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<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-1 Orientation for New Personnel</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
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The Preston County Board of Education recognizes that appropriate and meaningful orientation for new personnel is essential to a successful employment experience. Therefore, all new personnel shall receive both a formal and informal orientation program that shall be ongoing during their first year of employment.

R 7-1-1 Professional and Service Personnel

Orientation programs are to be conducted for all new personnel. The county office staff will be responsible for group orientation of all new personnel at the beginning of each school term. For employees who begin work during the school year, individual orientation sessions will be held. All new employees will be encouraged to ask questions and seek advice from their supervisors and other experienced employees.

Prior to the beginning of the school year all new employees shall receive the following orientation:

- ❖ Introduction to county central office personnel;
- ❖ Instruction on the completion of records and forms;
- ❖ Introduction to school staff, information concerning facilities and assigned equipment; and
- ❖ Employee handbook, and other relevant forms and documents.

The school principal or the employee’s immediate supervisor shall be responsible for additional orientation during the first week of school. This may include:

- ❖ Suggestions for the first week of school;
- ❖ Instructions for school materials and equipment ordering procedures;
- ❖ Introduction to school operating schedule and procedures; and
- ❖ Assignment of experienced teacher or service employee to provide assistance.

It is recognized that orientation is an on-going process. Additional meetings, conferences, or information shall be provided throughout the school year.

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R 7-1-2 Beginning Teacher Internship Program

The Preston County Board of Education acknowledges that beginning teachers often experience difficulty and frustration in making the transition from education students to the professional teaching level. The Board realizes that new teachers need the understanding, support, and influence of those most

closely associated with the new teacher. Central Office Staff, principals, and other colleagues need to become involved in the transition process to help insure the continued growth of the new teacher. One process to provide this needed assistance is a mentorship program.

The mentor should be a seasoned educator showing evidence of pedagogical competence, interpersonal skills, support of the system, and support of the school. The relationship between mentor and new teacher should be one of experiencing and learning. The experience should enable the new teacher to gain knowledge, skills, support, and inspiration leading to increased productivity, more effective instruction, and reduced turnover.

Therefore, in accordance with *SBP 5900 - Beginning Educator Internship Program* the Preston County Board of Education has established the following guidelines for a beginning teacher's program:

- ❖ A professional support team shall be established at each school that has a beginning teacher. This team shall be comprised of the school principal, a member of the county professional staff development council, when possible, and an experienced classroom teacher at the school who teaches the same or similar subject and grade level as the beginning teacher, when possible, and who shall serve as a mentor for the beginning teacher;
- ❖ The county staff shall conduct an orientation program for the new teacher prior to the beginning of the instructional term, but within the employment term, supervised by the mentor teacher;
- ❖ When possible, schools shall schedule joint planning times for the new teacher and mentor;
- ❖ When possible, the mentor shall observe the new teacher's classroom teaching skills for at least one hour per week during the first half of the school year. Observation time may be reduced at the discretion of the mentor to one hour every two weeks during the second half of the school year;
- ❖ Weekly meetings between the mentor and the new teacher shall occur at which the mentor and the new teacher discuss the performance of the beginning teacher and any needed improvements. These meetings may be reduced to biweekly meetings during the second half of the school year at the discretion of the mentor;
- ❖ Monthly meetings of the professional support team shall occur to discuss any concerns of the beginning teacher;
- ❖ Professional development programs for both the mentor and the beginning teacher will be provided by the Center for Professional development during the first half of the school year.
- ❖ The mentor shall be released from regular duties, as agreed to by the principal and the mentor in order to implement the mentor-teacher relationship and the mentor shall receive a stipend of \$600 for performance of these duties;
- ❖ Using a form developed by the State Board of Education, the principal shall complete a final evaluation of the performance of the beginning teacher. The final evaluation form shall be submitted to the County School Superintendent and shall include one of the following recommendations:
 - Full professional status: A recommendation of full professional status indicates that the beginning teacher has successfully completed the internship program and in the judgment of the principal has demonstrated competence as a professional educator;

- Continuing internship status: A recommendation of continuing internship status indicates that in the judgment of the principal the beginning teacher requires further supervision and further employment in the district should be conditioned upon successful completion of an additional year under a beginning teacher internship program; or
- Discontinue employment: A recommendation to discontinue employment indicates that in the judgment of the principal the beginning teacher has completed two years of employment under supervision in a beginning teacher internship program, has not demonstrated competence as a professional educator and will not benefit from further supervised employment in the district.

The provisions of these procedures do not operate to guarantee contract renewal or employment of any teacher by the Preston County Board of Education. These procedures apply to all persons to whom a professional teaching certificate is awarded after the first day of January 1992, except such person who was awarded a professional teaching certificate on the basis of at least five years of teaching experience in another state.

(WVC §18A-2-8a; §18A-3-2b and SBP 5900)

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R 7-1-3 Beginning Principal Internship

The purpose of this program is to assist persons hired for the first time as assistant principals, principals, or vocational administrators with the transition from their previous job assignment to their new role in the school system. These procedures create a mentorship program within the county using experienced school administrators to assist new school administrators during their first year in an attendance center administrative position.

- ❖ The internship shall be completed during their first year of employment in the county.
- ❖ The internship shall include an orientation program to be conducted prior to the beginning of the instructional term, but within the employment term; and at least three structured meetings per-semester with a mentor.
- ❖ The topics for the orientation, as developed by the mentor in conjunction with appropriate central office staff include, but are not limited to: information about the county, the Preston County Board of Education, district organizational structure, federal, state, and county policy information relevant to the beginning principal's job and personnel information.
- ❖ The topics for the academic year meetings, as developed by the mentor and the intern may include, but are not limited to: evaluation of personnel, budgeting, scheduling, instructional leadership, discipline, public relations, and conferencing skills.
- ❖ The Superintendent shall identify potential beginning principal mentors.
- ❖ Mentors must meet the following minimal qualifications: hold a professional administrative certificate, have a minimum of five years of experience as an assistant principal, principal, and/or vocational administrator, and is not responsible for, or a participant in any evaluation or supervision of the beginning principal intern, and has completed an approved State Department of Education training program.

- ❖ Mentors shall receive a stipend of \$600 and s/he shall be granted sufficient release time from regular duties to perform mentor duties.
(WVC §18A-3-2d and SPB 5899)

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R 7-1-4 Training through the Principals' Academy

Beginning on July 1, 2002, every principal shall complete training and professional development through the principals' academy as provided in WVC §18A-3-2c. Participation shall be in accordance with the following guidelines:

- ❖ Persons assigned as principals for the first time in a West Virginia school shall complete specialized training and professional development for newly appointed principals through an academy within 12 months following assignment.
- ❖ Principals of schools that have been designated as seriously impaired shall complete specialized training and professional development through an academy specifically designed to assist them to improve school performance as soon as practicable following receipt of the designation.
- ❖ Principals who are subject to an improvement plan shall complete specialized training and professional development through an academy specifically designed for principals subject to an improvement plan. The specialized training and professional development shall be completed within twelve months from the date that the principal is first subject to the improvement plan.
- ❖ All principals who transfer to a school with a significantly different grade configuration shall complete specialized training and professional development through an academy for principals in schools with the grade configuration to which they are transferred within 12 months following the transfer.
- ❖ All school principals shall complete training and professional development through the academy designed to build the qualities, proficiencies and skills required of all principals as determined by the state board.

The requirement that principals complete training and professional development through the academy shall be subject to the availability of funds for the principals' academy from legislative appropriation or from other sources. However, effective July 1, 2002 and thereafter, the principals' academy shall make every effort to ensure that all principals shall receive training and professional development through the academy at least once every six years.

Principals cannot be required to complete Principal Academy training and professional development before September 15 and after June 1 of the school year.

A professional educator may not be required to attend the principals' academy or any other program offered through the Center for Professional Development outside his/her employment term. A professional employee may attend the academy or other program outside his/her employment term by mutual agreement between the Center, the educator, and the Board. (**WVC §18A-3-2c and §18A-3A-6**)

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Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-2 Personnel Evaluation</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The Preston County Board of Education is committed to the implementation of *SBP 5310, Performance Evaluation of School Personnel*. County administrative personnel will adhere to the definitions, training, rating structure, and evaluation criteria and procedures for evaluating classroom teachers, professional supports personnel, administrators, and coaches.

The various categories of professional personnel will be evaluated upon the basis of their performance and compliance with the responsibilities and performance criteria listed in *SBP 5310*. Classroom teachers, professional supports personnel and administrators must demonstrate competency in the knowledge and implementation of technology effective July 1, 2003.

A standardized evaluation system for all professional education personnel is hereby established by the Preston County Board of Education.
(WVC §18A-2-12 and SBP 5310)

Purposes

- ❖ Improve the quality of education and services to students and community;
- ❖ Provide information for employees to improve their performance;
- ❖ Clarify employee’s duties and responsibilities;
- ❖ Facilitate communication between evaluator and employee;
- ❖ Provide for an on-going record of performance;
- ❖ Provide evaluation data as one basis for sound personnel decisions;
- ❖ Promote professional growth and development and quality performance;
- ❖ Foster the self-improvement of each employee; and
- ❖ Cultivate positive morale.

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R 7-2-1 Definitions

- ❖ **Conference:** a meeting between the supervisor and employee, or among the improvement team and the employee, focusing on the employee’s performance during an observation, an evaluation, or an improvement plan.
- ❖ **Evaluation Instruments:** the approved evaluation forms containing the performance criteria.
- ❖ **Performance Criteria:** indicators of stated job responsibilities used to evaluate the performance of an employee.
- ❖ **Observation:** the process of collecting data on the employee’s job performance.

- ❖ **Rating:** an exemplary, exceeds standards, meets standards, or unsatisfactory value assigned to the performance of an employee.
- ❖ **Portfolio for teachers:** a collection of material assigned and selected by the employee to document commendable job performance, which may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is optional.
- ❖ **Portfolio for Administrators/Professional Support Personnel:** a collection of materials assembled and selected by the employee to document goal attainment, which may be used by the employee during the observation or the evaluation conference. The compilation of this documentation is required.
- ❖ **Professional Growth and Development Plan:** a plan designed and developed by an employee and his/her supervisor for continued professional growth.
- ❖ **Classroom Teacher:** the professional educator who has direct instructional relationship with pupils, including Teacher/School Librarians.
- ❖ **Professional Support Personnel:** the professional educator whose title includes but is not limited to the following: - Athletic Trainer, School Counselors, Education Audiologist, School Nurses, School Psychologists, Social Service and Attendance, and Speech and Language Pathologists.
- ❖ **Administrator:** the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, director, coordinator, program specialist, principal, and/or vice principal.
- ❖ **Coach:** a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.
- ❖ **Immediate Supervisor:** a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.
- ❖ **Orientation:** A meeting to assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees. (SBP 5310)

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R 7-2-2 Principles of Operation

- ❖ The staff evaluation process is to be regarded as a vital link in the communication between evaluator and employee for the purpose of improved instruction and services for students through the improvement of the job performance of the employee.
- ❖ The immediate supervisor shall be responsible for the monitoring and/or observation of the work of employees entrusted to his/her care and supervision.
- ❖ All monitoring and/or observation of the work of an employee shall be conducted openly.

- ❖ Orientation: To assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees, an orientation meeting shall be held at each work location at the beginning of the employment period.
 - The building administrator, other appropriate county personnel, or outside consultants may conduct the orientation sessions.
 - Each employee shall be provided a copy of the instruments and procedures.
- ❖ Evaluations may be completed any time during the school year prior to June 1.
- ❖ Evaluation results will be shared with employees by means of an exit conference with the immediate supervisor.
- ❖ An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies, and the administration will give reasonable support necessary to help the employee succeed.
- ❖ Evaluation results will be used as one basis for making sound personnel decisions.
- ❖ Evaluations will be considered in all instances of promotion, transfer, or any instance in which an employee is a candidate for a position.
- ❖ Demotion, dismissal and non-rehiring decisions because of unsatisfactory performance will only be made on the basis of unsatisfactory evaluations after all improvement processes as outlined in this policy have been implemented and have not resulted in satisfactory improvement. However, nothing in this policy shall affect the powers of the school board to suspend or dismiss any employee at any time pursuant to WVC §18A-2-8, for immorality, incompetency, cruelty, insubordination, intemperance, or willful neglect of duty.
- ❖ All grievance and other due process procedures remain operational.
- ❖ Prior to the end of the first month of school, the Personnel Office shall compile for each supervisor a list of employees due for evaluation and their evaluation status.
- ❖ Employees working in two or more schools shall be assigned a home base by the Superintendent or designee for evaluation purposes. The immediate supervisor at the home base shall be responsible for completing the evaluation with input from supervisor(s) in the other school(s).
- ❖ Employees working in two or more schools shall be observed by the immediate supervisor in each school. The observation data shall be submitted to the employee's home base supervisor one month prior to the end of the evaluation time line.
- ❖ Copies of observations, evaluations, and improvement plans shall be maintained by the immediate supervisor.
- ❖ Copies of evaluations and improvement plans shall be maintained in each employee's county personnel file.
(SBP 5310)

R 7-2-3 Rating Structure for Professional Personnel

The four performance rating categories on the personnel evaluation form for employees are: a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

- ❖ **Exemplary:** The employee's performance 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:** The employee's performance is consistently exceptional 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. (SBP 5310)

R 7-2-4 Observation and Evaluation Forms

The appropriate forms may be found at the West Virginia State Board website or they may be obtained from the Central Office.

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Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-3 Evaluation Procedures for Classroom Teachers</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
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Classroom teachers who are in their first, second, or third year of teaching shall be evaluated a minimum of two times per year using performance criteria as set forth in these procedures.

Classroom teachers in their fourth or fifth year of teaching shall be evaluated a minimum of one time per year using performance criteria.

Classroom teachers with five or more years of experience, who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the immediate supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals. (WVC §18A-2-12 and SBP 5310)

R 7-3-1 Observation of Classroom Teachers

- ❖ Teachers who are in their first, second, or third year of teaching will be observed a minimum of three times for each written performance evaluation.
 - Two observations shall cover a minimum of 30 minutes each and shall be conducted during an instructional activity.
 - One of the two instructional observations shall be scheduled with the teacher. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities.
 - The first observation shall occur on or before November 1.
- ❖ Teachers in their fourth or fifth year of teaching will be observed a minimum of two times for each written performance evaluation.
 - One of the two observations shall cover a minimum of 30 minutes and shall be conducted during an instructional activity.
 - The supervisor shall schedule one of the two observations with the teacher. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.
- ❖ Supervisors may observe teachers at any time.
- ❖ Lesson plans may not be used as a substitute for observations.

R 7-3-2 Post Observation Conference

After each 30 minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five working days. At that time a signed copy of the observation form shall be given to the teacher. Additional conferences may be held on an as-needed basis as determined by the supervisor.

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R 7-3-3 Evaluation Process for Classroom Teachers

- ❖ The immediate supervisor who will conduct observations and evaluations of classroom teachers shall be the principal or assistant principal.
- ❖ The home school principal or assistant principal shall evaluate itinerant employees.
- ❖ Evaluations shall address all levels of teacher responsibilities as outlined in *Section 13 of SBP 5310*. Commendations may be included and may be based upon data obtained from the portfolio and other sources. They shall identify deficiencies, and shall provide written recommendations for meeting performance criteria and characteristics. Evaluations may be completed at any time during the school year before June 1; however they must be completed in compliance with certain deadlines established by state board policy.
- ❖ For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/reteach strategies; write to learn activities; cultural diversity; color coding; or any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction.
- ❖ Classroom teachers cannot be required to post their lesson plans on the Internet or otherwise make them available to students and parents. However, teachers may voluntarily post material on the Internet.
- ❖ For teachers with five or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequently intervals.
- ❖ To determine if an evaluation is needed more frequently for a particular teacher with five or more years of experience and no unsatisfactory ratings, supervisors shall complete at least two written observations using state performance criteria forms with deficiencies specified. Observations may be conducted during instructional or non-instructional activities at any time during the school year. The supervisor shall conduct a post observation conference with the teacher within five working days of each observation informing the teacher during any observation conference after the first observation conference that an evaluation using state performance criteria forms will be conducted with reasons specified. After each conference, a signed copy of the observation form shall be given to the teacher.

- ❖ Teachers with five or more years of experience who have not received an unsatisfactory rating may request a professional growth and development plan or performance evaluation with a written request to the school principal by October 1 in the year an evaluation is requested. If a performance evaluation is requested, it shall be conducted pursuant to *Section 9.3 of SBP 5310*. If a professional growth and development plan is requested, it will be mutually agreed upon by the teacher and supervisor and contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be written and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and may be revised on an annual basis by mutual agreement by the teacher and supervisor.
- ❖ A teacher who has received an unsatisfactory rating shall be evaluated every year using state performance criteria forms until five consecutive years of satisfactory ratings have been achieved. Thereafter, the teacher shall be evaluated pursuant to *Section 9.1 of SBP 5310*.
- ❖ The immediate supervisor is responsible for the teacher's evaluation.
- ❖ The supervisor shall share the evaluation with the teacher during a scheduled conference.
- ❖ The teacher has the right to include a written statement as an addendum to the evaluation.
- ❖ The teacher shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the teacher and the teacher has received a copy, but the signature shall not imply concurrence with the findings.

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R 7-3-4 Improvement Plan for Classroom Teachers

- ❖ The supervisor and teacher shall develop an improvement plan when a teacher's performance is unsatisfactory in any area of teacher responsibility as contained in *Section 13 of SBP 5310*.
- ❖ The improvement plan shall designate how the teacher shall meet the criteria. The improvement plan shall:
 - Identify the deficiencies,
 - Specify the corrective action to remediate the deficiencies,
 - Contain the time frame for monitoring and deadlines for meeting criteria, but in no case shall an improvement plan be for more than one semester in length, and
 - Describe the resources and assistance available to assist in correcting the deficiencies.
- ❖ After a teacher has successfully corrected deficiencies the teacher must continue to meet standards.

- ❖ If a teacher transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.
- ❖ Nothing in this Section shall supersede the provisions of WVC §18-2E-6, §18-3-4, or §18A-2-8.

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R 7-3-5 Improvement Team for Classroom Teachers

- ❖ A referral to an improvement team for a teacher whose evaluation is unsatisfactory may occur when the supervisor determines s/he needs such assistance. The teacher may request the assistance of an improvement team.
- ❖ The improvement team shall be comprised of the teacher's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same or related specialization. The professional educator shall be selected by the teacher and approved by the Superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to *Section 3.2 Policy 5310*.
- ❖ The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- ❖ The improvement team shall monitor the improvement plan and may:
 - Conduct observations and conferences,
 - Provide training to assist the teacher in meeting the performance criteria outlined in the plan, and
 - Identify additional resources. Release time may be provided for teachers who serve on the improvement team.

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R 7-3-6 Classroom Teachers' Responsibilities

- ❖ Job descriptions for teachers shall include the following responsibilities:
 - Implements programs of study;
 - Fosters a classroom climate conducive to learning;
 - Utilizes instructional management system models that increase student learning;
 - Monitors student progress towards mastery of instructional goals and objectives;
 - Communicates effectively within the educational community, and with parents on a regular basis;
 - Meets professional responsibilities; and
 - Effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-4 Evaluation Procedures for Administrator</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator 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 administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five working days. (WVC §18A-2-12 and SBP 5310)

R 7-4-1 Evaluation Process for Administrators

- ❖ The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.
- ❖ Administrators who are in their first, second, or third year of administration, shall have a minimum of two written evaluations per year.
- ❖ Administrators with three or more years of administration shall have a minimum of one written evaluation per year.
- ❖ The primary data source for the performance evaluation will be information and documentation related to the mutually established goals.
 - The administrator shall maintain a portfolio of materials that validate progress or completion of the mutually establish goals.
 - The administrator's supervisor may also collect documentation relating to these goals.
 - The supervisor will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics.
 - The evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference.
 - The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.
- ❖ The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply concurrence with the evaluation and/or its rating.
- ❖ The administrator shall receive a copy of the evaluation.

- ❖ The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later than five working days following receipt of the written evaluation.

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R 7-4-2 Improvement Plan for Administrators

- ❖ The supervisor and administrator shall develop an improvement plan when an administrator's performance is unsatisfactory in any area of responsibility as contained in *Section 18 of SBP 5310*.
- ❖ The improvement plan shall designate how the administrator shall meet the performance characteristics. The improvement plan shall:
 - Identify the deficiencies,
 - Specify the corrective action to remediate the deficiencies,
 - Contain the time frame for monitoring and deadlines for meeting the performance characteristics, and in no case shall an improvement plan be for more than one semester in length, and
 - Describe the resources and assistance available to assist in correcting the deficiencies.
- ❖ After an administrator has successfully corrected deficiencies, s/he must continue to meet standards.
- ❖ Nothing in this Section shall supersede the provisions of WVC §18-2E-6; §18-3-4; or §18A-2-8.

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R 7-4-3 Improvement Team for Administrators

- ❖ A referral to an improvement team for an administrator whose evaluation is unsatisfactory may occur when the supervisor determines s/he needs such assistance. The administrator may request the assistance of an improvement team.
- ❖ The improvement team shall be comprised of the administrator's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the administrator completing the improvement plan 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 *Section 3.2 of SBP5310*.
- ❖ The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- ❖ The improvement team shall monitor the improvement plan and may:
 - Conduct observations and conferences,

- Provide training to assist the administrator in meeting the performance criteria outlined in the plan, and
- Identify additional resources.
- ❖ Release time may be provided for administrators who serve on the improvement team.

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R 7-4-4 Administrators' Responsibilities

- ❖ In addition to established laws, policies, rules and regulations, job descriptions for administrators shall include the following responsibilities:
 - Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance;
 - Provides purpose and direction for schools/county;
 - Demonstrates cognitive skills to gather, analyze and synthesize information to reach goals;
 - Manages group behaviors to achieve consensus;
 - Enhances quality of total school/county organization;
 - Organizes and delegates to accomplish goals;
 - Communicates effectively; and
 - Provides leadership in the implementation of technology standards.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-5 Evaluation Procedures for Professional Support Personnel</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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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.

(WVC §18A-2-12 and SBP 5310)

R 7-5-1 Evaluation Process for Professional Support Personnel

- ❖ The principal or assistant principal shall observe and evaluate professional support personnel.
- ❖ The principal or assistant principal at the home school shall evaluate itinerant personnel.
- ❖ Professional support personnel who have zero to two years of experience shall receive a minimum of two written evaluations per year.
- ❖ Professional support personnel beginning their third, fourth or fifth year of experience shall receive a minimum of one written evaluation per year.
- ❖ For professional support personnel with five or more years of experience who have not received an unsatisfactory rating, a minimum of one evaluation every three 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 related to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.
- ❖ The professional support person's immediate supervisor, as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.
- ❖ 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 the progress made toward goal attainment or 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.
- The evaluation will be goal directed and may incorporate the performance characteristics in the narrative description.
- The supervisor may include those performance characteristics appropriate to the mutually established goals. 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.
- ❖ 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 working days following receipt of the written evaluation.

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R 7-5-2 Improvement Plan for Professional Support Personnel

- ❖ The supervisor and the professional support person shall develop an improvement plan when the professional support person's performance is unsatisfactory in any area of responsibility as contained in *Section 23 of SBP 5310*.
- ❖ The improvement plan shall designate how the professional support person shall meet standards. The improvement plan shall:
 - Identify the deficiencies;
 - Specify the corrective action to remediate the deficiencies;
 - Contain the time frame for monitoring and deadlines for meeting performance characteristics, and in no case shall the improvement plan be for more than one semester in length; and
 - Describe the resources and assistance available to assist in correcting the deficiencies.
- ❖ After a professional support person has successfully corrected deficiencies the professional support person must continue to meet standards.
- ❖ Nothing in this Section shall supersede the provisions of WVC §18-2E-6; §18-3-4; or §18A-2-8.

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R 7-5-3 Improvement Team for Professional Support Personnel

- ❖ A referral to an improvement team for the professional support person whose evaluation is unsatisfactory may occur when the supervisor determines s/he needs such assistance. The professional support person may request the assistance of an improvement team.
- ❖ 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 *Section 3.2 of SBP 5310*.
- ❖ The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- ❖ 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.

R 7-5-4 Professional Support Personnel Responsibilities

- ❖ In addition to established laws, policies, rules and regulations, job descriptions for professional support personnel may include the following responsibilities when appropriate:
 - Plans, prepares and implements new programs or facilitates change in the existing program;
 - Organizes, directs, and coordinates programs;
 - Gathers and interprets data for individuals, groups or programs;
 - Delivers services to students or others;
 - Collaborates with school personnel and/or parents to coordinate the delivery of services to students or others;
 - Facilitates professional development activities to achieve goals;
 - Develops and improves individual competencies and skills to deliver services; and
 - Demonstrates competency in the knowledge and implementation of technology standards.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-6 Evaluation Procedures for Coaches</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The primary purpose of the evaluation is to provide information necessary to make an objective assessment of the performance of coaches and assistant coaches and to assure that quality coaching is provided to the student athlete.
(WVC §18A-2-12 and SBP 5310)

R 7-6-1 Evaluation Process for Coaches

- ❖ The principal, assistant principal, or athletic director who holds an administrative certificate according to WVC §18A-2-12 shall evaluate coaches and assistant coaches.
- ❖ A minimum of one written evaluation per coach's and assistant coach's contract period is required each year.
- ❖ The principal, assistant principal or athletic director shall conduct observations and evaluations of head coaches. A minimum of two observations is required for each evaluation.
- ❖ The principal, assistant principal or athletic director with input from the head coach shall conduct observations and evaluations of assistant coaches. A minimum of two observations is required for each evaluation.
- ❖ The principal, assistant principal or athletic director shall share the evaluation with the coach/assistant coach during a scheduled conference and within a four-week period at the conclusion of each sport's season as defined by West Virginia Secondary School Activities Commission (WVSSAC.)
- ❖ The coaches and assistant coaches have the right to include a written statement as an addendum to the evaluation.
- ❖ The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the coach and the coach has received a copy. The signature shall not imply concurrence with the findings.

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R 7-6-2 Improvement Plan for Coaches

- ❖ The principal, assistant principal or athletic director who holds an administrative certificate, when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in Section 28 of SBP 5310 shall develop an improvement plan.
- ❖ The improvement plan shall designate how the coach shall meet performance criteria. The improvement plan shall:
 - Identify the deficiencies;
 - Specify the corrective action to remediate the deficiencies;

- Contain the time frame for monitoring and deadlines for meeting the criteria, and in no case shall an improvement plan be for more than one semester in length; and
- Describe the resources and assistance available to assist in correcting the deficiencies.
- ❖ After a coach has successfully corrected deficiencies the coach must continue to meet standards.
- ❖ Nothing in this Section shall supersede the provisions of WVC §18-2E-6; §18-3-4; or §18A-2-8.

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R 7-6-3 Improvement Team for Coaches

- ❖ A referral to an improvement team for a coach whose evaluation is unsatisfactory may occur when the supervisor determines s/he needs such assistance. The coach may request the assistance of an improvement team.
- ❖ The improvement team shall be comprised of the coach's immediate supervisor, one additional administrator and one coach in the same or related sport. The coach who will serve as a member of the improvement team shall be selected by the coach 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 *Section 3.2 of SBP 5310*.
- ❖ The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.
- ❖ The improvement team shall monitor the improvement plan and may:
 - Conduct observations and conferences;
 - Provide training to assist the coach in meeting the performance criteria outlined in the plan; and
 - Identify additional resources.
- ❖ Release time may be provided for employees who serve on the improvement team.

R 7-6-4 Coaches' Responsibilities

- ❖ In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:
 - Communicating with parents and the educational community (Professional and Interpersonal Relations); and
 - Implementing fundamental sports skills and sports management systems. (Coaching and Related Areas).

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-7 Evaluation Procedures for Extracurricular Assignments	Last Reviewed: 8-9-10 Next Review: 7-1-12
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Employees who have accepted extracurricular assignments shall be observed at least twice during the tenure of their assignment and shall be given a final evaluation within four weeks of the conclusion of the assignment. The supervisor in charge of the extracurricular assignment shall complete all observations and evaluations. The employee shall receive a written summary of all observations and evaluations and all reports shall be made on the forms provided for that purpose. These reports shall be used to assist in determining the employment status of employees in an extracurricular assignment in succeeding school terms.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-8 Observation of Classroom Teachers for Instructional Supervision Purposes	Last Reviewed: 8-9-10 Next Review: 7-1-12
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Various State Board of Education Polices including *SBP 2320, A Process for Improving Education Performance Based Accreditation System*; *SBP 2340, West Virginia Measures of Academic Progress and SBP 2510, Assuring Quality of Education: Regulations for Education Programs* require school administrators to supervise the instructional program in a manner that assures the attainment of state and local educational goals. While recent legislative action has exempted classroom teachers with five or more years of experience from the evaluation process if they meet certain conditions, it is the intent of the Preston County Board of Education that all school administrators will continue to periodically visit all classrooms and other work stations to offer guidance, support and encouragement to all faculty members as they strive to provide a high quality educational opportunity for all students.

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Adopted: August 9, 2010
Amended/Revised:

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-9 Timelines for the Observation and Evaluation Process</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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It is widely accepted among educational leaders that the paramount purposes for the observation and evaluation of school personnel is to promote professional growth and to ensure that students receive a high quality educational opportunity. To be effective, the observation and evaluation process must be consistent and timely.

While *SBP 5310 - Performance Evaluation of School Personnel*, states that evaluations may be completed anytime prior to June 1, The Preston County Board of Education has established the following timelines for its employees:.

- ❖ By October 1:
 - The principal shall hold an orientation for the staff.
 - The teachers must submit their requests for an evaluation in writing if they are not scheduled for evaluation during the year.
 - Principals mutually establish their Goals with their supervisors.
- ❖ By November 1:
 - Principals must complete the first observation for all personnel with 1-5 years of experience.
 - Principals jointly establish Professional Growth & Development Plan with teachers.
 - Principals mutually establish Goals with professional support personnel.
- ❖ By February 1: Principals must notify the Superintendent of any employee who may not be recommended for re-employment.
- ❖ By June 1:
 - Principals must complete all evaluations.
- ❖ Collection of evaluation data shall be on going throughout the year.
- ❖ Teachers or support personnel who transfer into the county will be responsible for providing the county with verification that they have received no unsatisfactory evaluations in their previous employment.

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 Amended/Revised: August 9, 2010

PRESTON COUNTY BOARD OF EDUCATION FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT File: 7-10 Evaluator Training	Last Reviewed: 8-9-10 Next Review: 7-1-12
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No person may evaluate professional personnel unless s/he has an administrative certificate issued by the State Superintendent and has successfully completed education and training in evaluation skills through the center for professional development, or equivalent education training approved by the State Board, which will enable the person to make fair, professional, and credible evaluations of the personnel whom the person is responsible for evaluating.

All supervisors (including athletic directors if they are evaluating coaches) shall receive training in:

- ❖ Conducting observations and conferences,
- ❖ Completing evaluations, and
- ❖ Writing and monitoring improvement plans.
- ❖ Management and evaluation skills.

(WVC §18A-2-12 and SBP 5310)

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Adopted: August 9, 2010
Amended/Revised:

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-11 Service Employee Evaluations</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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Evaluation of service personnel will be directed toward achieving the objectives of the county and improvement of job performance. Thus, observation and evaluation of employee performance will be used first for providing suggestions and assistance to the employee, and secondly for deciding if employee performance meets the degree of excellence required for continued employment and/or tenure.

In conducting their observations and evaluations, supervisors will focus on a series of performance standards related to service personnel’s job responsibilities. The following is a list of indicators which may be used to determine an employee’s level of performance:

Work habits – Indicators such as:

- ❖ Observation of work hours;
- ❖ Attendance;
- ❖ Compliance with rule;
- ❖ Safety practices;
- ❖ Meeting schedules;
- ❖ Accepting change;
- ❖ Appearance of work area;
- ❖ Initiative; and
- ❖ Attitude.

Performance - Indicators such as:

- ❖ Work judgments;
- ❖ Planning and organizing; and
- ❖ Quality of work.

For service personnel with 0-2 years of experience, a minimum of two written evaluations per year are required. The first evaluation shall be completed by the end of the first semester and the second by the end of the school year.

For service personnel with three or more years of experience, a minimum of one written evaluation per year is required. The evaluation shall be completed by the end of the school year.

The immediate supervisor shall observe service personnel. The observation shall be conducted at the discretion of the supervisor. The supervisor shall conduct a post observation conference with said employee(s) as/if needed. A conference shall be conducted whenever any unsatisfactory performance has been observed by the supervisor.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-12 Evaluation Process for Substitute Personnel</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The efficiency and productivity of substitute employees is closely correlated to the assistance and support they receive from the administration and staff at the local level. Therefore, it shall be the responsibility of the building principal or work area supervisor or his/her designee to personally meet each substitute and given him/her a brief overview of his/her assignment for the day and any special events taking place during the day. The principal or supervisor shall also give the substitute a pre-prepared Substitute Packet of information which should include but is not limited to:

- ❖ A copy of the school schedule;
- ❖ Floor plan of the school;
- ❖ The regular teacher’s specific assignment and related information (i.e. lesson plans, work schedules, special duties, etc.);
- ❖ School hand book or summary of important school rules;
- ❖ Grade books and/or rosters used by the absent teacher;
- ❖ Information concerning cafeteria/lunchroom, workrooms, parking, etc.;
- ❖ Emergency response information (i.e. fire exits, nurse location, etc.);
- ❖ A copy of the substitute evaluation document which will be completed by the principal/supervisor at the end of the work day; and
- ❖ Other pertinent information.

When circumstances permit, the principal or supervisor shall evaluate each substitute at the conclusion of his/her assignment in the local school or workplace. If an end of assignment review is not possible, the principal or supervisor shall complete the evaluation as soon as practicable. The evaluation shall consist of a review and assessment of the items on a checklist which has been developed to determine the substitute's efficiency and productivity in performing the assignment. The administrator shall mark each item as either satisfactory or unsatisfactory and may make additional comments as appropriate.

As appropriate, the principal/supervisor in charge shall review the evaluation instrument with the substitute and offer suggestions for improvement in job performance as appropriate. The principal/supervisor and the substitute employee shall sign the document. The substitute employee may also include a written statement as an addendum to the evaluation. The completed document shall be forwarded to the Personnel Office.

Substitutes who receive three negatively rated checklists will be offered the opportunity to have a conference with the county office program director or coordinator and/or the Assistant Superintendent in an effort to improve their performance and if appropriate, an improvement plan may be developed. Following that conference, if the individual continues to perform below an acceptable level, s/he will be subject to removal from the substitute employee list.

A substitute employee may file a grievance but is considered an employee only on matters related to days worked or when there is a violation, misapplication or misinterpretation of a statute, policy, rule or written agreement relating to such substitute.

Substitute service employees who have worked 30 days for Preston County shall have all rights pertaining to suspension, dismissal and contract renewal as are granted to regular service personnel in §18A-2-6; §18A-2-7; §18A-2-8 and §18A-2-8a. A substitute service employee who has not worked a total of 30 days may be dismissed at the sole discretion of the Superintendent with or without cause. Such dismissal shall be presented to the Board for confirmation.

Professional substitute personnel who are filling a leave of absence position that is anticipated to extend 20 consecutive day or more which is filled in accordance with §18A-2-1; §18A-2-2 and §18A-4-7a shall be given regular employee status including all rights and privileges and benefits pertaining to such status.

Any substitute employee dismissed by the Superintendent and upheld by the Board shall be notified of his/her dismissal in writing.

A summation of these evaluations will be compiled at the conclusion of the school year by the Assistant Superintendent or his/her designee. This summation will be forwarded to employees during the summer months. Employees may request to review the evaluation in their file and may attach an addendum to their summation of evaluations.

Copies and/or summaries of all evaluations will be filed in the Personnel Office.

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Adopted: September 7, 1999
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-13 Professional Growth</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The Preston County Board of Education recognizes the value of professional growth opportunities for its employees at all levels. Therefore, it shall be the policy of the Board to support and provide meaningful professional development activities during the three days reserved for those activities at the beginning of each school term and throughout the school term within the limits of its resources to do so.

The Board directs the Superintendent and his/her staff to work closely with the State Department of Education and the Center for Professional Development to enroll its employees in professional growth programs offered through those agencies. The Board vigorously supports programs such as the Principals Academy, the Teachers Academy, Beginning Teacher Internships, Beginning Principal Internships, role specific training seminars and similar activities.

The Board may budget funds for the attendance of employees at conventions, conferences, and committees.

The Superintendent shall have authority to approve requests from personnel to attend conventions and meetings which, in his/her judgment, will prove beneficial to the school system and for which funds are available as provided by school board policy.

The Board, within limits of finances and sound educational philosophy, encourages the attendance of personnel at conventions, conferences, meetings, and institutes.

In order to help keep personnel informed and to stimulate professional growth, the appropriate central office personnel shall annually prepare and/or update a handbook listing the professional growth opportunities available to all levels of personnel.
(WVC §18-5-45; SBP 5500)

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Adopted: March 13, 1983
 Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-14 Attendance at Professional Meetings</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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General Instructions

The Board realizes the need for traveling to meetings, but it also realizes the importance of the presence of the teacher in the classroom. Employees must not jeopardize the instructional program by too much travel.

All requests to be away from assigned work areas and duties must be submitted on the standard form, commonly called Professional Meeting Form, which is furnished by the county office. This form is to be submitted at least ten working days in advance for approval by the appropriate supervisors. Out-of-state travel requires board approval and should be submitted thirty days in advance except as noted in *File: 8-26 Travel Regulations*.

Attendance at professional meetings may be broken down under two categories. Some of this travel will qualify the teacher to have expenses paid and other travel will not.

Designated Representative for the County, State, Educational Organization, or Professional Organization

From time to time employees will be elected officers or representatives of educational or professional organizations. Permission may be granted to attend these meetings, but no expenses will be paid.

At times it will be necessary to send employees to meetings to represent the county. Since these are designated representatives of the county, expenses should be paid from one of the available budgets of the allocations.

Employees who are picked by the state as representatives should have their expenses paid by the state.

Central office staff members will be considered representatives of the county when attending meetings which are helpful to the general welfare and operation of the school system; therefore, they will be eligible to collect expenses which fall within guidelines.

Professional Development

In order to maintain an effective staff, teachers must continue to grow and increase their knowledge of their professionalism. Every effort should be taken to minimize interference with the instructional program of our youth. Teachers may request permission to be absent on an instructional day to attend a meeting which would enhance their instructional ability.

Teachers will be limited to attending one professional development meeting per school year, which involves loss of time when school is in session. Professional development meetings are those meetings which have as their goals the improvement of instructional skills. If requests to attend professional meetings become too numerous, screening factors will be used such as the importance of the meetings to the county educational program, the apparent need of the applicant to attend the meeting, availability of substitutes, and some priority will be given to individuals who have not previously or recently attended such meetings.

Accountability

A justification for attendance at a meeting must accompany each request. This justification should include the anticipated benefits the teacher hopes to receive from the meeting.

A follow-up summary and evaluation of the meeting will be submitted with the travel expense account sheet. Submission of the justification and summary will be a part of the final approval process before salary payment can be made.

Limit on Attendance at Professional Meetings

To insure that the instructional program does not suffer, a budget for attendance at professional meetings will be established each year. Each of the following groups will receive budget amounts based upon their percentage of the number of teachers employed within the school system:

- ❖ Elementary teachers;
- ❖ Secondary teachers;
- ❖ Vocational teachers; and
- ❖ Special education teachers.

(WVC §18-5-4)

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Adopted: June 27, 1983
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-15 Professional Personnel Staff Development Programs</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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Purpose

Schools exist to facilitate student learning. Ongoing professional staff development for all personnel is essential to enhancing improved teaching and student learning. Professional staff development should be a continuous, developmental process ultimately based on staff needs.

High quality staff development programs will ensure that professional staff are provided continuous high-quality, sustained, and classroom-focused professional development that increases the knowledge and skills required to create conditions that result in students achieving high levels of performance in the West Virginia Standards for 21st Century Learning;

County Responsibility

The Board of Education shall schedule annually at least three (3) non-instructional days of staff development for professional staff. At least two (2) of the three (3) days or their equivalent, must be scheduled prior to January 1. Exceptions to the schedule and/or staff development content may be granted for innovative programs and/or delivery upon the written request of the County Superintendent to the State Superintendent.

The Board of Education hereby establishes a Professional Staff Development Council and instructs the Superintendent to implement a comprehensive system of staff development.

The Board of Education shall make available an amount at least equal to one-tenth (.1) of one percent (1%) of the amount provided in the basic foundation allowance to the Board pursuant to §18-9A-4 and §18A-4-1, et seq., Code of West Virginia. The funds shall be credited to an account to be used by the Professional Staff Development Council to fulfill its objectives. The council shall prepare for review and approval by the Board of Education an annual budget that details all expenses and revenues including staff support. Any funds remaining in this account at the end of the fiscal year shall remain in this account and be used solely for staff development. The County Board of Education will have final approval for all disbursements. This does not preclude the use of other funding sources for additional staff development.

At the first Professional Staff Development Council meeting following the County Board of Education’s approval of its annual budget, the Superintendent or his/her designee shall provide the Professional Staff Development Council with the funding computation provided for above.

In order to meet the growing demands of school, County, State, and national priorities, this Board of Education shall seek ways to provide additional opportunities for staff development above and beyond the minimal number of eighteen (18) clock hours. Some strategies include, but are not limited to, the following: the use of banked time, extending the school calendar, seeking grant funding sources to cover costs of additional staff development, and the use of community resources.

Components of the County and Local School Staff Development Plans

The process of planning school and/or County staff development initiatives to promote teaching and learning, shall include but not be limited to the following:

- ❖ individual school, County, regional, State, national, and global priorities;
- ❖ multiple input sources such as State Board goals and objectives, student test scores, faculty senate recommendations, and County Board policies to identify program needs;
- ❖ needs based objectives;
- ❖ activities that provide for individual needs as well as groups such as local school improvement councils, faculty senates and school curriculum teams;
- ❖ a systematic evaluation process for the delivery, quality, and impact of staff development; and
- ❖ provisions for follow-up staff development when the objective(s) are beyond awareness level.

The Focus of the Staff Development Program

The professional staff development council retains the final authority to propose appropriate staff development programs designed to better prepare professional employees to implement the intent of State Goals and Objectives.

All professional staff shall participate in eighteen (18) clock hours of job related staff development each year. Twelve (12) of the eighteen (18) clock hours shall be directly relevant to:

- ❖ educational priorities for West Virginia to include, but not be limited to implementation of regulations, trends, and issues at the local, regional, State, national, and global levels, such as multicultural education, new instructional materials education, implementation of a monitoring system of student learning, 21st Century Teaching & learning skills, and AIDS education;
- ❖ the areas of study in which they are currently teaching;
- ❖ the teaching strategies appropriate to those areas of study;
- ❖ classroom management skills;
- ❖ techniques appropriate for learners with various exceptionalities and learning styles;
- ❖ alignment of instructional goals and objectives with effective strategies, methods and/or techniques; or
- ❖ student and program evaluation methods and instruments (policy 2510).

The County Professional Staff Development Council shall standardize the staff development plans for individual schools and persons within the County.

The Legislature has mandated that a primary goal for education in West Virginia is that every high school graduate will be prepared for college, other post-secondary education or gainful employment. Meeting the intent and objectives of that goal will require a continued focus on staff development to increase the ability of teachers and administrators to employ various methodologies for strengthening the rigor, content and relevance of the learning process and help all students achieve at higher levels.

Teachers and administrators must know about workplace requirements to help students internalize the relationship between learning in school and success in the careers they envision for themselves in adult life. Staff development opportunities shall include, but not be limited to:

- ❖ Collaboration between the County professional staff development council and the State Department of Education, institutions of higher education, the Center for Professional Development so that the resources of each can be utilized for both in-service and pre-service programs;
- ❖ Teacher and business exchange programs that enable teachers to gain exposure and experience in the workplace and business persons to gain exposure and experience in the schools;
- ❖ Structured programs or institutes that take educators into the workplace to observe the work environment and skills necessary to perform work tasks; and
- ❖ Staff development activities that include joint participation by public school, college, and other post-secondary faculty where appropriate.

Staff Development Council

The Preston County Professional Staff Development Council is established under State Board rules and shall be constituted in the following manner:

- ❖ The council shall consist of between nine and 15 members at the discretion of the Superintendent based on the size of the county.
- ❖ The council shall be comprised of proportional representation from the major school levels and from vocational education, special education, and other educators in proportion to their employment numbers in the county.
- ❖ Teacher nominations to serve on the county professional staff development council may be submitted by the faculty senates of the district to the superintendent who shall prepare and distribute ballots and tabulate the votes of the county's instructional personnel voting on the persons nominated.
- ❖ Election to the professional staff development council shall be made on a staggered three-year sequence. Members shall serve three-year terms. No staff development council member may serve more than two consecutive terms. The staff development council shall appoint persons to fill vacancies occurring during an elected term and such appointees will serve until the next election.
- ❖ The Superintendent or his/her designee shall hold an advisory, non-voting role on the Professional Staff Development council and shall:
 - provide input in design of the Staff Development Council's program;

- coordinate the implementation of the Staff Development Council's program after approval of the plan by the Council and presentation of the plan to the County Board of Education;
 - distribute information concerning program objectives, location and time, prerequisites, and other pertinent information about staff development offerings to all professional personnel within the County;
 - maintain records of enrollment, scheduling, and evaluation of each staff development activity, and compile those records into an annual report for submission to the Professional Staff Development Council.
- ❖ At the first meeting of the Professional Staff Development council in each school year (July 1 – June 30), the members of the Council shall elect a chair by majority vote. The chair shall preside over all staff development council meetings; present, prior to implementation, any program approved by the Staff Development Council to the County Board of Education; and present the annual evaluation report to this Board of Education.
 - ❖ The Professional Staff Development Council shall meet at least quarterly each year. The Staff Development Council may elect to use appropriated funds to pay council members time and/or expenses. (i.e., substitute teachers, class coverage). The County Board may provide at least two (2) hours of release time as long as funds are available.
 - ❖ Professional Staff Development Councils from two (2) or more counties may be involved in cooperatively planning, funding, and implementing County, regional, and/or State coordinated staff development initiatives. The Professional Staff Development Council and the service personnel staff development council with a County may cooperatively plan, fund, and implement staff development programs in the County.
 - ❖ Staff development programs shall be evaluated to determine the effectiveness of delivery, the quality and impact of the programs.

Monitoring

Monitoring of the implementation of WV State Board of Education Policy 5500, County Professional Staff Development Council shall be conducted via the State accreditation system. (WVC §18-2E-7; §18-2E-8, §18A-3-8, SBP 2510 and SBP 5500)

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Adopted: June 27, 1983
Amended/Revised: August 9, 2010

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-16 Service Personnel Staff Development Programs</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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Purpose

Schools exist to facilitate student learning, and an ongoing staff development program for all personnel is essential to enhancing student learning. Staff development should be a continuous, developmental process ultimately based on staff needs to meet county and state goals.

County Responsibility

This Board of Education, through its Superintendent, shall schedule annually at least eighteen (18) hours of staff development for service personnel. At least twelve (12) of the eighteen (18) hours must be scheduled prior to January 1. Exceptions to the schedule may be granted by the Superintendent for innovative program.

The Board of Education hereby establishes a Service Personnel Staff Development Council and the Superintendent shall take the necessary steps to implement a comprehensive system of staff development.

The Board of Education shall make available an amount equal to one-tenth (.1) of one percent (1%) of the amount provided in the basic foundation allowance to the Board, pursuant to §18-9A-5 and §18A-4-1, et seq., Code of West Virginia and shall credit such funds to an account to be used by the Council to fulfill its objectives. The county board of education shall retain final approval for all disbursements and may consider other funding sources.

The Focus of the Staff Development Program

The Board of Education shall incorporate the following components and governing principles of operation.

- ❖ All service personnel staff shall participate in at least eighteen (18) hours of job related staff development each year. Job related means that programs available to all service personnel are relevant to:
 - their areas of assignment; and
 - their job classification and job description
- ❖ The Staff Development Program – to promote personal growth and lifelong learning for service personnel, the staff development activities should:
 - be based on predetermined needs of service personnel;
 - reflect State and local board of education goals and policies;

- include activities which provide for individual as well as group needs;
- include individual, school-level and county-level learning opportunities; and
- include a systematic evaluation process

Staff Development Council

- ❖ The Superintendent or his/her designee shall hold an advisory, non-voting role on the Service Personnel Staff Development Council.
- ❖ The Service Personnel Staff Development Council shall have final authority to propose staff development programs for their peers based upon rules established by statute.
- ❖ The Service Personnel Staff Development Council shall be comprised of two (2) employees from each category of employment: secretarial, custodial, maintenance, transportation, school lunch, and aides.
- ❖ Nominations of service personnel to serve on the county Service Personnel Staff Development Council may be submitted by six (6) groups identified in C, immediately above, to the Superintendent, who shall prepare and distribute ballots and tabulate the votes of the county's service personnel voting on the persons nominated.
- ❖ Election to the Service Personnel Staff Development Council shall be made on a staggered three (3) year sequence.
- ❖ This county school system may elect to cooperate in the same staff development program with one (1) or more other school systems.
- ❖ The Regional Education Service Agency or Professional Development Center, at the direction of its Board of Directors, shall cooperate with the Service Personnel Staff Development Council.
- ❖ The County Superintendent or his/her designee shall:
 - supervise the development of staff development program objectives by the Service Personnel Staff Development Council;
 - coordinate the implementation of the staff development plan;
 - disseminate information concerning program objectives, location and time, prerequisites, and other pertinent information about staff development offerings to all service personnel in the county; and
 - maintain records of enrollment, scheduling, and evaluation of each staff development activity.
- ❖ The proposed program for staff development shall be approved by this Board of Education prior to implementation.
- ❖ At the end of each fiscal year, the Board shall give a full accounting of the council's financial account including the amount allocated, the amount expended and the amount available for carryover into the next fiscal year.
- ❖ At the end of each fiscal year, the Board shall provide the state superintendent the names of the service staff development council members, the number of meetings held, and the number of hours provided for service personnel to implement their staff development programs.

Monitoring and Evaluation

- ❖ Monitoring of the policy shall be conducted via the State accreditation system.
- ❖ Every three (3) years the Service Personnel Staff Development Council shall evaluate the effectiveness of the staff development program and activities in meeting the needs of service personnel. For evaluation purposes, a staff development year shall be July 1 through June 30. (*WVC §18A-3-9 and SBP 5500.02*)

Specialized Training Related to Violent Student Behavior for all Teacher Aides:

The Board shall annually make available, during normal working hours, to all regularly employed teachers' aides 12 hours of training that satisfies the continuing education requirements for the aides regarding:

- ❖ Providing services to children who have displayed violent behavior or have demonstrated the potential for violent behavior; and
- ❖ Providing services to children diagnosed as autistic or with autism spectrum disorder. This training shall be structured to permit the employee to qualify as an autism mentor after a minimum of four years of training.

The Board shall:

- ❖ Notify in writing all teachers' aides of the location, date and time when training will be offered for qualification as an autism mentor; and
- ❖ Reimburse any regularly employed or substitute teacher's aide who elects to attend this training for one-half of the cost of the tuition. (*WVC §18-20-2*)

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R 7-16-1 Service Personnel Compensation for out of County Conferences

From time to time the Board and or the Superintendent may request certain service employees attend out-of-county meetings for the purpose of training which will be beneficial to the school system. In those instances, the Board shall compensate those employees for their time in accordance with the Fair Labor Standards Act which requires the compensation procedures outlined in the following pages.

Overnight Travel for Training:

- ❖ Employees will receive their regular compensation if the training and travel time occurs during a regular work hours.
- ❖ Employees will be compensated for travel time on a non-working day during any hours corresponding to normal work hours (i.e. the employee's regular work day is 9:00 a.m. to 5:00 p. m.).
- ❖ Employees will be compensated for travel time cutting across the employee's workday regardless of whether the employee is a driver or a passenger in the vehicle.

- ❖ The Board will not compensate employees who are passengers in a vehicle when the travel time is outside the employee's normal working hours.
- ❖ The Board will compensate employees for travel time spent outside of the normal working hours during which the employee is driving because the employee is working. The Board will deduct bona fide meal periods and periods when the employee is permitted to sleep in adequate facilities provided by the Board.
- ❖ Should the Board offer an employee public transportation but he/she requests to drive his/her own vehicle instead, the Board may compensate the employee either for the time the employee spent driving or for the time the Board would have been required to pay the employee during working hours if the employee had used public transportation.
- ❖ The Board is required to compensate employees for travel time spent outside of normal working hours during which the employee is performing any work (i.e. the employee is required to ride as an assistant or driver). The Board will deduct bona fide meal periods and periods when the employee is permitted to sleep in adequate facilities provided by the Board.

One Day Travel for Training:

- ❖ The Board will compensate employees who regularly work at a fixed location for travel time to an from a special one day assignment in another town during regular working hours and outside regular working hours.
- ❖ If the travel cannot be characterized as "special" or "unusual" because it is a normal, contemplated, ordinary incident of employment, then the Board:
 - Must compensate the employee for any travel time that cuts across his/her normal workday.
 - Must compensate the employee for travel time from a fixed location (i.e. normal work station) to the training if the Board requires the employee to report to the fixed location before reporting to the training.
 - Must compensate the employee for travel time from the training to a fixed location (i.e. normal work station) if the Board requires the employee to report to the fixed location after the training but before reporting home.
 - Must compensate any employee who drives other employees to the training for travel time outside normal working hours but need not compensate the employees who are passengers outside normal working hours.

(Fair Labor Standards)

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<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-17 Multicultural Education for School Personnel</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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The Board shall annually provide a program during at least one non-instruction day of the school term for the study of multi-cultural education for all school personnel. The study shall be in compliance with regulations developed by the State Board of Education.

Multicultural education has been defined to mean the study of the pluralistic nature of American society, including its values, institutions, organizations, groups, status positions and social roles.

PURPOSE

Preston County Schools will provide all staff and students with a safe, secure environment where diversity is accepted and welcomed.

RESPONSIBILITY

The Board, administration, and staff will be responsible for the administration of this policy. Preston County Schools shall assure full compliance with regulations that define a safe, secure environment where diversity is accepted by:

- ❖ Following a zero tolerance policy regarding racial, ethnic, cultural, religious, socio-economic level, gender stereotypes and resolving problems associated with racism and prejudice.
- ❖ Providing equal opportunities regardless of culture, race, gender religion, ethnic origin or socio-economic level, and disability.
- ❖ Educating the Preston County School community with regard to the rationale, plan, policies and procedures for implementing multicultural educational/diversity curriculum.
- ❖ Delivering an integrated curriculum through classroom instruction 21st century skill focusing on the whole of society while developing knowledge and understanding about cultural diversity, race, gender, religion, ethnic origin and socio-economic level and disabilities.

Each school will develop and implement a multicultural program in concert with a meaningful program of character education, to assure that all staff and students will be aware of diversity in ethnic background, gender, religion, disability and socio-economic status. Additionally, all staff and students will recognize and know what to do when faced with emotional, physical and verbal harassment/bullying. (WVC §18-2k-5; §18-5-15A; SBP 2421; OEPA 6.1.12)

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<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-18 Endnotes</p>	<p>Last Reviewed: 8-9-10</p> <p>Next Review: 7-1-12</p>
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ENDNOTES

File: 7 Professional and Service Personnel Development

U.S. Constitution:

Fourteenth Amendment: Guarantees equal protection of all citizens under the existing laws and guarantees due process regarding all legal proceedings.

West Virginia Codes:

- § 6C-2-1 thru 7----- Public employees grievance procedure.
- § 16-3D-3----- Compulsory testing for tuberculosis of school children and school employees, x-rays required for reactors, etc.
- § 18-2E-6----- Falsifying reports.
- § 18-3-4----- Proceedings to enforce school laws
- § 18-5-45----- School calendar.
- § 18-20-2(d)----- Annual training for aides who deal with violent students.
- § 18A-2-8----- Suspension and dismissal of school employees.
- § 18A-2-8a----- Notice to probationary personnel of rehiring.
- § 18A-2-12----- Performance evaluations of school personnel; professional personnel evaluation process.
- § 18A-3-3----- Renewal of certificates; permanent certification.
- § 18A-3-2b----- Beginning teacher internship.
- § 18A-3-2c----- Training through the principal’s academy.
- § 18A-3-2d----- Beginning principal’s internship.
- § 18A-3-8----- County professional staff development councils.
- § 18A-3-9----- County service personnel staff development councils.
- § 18A-3A-6----- Attendance of professional development programs outside the employment term.
- § 18A-4-2b----- National Board for professional teaching certificates.
- § 18A-5-4----- Educational Meetings.

Relevant Court Cases:

Brown v. Wood County BOE, 400 S.E.2d 213 (1990) – A local board of education may utilize indicators of performance with respect to a given standard other than indicators expressly delineated in local policy if the board promptly notifies the teacher of the use of any such "employee-specific" indicator and provides the teacher with an opportunity to improve before taking any employment action.

State Board Policies:

SBP 2320	A Process for Improving Education Performance Based Accreditation System
SBP 2340	SBP 2340, West Virginia Measures of Academic Progress
SBP 2510	Assuring the Quality of Education: Regulations for Education Programs
SBP 5310	Performance Evaluation of School Personnel
SBP 5500	County Professional Staff Development Councils
SBP 5500.03	Skills for Principals
SBP 5900	Beginning Educator Internship Program

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