

EVALUATION OF PROFESSIONAL PERSONNEL

All professional personnel will be evaluated according to [Policy 5310](#)

Kanawha County Schools determines the process for evaluating all KCS employees. The evaluation of teachers follows a timeline for each year.

1. The end of July [Safe Schools Training](#) is opened for all employees. This is a professional development series geared to the individual employee. The employee will complete approximately 18 hours of this professional development training that helps us to maintain a safe learning environment for all staff and students.
2. At the beginning of each school year, instructors are tasked with completing two student learning goals. The purpose of the goal setting is to document what strides we plan to make for the year to ensure our students needs are being met.
3. Also, at the beginning of the year teachers must complete a self-reflection. The purpose of the self-reflection is to document how we think we are performing as an instructor. The administration will fill out a similar form at the end of the year when he/she does the summative evaluation.
4. Depending on the number of years a teacher has been teaching, depends on which progression they are placed in. The progression a teacher is in, determines how many formal classroom observations will be held. Initial progression—four per year, intermediate progression—two per year, and advanced—one or less per year. There are also several classroom visits done by administration to ensure that teachers are performing optimally.
5. Teachers are expected to revisit their student goals at the end of the year to document the progress they made and upload evidence of the data that was collected for the goal.

See the forms that follow for classroom visits and performance evaluations.

CLASSROOM VISITS

Periodically, the Principal or Assistant Principal will visit your area to assure the following. This visit may or may not coincide with classroom observations.

_____ Classroom/shop area is clean, orderly and attractive.

_____ There are no observable or teacher reported safety hazards.

_____ Students, if present, are observing all applicable safety precautions.

_____ Material Safety Data Sheets for all hazardous materials are available in the prescribed manner.

_____ Hazardous materials are properly stored (in areas inaccessible to students, where possible).

_____ There is a student file for each student containing, at minimum, the items on the student file checklist.

_____ The teacher has complete lesson plans for all learning objectives, including computer literacy, employability, student organization, safety, and basic skills.

Lesson plans, attendance sheets, textbooks, etc. are left in a prominent place, visible and accessible to substitute teachers.

Date: _____
 Teacher: _____
 Notes: _____

Program: _____
 Observer: _____

Student Learning Goal

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

1. Context <i>Describe the learners and the learning environment.</i>			
2. Content Area			
3. Baseline Data <i>Describe current data.</i>			
4. Goal <i>Describe the focus of students' progress in learning</i>			
5. Collaboration <i>If applicable, describe how this goal includes a collaborative component. The Distinguished performance level requires accomplishing at least one collaborative goal.</i>			
6. Strategies for Attaining Goal			
7. Measures <input type="checkbox"/> Check here if the measure for this goal is WESTEST 2 data.			
<i>All measures for this goal must meet three criteria</i>	<i>Two Points in Time</i>	<i>Rigorous</i>	<i>Comparable Across Classrooms</i>
8. Data Results			

Self-Reflection

A Self-Reflection should be completed in conjunction with the appropriate Evaluation Rubrics based on the role of the educator completing the Self-Reflection (EX: Teacher, School Leader, or Counselor).

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

Standard 1 - Curriculum and Planning
1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
1.2 The teacher designs standards-driven instruction using state-approved curricula. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
1.3 The teacher uses a balanced assessment approach to guide student learning. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
Comments
Standard 2 - The Learner and the Learning Environment
2.1 The teacher understands and responds to the unique characteristics of learners. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
2.2 The teacher establishes and maintains a safe and appropriate learning environment. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
2.3 The teacher establishes and maintains a learner-centered culture. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
Comments
Standard 3 - Teaching
3.1 The teacher utilizes a variety of research-based instructional strategies. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
3.2 The teacher motivates and engages students in learning, problem solving and collaboration. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
3.3 The teacher adjusts instruction based on a variety of assessments and student responses. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
Comments

Self-Reflection

Page Two

Educator's Name	
Date	

Standard 4 - Professional Responsibilities for Self-Renewal
4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
4.2 The teacher actively engages in collaborative learning opportunities with colleagues. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
Comments
Standard 5 - Professional Responsibilities to School and Community
5.1 The teacher participates in school-wide collaborative efforts to support the success of all students. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
5.3 The teacher promotes practices and policies that improve school environment and student learning. <input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory
Comments

Observation Form

Educator's Name				
Grade Level				
Content Area				
School				
County				
Evaluator's Name				
Date				
Time	Start		End	

STANDARD 1 – CURRICULUM AND PLANNING

Observed	<input type="checkbox"/> 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.
	<input type="checkbox"/> 1.2 The teacher designs standards-driven instruction using state-approved curricula.
	<input type="checkbox"/> 1.3 The teacher uses a balanced assessment approach to guide student learning.

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Standard 2 – The Learner and the Learning Environment

Observed	<input type="checkbox"/> 2.1 The teacher understands and responds to the unique characteristics of learners.
	<input type="checkbox"/> 2.2 The teacher establishes and maintains a safe and appropriate learning environment.
	<input type="checkbox"/> 2.3 The teacher establishes and maintains a learner-centered culture.

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Standard 3 – Teaching

Observed	<input type="checkbox"/> 3.1 The teacher utilizes a variety of research-based instructional strategies.
	<input type="checkbox"/> 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.
	<input type="checkbox"/> 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

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Observation Form

Page Two

Educator's Name	
Date	

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Observed	<input type="checkbox"/> 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.
	<input type="checkbox"/> 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

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Standard 5 – Professional Responsibilities for School and Community

Observed	<input type="checkbox"/> 5.1 The teacher participates in school-wide collaborative efforts to support the success of all students.
	<input type="checkbox"/> 5.2 The teacher works with parents, guardians, families and community entities to support student learning and well-being.
	<input type="checkbox"/> 5.3 The teacher promotes practices and policies that improve school environment and student learning.

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Summative Evaluation

Educator's Name	
Grade Level	
Content Area	
School	
County	
Evaluator's Name	
Date	

Standard 1 - Curriculum and Planning

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
1.1	The teacher demonstrates a deep and extensive knowledge of the subject matter.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2	The teacher designs standards-driven instruction using state-approved curricula.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3	The teacher uses a balanced assessment approach to guide student learning.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Standard 2 - The Learner and the Learning Environment

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
2.1	The teacher understands and responds to the unique characteristics of learners.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2	The teacher establishes and maintains a safe and appropriate learning environment.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3	The teacher establishes and maintains a learner-centered culture.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Standard 3 - Teaching

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
3.1	The teacher utilizes a variety of research-based instructional strategies.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2	The teacher motivates and engages students in learning, problem solving and collaboration.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3	The teacher adjusts instruction based on a variety of assessments and student responses.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summative Evaluation

Page Two

Name	
Date	

Standard 4 - Professional Responsibilities for Self-Renewal

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
4.1	The teacher engages in professional development that guides continuous examination and improvement of professional practice.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2	The teacher actively engages in collaborative learning opportunities with colleagues.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Standard 5 - Professional Responsibilities to School and Community

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
5.1	The teacher participates in school-wide collaborative efforts to support the success of all students.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2	The teacher works with parents, guardians, families and community entities to support student learning and well-being.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3	The teacher promotes practices and policies that improve school environment and student learning.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Standard 6 - Student Learning

— Distinguished	— Accomplished	— Emerging	— Unsatisfactory
6.1	The work of the teacher results in measurable progress of student learning of state-approved curricula.		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Learning Goals
Comments

Standardized School Growth Score

Mathematics			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summative Evaluation

Page Three

Name	
Date	

Standard 7 - Professional Conduct			
7.1 The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.			
<input type="radio"/> Meets Standard		<input type="radio"/> Below Standard	
		<input type="radio"/> Unsatisfactory	
Comments			
Summative Performance Rating			
<input type="radio"/> Distinguished		<input type="radio"/> Accomplished	
		<input type="radio"/> Emerging	
		<input type="radio"/> Unsatisfactory	
Commendations and Recommendations			

Educator Signature _____ Date _____

Evaluator Signature _____ Date _____

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.

West Virginia Board of Education
Policy 5310
PROFESSIONAL GROWTH AND DEVELOPMENT PLAN
Developed on or before *November 1*

Employee _____ Date Began _____

Position _____ Completion Date _____

Teachers Responsibility Area _____

Goal(s)

Objectives and Activities

Criteria to Measure Achievement of Goal(s)

This plan was mutually developed by the employee and evaluator

Employee

Evaluator

REVIEW OF PROFESSIONAL GROWTH AND DEVELOPMENT PLAN

(On or before June 1)

Progress toward achievement of goal(s)

Signatures below indicate this review has been read and discussed by the employee and evaluator.

Employee's Signature

Date

Evaluator's Signature

Date

Performance Evaluation Policy

The Performance Evaluation of School Personnel, Policy 5310 can be found at <https://2.files.edl.io/EvQxLAszWovniFG6sO5uRyHGKrMUaoSRa6b9xLLqZBzo5nVH.pdf>.

EDUCATION PERFORMANCE AUDITS

The Education Performance audit is an integral part of A Process for Improving Education: Performance Based Accreditation System. Its purpose is to assist the West Virginia Board of Education in determining the accreditation status of schools and the approval status of school systems. The West Virginia Board of Education, from time to time, will appoint an education performance audit team to conduct unannounced on-site reviews of the education programs in any school or school system to assess compliance with the performance measures and high-quality standards adopted by the State Board.

The forms that preceded this section are the actual forms used by the on-site team. These forms will show you what the team expects to learn and observe in the classroom, just as the principal.