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 <u>Safe Schools Training</u> 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:	Progra
Teacher:	Observ
Notes:	

Program: _____

oserver:

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).

Student Learning Goal

Educator's Name				
Grade Level				
Content Area				
School				
County				
Evaluator's Name				
Date				
1.Context Describe the learners and the learning environment.				
2.Content Area				
3.Baseline Data Describe current data.				
4.Goal Describe the focus of students' progress in learning				
	this goal includes a collaborative Ince level requires accomplishing		aborative goa	ıl.
6.Strategies for Attaining Go	al			
7.Measures Check here if the measured	re for this goal is WESTEST 2 data.			
All measures for this goal must n	All measures for this goal must meet three criteria Two Points in Rigorous Comparable Across Classrooms			Across
				+
		1		1
8.Data Results				

Educator's	Name					
Grade Leve	9					
Content Are	ea					
School						
County						
Evaluator's	Name					
Date						
Standard	1 - Curriculum a	nd Planning				
1.1 Tł	ne teacher demo	nstrates a deep and extens	sive know	wledge of the subje	ect matter.	
	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
1.2 Tł	ne teacher design	ns standards-driven instruc	tion usir	ig state-approved a	curricula.	
О D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
1.3 Tł	ne teacher uses c	a balanced assessment app	oroach te	o guide student lea	irning.	
O D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
Comment	s					
Standard	2 - The Learner of	and the Learning Environm	ent			
2.1 Tł	ne teacher under	stands and responds to the	e unique	characteristics of l	learners.	
O D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
2.2 Tł	ne teacher establ	ishes and maintains a safe	and ap	propriate learning	environment.	
O D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
2.3 Tł	ne teacher establ	ishes and maintains a lear	ner-cent	tered culture.		
О D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
Comment	s					
Standard	3 - Teaching					
3.1 Tł	ne teacher utilize	s a variety of research-bas	ed instru	ctional strategies.		
O D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
3.2 The teacher motivates and engages students in learning, problem solving and collaboration.						
O D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
3.3 Tł	ne teacher adjust	ts instruction based on a vo	ariety of	assessments and st	tudent responses.	
<u>о</u> D	istinguished	 Accomplished 	0	Emerging	 Unsatisfactory 	
Comment	S					

Self-Reflection

Page Two

Educa	tor's Name				
Date					
Stand	lard 4 - Professional I	Responsibilities for Self-Re	newal		
4.1		ges in professional develop of professional practice.	oment ti	hat guides continuo	us examination
0	Distinguished	 Accomplished 	0	Emerging	 Unsatisfactory
4.2	The teacher active	ly engages in collaborative	e learni	ng opportunities wit	h colleagues.
0	Distinguished	 Accomplished 	0	Emerging	 Unsatisfactory
Stand 5.1	The teacher partic	Responsibilities to School c ipates in school-wide collo			the success of all
	students.				I
0	Distinguished	 Accomplished 	0	Emerging	 Unsatisfactory
5.2	The teacher works student learning a	with parents, guardians, t and well-being.	families	and community ent	ities to support
0	Distinguished	 Accomplished 	0	Emerging	 Unsatisfactory
5.3	The teacher prome student learning.	otes practices and policies	that im	prove school enviro	nment and
0	Distinguished	 Accomplished 	0	Emerging	 Unsatisfactory
Comr					

Observation Form

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

Time

Start End

 STANDARD 1 - CURRICULUM AND PLANNING

 Interaction
 1.1

 The teacher demonstrates a deep and extensive knowledge of the subject matter.

 Observed
 1.2

 The teacher designs standards-driven instruction using state-approved curricula.

 I.3
 The teacher uses a balanced assessment approach to guide student learning.

Standard 2 - The Learner and the Learning Environment

	🖬 Z. I	The reacher understands and responds to the unique characteristics of learners.
ved	2.2	The teacher establishes and maintains a safe and appropriate learning environment.
	23	The teacher establishes and maintains a learner-centered culture

 Standard 3 – Teaching

 3.1
 The teacher utilizes a variety of research-based instructional strategies.

 Observed
 3.2
 The teacher motivates and engages students in learning, problem solving and collaboration.

 3.3
 The teacher adjusts instruction based on a variety of assessments and student responses.

Observation Form Page Two

Educa	tor's	Name	
Date			
STAN			ONAL RESPONSIBILITIES FOR SELF-RENEWAL
Observed		and improvem	pages in professional development that guides continuous examination ant of professional practice. ively engages in collaborative learning opportunities with colleagues.
		4.2 meledcher do	very engages in concoording rearining oppononines with coneagoes.
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		5.1 The teacher par	ticipates in school-wide collaborative efforts to support the success of all
		students. 5.2 The teacher wo	ks with parents, guardians, families and community entities to support
Observed	-	student learnin	g and well-being.
		5.3 The teacher pro student learnin	motes practices and policies that improve school environment and
		siddenn ledirnin	d•
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Summative Evaluation

	r's Name			
Grade L Content				
School	Area			
County				
	or's Name			
Date				
Standa	rd 1 - Curriculum a	and Planning		
	Distinguished	 Accomplished 	— Emerging	— Unsatisfactory
1.1			sive knowledge of the subject	
0	Distinguished	 Accomplished 	O Emerging	 Unsatisfactory
1.2			ction using state-approved	
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1.3	The teacher uses	a balanced assessment ap	proach to guide student lea	irning.
0	Distinguished	 Accomplished 	 Emerging 	 Unsatisfactory
Comm	ents			
Standa	rd 2 - The Learner	and the Learning Environ	nent	
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2.3		lishes and maintains a lea		
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Standa	rd 3 - Teaching			
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3.1	× ·		sed instructional strategies.	
0	Distinguished	• Accomplished	O Emerging	 Unsatisfactory
3.2	The teacher motiv	ates and engages student	s in learning, problem solvi	ng and
	collaboration.			
0	Distinguished	 Accomplished 	 Emerging 	 Unsatisfactory
3.3	The teacher adjus	ts instruction based on a	variety of assessments and s	tudent responses.
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Emerging

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Distinguished O Accomplished

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Standard 7 - Professional	Conduct			
7.1 The teacher demo state, district, and	enstrates professional cond school level.	uct as defined i	n law, pol	icy, and procedure at the
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Summative Performance R	ating			
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Commendations and Reco	ommendations			
Educator Signature				

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 Years 0-3	Intermediate Years 4-5	Advanced Years 6 +
Goal setting	Goal Setting	Goal Setting
Self-Reflection	Self-Reflection	Self-Reflection
Evidence and Feedback Four Observations	Evidence and Feedback Two Observations	Self-rating at the distinguished level requires evidence
o Not less than 30 min. each	o Not less than 30 min. each o One Scheduled	Evidence and Feedback
o Two scheduled o One scheduled in fall and one in Spring	o One in fall and one in Spring	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 DEVELOPMEN 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

Progress toward achievement of goal(s)

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

Employee's Signature

Evaluator's Signature

Date

Date

(On or before June 1)

Performance Evaluation Policy

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

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 highquality 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.