation documentation.

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

§126-142- 21. Improvement Plan for Professional Support Personnel.

21.1. An improvement plan shall be developed by the supervisor and the professional support person when the professional support person's performance is unsatisfactory in any area of responsibility as contained in Section 23 of this policy.

21.2. The improvement plan shall designate how the professional support person shall meet standards. The improvement plan shall:

21.2.1. identify the deficiency(ies),

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

21.2.3. 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

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

21.3. After an professional support person has successfully corrected deficiencies the professional support person must continue to meet standards.

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

§126-142-22. Improvement Team for Professional Support Personnel.

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22.1. A referral to an improvement team for the professional support person whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The professional support person may request the assistance of an improvement team.

22.2. The improvement team shall be comprised of the professional support person's immediate supervisor, one additional administrator preferably at the same school level, and one professional educator in the same or related specialization. The professional educator shall be selected by the professional support person and approved by the county superintendent. 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.

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

22.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the professional support person in meeting the responsibilities outlined in the plan, and c) identify additional resources. Release time may be provided for professional educators who serve on the improvement team.

§126-142-23. Professional Support Personnel Responsibilities.

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

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

23.1.2. organizes, directs, and coordinates programs,

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

23.1.4. delivers services to students or others,

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

23.1.6. facilitates professional development activities to achieve goals,

23.1.7. develops and improves individual competencies and skills to deliver services, and

23.1.8. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

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§126-142-.24. Professional Support Personnel Performance Characteristics.

24.1. Performance characteristics in this section are the state-adopted responsibilities for professional support personnel. The purpose is to clarify responsibilities of the professional support person and to provide guidance to the professional support person in understanding job expectations.

24.2. Planning, Preparation and Implementation.

24.2.1. 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 revises activities as needed,
- and
- f. advises school personnel regarding available resources.

24.3. Administration/Management.

24.3.1. 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

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e. makes recommendations to modify the school program to meet individual students' needs.

24.4. Assessment/Evaluation.

24. 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.

24. 5. Intervention.

24. 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.

24. 6. Collaboration.

24.6.1. 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:

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- 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.

24. 7. Professional Development.

24. 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.

24. 8. Professional Responsibilities.

24.8.1. 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

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

24.9. Technology Standards, effective July 1, 2003.

24.9.1 Definition: demonstrates competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (ISTE) Standards. Items that may be used to reflect instructional leadership competencies:

- a. demonstrates a sound understanding of technology operations and concepts,
- b. applies technology to facilitate a variety of effective assessment and evaluation strategies,
- c. uses technology to enhance productivity and professional practice, and
- d. understands the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

§126-142-25. Evaluation Process for Coaches.

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

25.2. A minimum of one (1) written evaluation per coach's and assistant coach's contract period is required each year.

25.3. Principals, assistant principals, or athletic directors who hold an administrative certificate according to West Virginia Code §18A-2-12 shall evaluate coaches and assistant coaches.

25.4. The principal, assistant principal or athletic director shall conduct observations and evaluations of head coaches. A minimum of two (2) observations is required for each evaluation.

25.5. The principal, assistant principal or athletic director with input from the head coach, shall conduct observations and evaluations of assistant coaches. A minimum of two (2) observations is required for each evaluation.

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25. 6. The principal, assistant principal or athletic director shall share the evaluation with the coach/assistant coach during a scheduled conference and within a four (4) week period at the conclusion of each sport's season as defined by West Virginia Secondary School Activities Commission (WVSSAC.)

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

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

§126-142. 26. Improvement Plan for Coaches.

26.1. An improvement plan shall be developed by the principal, assistant principal or athletic director who holds an administrative certificate, when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in Section 28 of this policy.

26. 2. The improvement plan shall designate how the coach shall meet performance criteria. The improvement plan shall:

26. 2.1. identify the deficiency(ies),

26. 2.2. specify the corrective action to remediate the deficiencies,

26. 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

26. 2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

26. 3. After a coach has successfully corrected deficiencies the coach must continue to meet standards.

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

§126-142-27. Improvement Team for Coaches.

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

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27.2. The improvement team shall be comprised of the coach's immediate supervisor, one additional administrator and one coach in the same or related sport. The coach who will serve as a member of the improvement team shall be selected by the coach and approved by the county superintendent. 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.

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

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

§126-142-28. Coaches' Responsibilities.

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

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

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

§126-142-29. Coaches' Performance Criteria.

29. 1. Performance criteria in this section are the state adopted responsibilities for coaches. The purpose is to clarify coaching responsibilities and help provide guidance to the coach in understanding job expectations.

29. 2. Professional and Interpersonal Relations.

29. 2.1. Definition: Communicates with educational personnel, parents, students, and others. Items that may be used to reflect professional and interpersonal relations:

- a. cooperates with building principal,
- b. cooperates with athletic director,
- c. develops rapport with coaching staff within the school,
- d. organizes coaching staff,

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- 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. participate 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.

29. 3. Coaching and Related Areas.

29. 3.1. Definition: Organizes strategies for teaching sports skills and sports management systems. Items that may be used to reflect coaching and related areas:

- 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,

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- g. designs pre-season planning,
- h. supervises managers and other support personnel,
- i. manages budget,
- j. follows purchasing procedures,
- k. initiates game organization skills,
- l. follows league, conference, and WVSSAC policies,
- m. devotes time and energy to coaching duties, and
- n. follows end of season procedures.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

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

SUBJECT Policy 5310: Performance Evaluation of School Personnel

FUND _____

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

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

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

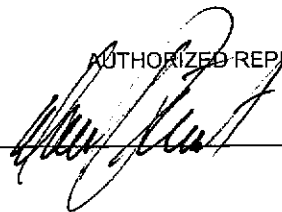
SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		CURRENT	FISCAL YEAR	
	INCREASE	DECREASE		NEXT	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
June 6, 2002

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE


**POLICY 5310: PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT LOG
JUNE 7, 2002 - JULY 7, 2002**

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

DATE	INDIVIDUAL/ORGANIZATION	COMMENTS	ACTION/ TYPE	RATIONALE
6/17/02	Paul S. Kirk, Principal Mountain View School	\$126-142-8 Rating Structure 8.1.2 By eliminating the language that defines Exceeds Standards and or Exemplary Teacher, you are opening up the belief system that mediocrity is okay. Teachers by having that language to fall back on, I am able to tell a teacher how they can improve and join the ranks of "Exceeds or Exemplary". It is short and makes my job less difficult with new teacher and veteran teachers.	NA/0	I <u>urge</u> you to keep the language of the Rating Structure intact.

6/18/02	E. Allen Messinger, Principal	<p>Section 10.2 of the evaluation policy.</p> <p>The items list that teaches do not have to place in their lesson plans are items that are needed for OEPA visit. The lesson plan is the best place to document these events. The OEPA does not want to take the teacher or the principals word that they are doing these things. How will it be documented for OEPA if it is not in the lesson plan? This should read that it is required to document this information.</p>	NA/-	<p>Current language about lesson plans in H.B. 4319</p>
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6/18/02	David Mohr, Senior Policy Analyst House Education Committee	<p>§126-142-13 13.1.4 Should change "instructional goals" to "content standards"</p> <p>§126-142-14 Classroom Teachers Performance Criteria</p> <p>14.4.1 (q) "instructional goals" to "content standards"</p> <p>14.5.1 "instructional objectives" to "content standards and objectives"</p> <p>§126-142-20 Evaluation Process for Professional Support Personnel</p> <p>See 126-142-10 (10.8) for teachers. This has a 5 consecutive year standard for satisfactory evaluations. Similar language is needed here. Otherwise one unsatisfactory would rule out the every 3 year process forever.</p>	NA/0	
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6/20/02	Steve King Mountainview Elementary School	<p>§126-142-10 Evaluation Process for Classroom Teachers</p> <p>I offer this comment on Section 10.5 regarding the frequency of evaluations of teachers with 5 or more years of experience. I suggest that a clause such as "for any reason" be added after "frequently" in line 3. I also suggest adding, "if deemed by the principal to be a more effective method for improving performance." This provides more flexibility for the principal to justify keeping marginal teachers in the annual evaluation phase (3-4 yrs) if need be. The intent of this comment is to provide principals more flexibility and latitude in maintaining closer monitoring of some teachers even though they may have received satisfactory evaluations. The wording of this comment may not be adequate, but I have hopefully clarified my intent.</p>	N/O	Clarified in §126-142-10.4
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6/24/02	Garrett Carskadon, Principal	<p>§126-142-10 Evaluation Process for Classroom Teachers</p> <p>10.2 If this is to be the case, then how are schools expected to meet verification/documentation standards for accreditation purposes for teach - re-teach, writing, multicultural education, responsible students, etc..? More specific direction on documentation requirements needs to be given.</p>	N/-	Current language in H.B. 4319
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6/26/02	Bob Harris, Asst. Supt. Wood County	<p>§126-142-4 Definitions</p> <p>I like 8.1.1 & 8.1.2 if everyone understands <u>test data will be used</u> to determine if all students at all levels are reached. How else to be objective.</p> <p>§ 126-142-8 Rating Structure</p> <p>The new ratings are okay, but do the teachers realize the only way to verify if an employee reaches all students at all levels in order to obtain an exemplary rating, is through a value-added test analysis approach? Otherwise, how do you know?? What are the teaching strategies you observe to determine that? Results prove kids are reached, not teaching strategies. What a mess to train and help individuals understand to come up with a consistent interpretation statewide. The evaluation policy won't be better than what we had. Appears to be evaluating less often. The complete approach may need an overall.</p>	A/+ N/O	Revised
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		<p>§126-142-10 Evaluation Process for Classroom Teachers</p> <p>Teachers with 5 years experience are evaluated once every 3 years. How will this effect 18A-4-7A which requires a hiring criteria of a satisfactory evaluation over the previous 2 years. The policy does not state a yearly form for each of 3 years stating satisfactory. More unnecessary paperwork will result.</p>	N/-	<p>Current language in H.B. 4319</p>
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6/28/02	Blaine C. Hess Jackson County Schools	<p>\$126-142-15 Evaluation Process for Administrators</p> <p>Administrators charged with the responsibility of evaluating teachers, should be evaluated on the same schedule as teachers. Administrators with five (5) years experience and satisfactory evaluations should also be evaluated every three (3) years.</p> <p>\$126-142-25 Evaluation Process for Coaches</p> <p>The addition of a second observation in the evaluation of coaches will double the amount of time that administrators must invest in the evaluation process.</p>	NA/-	
			NA/-	

6/28/02	Delores Ranson, Asst. Supt. Jackson County Schools	<p>\$126-142-9 Evaluation Criteria for Classroom Teachers</p> <p>9.3 and 9.4 are identical with the exception that 9.3 states "Teachers with three to four (3-4) years of experience" . . . and 9.4 states "Teachers with five (5) or more years of experience" Suggest that the two be combined to read: "Teachers with three (3) or more years of experience"</p> <p>\$126-142-15 Evaluation Process for Administrators</p> <p>18A-2-12 (e-2) states . . . That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently."</p> <p>The revised policy does not provide that administrators with five or more years of experience, who have not received an</p>	A/+	Revised
			N/O	

		<p>It's very clean in the law that it says school personnel, however it appears that the policy did not include administrators due to the above section of the law that says the principal determines if an evaluation is needed more frequently. This appears to be assuming that all teachers and professional support personnel work under the direction of a principal. There are teachers and professional support personnel who work under the supervision of a county director, such as homebound teachers, psychologists, attendance directors, etc. Therefore, it would be their immediate supervisor (director, assistant superintendent, . . .), not the principal, who would evaluate these employees and determine if the employee would need to be evaluated more than once every three years.</p> <p>Since the law does not require that administrators be evaluated each year, it appears that Policy 5310 could be written to provide that administrators with five or</p>		
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	<p>received an unsatisfactory rating would be evaluated once every three years (same as teachers and professional support personnel). This would show the same level of confidence in administrators as in teachers and it would also eliminate some unnecessary paperwork.</p> <p>If this cannot be written specifically in Policy 5310, the policy could be written as it is for the evaluation of coaches, which does not state that coaches have to be evaluated each year. This would provide counties an opportunity to write their county policy to be in alignment with the state policy's evaluation of teachers and professional personnel.</p> <p>We request that the State Board return the policy to the Evaluation Committee and revise it to include the same evaluation time lines for all professional employees.</p> <p>§126-142-17 Improvement Team for Administrators</p>	NA/-	
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	<p>Performance Characteristics</p> <p>§126-142-20 Evaluation Process for Professional Support Personnel</p> <p>§126-142-22 Improvement Team for Professional Support Personnel</p> <p>§126-142-24 Professional Support Personnels' Performance Characteristics</p> <p>§126-142-25 Evaluation Process for Coaches</p> <p>§18A-2-12 (e-2) states . . . That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently."</p>	<p>N/A/-</p>	
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	<p>should fall into the same category as classroom teachers and professional support personnel to be evaluated once every three years if they have five or more years experience without an unsatisfactory evaluation.</p> <p>I understand that one reason for this new law was to reduce paperwork. The work involved for principals in evaluating coaches is very time consuming . . . and this policy increased the paper work by requiring two observations for each evaluation.</p> <p>Since the policy does not state that the coaches must be evaluated each year, it appears that counties could have the option to determine by its county policy how often coaches are evaluated?</p> <p>Although the policy requires observations, it does not require post observation conferences. Unless the policy changes to be in alignment with the teachers' evaluation, I suggest that the</p>	A/0	Revised

		employee.			
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6/28/02	Gary L. Cross, Principal	<p>§126-142-4 Definitions</p> <p><u>Treat All Professional school personnel the same.</u> (Principals & Coaches) They should be evaluated only "every three years" not just teachers and professional support personnel."</p> <p>§126-142-9 Evaluation Criteria for Classroom Teachers</p> <p>I believe that principals should receive the same courtesy as a classroom teacher. I feel that if the principal has received positive evaluations for the last five years, he/she should be evaluated every 3 years like a teacher.</p> <p>I also feel coaches and principals are being <u>discriminated against because of their positions.</u></p> <p>Please treat all professional personnel in the same manner. The original intent of this legislation was to cut paper work. How are we cutting paper work when we are discriminating against two segments of the professional <u>personnel population.</u></p>		NA/-	
				NA/-	

	<p>Classroom Teachers</p> <p>Same comments!</p> <p>10.5 & 10.6 should be used for <u>administrators and coaches.</u></p> <p>Treat everyone fairly & <u>equitable.</u></p> <p>§126-142-19 Administrators' Performance Characteristics</p> <p>Treat principals just like teachers!!</p> <p>Use same criteria as outlined for teachers!!</p> <p>§126-142-25 Evaluation Process for Coaches</p> <p>Treat coaches just like professional teachers in regard to evaluations.</p>	<p>NA/-</p> <p>NA/-</p> <p>NA/-</p>	

7/5/02	Garry Sakol Jefferson County Schools	<p>\$126-142-10 Evaluation Process for Classroom Teachers</p> <p>10.5 Lacks clarity - Does this teacher receive an evaluation using the performance criteria or Professional Growth and Development Plan? Policy should state what evaluation process to use.</p> <p>10.9 Confusing as to what teacher receives this option. The teacher who has just completed 5 years of satisfactory teaching does not need another evaluation until they are in to their eighth year of teaching. Policy should state between years 6-8 teacher will receive one observation and evaluation using criteria Performance Standards or Professional Growth and Development Plan.</p>	NA/-	Explained in \$126-142-11.7
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		<p>§126-142-27 Improvement Team for Coaches</p> <p>Please change language on all improvement teams to read that the team member(s) are selected by the employee and <u>approved by the county superintendent.</u></p> <p>Remove the language Requiring a list approved by the county. It is difficult to get employees to agree to be put on the list and you may end up with no one from the same location on your list. This makes it difficult to provide the needed assistance to the employee who needs to improve. Improvement team members should be selected on an "as needed basis".</p>	A/+	Revised
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Tony Smedley

From: PSH Kirk [phkirk@access.k12.wv.us]
Sent: Monday, June 17, 2002 6:07 PM
To: tsmedley@access.k12.wv.us
Subject: POLICY 5310

POLICY 5310

PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

COMMENT RESPONSE FORM

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: _Paul S. Kirk,
Title: PRINCIPAL
Street Address: _Mountain View School, 620 School Street

City/State/Zip Code: Union, WV 24983

§126-142-8 Rating Structure

8.1.2. Exceeds Standards - Performance is consistently above average ~~demonstrates expertise and mastery of in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students. 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.~~

By Eliminating the language that defines Exceeds Standards and or Exemplary Teacher, you are opening up the belief system that mediocrity is okay. Teachers by having that language to fall back on, I am able to tell a teacher how they can improve and join the ranks of "Exceeds or Exemplary". It is short and makes my job less difficult with new teacher and veteran teachers.

I urge you to keep the language of the Rating Structure intact.

Tony Smedley

From: E. Allen Messinger [emessing@access.k12.wv.us]
Sent: Tuesday, June 18, 2002 9:59 AM
To: tsmedley@access.k12.wv.us
Subject: comments

Section 10.2 of the evaluation policy

The items listed that teachers do not have to place in their lesson plans are items that are needed for OEPA visit. The lesson plan is the best place to document these events. The OEPA does not want to take the teacher or the principals word they are doing these things. How will it be documented for OEPA if it is not in the lesson plan? This should read that it is required to document this information.

E. Allen Messinger
Principal
emessing@access.k12.wv.us
304-562-5503 ext 100
Fax 304-562-7163

POLICY 5310
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT RESPONSE FORM

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: David Mohr
Title: Senior Policy Analyst
Street Address: House Education Committee
City/State/Zip Code: _____

§126-142-4 Definitions

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

§126-142-10 Evaluation Process for Classroom Teachers

§126-142-11 Improvement Plan for Classroom Teachers

126-142-13

13.1.4 should change "instructional goals" to "content standards"

§126-142-14 Classroom Teachers Performance Criteria

14.4.1 (g) "instructional goals" to "content standards"

14.5.1 "instructional objectives" to "content standards and objectives"

§126-142-17 Improvement Team for Administrators

§126-142-19 Administrators' Performance Characteristics

§126-142-20 Evaluation Process for Professional Support Personnel

See 126-142-10 (10.8) for teachers. This has a 5 consecutive year standard for satisfactory evaluations. Similar language is needed here. Otherwise one unsatisfactory would rule out the every 3 year process forever.

§126-142-22 Improvement Team for Professional Support Personnel

§126-142-24 Professional Support Personnels' Performance Characteristics

661 GREENBAG ROAD, MORGANTOWN, WV 26505
304-291-9255 OR FAX 304-291-9254
Stephen B. King, Principal
Patricia L. Behedum, Assistant Principal



Fax

To: TONY SMEDLEY From: STEVE KING

Fax: _____ Pages: 3

Phone: 304 291-9255 Date: 6/20/02

Re: COMMENTON 5310 CC: _____

Urgent For Review Please Comment Please Reply Please Recycle

• Comments:

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POLICY 5310**PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT RESPONSE FORM****Comment Period Ends: July 7, 2002**

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Stephen B. King

Title: Principal, Mountainview Elementary

Street Address: 661 Greenbag Rd.

City/State/Zip Code: Morgantown, WV 26508

'126-142-4 Definltions

'126-142-8 Rating Structure**'126-142-9 Evaluation Criteria for Classroom Teachers****'126-142-10 Evaluation Process for Classroom Teachers**

I offer this comment on Section 10.5 regarding the frequency of evaluations of teachers with 5 or more years of experience. I suggest that a clause such as "for any reason" be added after "frequently" in line 3. I also suggest adding, "if deemed by the principal to be a more effective method for improving performance." This provides more flexibility for the principal to justify keeping marginal teachers in the annual evaluation phase (3-4 yrs.) if need be. The intent of this comment is to provide principals more flexibility and latitude in maintaining closer monitoring of some teachers even though they may have received satisfactory evaluations. The wording of this comment may not be adequate, but I have hopefully clarified my intent.

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JUN 24 2002

POLICY 5310

PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

COMMENT RESPONSE FORM

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Garrett Carskadon Carskadon

Title: Principal

Street Address: Rt. 1 Box 126

City/State/Zip Code: Burlington, WV. 26710

§126-142-4 Definitions

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

§126-142-10 Evaluation Process for Classroom Teachers

10.2 If this is to be the case, then how are schools expected to meet verification/documentation standards for accreditation purposes for teach-reteach, writing, multicultural education, responsible students, etc.? More specific direction on documentation requirements needs to be given.

§126-142-11 Improvement Plan for Classroom Teachers

§126-142-14 Classroom Teachers Performance Criteria

§126-142-17 Improvement Team for Administrators

§126-142-19 Administrators' Performance Characteristics

§126-142-20 Evaluation Process for Professional Support Personnel

§126-142-22 Improvement Team for Professional Support Personnel

§126-142-24 Professional Support Personnels' Performance Characteristics

§126-142-25 Evaluation Process for Coaches

§126-142-27 Improvement Team for Coaches

Please mail the completed comment sheet to:

Tony Smedley

Executive Director, Office of Human Resources

West Virginia Department of Education

Building 6, Room 264, Capitol Complex

1900 Kanawha Boulevard East

Charleston, West Virginia 25305-0330

E-Mail Address: tsmedley@access.k12.wv.us

Fax No.: 304-558-0882

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

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Please read our [disclaimers](#)

Comment Period Ends: July 7, 2002

Tony - On line
won't let me
type in it.
Bob

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Robert Harris

Title: Asst. Supt. - Wood Co.

Street Address: 1210 - 13th St.

City/State/Zip Code: Parkersburg, WV 26101

'126-142-4 Definitions

I like 8.1.1 & 8.1.2 if everyone understands test data will be used to determine if all students at all levels are reached. How else to be objective.

'126-142-8 Rating Structure

RECEIVED

JUN 26 2002

Bob Harris
To: Smedley Tony (E-mail)
Subject: Policy 5310

Tony:

I don't mind the major changes to this policy. The changes will not improve performance when an employee is only evaluated every three years. Is that what we do in industry or the military? More supervision is better, not less.

The new ratings are okay, but do the teachers realize the only way to verify if an employee reaches all students at all levels in order to obtain an exemplary rating, is through a value-added test analysis approach? Otherwise, how do you know?? What are the teaching strategies you observe to determine that? Results prove kids are reached, not teaching strategies. What a mess to train and help individuals understand to come up with a consistent interpretation statewide. The evaluation policy won't be better than what we had. Appears to be evaluating less often. The complete approach may need an overall.

This is going to cost a fortune. Counties that use 3-part forms from the old policy will have to do them over. We have about \$2000 worth stored for next year. You can't even get a good formatted copy of 5310 off the internet so our policy will have to be completely retyped. All policies at the county level will have to be rewritten. Forms will have to be revised. Will the state mail to each superintendent a copy of the forms on disc in MSWord to save some time – doubtful. Can we do all of this and train teachers by September 1, 2002? I really don't think so. All of this rapid change at the state erodes the value of the policy and training all have and should receive. We move too fast from approval to implementation. Just like the bullying policy and the code of conduct, the changes are killing us because we have little time to implement them correctly.

'126-142-9 Evaluation Criteria for Classroom Teachers**'126-142-10 Evaluation Process for Classroom Teachers**

Teachers with 5 years experience are evaluated once every 3 years. How will this effect 18A-4-7A which requires a hiring criteria of a satisfactory evaluation over the previous 2 years. The policy does not state a yearly form for each of 3 years starting satisfactory. More unnecessary paperwork will result.

'126-142-11 Improvement Plan for Classroom Teachers

'126-142-14 Classroom Teachers Performance Criteria

'126-142-17 Improvement Team for Administrators

'126-142-19 Administrators= Performance Characteristics

'126-142-20 Evaluation Process for Professional Support Personnel

'126-142-22 Improvement Team for Professional Support Personnel

'126-142-24 Professional Support Personnels= Performance Characteristics

'126-142-25 Evaluation Process for Coaches

1900 Kanawha Boulevard East

Charleston, West Virginia 25305-0330

E-Mail Address: tmedley@access.k12.wv.us

Fax No.: 304-558-0882

West Virginia Department of Education

1900 Kanawha Boulevard East

Charleston, WV 25305

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Individual/Organization: BLAINE C. HESS JUN 28 2002 JACKSON COUNTY SCHOOLS

Title: DIRECTOR OF HIGH SCHOOLS AND VOCATIONAL EDUCATION

Street Address: 1 SCHOOL STREET

City/State/Zip Code: RIPLEY, WV 25271

§126-142-4 Definitions

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

§126-142-10 Evaluation Process for Classroom Teachers

§126-142-11 Improvement Plan for Classroom Teachers

§126-142-14 Classroom Teachers Performance Criteria

§126-142-15

Administrators charged with the responsibility of evaluating teachers, should be evaluated on the same schedule as teachers. Administrators with five (5) years experience and satisfactory evaluations should also be evaluated every three (3) years.

§126-142-17 Improvement Team for Administrators**§126-142-19 Administrators' Performance Characteristics****§126-142-20 Evaluation Process for Professional Support Personnel**

§126-142-22 Improvement Team for Professional Support Personnel

§126-142-24 Professional Support Personnels' Performance Characteristics

§126-142-25 Evaluation Process for Coaches

The addition of a second observation in the evaluation of coaches will double the amount of time that administrators must invest in the evaluation process.

§126-142-27 Improvement Team for Coaches

POLICY 5310
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT RESPONSE FORM

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Delores Ranson

Title: Assistant Superintendent, Jackson County Schools

Street Address: P. O. Box 770

City/State/Zip Code: Ripley, WV 25271

§126-142-4 Definitions

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

9.3 and 9.4 are identical with the exception that 9.3 states "Teachers with three to four (3-4) years of experience"...and 9.4 states "Teachers with five (5) or more years of experience"... Suggest that the two be combined to read: "Teachers with three (3) or more years of experience...."

§126-142-10 Evaluation Process for Classroom Teachers

§126-142-11 Improvement Plan for Classroom Teachers

§126-142-14 Classroom Teachers Performance Criteria

§126-142-15 Evaluation Process for Administrators (*Note: This section of the policy was omitted on the comment response form.*)

§18A-2-12 (e-2) states...That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless the principal determines an evaluation for a particular school employee is needed more frequently."

The revised policy does not provide that administrators with five or more years of experience, who have not received an unsatisfactory rating, may be evaluated once every three years. It's very clean in the law that it says **school personnel**, however it appears that the policy did not include administrators due to the above section of the law that says the **principal** determines if an evaluation is needed more frequently. This appears to be assuming that all teachers and professional support personnel work under the direction of a principal. There are teachers and professional support personnel who work under the supervision of a county director, such as homebound teachers, psychologists, attendance directors, etc. Therefore, it would be their immediate supervisor (director, assistant superintendent,...), not the principal, who would evaluate these employees and determine if the employee would need to be evaluated more than once every three years.

Page Two

Comment Response Form: Policy 5310

Delores Ranson

Since the law does not require that administrators be evaluated each year; it appears that Policy 5310 could be written to provide that administrators with five or more years of experience as an administrator who have not received an unsatisfactory rating be evaluated once every three years (same as teachers and professional support personnel). This would show the same level of confidence in administrators as in teachers and it would also eliminate some unnecessary paperwork.

If this cannot be written specifically in Policy 5310, the policy could be written as it is for the evaluation of coaches, which does not state that coaches have to be evaluated each year. This would provide counties an opportunity to write their county policy to be in alignment with the state policy's evaluation of teachers and professional personnel.

We request that the State Board return the policy to the Evaluation Committee and revise it to include the same evaluation time lines for all professional employees.

§126-142-17 Improvement Team for Administrators

§126-142-19 Administrators' Performance Characteristics

§126-142-20 Evaluation Process for Professional Support Personnel

§126-142-22 Improvement Team for Professional Support Personnel

§126-142-24 Professional Support Personnels' Performance Characteristics

§126-142-25 Evaluation Process for Coaches

*§18A-2-12 (e-2) states...That for school personnel with five or more years of experience, who have not received an unsatisfactory rating, evaluations shall be conducted no more than once every three years unless **the principal** determines an evaluation for a particular school employee is needed more frequently."*

It appears, since the principal is responsible for the evaluation of coaches, coaches should be considered **school personnel** as addressed in the law. Coaches should fall into the same category as classroom teachers and professional support personnel to be evaluated once every three years if they have five or more years experience without an unsatisfactory evaluation.

I understand that one reason for this new law was to reduce paperwork. The work involved for principals in evaluating coaches is very time consuming...and **this policy increased the paper work** by requiring two observations for each evaluation.

Since the policy **does not** state that the coaches must be evaluated each year, it appears that counties could have the option to determine by its county policy how often coaches are evaluated?

Page Three
Comment Response Form: Policy 5310
Delores Ranson

Although the policy requires observations, it does not require post observation conferences. Unless the policy changes to be in alignment with the teachers' evaluation, I suggest that the county policy determine how the observation is to be shared with the employee.

§126-142-27 Improvement Team for Coaches

Please mail the completed comment sheet to:

**Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, room 264, Capitol Complex
1900 Kanawha Boulevard East
Charleston, WV 25305-0330
E-Mail Address: tsmedley@access.k12.wv.us
Fax No. 304-558-0882**

Tony,

If the State Board does not approve this policy, and I'm hoping they will not without some revisions, and the committee needs to meet again this summer, I would love to work with this committee in writing this policy. Thanks.

Individual/Organization: Gary L. Cross

Title: Principal

Street Address: 207 Ann Street

City/State/Zip Code: Ranocanwood, WV 26164

§126-142-4 Definitions

Treat All Professional school personnel
the same. —

→ They should be evaluated only "every three years"
(Principals + Coaches) not just teachers and
professional support personnel."

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

I believe that principals should receive the same courtesy as a classroom teacher. I feel that if the principal has received positive evaluations for the last five years, he/she should be evaluated every 3 years like a teacher.

I also feel coaches and principals are being discriminated against because of their positions.

Please treat all professional personnel in the same manner. The original intent

§126-142-10 Evaluation Process for Classroom Teachers

of this legislation was to cut paper work. Now are we cutting paper work when we are discriminating against two segments of the professional personnel population?

Some comments!

10.5 + 10.6 should be used for administrators and coaches.

Treat everyone fairly + equitably.

§126-142-11 Improvement Plan for Classroom Teachers

§126-142-14 Classroom Teachers Performance Criteria

§126-142-17 Improvement Team for Administrators

§126-142-19 Administrators' Performance Characteristics

*Treat principals just like teachers!!
Use same criteria as outlined for
teachers!!*

§126-142-20 Evaluation Process for Professional Support Personnel

Jefferson County Schools
Personnel Office
P.O. Box 987
Charles Town, WV 25414
Fax: (304) 728-9274
(304) 728-9245

Date: 7/5/02

TO: Tony Smedley
Executive Director Human Resources
WVDOE
CHARLOTTE, WV

FROM: Dr. Benny A. Skol
Jefferson County Schools
CHARLES TOWN, WV

COMMENTS: Comments Regarding - Policy 5310

Pages Including Cover: 2

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"Quality Education For Every Student"

**POLICY 5310
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT RESPONSE FORM**

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Dr. Gerry R. Sokol
Title: Assistant Superintendent for Human Resources
Street Address: Jefferson County Schools, 110 Mordington Ave.
City/State/Zip Code: Charles Town, WV 25414

§126-142-4 Definitions

§126-142-8 Rating Structure

§126-142-9 Evaluation Criteria for Classroom Teachers

§126-142-10 Evaluation Process for Classroom Teachers

- 10.5 - Lacks clarity - Does this teacher receive an evaluation using the performance criteria or Professional Growth and Development Plan? Policy should state what evaluation process to use.
- 10.9 - Confusing as to what teacher receives this option. The teacher who has just completed 5 years of satisfactory teaching does not need another evaluation until they are in to their eighth year of teaching. Policy should state between years 6-8 teacher will receive one observation and evaluation using criteria Performance Standards or Professional Growth and Development Plan.



PUTNAM COUNTY SCHOOLS

Dr. Sam P. Sentelle, Superintendent

9 Courthouse Drive ■ Winfield, West Virginia 25213 ■ (304) 586-0500 ■ Fax (304) 586-0553

TELEFAX TRANSMITTAL

TO: Tony Smedley

COMPANY: _____

FAX #: _____ PHONE #: _____

FROM: Barb Brazeau

DATE: _____ # OF PAGES: 3

SUBJECT: _____

COMMENTS: Tony, there are several editorial changes that you need to make - some language wasn't striken in the draft as you made changes. I didn't identify those.

I have only a few suggestions on content. If my comments don't make sense, give me a call at 586-0500 ext 109.

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Sidney L. Linville, President ■ Dr. Craig C. Spicer, Vice President
Karen Houdersheldt ■ Patricia Thornton ■ Dr. L. Joe Starcher

POLICY 5310
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL
COMMENT RESPONSE FORM

Comment Period Ends: July 7, 2002

Please use this form when commenting on proposed Policy 5310. You may attach additional sheets if necessary.

Individual/Organization: Barbara Brazeau Putnam Co. Schools
 Title: Certification Coordinator
 Street Address: 9 Courthouse Dr.
 City/State/Zip Code: Winfield, WV 25213

§126-142-4 Definitions

§126-142-8 Rating Structure

8.1.1 "all students at all ability levels - Redundant language

§126-142-9 Evaluation Criteria for Classroom Teachers

9.1 No standard for teachers with more than 2 but fewer than 3 yrs. of experience. If the intent is to require only 1 evaluation for a teacher beginning her/his third year you may need to state it that way.

§126-142-10 Evaluation Process for Classroom Teachers

10.9 It appears to me that a teacher with 5 yrs. of experience and no unsatisfactory evaluations should be able to choose the prof. growth & dev. plan in year 6 if he/she wants to be evaluated every year. The alternation of performance criteria & prof. growth & dev. plan would begin at that point. Adding another level (teachers with 7 yrs) will make it very difficult to monitor & ensure that teachers are on the right evaluation tract. Keep it as simple as possible.

§126-142-25 Evaluation Process for Coaches**§126-142-27 Improvement Team for Coaches**

Please change language on all improvement teams to read that the team member(s) are selected by the employee and approved by the county superintendent. Remove the language requiring a list approved by the county. It is difficult to get employees to agree to be put on the list and you may end up with no one from the same location on your list. This makes it difficult to provide the needed assistance to the employee who needs to improve. Improvement team members should be selected on an "as needed" basis.

Please mail the completed comment sheet to:

Tony Smedley
Executive Director, Office of Human Resources
West Virginia Department of Education
Building 6, Room 264, Capitol Complex
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
E-Mail Address: tsmedley@access.k12.wv.us
Fax No.: 304-558-0882