

WEST VIRGINIA

SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

FILED
1992 MAY 21 AM 8:48
OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative-Procedural; CITE AUTHORITY WV Code 18A-2-12,

AMENDMENT TO AN EXISTING RULE: YES NO Repeal of Former Rules
5300, 5310, 5311, 5312, 5313 and 5315

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 142

(Policy 5310)

TITLE OF RULE BEING AMENDED: _____

Performance Evaluation of School Personnel

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

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON June 23, 1992 AT 9:00 a.m. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Mr. Tony Smedley, Coordinator
Office of Professional Development
West Virginia Department of Education
Building 6, Room B-337
1900 Kanawha Blvd. E., Chas. WV 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Barbara L. Estep
May 20, 1992

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

400

FISCAL NOTE WORKSHEET
(Submit 4 copies)

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

SUBJECT Performance Evaluation of School Personnel FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

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

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

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$100,000	\$ 70,000	\$ 60,000
PERSONAL SERVICES	\$	\$		\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

One thousand one hundred ninety six principals will be trained on the performance evaluation of school personnel. Eight regional workshops will be held in the eight RESAs for all principals. Monies will be used for consultants, training materials, hospitality expenses and stipends. Next and thereafter—the expenses are estimated at \$100,000 each year. Monies will be used for consultants, training materials, hospitality expenses and stipends.

IMPACTS
FISCAL:

STATE STAFF:

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

September 24, 1991

West Virginia Department of Education

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

FILED

1992 MAY 21 AM 8:48

Title: Performance Evaluation of School Personnel

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SECTION 1. GENERAL

- A. SCOPE - These legislative rules establish the process for evaluation of the employment performance of professional personnel which shall be applied uniformly statewide.
- B. Authority - West Virginia Code Section 18A-2-12 West Virginia Constitution Article 12, Section II.
- C. Filing Date -
- D. Effective Date -
- E. Repeal of Former Rule - Repeal Policies 5300, 5310, 5311, 5312, 5313, and 5315.

SECTION 2. PURPOSE

This evaluation policy has two major purposes:

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

SECTION 3. AUTHORITIES

- A. State Board of Education - The state board of education shall: a) develop standardized evaluation components to be used by each county in implementing its evaluation policy and administrative procedures, and b) approve county boards of education employee evaluation administrative procedures.
- B. County Board of Education - Each county board of education shall implement written administrative procedures related to the requirements of this policy subject to the approval of the State Board of Education.

SECTION 4. DEFINITIONS

- A. Conference: a meeting between the supervisor and employee or among the improvement team and the employee focusing on employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.
- B. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.
- C. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.
- D. Observation: the process of collecting data on the employee's job performance.
- E. Rating: a satisfactory or unsatisfactory value assigned to the performance of an employee.
- F. Portfolio: a collection of material assembled and selected by the employee to document commendable job performance. The portfolio may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is optional.
- G. Professional Growth and Development Plan: a plan designed and developed by an employee and his/her supervisor for continued professional growth.
- H. Classroom Teachers: the professional educator who has direct instructional relationship with pupils.

SECTION 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.

SECTION 6. STATE BOARD APPROVAL

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

SECTION 7. PRINCIPLES OF OPERATION

- A. County administrative procedures for conducting employee evaluations shall include 1) the identity of the immediate supervisor who conducts the observations and evaluations, 2) the time frame for conducting and completing the evaluation process, 3) the procedures for sharing the results with the employee, and 4) the process to be used in improving an employee's performance based on the evaluation results.
- B. All monitoring or observation of the employee shall be conducted openly.
- C. An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.
- D. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.
- E. County job descriptions shall be established for each position and include state-adopted job responsibilities.

SECTION 8. RATING STRUCTURE

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

Satisfactory - Performance is consistently adequate and acceptable.

Unsatisfactory - Performance is not consistently adequate or acceptable.

SECTION 9. EVALUATION CRITERIA FOR CLASSROOM TEACHERS

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

A. Orientation

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

B. Observation of classroom teachers

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

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

C. Post observation conference

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

D. Evaluation

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

SECTION 10. EVALUATION PROCESS FOR CLASSROOM TEACHERS

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

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

10.3 For the employees beginning their seventh year, a two year professional growth and development cycle will be utilized in lieu of the performance evaluation. The cycle will alternate between two phases, phase I and phase II, provided: a) the employee's performance was rated satisfactory during the previous two consecutive evaluations, b) the employee develops a professional growth and development plan, and c) the employee remains in the same or similar position for two consecutive evaluations. If all provisos are not met, the employee shall receive one performance evaluation per year.

Phase I

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

Phase II

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

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

SECTION 11. IMPROVEMENT PLAN FOR CLASSROOM TEACHERS

- 11.1 An improvement plan shall be developed by the supervisor and employee when an employee's performance is unsatisfactory in any area of responsibility as contained in Section 13 of this policy.
- 11.2 The improvement plan shall designate how satisfactory performance will be demonstrated. The improvement plan shall:
 - a) identify the deficiency(ies),
 - b) specify the corrective action to remediate the deficiencies,
 - c) contain the time frame for monitoring and deadlines for satisfactory improvement, but in no case shall an improvement plan be for more than one semester in length, and

- d) describe the resources and assistance available to assist in correcting the deficiency(ies).
- 11.3 If an employee transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

SECTION 12. IMPROVEMENT TEAM FOR CLASSROOM TEACHERS

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

- 12.1 The improvement team shall be comprised of the employee's immediate supervisor, one additional administrator, and one professional educator in the same or related specialization. The professional educator shall be selected by the teacher from a list approved by the county. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to Section 3B of this policy.
- 12.2 The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- 12.3 The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the employee in meeting the performance criteria outlined in the plan, and c) identify additional resources.

SECTION 13. TEACHERS' RESPONSIBILITIES

Job descriptions for teachers shall include the following responsibilities:

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

SECTION 14. TEACHERS' PERFORMANCE CRITERIA

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

14.1 Programs of Study:

Definition:

Provides curricula required by the state of West Virginia.

- A. Bases instruction on adopted curricula for the school.
- B. Demonstrates accurate and current knowledge in subject field.
- C. Develops appropriate objectives.
- D. Employs appropriate instructional strategies.
- E. Utilizes content scope and sequence in planning.

14.2 Classroom Climate:

Definition:

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

- A. Follows established school discipline procedures which include the WV Student Code of Conduct.
- B. Establishes procedures and rules that enhance learning.
- C. Encourages students' attendance.
- D. Sets high positive expectations for student performance.
- E. Encourages and acknowledges individual student accomplishments and appropriate behavior.
- F. Treats students in a fair and equitable manner.
- G. Accommodates individual learning differences.
- H. Creates and maintains an environment that supports learning.

14.3 Instructional Management Systems:

Definition:

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

- A. Prepares and implements lesson plans.
- B. Begins lesson or instructional activity with a review of previous material as appropriate.
- C. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- D. Introduces the instructional activity and specifies instructional objectives.
- E. Directs students to be on task quickly at the beginning of each instructional activity.
- F. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that 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.
- P. Provides remediation activities for students.

14.4 Student Progress:

Definition:

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

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

14.5 Communication:

Definition:

Communicates with students, parents, educational personnel, and others. Utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

- A. Communicates student progress according to established procedures and policies.
- B. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community.
- C. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.
- D. Speaks and writes standard English clearly, correctly, and distinctly.
- E. Determines and utilizes appropriate community resources.

14.6 Professional Work Habits:

Definition:

Demonstrates behavior which reflects established professional responsibilities.

- A. Adheres to established laws, policies, rules, and regulations.

- B. Interacts appropriately with other educational personnel.
- C. Participates in activities which foster professional growth.
- D. Is punctual with reports, grades, records, and in reporting to work.
- E. Performs assigned duties.
- F. Strives to meet county/school goals.

TS/se:3283q
SB 12/13/91

SECTION 15. EVALUATION PROCESS FOR ADMINISTRATORS (PRINCIPALS, VICE PRINCIPALS, AND CENTRAL OFFICE ADMINISTRATORS)

- 15.1 For administrators with zero to two years of experience, a minimum of two written evaluations per year is required.
- 15.2 For administrators with three or more years of experience, a minimum of one 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. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference, the administrator and the supervisor will meet at least once annually to review progress toward the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five working days.
- 15.5 The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials which validate progress or completion of the mutually established goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the rating of satisfactory or unsatisfactory. 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 working days following receipt of the written evaluation.

SECTION 16. IMPROVEMENT PLAN FOR ADMINISTRATORS

16.1 An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in Section 17 of this policy.

16.2 The improvement plan shall designate how satisfactory performance will be demonstrated. The improvement plan shall:

- a) identify the deficiency(ies),
- b) specify the corrective action to remediate the deficiencies,
- c) contain the time frame for monitoring and deadlines for satisfactory improvement, and
- d) describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3 Nothing in this Section shall supersede the provisions of Section §18-2E-6, 18-3-4, or 18A-2-8 of the West Virginia Code.

SECTION 17. ADMINISTRATORS' RESPONSIBILITIES

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

17.1 providing purpose and direction for schools/county,

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

17.3 managing consensus and group behaviors,

17.4 enhancing quality of total school/county organization,

17.5 organizing and delegating to accomplish goals, and

17.6 communicating effectively.

SECTION 18. ADMINISTRATORS' PERFORMANCE CHARACTERISTICS

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

18.1 PURPOSE AND DIRECTION

18.11 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 a proactive orientation:

- A. accepts authority and assumes responsibility
- B. takes charge
- C. exhibits a sense of efficacy
- D. analyzes negative and positive forces affecting the school/county
- E. takes immediate steps when problems arise
- F. focuses resources on goals
- G. initiates problem solving
- H. exhibits enthusiasm

18.12 EDUCATIONAL VALUES

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

Items that may be used to reflect educational values:

- A. promotes the welfare of students, faculty and staff
- B. interprets action by referring to school/county purpose
- C. relates expectation to goals
- D. sets standards of achievement

18.2 COGNITIVE SKILLS

18.21 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
- C. listens to others
- D. encourages individual expression
- E. demonstrates sensitivity

18.22 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, and community as appropriate
- B. keeps up-to-date
- C. accesses computer and management information systems

18.23 JUDGMENT

Uses alternative in problem solving and decision-making.

Items that may be used to reflect judgement:

- A. describes the situation being faced
- B. values divergent thinking
- C. considers options
- D. compares consequences of options
- E. makes decisions after data are analyzed

18.3 LEADERSHIP

18.31 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. forms task or work groups
- C. motivates others to identify with mission
- D. moderates group discussion
- E. intervenes, negotiates, resolves conflict as needed
- F. facilitates communication
- G. creates cooperative atmosphere

18.32 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
- C. develops trust by modeling desired behavior

18.33 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. estimates readiness of others
- C. fits one's style to the group
- D. adjusts strategies when ineffective
- E. understands the needs and concerns of others
- F. exhibits appropriate interaction skills
- G. deals effectively with emotional issues

18.4 QUALITY ENHANCEMENT

18.41 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
- D. assesses own strengths and limitations

18.42 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. monitors activities
- B. supervises and monitors performance of staff
- C. collects and records performance data
- D. judges performance using criteria
- E. reinforces desirable behavior
- F. corrects undesirable behavior
- G. accesses computer and management information systems
- H. demonstrates effective school financial management

18.43 COACHING - MENTORING

Creates opportunities for development of human resources through effective use of coaching, staff development, and individual growth plans.

Items that may be used to reflect coaching-mentoring:

- A. builds a supportive environment for learning
- B. interprets performance data to stimulate improvement
- C. coaches to improve performance
- D. provides timely and specific feedback
- E. reinforces growth and development
- F. exhibits effective conferencing skills

18.5 ORGANIZATION

18.51 ORGANIZATIONAL ABILITY

Develops a plan to meet goals by focusing on time deadlines and flow of activities, and identifies resources needed to accomplish the job.

Items that may be used to reflect organizational ability:

- A. plans for goal accomplishment
- B. establishes priorities
- C. budgets and allocates resources
- D. schedules time
- E. assigns tasks and activities
- F. plans for contingencies
- G. manages stress effectively

18.52 DELEGATION

Delegates authority and responsibility clearly and appropriately.

Items that may be used to reflect delegation:

- A. determines jobs to be done
- B. assesses expertise of self and others
- C. determines tasks to be assigned
- D. determines tasks needing outside assistance
- E. identifies persons who can do tasks
- F. assigns tasks
- G. specifies responsibility and authority
- H. establishes performance standards
- I. plans time frames
- J. provides guidance

18.6 COMMUNICATIONS

18.61 ORAL COMMUNICATIONS

Uses verbal skills to communicate appropriately.

Items that may be used to reflect oral communications:

- A. pronounces words clearly
- B. articulates clearly
- C. speaks confidently
- D. maintains eye contact
- E. establishes rapport
- F. expresses enthusiasm

18.62 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
- B. uses correct grammar
- C. uses correct spelling
- D. uses appropriate language

NS/se:3794q

COMMENT LOG

PERFORMANCE EVALUATION OF SCHOOL PERSONNEL

ADDENDUM TO POLICY 5310

Directions: Please use this form in commenting on the addendum to Policy 5310, Performance Evaluation of School Personnel, pages 11-17.

NAME OF INDIVIDUAL/ORGANIZATION _____

ADDRESS _____

Policy Sections	C O M M E N T S
Section 15: Evaluation Process for Administration	
Section 16: Improvement Plan for Administrators	
Section 17: Administrators' Responsibilities	
Section 18: Administrators' Performance Characteristics	

Please submit comments by June 23, 1992 to:

Mr. Tony Smedley, Coordinator
Office of Professional Development
West Virginia Department of Education
Building 6, Room B-337
1900 Kanawha Blvd. E.
Charleston, WV 25305