

EVALUATION OF CENTRAL OFFICE PERSONNEL

The purpose of the evaluation is to improve central office personnel's performance and professional growth.

For the purpose of this policy, central office personnel are defined as professional personnel whose titles include but are not limited to the following: central office administrator supervisor, director coordinator, and/or program specialist.

In order to satisfy the requirements of West Virginia State Board of Education policy 5310, Performance Evaluation of School Personnel, the Board adopts West Virginia State Board of Education policy 5310 and is incorporated by reference into this policy.

This policy shall provide for the:

- A. identity of the immediate supervisor who conducts the observations and evaluations;
- B. time frame for conducting and completing the evaluation process;
- C. procedures for sharing the results with the employee; and
- D. process to be used in improving an employee's performance based on the evaluation results.

Principles of Operation:

- A. **Board Responsibility.** West Virginia State Board of Education policy 5310 requires county boards of education to implement written administrative guidelines relating to the requirements of West Virginia State Board of Education policy 5310. Such administrative procedures must include: a) the identity of the immediate supervisor who conducts the observations and evaluations; and b) the process to be used in improving an employee's performance based on the evaluation results. These administrative procedures are intended to comply with statutory grievance procedures and other due process requirements.

- B. Professional Staff Training. The Superintendent shall cause an orientation to be provided at the beginning of each employment period to all professional employees covered by these administrative procedures. This orientation shall be reasonably designed to promote a full understanding of evaluation policies and procedures, including providing employees with access to evaluation instruments and these procedures.
- C. Collaboration. Immediate Supervisors shall afford reasonable opportunities for collaboration necessary for the implementation of the evaluation policy and procedures during the school day.
- D. Monitoring and Observation. All monitoring and observations by immediate supervisors shall be conducted openly.
- E. Opportunity to Correct Unsatisfactory Job Performance. Employees who receive unsatisfactory evaluations shall be afforded with a fair and reasonable opportunity to correct deficiencies as required by West Virginia State Board of Education policy 5310.
- F. Identity of Immediate Supervisor. The Superintendent shall cause job descriptions to be developed and maintained at the central office for each professional position. Such job descriptions shall identify the title of the immediate supervisor who is responsible for conducting observations and evaluations of the employee holding said job. Immediate supervisors shall provide the Superintendent with a list of all employees whom they are to evaluate.

- G. Process for Improving Performance Based Upon Evaluation Results. Focused Support Plans and Corrective Action Plans and the resources related thereto shall be provided to assist professional employees whose job performance is in need of improvement as provided by West Virginia State Board of Education policy 5310. The process to be used in improving an employee's performance based on the evaluation results identified within West Virginia State Board of Education policy 5310 are adopted by reference.

Immediate Supervisor Responsibilities

Immediate supervisors are expected to, required to, and shall perform the following tasks. Immediate supervisors responsible for the evaluation of professional employees shall:

1. review and be responsible for implementing the requirements of West Virginia State Board of Education policy 5310.
2. create and maintain a list of all employees to be evaluated. The list shall be created and provided to the Superintendent prior to the end of September of each school year. The list shall identify the nature of the position held by the employee in one (1) or more of the following categories: athletic coach; school leader; professional support personnel.

3. for the purpose of ensuring compliance with deadlines found in West Virginia State Board of Education policy 5310, create and maintain a master schedule of significant evaluation-related deadlines for all professional employees under his/her supervision that includes at least the following, as applicable: a) the due dates for each professional staff member to complete the required self-reflection; b) the due dates for mutually-established school leader goals; c) the due dates for mutually established professional support personnel and central office personnel goals; d) the due dates for the submission of evidence relating to goals (prior to evaluation date); e) the dates of all planned observations, observation conferences and evaluation due dates; f) the dates of all planned evaluation conferences necessary to comply with the requirements of West Virginia State Board of Education policy 5310.

Observations beyond the minimum required number of observations under West Virginia State Board of Education policy 5310 need not be included on the master schedule. Each immediate supervisor's master schedule shall be created and made available for inspection by the Superintendent or his/her designee no later than the last school day of September of each school year. The master schedule should be amended to reflect changes required by unforeseen circumstances. Nothing herein shall be interpreted to require that tasks not completed by the due dates on the submitted master schedule will forfeit or waive any provision of West Virginia State Board of Education policy 5310 with respect to the employees being evaluated.

4. prior to publication to subordinate employees, submit draft Focused Support Plans and draft Corrective Action Plans to the Superintendent or his/her designee for review and comment.
 5. adhere to the master schedule and/or amendments thereto as much as is practicable. No master schedule or amendments to a master schedule may deviate in any way from the deadlines contained in West Virginia State Board of Education policy 5310 as these are final deadlines.
- H. Grievance Procedure and Due Process. The performance evaluation procedure shall not be implemented in a manner that conflicts with the requirements of grievance procedure for public employees or the due process rights of school employees.
- I. West Virginia Board of Education Review. These administrative procedures shall be reviewed by the West Virginia State Board of Education upon request.
- J. Review Schedule. These administrative procedures shall be reviewed in accordance with the Review Schedule published by the Superintendent.

Ratings:

The four (4) performance rating categories on the personnel evaluation form for central office personnel are a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

- A. Exemplary - Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.
- B. Exceeds Standards - Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students.
- C. Meets Standards - Performance is consistently adequate in meeting performance criteria.
- D. Unsatisfactory - Performance is not consistently acceptable in meeting performance criteria.

Evaluations:

- A. The central office personnel's immediate supervisor, as identified by the Superintendent, is responsible for monitoring performance and for preparing written evaluations.
- B. The supervisor will schedule an evaluation conference with the central office personnel person to share findings and prepare the written evaluation.
- C. The central office person shall receive a copy of the evaluation within five (5) working days.

- D. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals.
- E. The central office personnel person shall maintain a portfolio of materials that validate progress or completion of the mutually established goals.
- F. The central office personnel person's supervisor may also collect documentation relating to these goals.
- G. The supervisor will evaluate the central office personnel person's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance.
- H. 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. Therefore, 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.
- I. The portfolios maintained by the central office personnel person and the supervisor shall be included as part of the evaluation documentation.
- J. The central office personnel person's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the central office personnel person.
- K. The central office personnel person's signature does not imply concurrence with the evaluation and/or its rating.

- L. The central office personnel person shall receive a copy of the evaluation.
- M. The central office personnel person has the right to include a written statement as an addendum to the evaluation.
- N. An addendum and the signature of the central office personnel person must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

Annual Written Goals:

- A. The central office personnel person and the immediate supervisor will mutually establish annual written goals for the central office personnel person's performance evaluation on or before November 1st.
- B. The goals shall be related to the central office personnel person's job responsibilities.
- C. In addition to the goal setting conference, the central office personnel person and the supervisor will meet at least once annually to review progress toward meeting the established goals.

Central Office Personnel Evaluation:

- A. Shall be evaluated one (1) time per year using performance criteria established by the State.
- B. The final evaluation shall be completed by June 30.

Improvement Plan:

An improvement plan shall be developed by the supervisor and central office personnel when the central office personnel person's performance is unsatisfactorily in any area of their job responsibility.

The improvement plan shall designate how the central office personnel person shall meet standards. The improvement plan shall:

- A. identify the deficiency(ies);
- B. specify the corrective action to remediate the deficiency(ies);
- C. contain the time frame for monitoring and deadlines for meeting performance characteristics, and in no case shall the improvement plan be for more than eighteen (18) weeks in length; and
- D. describe the resources and assistance available to assist in correcting the deficiency(ies).

A referral to an improvement team for the central office personnel person whose evaluation is unsatisfactory may occur when the supervisor determines s/he needs such assistance. The central office personnel person may request the assistance of an improvement team.

Improvement Team:

The improvement team shall be comprised of the central office personnel person's immediate supervisor, one (1) additional administrator preferably at the same level, and one (1) professional educator in the same or related specialization. The professional educator shall be selected by the central office personnel person and approved by the County Superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures. 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:

- A. conduct observations and conferences;
- B. provide training to assist the central office personnel person in meeting the responsibilities outlined in the plan; and
- C. identify additional resources.

Release time may be provided for professional educators who serve on the improvement team.

After a central office personnel person has successfully corrected deficiencies the central office personnel person must continue to meet standards.

Central Office Personnel Responsibilities

In addition to established laws, policies, rules, and regulations, job descriptions for central office personnel shall include the following responsibilities:

- A. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance;
- B. provides purpose and direction for schools/county;
- C. demonstrates cognitive skills to gather, analyze, and synthesize information to reach goals;

- D. manages group behaviors to achieve consensus;
- E. enhances quality of total school/county organization;
- F. organizes and delegates to accomplish goals;
- G. communicates effectively; and
- H. provides leadership in the implementation of technology standards.

Central Office Personnel Characteristics

Performance characteristics in this section are the State adopted responsibilities for administrators. The purpose is to clarify responsibilities of the central office personnel administrator and to provide guidance to the central office personnel administrator in understanding job expectations.

A. Instructional Leadership

Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items that may be used to reflect instructional leadership competencies:

1. demonstrates a knowledge of supervision to improve instruction;
2. uses the evaluation process to improve instruction effectively;
3. analyzes a variety of educational data to focus on student achievement;
4. guides teachers in their professional growth; and
5. facilitates a climate that is conducive to student learning and development.

B. Purpose and Direction

Proactive Orientation -- Views self as the school's/county's leader, initiates action, takes responsibility, and motivates others to assist in setting and achieving the goals. Items that may be used to reflect instructional leadership competencies:

1. accepts authority and assumes responsibility;
2. analyzes negative and positive forces affecting the school/county;
3. takes immediate steps when problems arise;
4. focuses resources on strategic goals;
5. uses problem solving strategies;
6. exhibits a positive attitude;
7. encourages and facilitates meaningful and effective parent-teacher communication; and
8. commands respect by example in appearance, manners, behavior, and language.

C. Educational Values

Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items that may be used to reflect instructional leadership competencies:

1. promotes the welfare of students, faculty, and staff; and
2. sets high expectations and articulates them to community, parents, staff, and students.

D. Cognitive Skills

1. Interpersonal Skills

Listens, understands, and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:

- a. encourages others to describe their perspectives;
- b. respects others' perspectives; and
- c. listens to others.

2. Problem Analysis

Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research, and interaction in gathering information. Items that may be used to reflect problem analysis:

- a. gathers information about the school, county, students, parents, and community as appropriate;
- b. attends professional development sessions that are relevant to goals; and
- c. accesses computer and management information systems.

3. Judgment

Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

- a. values divergent thinking;
- b. compares consequences of options; and
- c. makes decisions after data are analyzed.

E. Leadership

1. Managing Interaction

Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

- a. identifies self as a team leader;
- b. intervenes, negotiates, resolves conflicts as needed;
- c. facilitates communication; and
- d. creates cooperative atmosphere.

2. Persuasiveness

Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

- a. ties needs to established goals;
- b. articulates expected outcomes; and
- c. develops trust by modeling desired behavior.

3. Sensitivity

Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

- a. understands how own behavior may affect others;
- b. adjusts strategies when ineffective;
- c. exhibits appropriate interaction skills; and
- d. deals effectively with emotional issues.

F. Quality Enhancement

1. Personal Motivation

Establishes high work standards for self and others. Items that may be used to reflect personal motivation:

- a. promotes excellence by evaluating goals;
- b. sets standards for goal accomplishment;
- c. considers feedback; and
- d. assesses own strengths and limitations.

2. Management

Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities, and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:

- a. supervises and monitors performance of staff;
- b. collects and records performance data;
- c. judges performance using criteria;
- d. reinforces desirable behavior;
- e. accesses computer and management information systems; and
- f. demonstrates effective school financial management.

3. Coaching

Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:

- a. builds a supportive environment for learning;
- b. provides timely and specific feedback;
- c. reinforces growth and development; and
- d. exhibits effective conferencing skills.

G. Organization

1. Organizational Ability

Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

- a. plans for goal accomplishment;
- b. establishes priorities;
- c. budgets and allocates resources;
- d. assigns tasks and activities; and
- e. plans for contingencies.

2. Delegation

Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:

- a. assesses expertise of self and others;
- b. determines tasks to be assigned;
- c. determines tasks needing outside assistance;
- d. establishes performance standards; and
- e. provides guidance.

H. Communications

1. Oral Communications

Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:

- a. pronounces words and articulates clearly;
- b. speaks confidently; and
- c. uses correct grammar.

2. Written Communications

Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

- a. writes with clarity and conciseness; and
- b. uses correct grammar, spelling, and appropriate language.

I. Technology Leadership

Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in 14.8.1, WV Code. Items that may be used to reflect technology leadership competencies:

1. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision;
2. ensures that curricular design instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching;

3. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel;
4. ensures the integration of technology to support productive systems for learning and administration;
5. uses technology to plan and implement comprehensive systems of effective assessment and evaluation; and
6. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

WV Code 18A-2-12,
West Virginia State Board of Education policy 5310