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#### **Technical Correction - Policy - Vol. 16, No. 1 - February 2024**

##### **1530.01 - EVALUATION OF SCHOOL LEADERS**

School Leaders are principals and assistant principals responsible for the collective success of their school including the learning, ~~growth~~ growth, and achievement of students, ~~staff~~ staff, and self.

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

#### **Principles of Operation**

- A. Board Responsibility. West Virginia Board of Education policy 5310 requires boards of education to implement written administrative guidelines relating to the requirements of policy 5310. Such administrative procedures must include: 1) the identity of the immediate supervisor who conducts the observations and evaluations; 2) the process to be used in improving an employee's performance based on the evaluation results; 3) monitoring to assure evaluations are completed; and 4) utilization of data from self-reflection results to determine County professional learning needs. 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 meeting on the evaluation policy and procedures annually at the beginning of each employment period or within two (2) weeks of an employee's reporting date to all professional employees covered by these administrative procedures. This orientation shall be reasonably designed to promote a full understanding of evaluation policies, and employees shall be provided access to the instruments and 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 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 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 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 employee shall:

1. review and be responsible for implementing the requirements of West Virginia 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 or more of the following categories: athletic coach; classroom teacher 1-3 years of experience; classroom teacher 4-5 years of experience; classroom teacher 6+ years of experience; school leader; school counselor - professional support personnel.
3. for the purpose of ensuring compliance with deadlines found in West Virginia 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 classroom teachers to submit their two (2) student learning goals, including two (2) points in time and roster verification;
  - c) the due dates for guidance counselors' targeted improvement goals;
  - d) the due dates for mutually-established school leader goals;
  - e) the due dates for mutually established professional support personnel and central office personnel goals;
  - f) the due dates for the submission of evidence relating to goals (prior to evaluation date);
  - g) the dates of all planned observations, observation conferences and evaluation due dates;
  - h) the dates of all planned evaluation conferences necessary to comply with the requirements of West Virginia Board of Education policy 5310.

Observations beyond the minimum required number of observations under West Virginia 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 shall 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 shall forfeit or waive any provision of West Virginia Board of Education policy 5310 with respect to the employees being evaluated.

4. if the evaluation of the principal or assistant principal indicates any area, quality, skill, or level of performance is less than accomplished, the immediate supervisor shall provide an explanation and data to support the evaluation.
5. 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.

6. 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 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 Board of Education upon request.
- J. Review Schedule. These administrative procedures shall be reviewed in accordance with the Review Schedule published by the Superintendent.

### **Evaluation Process**

All school leaders shall participate in an annual summative evaluation conference on or before July 1 that is recorded in the online evaluation system.

The school leader's evaluator is responsible for monitoring performance and for preparing the online evaluation.

The purpose of the evaluation is to set high standards of performance for school leaders, ensure high-quality leadership focused on increasing student achievement, and encourage continuous growth and improvement through personal reflection and goal setting.

The school leader and the evaluator shall mutually establish annual written goals for the administrator's performance evaluation on or before November 1st. The goals shall be related to student learning and the school leaders' job responsibilities as described in the leadership standards. The school leader shall review school-wide data to establish a student learning goal and identify strategies and measures that shall be provided to document progress on the student learning goal. The second goal shall be derived from the self-reflection based on the WV Professional Leadership Standards.

The school leaders shall annually administer a stakeholder survey on the overall effectiveness of the school during the second semester. The surveys shall provide the school leader(s) with perceptual data to share with the evaluator at the year-end conference.

The evaluator shall document the performance rating on each standard using the online evaluation form and schedule year-end evaluation conference with the school leader to share results on or before July 1st. The school leader's signature in the online system denotes that the evaluator has reviewed the evaluation with the school leader. The school leader's signature does not imply concurrence with the evaluation and/or its rating. The school leader has the right to include a statement as an addendum to the evaluation. An addendum and the signature of the school leader must be submitted no later than five (5) working days following the date of the conference.

### **Rating Structure:**

The four (4) performance rating categories/scales in the school leader evaluation system for the performance and student growth standards are as follows:

- A. Distinguished - Performance that is consistently exceptional.
- B. Accomplished - Performance that demonstrates mastery of the standard.
- C. Emerging - Performance that meets the basic standard and has an opportunity for professional growth.
- D. Unsatisfactory - Performance that does not meet the basic standard.

### **School Leaders Evaluation Standards:**

As specified in State law, the school leader shall complete one (1) summative evaluation each year on or before July 1.

- A. Eighty percent (80%) of the school leader evaluation shall be based on an appraisal of the school leader's ability to perform the established professional standards.
1. Interpersonal and Collaborative Skills - The school leader demonstrates effective and professional interpersonal and collaborative skills.
  2. Clear and Focused Learning Mission - The school leader facilitates the development of the strategic plan including a clear vision, mission and goals.
  3. Rigorous Curriculum, Engaging Instruction and Balanced Assessments - The school leader provides instructional leadership to establish and support a student-centered learning environment.
  4. Positive Learning Climate and Cohesive Culture - The school leader builds and sustains a safe and positive climate and cohesive culture.
  5. Professional Growth and Retention of Quality Staff - The school leader identifies, supports, and participates in professional development.
  6. Support Systems for Student Success - The school leader creates and supports practices that address students' physical, social/emotional and academic needs.
  7. Operations to Promote Learning - The school leader demonstrates a proactive approach in effectively managing the resources and operations of the school.
  8. Family and community connections - The school leader communicates and creates partnerships to engage students, staff, families and the community.
  9. Continuous Improvement - The school leader ensures continuous improvement through the implementation and monitoring of the strategic plan.
- B. Student Growth - School leaders shall be evaluated based on demonstration of their students' success through multiple measures that determines twenty percent (20%) of the summative evaluation rating as determined by the results of the school leader's two (2) goals.
- C. Professional Conduct - The Professional Conduct standard allows school leaders to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which school leaders remain fully accountable is not determinative of whether behavior is correctable. Certain violations may be corrected by implementation of an improvement plan; others shall require immediate action. The standard addresses the following areas: Adhering to Policy and Procedure; Professional Attendance; Adhering to Schedule; and Respect. An Unsatisfactory rating in any of these areas prompts a standard performance rating of Unsatisfactory.

School leaders shall complete an annual self-reflection based upon the performance standards on or before October 1st. Evaluators review the school leader's self-reflection, provide feedback, and collaborate with the school leader to determine professional learning needs.

School leader evidence is utilized to support performance level determination.

- A. Evidence must be noted in the system in order to support a Distinguished rating. The evidence can be located either in the self-reflection or the summative evaluation.
- B. Evaluators record data using the online observation form.
- C. If an evaluator disagrees with a rating in the self-reflection, the individual being evaluated has the opportunity to provide evidence to support the self-reflection rating.
- D. The evidence provided shall be considered by the evaluator when determining the summative rating.

School leader shall complete the goal setting process on or before November 1st.

**Plans to Support Improvement:**

A Plan to Support Improvement shall be developed by the evaluator and the school leader when the school leader performance indicates an area of concern and/or the school leader is rated unsatisfactory in any area of the school leader's responsibilities. There are two (2) types of plans:

- A. Focused Support Plan (FSP) -- A proactive measure that supports individual improvement and professional growth. The focused support plan, and its implementation, is an improvement process between the school leader and the evaluator. The ~~FSAP~~-FSP may commence only after a purposeful conversation between the school leader and the evaluator and when there is documented evidence indicating an area of concern based on one (1) or more of the performance standards, after at least one (1) observation and conference is complete for the educator. ~~The focused support plan, and its implementation, is an improvement process between the school leader and the evaluator.~~ The Focused Support Plan spans at minimum nine (9) weeks and may commence at any time during the school year and may be repeated once per plan.
  1. The Focused Support Plan must include the following essential components: a) identified area of concern with reference to the standards to be addressed, b) expectations for change, c) nine (9) week timeline for implementation, and d) resources for support.
  2. The following supports may be considered to meet individual needs: a) professional development, b) coaching/instructional support, c) mentoring, d) peer observation, e) programs of study, and f) other supports and resources
  3. The Focused Support Plan enacted for a school leader may address an area of concern involving student learning goals when in conjunction with one (1) or more of the performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.
  4. At the conclusion of the nine (9) week Focused Support Plan, if evidence demonstrates that the standard has been met, then the plan is successfully completed. If evidence demonstrates that adequate progress has been made but the standard has not been met, the focused support plan shall continue for a second nine (9) week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation shall be completed and a Corrective Action Plan shall be initiated.
- B. Corrective Action Plan (CAP) -- The Corrective Action Plan is initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one (1) or more of the standards or when certain instances of misconduct as specified in WV Code 18A-2-8 may require immediate action and/or a Corrective Action Plan. The Corrective Action Plan may address unsatisfactory performance involving student learning goals when in conjunction with one (1) or more of the standards. A minimum of one (1) observation must be complete for the educator prior to the beginning of a Corrective Action Plan. The Corrective Action Plan spans eighteen (18) weeks and may commence at any time during the school year.
  1. The Corrective Action Plan must include the following essential components: a) identified area of unsatisfactory performance with reference to the standard(s) to be addressed, b) timeline for implementation, and c) resources for support, including referral to other educators.
  2. The Corrective Action Plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the eighteen (18) week Corrective Action Plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the eighteen (18) week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance, with reference to the standards, guides the choice of evidence within a Corrective Action Plan that may include observation if appropriate.
  3. Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support. Two (2) consecutive Unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with the standard that addresses the classroom teacher's professional responsibilities for self-renewal that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a Corrective Action Plan.

If a school leader transfers within the County, as determined by County policy, or to any other county within the State during the implementation of a Focused Support Plan, the existence of a Focused Support Plan shall be noted in the online system. The new supervisor shall conduct a conference and an observation of the school leader to determine the need and parameters of a continued Focused Support Plan.

If a school leader transfers within the County, as determined by County policy, or to any other county within the State during the implementation of a Corrective Action Plan, the plan is noted in the online system and transferred to the new supervisor for continuation.

Unsatisfactory performance in any area of the Professional Conduct Standard results in an Unsatisfactory rating of the standard. Certain instances of misconduct as specified in WV Code 18A-2-8 may require immediate disciplinary action and/or a CAP. Instances of unsatisfactory Professional Conduct not specified in WV Code 18A-2-8 shall result in either ~~a~~-an FSP or CAP determined at the discretion of the evaluator.

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WV Code 18A-2-12, 18A-3C-2

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