West Virginia Educator Evaluation System for Teachers
West Virginia Board of Education
2013-2014

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From the Superintendent

Education is both a demanding and rewarding profession that involves a serious commitment to public service. Educators deserve the support, guidance and feedback necessary to improve their professional practice. The revised evaluation system provides guidance for evidence-based decision making and encourages personal growth and development through reflective practice.

As the national dialogue shifts from ensuring highly qualified teachers in all classrooms to highly effective teachers for all students, states and districts across the country face the challenge of revising their current educator evaluation systems. In West Virginia, this task was undertaken by the Educator Evaluation Task Force made up of members representing a broad range of stakeholders who worked tirelessly to make recommendations for the state’s educator evaluation system.

As the state superintendent of schools, I am committed to ensuring that we have great educators who are honored, supported and rewarded. I believe the evaluation system will contribute to the professional growth of educators and enhance student learning. Thank you for your desire to make a difference in the lives of our students. Together we can change the future.

James B. Phares, Ed.D.
State Superintendent of Schools
Dedicated to...

Elevating the Importance of Great Teachers and Learning as we serve
“Good kids doing great work”
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Purpose

The key purposes of the revised West Virginia educator evaluation system are to:

• Set high standards of performance for both veteran and new teachers;
• Ensure high-quality instruction focused on increasing student achievement;
• Encourage continuous growth and improvement over time.

At the close of the 2012 Legislative Session, West Virginia Governor Earl Ray Tomblin approved House Bill 4236 requiring the implementation of a statewide teacher evaluation system that includes student learning as an indicator among extensive measures of educator performance. The legislation, which the Governor requested during his State of the State address, was approved by overwhelming majorities in both chambers of the West Virginia legislature. The bill specifies schoolwide student learning growth, as measured by summative assessment data, be employed as an evaluative measure. The new law requires that the West Virginia Board of Education establish policies to ensure the comprehensive teacher evaluation system be fully implemented in all 55 West Virginia counties beginning with the 2013-2014 school year.

This guide serves to help principals and teachers increase their understanding of how the new evaluation system works.
Conceptual Framework

The educator evaluation aligns with the West Virginia Professional Teaching Standards which are the foundation for educator preparation, teacher assessment and professional development throughout the state. The evaluation employs the five professional teaching standards to provide explicit and extensive details of the work of teaching in the 21st century. These five standards define what teachers must know and be able to do. The evaluation also includes two performance standards that evaluate outcomes and other essential aspects of professional teaching.

Standard 1 – Curriculum and Planning

Standard 2 – The Learner and the Learning Environment

Standard 3 – Teaching

Standard 4 – Professional Responsibilities for Self-Renewal

Standard 5 – Professional Responsibilities for School and Community

Standard 6 – Student Learning

Standard 7 – Professional Conduct

Standards

The educator evaluation system focuses on 16 Elements:

Standard 1 – Curriculum and Planning
1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.
1.2 The teacher designs standards-driven instruction using state-approved curricula.
1.3 The teacher uses a balanced assessment approach to guide student learning.
Standard 2 – The Learner and the Learning Environment
2.1 The teacher understands and responds to the unique characteristics of learners.
2.2 The teacher establishes and maintains a safe and appropriate learning environment.
2.3 The teacher establishes and maintains a learner-centered culture.

Standard 3 – Teaching
3.1 The teacher utilizes a variety of research-based instructional strategies.
3.2 The teacher motivates and engages students in learning, problem solving and collaboration.
3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

Standard 4 – Professional Responsibilities for Self-Renewal
4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.
4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 – Professional Responsibilities for School and Community
5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.
5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.
5.3 The teacher promotes practices and policies that improve school environment and student learning.

Standard 6 – Student Learning
6.1 The work of the teacher results in measurable progress of student learning of state-approved curricula.

Standard 7 – Professional Conduct
7.1 The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.
Defining Roles

Educators are professionals who play active roles in the evaluation process within the system. They assume responsibility for presenting evidence to document their performance. Educators also set goals and monitor progress within the Student Learning component. As reflective practitioners, educators respond to feedback while also identifying resources necessary for continued growth.

Evaluators are principals or assistant principals who oversee the supervision of school employees and take responsibility for performance appraisal. Evaluators offer constructive feedback in tandem with recommendations for continued professional growth. Evaluators willingly acknowledge and support accomplished and distinguished levels of performance.

Mentors are dedicated to supporting teachers in the beginning years of their careers to ensure that every student has access to high-quality instruction. Mentors are experienced educators who are fully familiar with the school, its students, mission and academic programs. They serve as role models who exhibit the best attributes of professional teaching as described in the West Virginia Professional Teaching Standards. Mentors within the system receive additional training to better perform their role in supporting new teachers to be reflective professionals who respond positively to evaluation.
Progressions

The educator evaluation offers educators three progressions to demonstrate high levels of performance:

1. Initial
2. Intermediate
3. Advanced

At the beginning of the evaluation year, the principal assigns all teachers, including both classroom teachers and specialists, to one of three progressions for evaluation purposes.

The Initial progression provides educators multiple opportunities to demonstrate what they know and do best during the first three years of their professional teaching careers. Educators on the Initial progression will meet with their evaluators to assess effective instruction through four observations. Two of the observations are scheduled with educators. Educators in the Initial progression will likewise benefit from consistent constructive feedback on evidence they submit throughout the evaluation cycle. Professional development and support, as part of induction, are required by House Bill 4236 for educators on the Initial progression whose performance is evaluated as emerging on a single element.

The Intermediate progression focuses on educators who are in either the fourth or fifth years of their teaching careers who have demonstrated professional progress. Evaluators, in this progression, will collect professional teaching performance data through evidence submissions and two observations. One of the two observations is scheduled with educators.

The Advanced progression offers experienced educators the opportunity to participate in a self-reflection process through which they will also provide evidence of their success.

In the Intermediate and Advanced progressions, emerging performance is addressed at the school and district level. Quality sustained job-embedded professional development should be available to any educator who seeks to improve practice. Professional development resources, including online tools and other media, are accessible to all West Virginia educators as part of the comprehensive system of support developed by counties.

Educators Returning to the Classroom

Educators who return to the classroom after three or more years of hiatus, and who initially began their careers in West Virginia, are placed on the Initial progression for the first year in West Virginia schools before continuing the second year on the appropriate progression based on years of experience and an evaluation rating of accomplished or higher.

Educators who begin careers in other states are placed on the Initial progression for three years. Evaluators have the option to place educators who begin their careers in other states on the appropriate progression based on years of experience and an evaluation rating of accomplished or higher beginning with the second year in West Virginia schools.
**Summative Rating (Weighting)**

The educator evaluation provides educators summative ratings for their performance using one of the four levels of performance: Distinguished, Accomplished, Emerging or Unsatisfactory. Each standard is given a predetermined weight. The following table shows how the final summative rating is calculated based on the weights of individual standards.

### Summative Rating

#### Weighting Calculation

<table>
<thead>
<tr>
<th>Standard</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Curriculum and Planning</td>
<td>17.14%</td>
</tr>
<tr>
<td>Standard 2: The Learner and the Learning Environment</td>
<td>17.14%</td>
</tr>
<tr>
<td>Standard 3: Teaching</td>
<td>17.14%</td>
</tr>
<tr>
<td>Standard 4: Professional Responsibilities for Self-Renewal</td>
<td>11.44%</td>
</tr>
<tr>
<td>Standard 5: Professional Responsibilities for School and Community</td>
<td>17.14%</td>
</tr>
<tr>
<td>Standard 6: Student Learning</td>
<td></td>
</tr>
<tr>
<td>Student Learning Goals</td>
<td>15%</td>
</tr>
<tr>
<td>Standardized School Growth Scores</td>
<td></td>
</tr>
<tr>
<td>2.5% Reading</td>
<td></td>
</tr>
<tr>
<td>2.5% Math</td>
<td></td>
</tr>
<tr>
<td>Standard 7: Professional Conduct</td>
<td>Required</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Standardized school growth scores are reported for mathematics and reading. The level of growth in mathematics and reading is identified in the summative rating by descriptors equivalent to those descriptors used for performance levels, i.e., Distinguished, Accomplished, Emerging and Unsatisfactory. Baseline ranges used for the descriptors are predetermined based on data from previous years.

**Evidence Collection**

**Professional Teaching Standards**

Educators and evaluators provide evidence to support the determination of performance level ratings for the five professional teaching standards. Performance level ratings are based on the preponderance of the evidence. Evaluators will not use checklists to determine ratings. Educators and evaluators may refer to the recommended evidence that has been developed for each professional teaching standard. The recommended evidence included in the following table is presented in the broadest terms and may include observable practices as well as tangible items or artifacts.
### Evidence

#### STANDARD 1: CURRICULUM AND PLANNING
- Anecdotal records
- Assessments
- Assessment data
- Collaboration with stakeholders
- Communication with stakeholders
- Experiential learning
- Interventions
- Lesson plans, unit plans, course syllabi
- Observation
- Portfolio
- Student feedback
- Student work samples
- Technology integration

#### STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT
- Anecdotal records
- Assessments
- Assessment data
- Classroom rules and procedures
- Collaboration with stakeholders
- Communication with stakeholders
- Experiential learning
- Interventions
- Lesson plans, unit plans, course syllabi
- Observation
- Portfolio
- Student feedback
- Student work samples
- Technology integration

#### STANDARD 3: TEACHING
- Assessments
- Assessment data
- Classroom rules and procedures
- Collaboration with stakeholders
- Communication with stakeholder
- Experiential learning
- Interventions
- Lesson plans, unit plans, course syllabi
- Observation
- Portfolio
- Student feedback
- Student work samples
- Technology integration

#### STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL
- Anecdotal records
- Collaboration with stakeholders
- Communication with stakeholders
- Lesson plans, unit plans, course syllabi
- Mentoring
- Observation
- Portfolio
- Professional development experiences
- Professional teacher recognition
- Student feedback
- Student work samples
- Technology integration

#### STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY
- Anecdotal records
- Assessments
- Assessment data
- Collaboration with stakeholders
- Communication with stakeholders
- Experiential learning
- Interventions
- Lesson plans, unit plans, course syllabi
- Mentoring
- Observation
- Portfolio
- Professional development experiences
- Professional teacher recognition
- School community involvement
- Student feedback
- Student work samples
- Technology integration
Evidence Collection (continued)

Performance Standards

Student Learning

Educators present specific evidence of their students’ progress in learning through multiple measures as part of the Student Learning performance standard. Educators in all three progressions must set at least two student learning goals and collect evidence from multiple measures to validate student learning progress. Each student learning goal is specific to the educator’s unique context. However, the student learning goal-setting process is standardized for all educators with quality checks to ensure that student learning is part of an overall educator evaluation that is rigorous, consistent and equitable. All evidence for the Student Learning performance standard must meet three criteria that are based on federal requirements:

1. Two data points;
2. Rigorous;
3. Comparable across classrooms.

Two data points refer to the need to demonstrate measurable progress within the Student Learning performance standard. Therefore, two data points must be predetermined within the instructional year in which each educator measures student learning. This is to show change in achievement between the two points in time. Adequate time, instruction, formative assessments used to change instruction, and intervention/enrichment to address individual needs should occur between the two data points.

Rigorous assessments must be aligned with the West Virginia Next Generation Content Standards and Objectives and challenge all learners. Rigorous assessments are required to ensure a fair and equitable evaluation for all educators. Rigorous assessments ensure that one educator’s expectations for student learning do not differ significantly from another’s. West Virginia’s teachers set high expectations for all learners.

Comparable across classrooms means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or subject. An example of a measure that is comparable across classrooms would be a third-grade mathematics assessment that could be used in all third-grade classrooms within a school where one would expect all third-grade students to achieve similar results in every classroom. For some grades and subjects, such measures have not yet been developed. When the same measure cannot be used, a consistent process helps provide some level of comparability.

Professional Conduct

Evidence for Professional Conduct would only be necessary in the event of an educator not adhering to the performance standard.
**Self Reflection**

Self-reflection provides educators the opportunity to consider personalized plans for continued professional growth and to aspire to the highest levels of achievement. Educators on all progressions complete a self-reflection to assess actual professional practice related to the five Professional Teaching Standards. Educators use the rubrics developed for the standards to identify a specific performance level for each element. Educators determine performance level ratings within the rubrics based on preponderance of the evidence. Educators must provide evidence to support any Distinguished performance level rating within the self-reflection.

Evaluators review self-reflections prepared by educators and may request additional evidence to support performance level ratings. However, evaluators cannot alter the actual performance level ratings chosen by educators when completing the self-reflection component of the West Virginia Evaluation System for Teachers.

**Goal Setting**

Goal setting for student learning is an important process for every West Virginia educator. Rigorous, measurable goals provide a clear path for teachers and students to succeed. The goal-setting process helps ensure that lesson design, implementation and assessment result in learning for all students.

1. Educators review school-wide data as well as current students' performance data. Educators at the elementary level will select a content area for each goal. Educators at the secondary level will select a class for each goal. Goals span a school year, semester or quarter. WESTEST 2 may be used as a measure of progress for student learning.
2. Educators may collaborate to establish student learning goals for their grade levels, departments, or curricular teams. The Distinguished performance level requires accomplishing at least one collaborative student learning goal.
3. Educators establish two student learning goals and identify strategies and measures that will be used to determine success. They also specify what evidence will be provided to document progress on both goals.
4. Educators complete two Student Learning Goal forms and submit them electronically to their evaluators for review. Evaluators verify that the goals are rigorous, measureable, and comparable across classrooms. Evaluators may request a conference for modifications.
5. Educators submit evidence for each goal to validate progress of student learning and briefly describe results on both Student Learning Goal forms. Evaluators review results and record a performance level for the Student Learning performance standard.
**Observation**

Observation provides a view of teacher practice and the opportunity to collect data to evaluate educator performance. Evidence collected during observation helps educators clarify strengths and identify areas for growth. Observations within the evaluation system are designed for educators on the Initial and Intermediate progressions.

**Initial and Intermediate Progressions**

1. Educators on the Initial and Intermediate progressions complete a self-reflection of their performance for the elements related to the Professional Teaching Standards and submit it electronically to their evaluators. Any performance rating at the Distinguished level requires evidence to be noted in the system.

2. Educators and evaluators meet to review Student Learning Goals and the educator self-reflection. Any evidence presented at the conference is also reviewed.

3. Evaluators record data using the Observation form.

4. Educators complete the Evidence form and submit it electronically to their evaluators within five days after the observation. The Evidence form provides the mechanism for documenting evidence about the observation as well as other evidence essential to understanding educator performance related to the elements for the Professional Teaching Standards.

5. Evaluators submit the Observation form electronically to educators prior to the conference.

6. Evaluators schedule and conduct a conference with educators within 10 days of the observation. Educators and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference.

7. Evaluators submit the Observation form electronically to educators prior to the conference.

8. Evaluators schedule and conduct a conference with educators within 10 days of the observation. Educators and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference.

9. Evidence accumulated as part of the Observation is included in the summative performance rating.
**Advanced Progression**

1. Educators on the Advanced progression complete a self-reflection of their performance for the elements related to the Professional Teaching Standards and submit it electronically to their evaluators. Any performance rating at the Distinguished level requires evidence to be noted in the system.

2. Educators and evaluators meet to review Student Learning Goals and the educator self-reflection. Any evidence presented at the conference is also reviewed.

3. Evaluators identify elements for which additional evidence will be necessary to establish the final summative rating.

4. Educators submit required evidence prior to the end-of-year conference.

5. Evaluators review the educator self-reflection as well as any evidence submitted and complete the summative performance rating which is transmitted electronically to educators.

6. Evaluators and educators convene an end-of-year conference.
Evaluation System for Teachers

Four Performance Levels
- Distinguished
- Accomplished
- Emerging
- Unsatisfactory

80%
- Self Reflection Oct. 1 (standards/rubrics)
  - None Required*

15%
- Evidence
  - Observation (2)
  - Observation (4)

5%
- 2 Student Learning Goals Nov. 1
  - Summative Conference/Evaluation by June 1
  - School-wide Growth-Reading
  - School-wide Growth-Mathematics
Evaluation System Timeline

**Beginning of year – October 1**
Educators complete self-reflection and begin working on student learning goals

**Beginning of year – November 1**
- Evaluators complete first observations for those on initial and intermediate progressions
- Educators submit learning goals

**November 1 - January 1**
Evaluators complete second observation for those on initial progression

**January 1 - March 1**
Evaluators complete third observation for those on initial progression

**March 1 - May 1**
- Evaluators complete final observations for those on initial and intermediate progressions
- Educators submit evidence for student learning goals

**By June 1**
Convene year-end conference and complete summative performance rating
Rubrics

Levels of Performance

The educator evaluation pilot recognizes four distinct levels of performance to describe the quality of teaching within West Virginia classrooms. Rubrics guide the determination of specific performance levels.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.</td>
<td>Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.</td>
<td>Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.</td>
<td>Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.</td>
</tr>
</tbody>
</table>

Performance level ratings may fluctuate from year to year due to a variety of circumstances, such as changes in content or grade level. Evaluators select a performance level from the rubric that best describes current, actual educator practice—not a future expectation—for a particular element. Connecting the performance level to actual practice is especially important when choosing between two adjoining performance levels. For example, emerging performance is clearly different from unsatisfactory performance. Educators likewise select from the rubric a performance level that best describes current practice when completing the self-reflection. West Virginia Professional Teaching Standards may offer additional insight into selecting an appropriate performance level for self-reflection or evaluation.

Professional Teaching Standards

The five Professional Teaching Standards used in the evaluation system are derived from the West Virginia Professional Teaching Standards. The Professional Teaching Standards recognize performance at the Accomplished level to be meritorious as well as rigorous and of high quality. Accomplished performance is expected to be the most frequently recognized level of performance; performance at the Distinguished will likely occur on occasion. Preponderance of the evidence provides the basis for evaluators to determine performance level ratings with the educator evaluation pilot.
### STANDARD 1: CURRICULUM AND PLANNING

#### Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas</td>
<td>The teacher • demonstrates extensive content knowledge • connects student learning to other content areas</td>
<td>The teacher • demonstrates content knowledge • attempts to connect student learning to other content areas</td>
<td>The teacher • does not demonstrate sufficient content knowledge • does not attempt to connect student learning to other content areas</td>
</tr>
</tbody>
</table>

#### Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher • collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula • collaborates with students to design sequential learning activities that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking, and problem solving</td>
<td>The teacher • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving</td>
<td>The teacher • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration</td>
<td>The teacher • does not design written instructional plans • does not design instructional plans and/or units that are driven by state-approved curricula • does not design sequential learning activities at appropriate developmental levels • does not design activities that promote student collaboration</td>
</tr>
</tbody>
</table>

#### Element 1.3: The teacher uses a balanced assessment approach to guide student learning.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher • collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students</td>
<td>The teacher • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students</td>
<td>The teacher • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students</td>
<td>The teacher • does not use formative and summative assessments • does not communicate assessment criteria • does not share assessment data or provide feedback to students</td>
</tr>
</tbody>
</table>
### STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT

#### Element 2.1: The teacher understands and responds to the unique characteristics of learners.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>• demonstrates extensive knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</td>
<td>• demonstrates thorough knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</td>
<td>• demonstrates adequate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</td>
<td>• does not demonstrate knowledge of students’ social, emotional and academic needs, interests, learning styles, cultural heritage, and gender</td>
</tr>
<tr>
<td>• plans and implements differentiated learning activities with students</td>
<td>• plans and implements differentiated learning activities for students</td>
<td>• plans and implements differentiated learning activities for some students</td>
<td>• does not plan and implement appropriate learning activities</td>
</tr>
<tr>
<td>• helps colleagues understand the unique characteristics of all learners</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>• collaborates with students to establish an effective classroom management system</td>
<td>• establishes an effective classroom management system</td>
<td>• establishes a classroom management system</td>
<td>• does not implement an effective classroom management system</td>
</tr>
<tr>
<td>• collaborates with students to ensure appropriate behavior as defined by the code of conduct</td>
<td>• responds appropriately and respectfully to student behavior as defined by the code of conduct</td>
<td>• responds inadequately to student behavior as defined by the code of conduct</td>
<td>• does not respond to student behavior as defined by the code of conduct</td>
</tr>
<tr>
<td>• organizes space and materials in a safe, highly efficient and well-designed learning environment</td>
<td>• organizes space and materials to ensure safety and efficiency</td>
<td>• organizes space and materials to ensure safety</td>
<td>• does not organize space and materials to ensure safety</td>
</tr>
</tbody>
</table>

#### Element 2.3: The teacher establishes and maintains a learner-centered culture.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>• establishes with students clear criteria for high-quality work</td>
<td>• sets and communicates clear criteria for high-quality work</td>
<td>• sets criteria for high-quality work</td>
<td>• does not establish criteria for quality work</td>
</tr>
<tr>
<td>• collaborates with students to maximize instructional time</td>
<td>• uses instructional time efficiently</td>
<td>• uses instructional time with limited efficiency</td>
<td>• does not use instructional time efficiently</td>
</tr>
<tr>
<td>• engages students in active, self-directed learning as part of a community of learners</td>
<td>• engages students in active learning</td>
<td>• engages students in learning</td>
<td>• does not engage students in learning</td>
</tr>
<tr>
<td>• provides extensive opportunities for students to collaborate in learning</td>
<td>• provides adequate opportunities for students to collaborate in learning</td>
<td>• provides limited opportunities for students to collaborate in learning</td>
<td>• does not provide opportunities for students to collaborate in learning</td>
</tr>
</tbody>
</table>
### Standard 3: Teaching

#### Element 3.1: The teacher utilizes a variety of research-based instructional strategies.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher collaborates with students to use an extensive variety of</td>
<td>The teacher uses a variety of effective instructional strategies to deliver</td>
<td>The teacher uses a limited variety of effective instructional strategies to deliver content</td>
<td></td>
</tr>
<tr>
<td>effective instructional strategies to deliver content</td>
<td>content</td>
<td></td>
<td>The teacher does not use effective instructional strategies to deliver content</td>
</tr>
<tr>
<td>The teacher collaborates with students to provide scaffolding and</td>
<td>The teacher demonstrates adequate use of scaffolding and differentiated</td>
<td>The teacher demonstrates limited use of scaffolding or differentiated instruction</td>
<td></td>
</tr>
<tr>
<td>differentiated instruction</td>
<td>instruction</td>
<td></td>
<td>The teacher does not scaffold or differentiate instruction</td>
</tr>
<tr>
<td>The teacher extensively uses appropriate technology to deliver content</td>
<td>The teacher adequately uses technology to deliver content</td>
<td>The teacher demonstrates limited use of appropriate technology to deliver content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher does not use effective instructional strategies to deliver content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher does not scaffold or differentiate instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher does not use appropriate technology to deliver content</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher facilitates student-led learning activities leading to deep</td>
<td>The teacher provides learning activities relevant to the content that involve</td>
<td>The teacher provides learning activities relevant to the content</td>
<td></td>
</tr>
<tr>
<td>understanding of the content</td>
<td>meaningful real-world experiences leading to deep understanding</td>
<td></td>
<td>The teacher does not provide learning activities that are relevant to the content</td>
</tr>
<tr>
<td>The teacher encourages students to initiate or adapt learning activities to</td>
<td>The teacher explains directions and procedures clearly and models them when</td>
<td>The teacher does not provide meaningful activities</td>
<td></td>
</tr>
<tr>
<td>deepen understanding</td>
<td>necessary</td>
<td></td>
<td>The teacher does not explain directions and procedures</td>
</tr>
<tr>
<td>The teacher provides students with extensive opportunities to collaborate</td>
<td>The teacher provides students with adequate opportunities to collaborate and</td>
<td>The teacher does not provide students opportunities to collaborate</td>
<td></td>
</tr>
<tr>
<td>and peer assess using appropriate technologies to gather information, problem</td>
<td>peer assess using appropriate technologies to gather information, problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>solve and share learning</td>
<td>solve and share learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher does not provide students opportunities to collaborate</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher effectively modifies instruction to meet the needs of all</td>
<td>The teacher modifies instruction when need is apparent</td>
<td>The teacher recognizes missed opportunities to modify instruction</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td>The teacher does not modify instruction</td>
</tr>
<tr>
<td>The teacher extensively monitors student progress using a variety of</td>
<td>The teacher consistently monitors student progress using a variety of</td>
<td>The teacher inconsistently monitors student progress using a variety</td>
<td></td>
</tr>
<tr>
<td>assessments</td>
<td>assessments</td>
<td>assessments</td>
<td>The teacher does not monitor student progress</td>
</tr>
<tr>
<td>The teacher collaborates with students and others to make instructional</td>
<td>The teacher uses student feedback to make instructional decisions</td>
<td>The teacher does not base instruction on a variety of assessments</td>
<td></td>
</tr>
<tr>
<td>decisions</td>
<td></td>
<td></td>
<td>The teacher does not provide interventions based on student data</td>
</tr>
<tr>
<td>The teacher extensively analyzes and uses student data to make instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher uses a variety of formative assessments to differentiate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instruction and provide effective interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

#### Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>• initiates the investigation that leads to the development of best practices</td>
<td>• extensively implements best practices</td>
<td>• participates in opportunities to investigate best practices when invited to do so</td>
<td>• does not participate in professional development of best practices as required for self-renewal</td>
</tr>
<tr>
<td>• mentors others in implementation of best practices</td>
<td>• shares results of investigation at the local, state, or national level</td>
<td>• inconsistently implements best practices</td>
<td>• does not implement best practices</td>
</tr>
<tr>
<td>• shares results of investigation at the local, state, or national level</td>
<td></td>
<td>• does not implement best practices acquired through professional development to improve unsatisfactory performance rating</td>
<td>• does not implement best practices</td>
</tr>
</tbody>
</table>

#### Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>• initiates or advances the development of a collaborative team</td>
<td>• participates actively in and/or facilitates a collaborative team</td>
<td>• participates in a collaborative team when invited to do so</td>
<td>• works in isolation</td>
</tr>
<tr>
<td>• contributes consistently to group learning</td>
<td>• contributes to group learning</td>
<td>• attempts to utilize the knowledge and skills gained</td>
<td>• does not contribute productively to work of collaborative teams as required for self-renewal</td>
</tr>
<tr>
<td>• mentors others in utilizing the knowledge and skills gained</td>
<td>• utilizes the knowledge and skills gained</td>
<td></td>
<td>• does not utilize knowledge and skills gained</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• does not utilize knowledge and skills gained to improve unsatisfactory performance rating</td>
</tr>
</tbody>
</table>
## Professional Teaching Standards

### STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY

#### Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>- leads the ongoing development of school-wide initiatives based on school and student data</td>
<td>- collaborates in the development of school-wide initiatives based on school and student data</td>
<td>- participates in the implementation of school-wide initiatives</td>
<td>- does not participate in school-wide initiatives</td>
</tr>
</tbody>
</table>

#### Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>- develops ongoing opportunities for families to participate in classroom activities based on needs assessment</td>
<td>- offers ongoing opportunities for families to participate in classroom activities</td>
<td>- participates in school-wide family activities</td>
<td>- does not attend school-wide family activities</td>
</tr>
<tr>
<td>- interacts appropriately with families within the school and community</td>
<td>- interacts appropriately with families within the school setting</td>
<td>- has minimal interaction with families</td>
<td>- does not respond or inappropriately responds to contact from families</td>
</tr>
<tr>
<td>- utilizes theory and current research to facilitate meaningful connections between the school and family</td>
<td>- seeks relevant knowledge of the family in order to provide meaningful connections between the school and family</td>
<td>- responds appropriately to contact from families</td>
<td>- does not positively contribute to the relationship between school and community</td>
</tr>
<tr>
<td>- develops and promotes meaningful school activities by utilizing community expertise and resources</td>
<td>- creates positive connections between the school and the community</td>
<td>- occasionally connects school activities with community resources</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
<td>The teacher</td>
</tr>
<tr>
<td>- involves and coaches others to implement and sustain teacher-identified change</td>
<td>- identifies possible areas of growth within the classroom and school</td>
<td>- participates in required initiatives leading to change in practice and policy in the classroom and school</td>
<td>- does not participate in available opportunities for change and growth that affect practice and policy</td>
</tr>
<tr>
<td>- takes a leadership role in growth initiatives that affect practice and policy throughout the school community</td>
<td>- recommends and facilitates opportunities for change and growth in the classroom and school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning**

**Student Learning** is the single, most important goal of education. Many things affect students’ quality of life and readiness to learn. The quality of teaching, however, is the most important school-related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students’ success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

<table>
<thead>
<tr>
<th>STANDARD 6: STUDENT LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 6.1:</strong> The work of the teacher results in measurable progress of student learning of state-approved curricula.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.</td>
<td>Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.</td>
<td>Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.</td>
<td>Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.</td>
</tr>
</tbody>
</table>
Professional Conduct

Professional Conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

<table>
<thead>
<tr>
<th>STANDARD 7: PROFESSIONAL CONDUCT</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 7.1:</strong> The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</td>
<td>Adheres to state, district and school policy and procedure</td>
<td>Adheres to state, district and school policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of violating state, district or school policy and procedure</td>
</tr>
<tr>
<td><strong>Policy and Procedure</strong></td>
<td>Adheres to state, district and school policy and procedure</td>
<td>Adheres to state, district and school policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of violating state, district or school policy and procedure</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Adheres to state, district and school attendance policy and procedure</td>
<td>Adheres to state, district and school attendance policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
<td>Adheres to state, district and school work schedule policy and procedure</td>
<td>Adheres to state, district and school work schedule policy and procedure with few exceptions</td>
<td>Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Interacts professionally with students, parents/guardians, colleagues and community</td>
<td>Interacts professionally with students, parents/guardians, colleagues and community with few exceptions</td>
<td>Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional</td>
</tr>
</tbody>
</table>
Rationale

The educator evaluation system offers educators plans to address areas of concern as part of a comprehensive system of support. A school culture based on trust, support and professional growth is foundational for successful implementation. The plans invite educators to participate actively in improving professional practice while acknowledging that significant support is necessary for optimal results. Both the Focused Support Plan and the Corrective Action Plan recognize that time, resources and collaboration with other educators are essential to success. The work of educators is complex and necessitates differentiated support that is appropriate to the areas of concern and the unique contexts of educators.

Focused Support Plan

The focused support plan is a proactive, preventative measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation and when there is documented evidence indicating an area of concern based on one or more of the five performance standards. The following supports may be considered to meet individual needs:

- Professional development
- Coaching/Instructional support
- Mentoring
- Peer observation
- Programs of study
- Other supports and resources

The focused support plan must include the following essential components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

The focused support plan may address an area of concern involving student learning goals when in conjunction with one or more of the performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.

At the conclusion of the nine-week focused support plan, if evidence demonstrates that the standard has been met, then the plan is successfully completed. If evidence demonstrates
that adequate progress has been made, the focused support plan will continue for a second nine-week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation will be completed and a corrective action plan will be initiated. In the event of inadequate progress at the conclusion of a second nine-week focused support plan an evaluation will be completed and a corrective action plan will be initiated. Evidence may include a formal observation if appropriate to the area of concern.

Corrective Action Plan

The corrective action plan is typically initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the five performance standards. However, certain instances of misconduct as specified in WVa. Code 18A-2-8 may require immediate action and/or a corrective action plan. The corrective action plan may address unsatisfactory performance involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a corrective action plan. The corrective action plan spans 18 weeks and may commence at any time during the school year.

The corrective action plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the 18-week corrective action plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the 18-week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a corrective action plan that may include observation if appropriate.

Educators remain on their current progression while implementing a corrective action plan.

Evaluators must identify other educators, either within the school or county, to be used as resources during a corrective action plan.

The corrective action plan must include following essential components:
• Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
• Timeline for implementation
• Resources for support, including referral to other educators

Performance in a Single Element

Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with Standard 4 - Professional Responsibilities for Self-Renewal that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a corrective action plan.
Forms - Examples

Step 1: Self-Reflection and Rubric
Step 2: Goal Setting

<table>
<thead>
<tr>
<th>Short Goal Name (50 character limit)</th>
<th>WV Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context Describe the learners and the learning environment.</td>
<td>I teach four sections of West</td>
</tr>
<tr>
<td>2. Specific Content Area</td>
<td>West Virginia History</td>
</tr>
<tr>
<td>3. Baseline Data Describe current data.</td>
<td>Students completed a pre-</td>
</tr>
<tr>
<td>4. Goal Describe the focus of students’ progress in learning.</td>
<td>Students will study the West Virginia</td>
</tr>
<tr>
<td>5. Strategies for Attaining Goal</td>
<td>Students will work in groups to construct</td>
</tr>
<tr>
<td>6. Collaboration: If applicable, describe how this goal includes a collaborative component.</td>
<td>I worked with the 8th Grade Math teachers to</td>
</tr>
</tbody>
</table>

7. Measures: All measures for this goal must meet three criteria.

<table>
<thead>
<tr>
<th>Measure</th>
<th>West Virginia Geography</th>
</tr>
</thead>
</table>

8. Data Results

<table>
<thead>
<tr>
<th>Data Results</th>
<th>83% of my students successfully completed a</th>
</tr>
</thead>
</table>
Step 3: Evidence

Step 4: Observation
Step 5: Summative Evaluation

Standard 1: CURRICULUM AND PLANNING

**DISTINGUISHED**

- Standard Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.

**ACCOMPLISHED**

- Standard Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.

- Standard Element 1.3 The teacher uses a balanced assessment approach to guide student learning.

**Standard 1 Comments**

Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT

**ACCOMPLISHED**

- Standard Element 2.1 The teacher understands and responds to the unique characteristics of learners.

- Standard Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.

- Standard Element 2.3 The teacher establishes and maintains a learner-centered culture.

**Standard 2 Comments**

Standard 3: TEACHING

**Standard 3 Comments**

Standard 4: PROFESSIONAL CONDUCT - The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.

**Policy and Procedure**

- Meets Standard

**Standard 4 Comments**

Attendance

- Meets Standard

Schedule

- Meets Standard

Respect

- Meets Standard

**Evaluator**

Evaluator Addendum

Summative Performance Rating not Available before the Student Growth Calculation

Evaluator MLP67301 finalized this evaluation 06/21/2012

Evaluatora 1967000386 accepted this evaluation 06/21/2012
Acknowledgements

The West Virginia Board of Education gratefully acknowledges the wisdom and hard work contributed by the members of the Teacher Evaluation Task Force and its work groups:

Katrina Andrews  Dr. Ann Gaudino  David Mohr
Stephanie Armentrout  Dr. Adam Green  Lisa Moser
Nikki Bailey  Hank Hager  Mary Moye
Dr. Dixie Billheimer  Judy Hale  Terry Nelson
Sam Brunett  Jackie Hersch  Dr. Howard O’Cull
Christine Campbell  Rick Hicks  Emily Papadopoulos
Deborah Chapman  Lynn Hurt  Cynthia Phillips
John Cole  Rosemary Jenkins  Eileen Poling
Frank Collier  Michael Kelley  Wendy Redd
Dr. Cindy Daniel  Dale Lee  Terry Sauvageot
Dr. Martha Dean  Cathy Marino  Brad Simmons
Richard Dulee  Anita Maxwell  Jennifer Strawderman
Debra Elmore  Dr. Emily Meadows  Libby Surface
Ed Evans  Greg Merritt  Carla Warren
Fred Farris  Christine Miller  Barbara Whitecotton
Debbie Ferri

The West Virginia Board of Education also gratefully acknowledges the liaisons from the Appalachian Regional Comprehensive Center and the Regional Education Laboratory who offered technical expertise and assistance:

Jeannine Branch  Dr. Karen Huffman  Dr. Dorothea Shannon
Dr. Donna Carr  Tom Geraghty

The West Virginia Board of Education acknowledges the members of the Teacher Evaluation Committee:

Michael Green  Priscilla Haden  Dr. Lowell Johnson

The West Virginia Board of Education acknowledges the West Virginia Department of Education liaisons:

Barbara Ashcraft  Trent Danowski  Kenny Moles
Michele Blatt  Dr. Karen Davies  Donna Peduto
Linda Bragg  Juan D’Brot  Dr. Vaughn Rhudy
Keith Burdette  Lee Ebersole  Jan Stanley
Dr. Marsha Bailes  Robert Hagerman  Dr. Erin Sullivan
Suzette Cook  Lisa Hedrick  Georgia Thornton
Dr. Amelia Courts  Nate Hixson  Lori Wiggins
Laura Kiser