

HUMAN RESOURCES**EMPLOYEE EVALUATION - GENERAL ADMINISTRATIVE PROCEDURES FOR
PERFORMANCE EVALUATIONS****I. EVALUATION CRITERIA FOR CLASSROOM TEACHERS**

- A. 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 will be conducted, or a professional growth and development plan required, only when the principal determines it to be necessary for a particular classroom teacher, or when a classroom teacher requests to be evaluated more frequently.
- B. 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.
- C. 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 over 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.

- D. 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 the as needed basis as determined by the supervisor.

- 1. Supervisors may observe teachers at any time.
- 2. Lesson plans may not be used as a substitute for observations.

- E. High Objective Uniform State Standard of Evaluation (HOUSSE)- A general education teacher not new to the professional and an eligible special education teacher wanting to use the HOUSSE option to demonstrate subject matter competence, must:

- 1. Meet Requirements - Educators must first be eligible to use the HOUSSE option to demonstrate subject matter competence as specified in §126-136-8.2.2.a-C-c.
- 2. Request Evaluation - 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.

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. A minimum rating of "meets standards" must be achieved in order to demonstrate subject matter competency using the HOUSSE option.

II. EVALUATION PROCESS FOR CLASSROOM TEACHERS

- A. Evaluation - Evaluations shall address all levels of teacher responsibilities as outlined in Section V. 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.
- B. For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/reteach strategies; write to learn activities; cultural diversity; color coding; or any other similar item which are not required to serve as a guide to the teacher or substitute for daily instruction.
- C. For classroom teachers with five (5) or more years of experience who have not received an unsatisfactory evaluation, a professional growth and development plan or evaluation is not required unless the supervisor determines that an evaluation or professional growth and development plan is needed more frequently or when a classroom teacher exercises the option of being evaluated at more frequent intervals. Supervisors may determine that teachers whose written evaluations include identified deficiencies related to specific performance criteria may be evaluated more frequently.
- D. To determine if an evaluation is needed 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 give to the teacher.

- E. Teachers with five (5) or more years of experience who have not received an unsatisfactory evaluation may request a performance evaluation or professional growth and development plan with a written request to the school principal by October 1 in the year when requested.
- F. 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.
- G. A professional growth and development plan may be used when determined by the principal or requested by a teacher with more than five (5) years experience. The plan will be mutually agreed upon by the teacher and supervisor and will contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be developed and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and may be revised on an annual basis by mutual agreement by the teacher and supervisor.
- H. The immediate supervisor is responsible for the teacher's evaluation.
- I. The supervisor shall share the evaluation with the teacher during a scheduled conference.
- J. The teacher has the right to include a written

statement as an addendum to the evaluation.

- K. 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.

III. IMPROVEMENT PLAN FOR CLASSROOM TEACHERS

- A. An improvement plan shall be developed by the supervisor and employee when an employee's performance is shown by evaluation to be unsatisfactory in any of the six areas of teacher responsibility as contained Section V of this policy.
- B. The improvement plan shall designate how the employee shall meet the criteria. The improvement plan shall:
 - 1. identify the deficiency (ies);
 - 2. specify the corrective action to remediate the deficiency (ies);
 - 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
 - 4. describe the resources and assistance available for correcting the deficiency (ies).
- C. After a teacher has successfully corrected deficiencies, the teacher must continue to meet standards.
- D. 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.
- E. Nothing in this Section shall supersede the provisions of WV Code §18-2E-6, §18A-3-4, or §18A-2-8.

IV. IMPROVEMENT TEAM FOR CLASSROOM TEACHERS

- A. 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.

- B. 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 as the employee. 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 West Virginia Board of Education Policy 5310: Performance Evaluation of School Personnel.
- C. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- D. The improvement team shall monitor the improvement plan and may:
 - a) conduct observations and conferences,
 - b) provide training to assist the employee in meeting the performance criteria outlined in the plan, and
 - c) identify additional resources.Release classroom time may be provided for teachers who service on the improvement team.

V. CLASSROOM TEACHERS' RESPONSIBILITIES

Job descriptions for teachers shall include the following responsibilities.

- A. implements programs of study,
- B. fosters a classroom climate conducive to learning,
- C. utilizes instructional management systems models that increase student learning,
- D. monitors student progress towards mastery of instructional goals and objectives,
- E. communicates effectively within the educational community and with parents on a regular basis,
- F. meets professional responsibilities,
- G. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

VI. CLASSROOM TEACHERS RESPONSIBILITIES

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.

A. Programs of Study

Definition: Provides curricula required by the State of West Virginia.

1. Bases instruction on adopted curricula for the school.
2. Demonstrates accurate and current knowledge in subject field.
3. Develops appropriate lessons to teach instructional objectives.
4. Employs a variety of instructional strategies to augment achievement.

B. Classroom Climate

Definition: Provides curricula required by the State of West Virginia.

1. Follows established school discipline procedure that includes WV Board of Education Policy 4373: Student Code of Conduct.
2. Establishes procedures and rules that enhance learning.
3. Encourages students' attendance.
4. Sets high positive expectations for student performance.
5. Encourages and acknowledges individual student accomplishments and appropriate behavior.
6. Treats students in a fair and equitable manner.
7. Accommodates individual learning differences.
8. Creates and maintains an environment that supports learning.
9. Communicates with parents.

C. Instructional Management Systems

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

1. Prepares and implements lesson plans.
2. Begins lesson or instructional activity with a

- review of previous material as appropriate.
3. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.
 4. Introduces the instructional activity and specifies instructional objectives.
 5. Directs and adequately supervises students to be on task quickly at the beginning of each instructional activity.
 6. Presents reading, writing, speaking, and listening strategies using concepts and language that students understand.
 7. Provides relevant examples and demonstrations to illustrate concepts and skills.
 8. Assigns developmentally appropriate tasks.
 9. Provides instructional pacing that ensures student understanding.
 10. Maximizes student time on task.
 11. Makes effective transitions between instructional activities.
 12. Summarizes the main point(s) of the instructional activity.
 13. Encourages students to express ideas clearly and accurately.
 14. Incorporates higher level thinking skills.
 15. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.
 16. Provides remediation activities for students.
 17. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.
 18. Integrates a variety of technology applications and learning tools to augment student achievement.

D. Student Progress

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

1. Follows grading policies and regulations.
2. Maintains accurate and complete student records.
3. Monitors and evaluates student progress.
4. Provides feedback on student work.
5. Monitors student attendance.

E. Communication

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

1. Communicates student progress according to established procedures and policies.
2. Communicates regularly and effectively with students, parents/guardians, and the community, and exhibits appropriate interactive skills.
3. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.
4. Speaks and writes standard English clearly, correctly, and distinctly.
5. Determines and utilizes appropriate community resources.

F. Professional Work Habits

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

1. Adheres to established laws, policies, rules, and regulations.
2. Interacts appropriately with other educational personnel and parents.
3. Participates in activities that foster professional growth.
4. Is punctual with reports, grades, records, and in reporting to work.
5. Performs assigned duties.
6. Strives to meet county/school goals.
7. Commands respect by example in appearance, manners, behavior, and language.

G. Technology Standards

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

1. Demonstrates a sound understanding of technology

- operations and concepts.
2. Communicates regularly and effectively with students, parents/guardians, and the community.
 3. Follows confidentiality procedures regarding students parents/guardians, and fellow staff members.
 4. Speaks and writes standard English clearly, correctly, and distinctly.
 5. Determines and utilizes appropriate community resources.

F. Professional Work Habits

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

1. Adheres to established laws, policies, rules, and regulations.
2. Interacts appropriately with other educational personnel and parents.
3. Participates in activities that foster professional growth.
4. Is punctual with reports, grades, records, and in reporting to work.
5. Performs assigned duties.
6. Strives to meet county/school goals.
7. Commands respect by example in appearance, manners, behavior, and language.

G. Technology Standards

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

1. Demonstrates a sound understanding of technology operations and concepts.
2. Plans and designs effective learning environments and experiences supported by technology.
3. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. Applies technology to facilitate a variety of effective assessment and evaluation strategies.
5. Uses technology to enhance productivity and

professional practice.

6. Understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

VII. Any conflict between these administrative procedures and any statute or state board of education policy shall be resolved by following the statute or state board of education policy.

POLICY REVISED: August 29, 2006

POLICY ADOPTED: August 9, 1999

OHIO COUNTY BOARD OF EDUCATION