

PERFORMANCE EMPLOYEE EVALUATIONS PROCEDURE

All employees have the right to know how well they are performing their jobs through open and honest evaluations of their performance. All employees are entitled to the opportunity to improve their performance prior to termination.

All professional personnel shall be evaluated according to the provisions of Kanawha County Board of Education Policy G48A. Teachers may be placed on a Focus Support Plan or a Corrective Action Plan in order to assist the employee with the development of his/her skills. All teachers will be evaluated according to Performance Evaluation of School Personnel Policy 5310. An educator who is the subject of a focus support plan or a corrective action plan may not transfer within the county until successful completion of the plan.

All service personnel, who hold continuing contract status, will receive at least one evaluation by their immediate supervisor annually to be completed on or before June 1 of the current school year. School service personnel, who hold probationary contract status, will receive at least two evaluations by their immediate supervisor annually. The first evaluation must be completed on or before January 24 of the current school year, and the second must be completed on or before June 1 of the current school year. An employee, who is rated as unsatisfactory, must be placed on a written plan of improvement. An employee is not eligible to transfer while on a written plan of improvement, nor will a position be held for an employee to complete a written plan of improvement.

Professional Personnel Evaluation/Administrative Procedures: Series: G48A

48.08. Evaluation Process for Teachers.

48.08.a. All teachers shall participate in an annual summative evaluation conference on or before June 1 that is recorded in the online evaluation system.

48.08.b. The teacher's evaluator is responsible for monitoring performance and for preparing the evaluation.

48.08.c. The purpose of the evaluation is to set high standards of performance for teachers, ensure high-quality instruction focused on increasing student achievement, encourage continuous growth and improvement through personal reflection and goal setting, and serve as a tool in developing coaching and mentoring programs for teachers.

48.08.d. Observations are to last the length of a lesson, but not less than thirty (30) minutes. Evaluators record data using the Observation form. Evaluators submit the Observation form electronically to teachers prior to the conference. Evaluators schedule and conduct a conference with teachers within ten (10) days of the observation. Teachers and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference. Evidence accumulated as part of the observation is considered in the determination of the summative performance rating.

48.08.d.1. Teachers in the Initial Progression will be observed a minimum of four (4) times for the summative performance evaluation. Two (2) observations shall be scheduled with the classroom teacher, and shall be conducted during an instructional activity.

48.08.d.1.i. The first instructional observation shall be completed with the teacher and shall occur on or before

48.08.d.1.ii. The second observation is to be completed between November 1 and January 1.

48.08.d.1.iii. The third observation is to be completed between January 1 and March 1.

48.08.d.1.iv. The final observation is to be completed between March 1 and May 1.

48.08.d.2. Teachers in the Intermediate Progression will be observed a minimum of two (2) times for the summative performance evaluation. The supervisor shall schedule one (1) of the two (2) observations with the teacher.

48.08.d.2.i. The first observation is to be completed on or before November 1.

48.08.d.2.ii. The second observation is to be completed on or before May 1.

48.08.e. Evaluators may observe teachers at any time.

48.08.f. Lesson plans may not be used as a substitute for observations.

EVALUATION SYSTEM FOR TEACHERS

All teachers, including classroom teachers and specialists are assigned to one of three progressions at the beginning of each evaluated year.

Determination of Progression:

West Virginia Educators

Progressions will be determined by number of service years.

Returning West Virginia Educators

Educators who began their careers in West Virginia and return to the classroom after there or more years will be placed on the initial progression, but will be placed at the appropriate progression, but will be placed on the initial progression, but will be placed at the appropriate progression (based on years of service) the following year.

Out-of-State Educators

Educators from other states will be placed on the initial progression for three years, but evaluators may advance an effective teacher to the appropriate progression (based on years of service) after the first year.

Initial	Intermediate	Advanced
Years 0-3	Years 4-5	Years 6 +
Goal setting	Goal Setting	Goal Setting
Self-Reflection	Self-Reflection	Self-Reflection
Evidence and Feedback	Evidence and Feedback	Self-rating at the distinguished level requires evidence
Four Observations <ul style="list-style-type: none"> o Not less than 30 min. each o Two scheduled o One scheduled in fall and one in Spring 	Two Observations <ul style="list-style-type: none"> o Not less than 30 min. each o One Scheduled o One in fall and one in Spring 	Evidence and Feedback Observations by request on discretion of principal

Performance Levels

The educator evaluation system recognizes four distinct levels of performance to describe teacher effectiveness. Rubrics guide the determination of specific performance levels. A specific rating may fluctuate from one year to another in an instance of changing grade level, content area, or similar circumstances.

Educators provide evidence to support the determination of performance level rating for the five professional teaching standards. Evaluators will not use checklists to determine ratings.

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