TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 142
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

§126-142-1. General.

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

1.2. Authority. -- W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5 and §18A-2-12.

1.3. Filing Date. -- August 11, 2006

1.4. Effective Date. -- September 11, 2006

1.5. Repeal of Former Rule. -- This legislative rule revises W. Va 126CSR142 "Performance Evaluation of School Personnel" filed August 12, 2002 and effective September 11, 2002.

§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.

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.

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.

4.15. High Objective Uniform State Standard of Evaluation (HOUSSE): HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. 126CSR13, West Virginia Board of Education Policy 2320, A Process for Improving Education: Performance Based Accreditation System and W. Va. §126-142-14.2 that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A general education teacher not new to the profession and a special education teacher eligible to use HOUSSE as defined in W. Va. 126CSR136 West Virginia Board of Education Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification (hereinafter Policy 5202), Section 8.2.2.c may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form §126-142-8.1.3 to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content are being evaluated that year. Special education teachers who must rely on HOUSSE to demonstrate subject matter competency may use WV Board of Education approved professional development for the purpose of demonstrating subject matter competence.

§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 State 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.

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. For classroom teachers with five (5) or more years of experience, who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the immediate supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

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. HOUSSE. – Educators, regardless of the number of years teaching experience, wanting to use the HOUSSE option to demonstrate subject matter competence, must:

9.4.1. Meets Requirements. – Educators must first be eligible to use the HOUSSE option to demonstrate subject matter competence as specified in Policy 5202, Section 8.2.a-C-c. AND

9.4.2. Evaluation Request. – Educators must request in writing that the administrator conduct an observation and evaluation in each content area for which subject matter competence must be demonstrated.

a. Elementary. – Educators assigned to teach at the elementary level must have one observation and one evaluation for one content area.

b. Secondary. – Educators assigned to teach at the middle or high school level must have one observation in each content area assigned but only one evaluation.

c. Previous Evaluations. – Educators may use previous evaluations (not to exceed three years prior to current school year) to demonstrate subject matter competence.

9.4.3. Section of form to be used. – Only section I of the Performance Evaluation "Programs of Study" as referenced in §126-142-14.2 shall be used in evaluating the educator using the HOUSSE option.

9.5. 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.

9.6. Supervisors may observe teachers at any time.

9.7. 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 §126-142-13. 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/re-teach 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.

10.3. For teachers with five (5) or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

10.4. To determine if an evaluation is needed more frequently 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 rating may request a professional growth and development plan or performance evaluation with a written request to the school principal by October 1 in the year an evaluation is requested. If a performance evaluation is requested, it shall be evaluated pursuant to §126-142-9.3. If a professional growth and development plan is requested, it will be mutually agreed upon by the teacher and supervisor and 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 may be revised on an annual basis by mutual agreement by the teacher and supervisor.

10.6. Teachers requesting a HOUSSE with a written request to the school principal shall be evaluated pursuant to §126-142-9.4.

10.7. 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 §126-142-9.1.

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.

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 §126-142-13.

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.

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 §126-142-3.2.

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.

12.5 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.

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 W. Va. 126CSR99, 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.

a. Prepares and implements lesson plans.

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

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

d. Introduces the instructional activity and specifies instructional objectives.

e. Directs and adequately supervises students to be on task quickly at the beginning

of each instructional activity.

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

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

h. Assigns developmentally appropriate tasks.

i. Provides instructional pacing that ensures student understanding.

j. Maximizes student time-on-task.

k. Makes effective transitions between instructional activities.

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

m. Encourages students to express ideas clearly and accurately.

n. Incorporates higher level thinking skills.

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

p. Provides remediation activities for students.

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

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

14.5. Student Progress:

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

a. Follows grading policies and regulations.

b. Maintains accurate and complete student records.

c. Monitors and evaluates student progress.

d. Provides feedback on student work.

e. Monitors student attendance.

14.6. Communication:

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

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

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

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

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

e. Determines and utilizes appropriate community resources.

14.7. Professional Work Habits:

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

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

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

c. Participates in activities that foster professional growth.

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

e. Performs assigned duties.

f. Strives to meet county/school goals.

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

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.

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 establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply

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

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

16.1. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in §126-142-18.

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 §126-142-3.2.

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.

17.5. Release time may be provided for administrators who serve on the improvement team.

§126-142-18. Administrators' Responsibilities.

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

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.

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.

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,

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,

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 §126-142-14.8.1. 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

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 rating, 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 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 §126-142-23 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 a 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.

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 §126-142-3.2.

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.

§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

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:

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

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 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 PreK-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 W. Va. 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.

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 §126-142-28.

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.

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 §126-142-3.2.

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.

27.5 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,

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,

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.