

HUMAN RESOURCES**EMPLOYEE EVALUATION - ADMINISTRATIVE PROCEDURES FOR PERFORMANCE
EVALUATION OF PROFESSIONAL SUPPORT PERSONNEL****I. EVALUATION PROCESS FOR PROFESSIONAL SUPPORT PERSONNEL**

- A. 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.
- B. Professional support personnel in their fourth or fifth year of professional service, a minimum of one (1) written evaluation per year is required.
- C. For professional support personnel with five (5) or more years of experience who have not received an unsatisfactory evaluation, a minimum of one (1) evaluation every three (3) years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that professional support personnel whose written evaluations include identified deficiencies relate to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.
- D. The professional support personnel's immediate supervisor, as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.
- E. 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 working days.

- F. 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 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 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.
- G. 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.

II. IMPROVEMENT PLAN FOR PROFESSIONAL SUPPORT PERSONNEL

- A. An improvement plan shall be developed by the supervisor and the professional support person when the professional support person's performance is unsatisfactory in any area of responsibility as

contained in Section IV of the regulation.

- B. The improvement plan shall designate how the professional support person shall meet standards. The improvement plan shall:
 - 1. identify the deficiency(ies);
 - 2. specify the corrective action to remediate the deficiency(ies)
 - 3. contain the time frame from monitoring and deadlines for meeting performance characteristics, and in no case shall the improvement plan be for more than one semester in length; and
 - 4. describe the resources and assistance available to assist in correcting the deficiency(ies).
- C. After a professional support person has successfully corrected deficiencies, the professional support person must continue to meet standards.
- D. Nothing in this section shall supersede the provisions of WV Code §§18-2E-6, 18-3-4, or 18A-2-8.

III. IMPROVEMENT TEAM FOR PROFESSIONAL SUPPORT PERSONNEL

- A. 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.
- B. 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 Regulation 4005.01 of this policy.
- 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 conduct observations and conferences, provide training to assist the professional support

person in meeting the responsibilities outlined in the plan and identify additional resources. Release time may be provided for professional educators who serve on the improvement team.

IV. PROFESSIONAL SUPPORT PERSONNEL'S RESPONSIBILITIES

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

- A. plans, prepares, and implements new programs or facilitates change in the existing program;
- B. organizes, directs, and coordinates programs;
- C. gathers and interprets data for individuals, groups, or programs;
- D. delivers services to students or others;
- E. collaborates with school personnel and/or parents to coordinate the delivery of services to students or others;
- F. facilitates professional development activities to achieve goals.
- G. develops and improves individual competencies and skills to deliver services, and
- H. demonstrate competency in the knowledge and implementation of technology standards.

V. PROFESSIONAL SUPPORT PERSONNEL'S PERFORMANCE CHARACTERISTICS

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

A. Planning, Preparation, and Implementation

Engages in activities that prepare for implementation of new program or facilitates change in existing program and their implementation. Items that may be used to reflect planning and preparation:

- 1. identifies needs of student and others;

2. develops action plans based on identified needs;
3. evaluates ongoing programs/plans;
4. revises programs based on assessment;
5. implements ongoing program activities and revise activities as needed,
6. advises school personnel regarding available resources.

B. Administration/Management

Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting, and other similar activities. Items that may be used to reflect administrative/management:

1. aids school administration in developing and providing policies and/or programs.
2. establishes and communicates practices and procedures to students, parents, community, and staff,
3. works to integrate program into total school curriculum,
4. prepares thorough and accurate reports in a timely manner, and
5. makes recommendations to modify the school program to meet individual student's needs.

C. Assessment/Evaluation

Gathers and interprets data from individuals, groups, or programs to evaluate need and programs. Items that may be used to reflect assessment/evaluation:

1. explains nature and purpose of assessment in an understandable manner.
2. demonstrates knowledge of theories, techniques, and instruments used for assessment,
3. follows confidentiality procedures,
4. makes provisions for the attainment and evaluation of program goals, and
5. communicates effectively with school personnel, students, parents, and the community.

D. Intervention

Delivers services to students and others to improve skills/functional abilities or inform recipients of services. Items that may be used to reflect intervention:

1. provides activities to foster the development of the whole child/student,
2. demonstrates positive interpersonal relationships

- with students, educational staff, parents, and the community,
- 3. assists teachers and students in implementing plans/strategies,
- 4. involves students in setting objectives, and
- 5. uses systematic processes to assess needs, plan interventions, and evaluate outcomes.

E. Collaboration

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:

- 1. presents information about services offered to students, school personnel, parents, and the community,
- 2. assists parents and students with individual needs to secure available services,
- 3. creates a positive climate during consultation,
- 4. serves on, or leads, multidisciplinary teams, and
- 5. respects values different from his/her own.

F. Professional Development

Facilitates professional development activities to achieve goals. Items that may be used to reflect professional development:

- 1. seeks input from staff,
- 2. plans, implements, and evaluates professional development programs,
- 3. disseminates information at meetings, and
- 4. develops procedures and provides training for school personnel, students, and parents.

G. Professional Responsibilities

Develops and improves individual competence and skill in delivering services consistent with professional standards. Items that may be used to reflect professional responsibilities:

- 1. behaves in an ethical manner,
- 2. demonstrates understanding of own professional limitations,
- 3. continues professional development by keeping abreast of current trends,
- 4. keeps appointments and follows up with commitments.
- 5. adheres to established regulations, policies, rules, and laws, and

6. commands respect by example in appearance, manners, behavior,

H. **Technology Standards**

Demonstrates competency and knowledge in the implementation of technology stands identified by the WV Board of Education policies which are based on the International society for Technology in Education (ISTE) Standards. Items that may be used to reflect instructional leadership competencies:

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

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

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OHIO COUNTY BOARD OF EDUCATION