

A POLICY STATEMENT OF  
THE HANCOCK COUNTY BOARD OF EDUCATION  
New Cumberland, West Virginia 26047

**EVALUATION OF PROFESSIONAL STAFF**

Policy 5310, establishes the process for evaluation of the employment of professional personnel that shall be applied uniformly statewide. The Hancock County Board of Education, through the powers derived from the West Virginia Code, is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the Superintendent the function of establishing and implementing a program of personnel assessment.

This evaluation policy has five major purposes:

1. To promote professional growth and development that advances student learning
2. To define and promote high standards for professional personnel and their performance
3. To provide data that indicates the effectiveness of professional personnel as one basis for sound personnel decisions
4. To provide data for educator preparation programs to identify areas of need and guide program improvement; and,
5. To establish county and school evaluation data that serve as a basis for professional learning that specifically targets the area(s) identified for professional growth.

All evaluators shall be trained in management and evaluation skills in the current system. 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.

**Principles of Operation**

County administrative procedures for conducting employee evaluations shall include the identity of the immediate supervisor who conducts the observations and evaluation, and the process to be used in improving an employee's performance based on the evaluation results.

All monitoring and/or observations of the employee shall be conducted openly.

An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.

The administrative procedures shall be implemented in conformity with grievance and other due process requirements.

An orientation shall be convened for all employees at the beginning of the employment period to insure that all employees have a full understanding of the evaluation policy and procedures. Each employee shall be provided access to the instruments and procedures.

To insure that all employees have a meaningful opportunity to implement the evaluation policy and procedures, appropriate time for collaboration during the school day shall be provided.

**Rating Structure:**

1. The four (4) performance rating categories in the educator evaluation system for the performance and student growth standards are:

- **Distinguished** -- Performance which is consistently exceptional.
  - **Accomplished** -- Performance which demonstrates mastery of the standard.
  - **Emerging** -- Performance which meets the basic standard and has an opportunity for professional growth.
  - **Unsatisfactory** -- Performance which does not meet the basic standard.
2. The three (3) performance rating categories on the personnel evaluation form for employees for the professional conduct standard are:
- **Meets standard**
  - **Below standard**
  - **Unsatisfactory**
3. The four (4) performance rating categories on the personnel evaluation form for employees are:
- **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.
  - **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.
  - **Meets Standards** -- Performance is consistently adequate in meeting performance criteria.
  - **Unsatisfactory** -- Performance is not consistently acceptable in meeting performance criteria.

**Educator Evaluation:**

Self-reflection -- Educators shall complete an annual self-reflection based upon the standards on or before October 1. Evaluators review the educator self-reflection which is transmitted electronically by educators. Evidence is utilized to support performance level determination for a distinguished rating or if an evaluator disagrees with the self-reflection rating.

Goal Setting – Educators shall complete the goal setting process on or before November 1. Teachers of non-tested grades and subjects, school leaders and counselors develop two (2) goals and submit them electronically to their evaluator for review. Teachers of tested grades and subjects are not required to develop or submit goals. These teachers still have the option to develop and submit goals if the teacher chooses to do so.

Educators shall complete one (1) summative evaluation each year.

All teachers shall participate in an annual summative evaluation conference on or before the teacher's final day in the classroom for the school year, OR on or before June 15 of the school year (whichever occurs first). The evaluation is recorded in the online evaluation system.

1. Eighty percent of the educator evaluation shall be based on an appraisal of the educator's ability to perform the established professional standards. Five percent of the evaluation shall be based on student growth measured by the school-wide score on the state summative assessment.

2. Beginning in the 2015-2016 school year, for educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available), student growth shall be determined by the statewide summative assessment results as measured between two points in time. For all other educators, progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments.

**Plans to Support Continuous Improvement:**

A Plan to Support Continuous Improvement shall be developed by the evaluator and the educator when an educator's performance indicates an area of concern and/or is unsatisfactory in any area of the educator's responsibilities. There are two types of plans:

1. **The Focused Support Plan** -- A proactive measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation between the educator and the evaluator, and when there is documented evidence indicating an area of concern based on one or more of the performance standards, and after a minimum of one (1) observation is complete for the educator. The focused support plan, and its implementation, is an improvement process between the educator and the evaluator. The Focused Support Plan spans at minimum nine (9) weeks and may commence at any time during the school year and may be repeated once per plan.

The Focused Support Plan must include the following essential components: (a) identified area of concern with reference to the standards to be addressed, (b) expectations for change, (c) nine-week timeline for implementation, and (d) resources for support.

The following supports may be considered to meet individual needs: (a) professional learning, (b) coaching/instructional support, (c) mentoring, (d) peer observation, (e) programs of study, and (f) other supports and resources.

The Focused Support Plan enacted for an educator 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 (9) 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 but the standard has not been met, the focused support plan will continue for a second nine (9) 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.

If an educator transfers within the County or to any other county within the State during the implementation of a Focused Support Plan, the existence of a Focused Support Plan shall be noted in the online system. The new supervisor will conduct a conference and an observation of the educator to determine the need and parameters of a continued Focused Support Plan.

2. **Corrective Action Plan** -- The Corrective Action Plan is 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 standards OR when certain instances of misconduct as specified in West Virginia 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 standards. A minimum of one (1) observation must be complete for the educator prior to the beginning of a Corrective Action Plan. The Corrective Action Plan spans eighteen (18) weeks and may commence at any time during the school year.

The Corrective Action Plan must include the following essential components: (a) identified area of unsatisfactory performance with reference to the standard(s) to be addressed, (b) timeline for implementation, and (c) resources for support, including referral to other educators.

The Corrective Action Plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the eighteen (18) week Corrective Action Plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the eighteen (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.

If an educator transfers within the County, as determined by County policy, or to any other county within the State during the implementation of a Corrective Action Plan, the plan is noted in the online system and transferred to the new supervisor for continuation.

**Unsatisfactory Professional Conduct**

Unsatisfactory performance in any area of the Professional Conduct Standard results in an unsatisfactory rating of the standard. Certain instances of misconduct as specified in West Virginia Code §18A-2-8 may require immediate disciplinary action and/or a Corrective Action Plan.

Instances of unsatisfactory Professional Conduct not specified in West Virginia Code §18A-2-8 shall result in either a Focused Support Plan or Corrective Action Plan determined at the discretion of the evaluator.

Date Adopted: 10/13/14  
Date Amended: 01/09/17  
Date Reviewed:

*The above Policy Statement is an integral part of the Official Policy Manual of this Board of Education as of the date shown adopted.*