

West Virginia

Educator Evaluation System for Teachers



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2011-2012**

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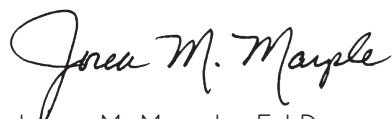
From the Superintendent

The power of an effective teacher transforms a classroom into an exciting and fascinating place for students. Teachers who are passionate about their work and demonstrate an attitude of caring for their students help create a positive culture in their schools and facilitate meaningful student learning. The revised teacher evaluation system described in these pages recognizes the extraordinary contributions teachers make every day in our schools.

As the national dialogue shifts from ensuring highly qualified teachers in all classrooms to highly effective teachers for all students, states and districts across the country face the challenge of revising their current educator evaluation systems. In West Virginia, this task was undertaken by the Teacher Evaluation Task Force made up of members representing a broad range of stakeholders who worked tirelessly to make recommendations for the educator evaluation system.

Education is both a demanding and rewarding profession that involves a serious commitment to public service. Educators deserve the support, guidance and feedback necessary to improve their professional practice. The evaluation provides guidance for evidence-based decision making and encourages personal growth and development through reflective practice.

As the State Superintendent of Schools, I am committed to ensuring that we have great educators who are honored, supported and rewarded. I respect and applaud the professional commitment you have made to participate in the educator evaluation process. Thank you for your desire to make a difference in the lives of our students. Together we can change the future!

A handwritten signature in black ink that reads "Joree M. Marple". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Joree M. Marple, Ed.D.
State Superintendent of Schools

Dedicated to...

Elevating the Importance of Great Teachers and Learning as we serve
“Good kids doing great work”

Table of Contents

Foreword by the State Superintendent of Schools.....	1
Dedication	2
Purpose	5
Conceptual Framework.....	6
Professional Teaching Standards	
Performance Standards	
Elements	
Defining Roles.....	8
Progressions	9
Initial	
Intermediate	
Advanced	
Processes	10
Summative Rating (Weighting)	
Evidence Collection	
Self Reflection	
Goal Setting	
Observation	
Initial and Intermediate Progressions	
Advanced Progression	
Evaluation System for Teachers At-A-Glance	15
Timeline	16
Rubrics.....	17
Levels of Performance	
Professional Teaching Standards	
Student Learning	
Professional Conduct	
Plans to Support Continuous Improvement	25
Forms - <i>Examples</i>	27
Acknowledgements.....	33

Purpose

The key purposes of the revised West Virginia educator evaluation system are to:

- Set high standards of performance for both veteran and new teachers;
- Ensure high-quality instruction focused on increasing student achievement;
- Encourage continuous growth and improvement over time.

The educator evaluation pilot offers principals and teachers in selected West Virginia schools the opportunity to contribute to the ongoing development of an effective, equitable evaluation system for West Virginia's educators. Together these principals and teachers will build upon a foundation set by the West Virginia Teacher Evaluation Task Force whose work group members consist of stakeholders representing a broad range of educators and those who support them.

The West Virginia Board of Education approved revised West Virginia Professional Teaching Standards for educator preparation programs in April 2009. This decision led to the design of a new educator evaluation system to reflect current understanding of what West Virginia's teachers know and do best.

Systemic change requires a pilot to review and improve actual implementation of this new way for teachers to demonstrate success. This guide serves to help those principals and teachers who will participate in the pilot to increase their understanding of how the new evaluation system works. The pilot is designed to benefit the participants as they help shape a new educator evaluation system for all teachers across West Virginia.

Conceptual Framework

The proposed educator evaluation aligns with the **West Virginia Professional Teaching Standards** which are the foundation for educator preparation, teacher assessment and professional development throughout the state. The evaluation employs the five professional teaching standards to provide explicit and extensive details of the work of teaching in the 21st century. These five standards define what teachers must know and be able to do. The evaluation also includes **two performance standards** that evaluate outcomes and other essential aspects of professional teaching.

Standard 1 – Curriculum and Planning

Standard 2 – The Learner and the Learning Environment

Standard 3 – Teaching

Standard 4 – Professional Responsibilities for Self-Renewal

Standard 5 – Professional Responsibilities for School and Community

Standard 6 – Student Learning

Standard 7 – Professional Conduct

Standards

The educator evaluation system focuses on 16 Elements:

Standard 1 – Curriculum and Planning

- 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.
- 1.2 The teacher designs standards-driven instruction using state-approved curricula.
- 1.3 The teacher uses a balanced assessment approach to guide student learning.

Standard 2 – The Learner and the Learning Environment

- 2.1 The teacher understands and responds to the unique characteristics of learners.
- 2.2 The teacher establishes and maintains a safe and appropriate learning environment.
- 2.3 The teacher establishes and maintains a learner-centered culture.

Standard 3 – Teaching

- 3.1 The teacher utilizes a variety of research-based instructional strategies.
- 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.
- 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.

Standard 4 – Professional Responsibilities for Self-Renewal

- 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.
- 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.

Standard 5 – Professional Responsibilities for School and Community

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

Standard 6 – Student Learning

- 6.1 The work of the teacher results in measurable progress of student learning of state-approved curricula.

Standard 7 – Professional Conduct

- 7.1 The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.

Defining Roles

Educators are professionals who play active roles in the evaluation process within the system. They assume responsibility for presenting evidence to document their performance. Educators also set goals and monitor progress within the Student Learning component. As reflective practitioners, educators respond to feedback while also identifying resources necessary for continued growth.

Evaluators are principals or assistant principals who oversee the supervision of school employees and take responsibility for performance appraisal. Evaluators offer constructive feedback in tandem with recommendations for continued professional growth. Evaluators willingly acknowledge and support accomplished and distinguished levels of performance.

Mentors are dedicated to supporting teachers in the beginning years of their careers to ensure that every student has access to high-quality instruction. Mentors are experienced educators who are fully familiar with the school, its students, mission and academic programs. They serve as role models who exhibit the best attributes of professional teaching as described in the West Virginia Professional Teaching Standards. Mentors within the system receive additional training to better perform their role in supporting new teachers to be reflective professionals who respond positively to evaluation.

Progressions

The educator evaluation offers educators three progressions to demonstrate high levels of performance:

1. Initial
2. Intermediate
3. Advanced

At the beginning of the evaluation year, the principal assigns all teachers, including both classroom teachers and specialists, to one of three progressions for evaluation purposes.

The **Initial** progression provides educators multiple opportunities to demonstrate what they know and do best during the first three years of their professional teaching careers. Educators on the Initial progression will meet with their evaluators to assess effective instruction through four observations. Two of the observations are scheduled with educators. Educators in the Initial progression will likewise benefit from consistent constructive feedback on evidence they submit throughout the evaluation cycle. Professional development and support, as part of induction, are required for educators on the Initial progression whose performance is evaluated as emerging on a single element.

The **Intermediate** progression focuses on educators who are in either the fourth or fifth years of their teaching careers who have demonstrated professional progress. Evaluators, in this progression, will collect professional teaching performance data through evidence submissions and two observations. One of the two observations is scheduled with educators.

The **Advanced** progression offers experienced educators the opportunity to participate in a self-reflection process through which they will also provide evidence of their success.

In the **Intermediate** and **Advanced** progressions, emerging performance is addressed at the school and district level. Quality sustained job-embedded professional development should be available to any educator who seeks to improve practice. Professional development resources, including online tools and other media, are accessible to all West Virginia educators as part of the comprehensive system of support developed by counties.

Educators Returning to the Classroom

Educators who return to the classroom after three or more years and who initially began their careers in West Virginia are placed on the Initial progression for the first year in West Virginia schools before continuing the second year on the appropriate progression based on years of experience. Educators who begin careers in other states are placed on the Initial progression for three years. Evaluators have the option to place educators who begin their careers in other states on the appropriate progression based on years of experience beginning with the second year in West Virginia schools.

Summative Rating (Weighting)

The educator evaluation provides educators summative ratings for their performance during the initial, first-year implementation using one of the four levels of performance: Distinguished, Accomplished, Emerging or Unsatisfactory. Each standard is given a predetermined weight. The following table shows how the final summative rating is calculated based on the weights of individual standards.

Summative Rating Weighting Calculation

Standard	Weight	
Standard 1: Curriculum and Planning	17.14%	80%
Standard 2: The Learner and the Learning Environment	17.14%	
Standard 3: Teaching	17.14%	
Standard 4: Professional Responsibilities for Self-Renewal	11.44%	
Standard 5: Professional Responsibilities for School and Community	17.14%	
Standard 6: Student Learning		20%
Student Learning Goals	15%	
Standardized School Growth Scores	2.5% Reading 2.5% Math	
Standard 7: Professional Conduct	Required	Required
Total	100%	100%

Standardized school growth scores are reported for mathematics and reading. The level of growth in mathematics and reading is identified in the summative rating by descriptors equivalent to those descriptors used for performance levels, i.e., Distinguished, Accomplished, Emerging and Unsatisfactory. Baseline ranges used for the descriptors are predetermined based on data from previous years.

Evidence Collection

Professional Teaching Standards

Educators provide evidence to support the determination of performance level ratings for the five professional teaching standards. Performance level ratings are based on the preponderance of the evidence. Evaluators will not use checklists to determine ratings. Educators and evaluators may refer to the recommended evidence that has been developed for each professional teaching standard. The recommended evidence included in the following table is presented in the broadest terms and may include observable practices as well as tangible items or artifacts.

Evidence

STANDARD 1: CURRICULUM AND PLANNING	
<ul style="list-style-type: none"> • Anecdotal records • Assessments • Assessment data • Collaboration with stakeholders • Communication with stakeholders • Experiential learning • Interventions 	<ul style="list-style-type: none"> • Lesson plans, unit plans, course syllabi • Observation • Portfolio • Student feedback • Student work samples • Technology integration
STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT	
<ul style="list-style-type: none"> • Anecdotal records • Assessments • Assessment data • Classroom rules and procedures • Collaboration with stakeholders • Communication with stakeholders • Experiential learning • Interventions 	<ul style="list-style-type: none"> • Lesson plans, unit plans, course syllabi • Observation • Portfolio • Student feedback • Student work samples • Technology integration
STANDARD 3: TEACHING	
<ul style="list-style-type: none"> • Assessments • Assessment data • Classroom rules and procedures • Collaboration with stakeholders • Communication with stakeholder • Experiential learning • Interventions 	<ul style="list-style-type: none"> • Lesson plans, unit plans, course syllabi • Observation • Portfolio • Student feedback • Student work samples • Technology integration
STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL	
<ul style="list-style-type: none"> • Anecdotal records • Collaboration with stakeholders • Communication with stakeholders • Lesson plans, unit plans, course syllabi • Mentoring • Observation 	<ul style="list-style-type: none"> • Portfolio • Professional development experiences • Professional teacher recognition • Student feedback • Student work samples • Technology integration
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY	
<ul style="list-style-type: none"> • Anecdotal records • Assessments • Assessment data • Collaboration with stakeholders • Communication with stakeholders • Experiential learning • Interventions • Lesson plans, unit plans, course syllabi • Mentoring 	<ul style="list-style-type: none"> • Observation • Portfolio • Professional development experiences • Professional teacher recognition • School community involvement • Student feedback • Student work samples • Technology integration

Evidence Collection (continued)

Performance Standards

Student Learning

Educators present specific evidence of their students' progress in learning through multiple measures as part of the Student Learning performance standard. Educators in all three progressions must set at least two student learning goals and collect evidence from multiple measures to validate student learning progress. Each student learning goal is specific to the educator's unique context. However, the student learning goal-setting process is standardized for all educators with quality checks to ensure that student learning is part of an overall educator evaluation that is rigorous, consistent and equitable. All evidence for the Student Learning performance standard must meet three criteria that are based on federal requirements:

- 1. Two data points;**
- 2. Rigorous;**
- 3. Comparable across classrooms.**

Two data points refer to the need to demonstrate measurable progress within the Student Learning performance standard. Therefore, two data points must be predetermined within the instructional year in which each educator measures student learning. This is to show change in achievement between the two points in time. Adequate time, instruction, formative assessments used to change instruction, and intervention/enrichment to address individual needs should occur between the two data points.

Rigorous assessments must be aligned with the West Virginia content standards and objectives and challenge all learners. Rigorous assessments are required to ensure a fair and equitable evaluation for all educators. Rigorous assessments ensure that one educator's expectations for student learning do not differ significantly from another's. West Virginia's teachers set high expectations for all learners.

Comparable across classrooms means the assessments used to validate progress are equivalent forms of assessments that can be consistently applied in a variety of contexts. Measures with the greatest degree of comparability are those that can be used in all classrooms for a specific grade or subject. An example of a measure that is comparable across classrooms would be a third-grade mathematics assessment that could be used in all third-grade classrooms within a school where one would expect all third-grade students to achieve similar results in every classroom. For some grades and subjects, such measures have not yet been developed. When the same measure cannot be used, a consistent process helps provide some level of comparability.

Professional Conduct

Evidence for Professional Conduct would only be necessary in the event of an educator not adhering to the performance standard.

Self Reflection

Self-reflection provides educators the opportunity to consider personalized plans for continued professional growth and to aspire to the highest levels of achievement. Educators on all progressions complete a self-reflection to assess actual professional practice related to the five Professional Teaching Standards. Educators use the rubrics developed for the standards to identify a specific performance level for each element. Educators determine performance level ratings within the rubrics based on preponderance of the evidence. Educators must provide evidence to support any Distinguished performance level rating within the self-reflection.

Evaluators review self-reflections prepared by educators and may request additional evidence to support performance level ratings. However, evaluators cannot alter the actual performance level ratings chosen by educators when completing the self-reflection component of the West Virginia Evaluation System for Teachers.

Goal Setting

Goal setting for student learning is an important process for every West Virginia educator. Rigorous, measurable goals provide a clear path for teachers and students to succeed. The goal-setting process helps ensure that lesson design, implementation and assessment result in learning for all students.

1. Educators review school-wide data as well as current students' performance data. Educators at the elementary level will select a content area for each goal. Educators at the secondary level will select a class for each goal. Goals span a school year, semester or quarter. WESTEST 2 may not be used as a measure of progress for student learning.
2. Educators may collaborate to establish student learning goals for their grade levels, departments, or curricular teams. The Distinguished performance level requires accomplishing at least one collaborative student learning goal.
3. Educators establish two student learning goals and identify strategies and measures that will be used to determine success. They also specify what evidence will be provided to document progress on both goals.
4. Educators complete two Student Learning Goal forms and submit them electronically to their evaluators for review. Evaluators verify that the goals are rigorous, measurable, and comparable across classrooms. Evaluators may request a conference for modifications.
5. Educators submit evidence for each goal to validate progress of student learning and briefly describe results on both Student Learning Goal forms. Evaluators review results and record a performance level for the Student Learning performance standard.

Observation

Observation provides a view of teacher practice and the opportunity to collect data to evaluate educator performance. Evidence collected during observation helps educators clarify strengths and identify areas for growth. Observations within the evaluation system are designed for educators on the Initial and Intermediate progressions.

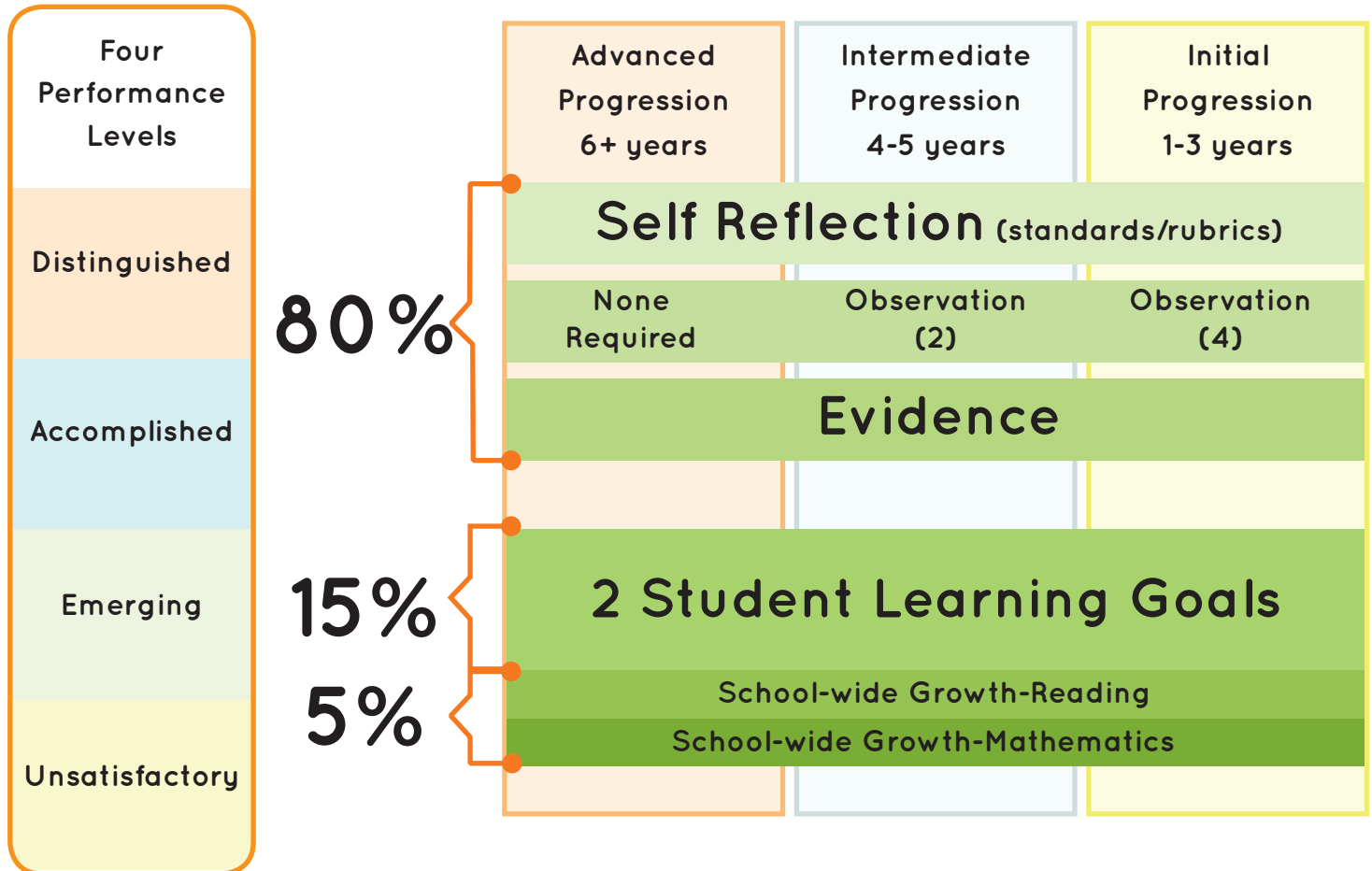
Initial and Intermediate Progressions

1. Evaluators conduct four observations per year for educators on the Initial progression. Two of these observations are scheduled with educators. One scheduled observation is completed in the fall; the other is completed in the spring. Observations last the length of a lesson but not less than 30 minutes.
2. Evaluators conduct two observations per year for educators on the Intermediate progression. One observation is completed in the fall; the other is completed in the spring. One of these observations is scheduled with educators. Observations last the length of a lesson but not less than 30 minutes.
3. Evaluators record data using the Observation form.
4. Educators complete the Evidence form and submit it electronically to their evaluators within five days after the observation. The Evidence form provides the mechanism for documenting evidence about the observation as well as other evidence essential to understanding educator performance related to the elements for the Professional Teaching Standards.
5. Evaluators submit the Observation form electronically to educators prior to the conference.
6. Evaluators schedule and conduct a conference with educators within 10 days of the observation. Educators and evaluators exchange reflection and feedback and identify strategies and resources. They likewise review any additional evidence presented at the conference.
7. Evidence accumulated as part of the Observation is included in the summative performance rating.

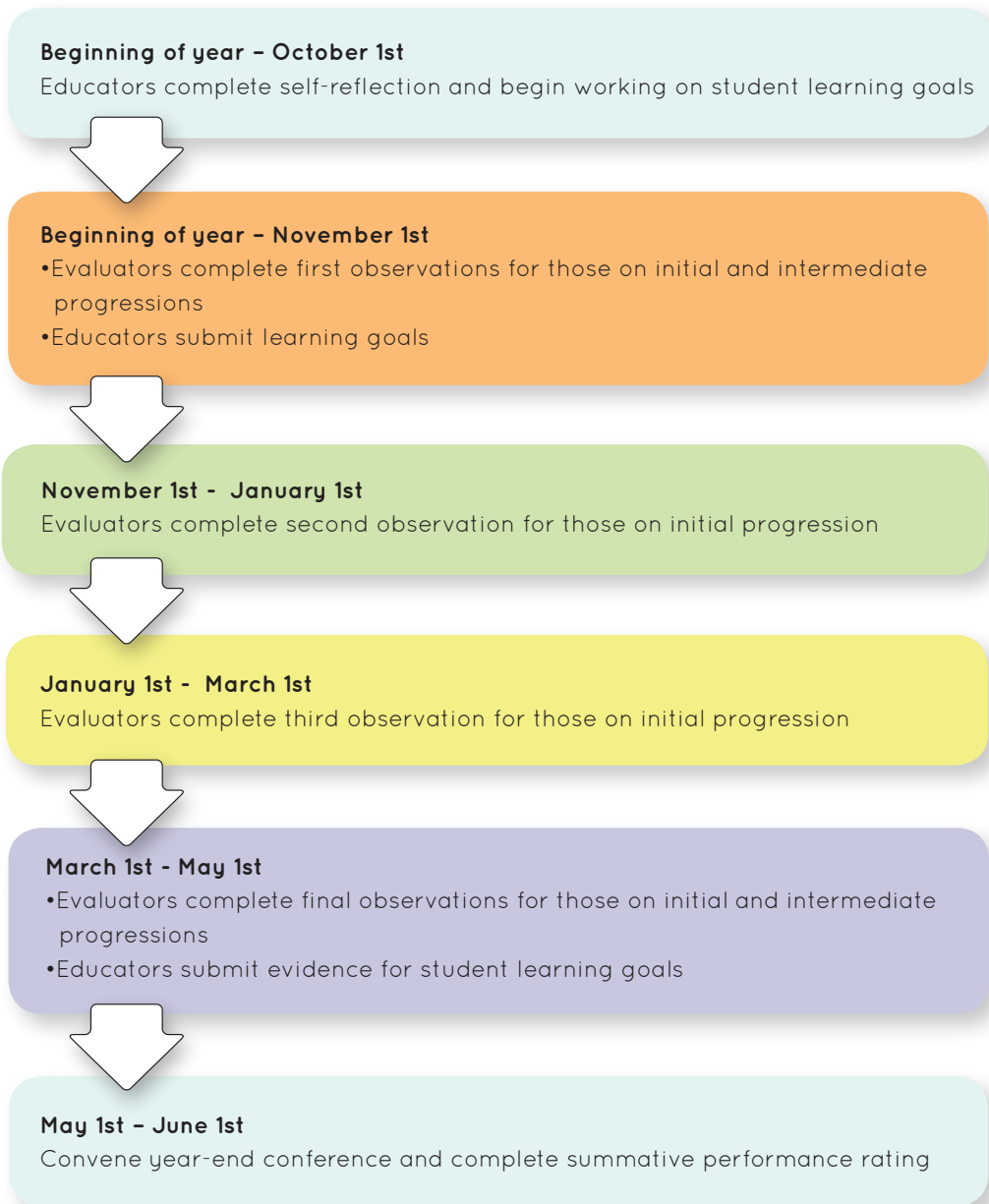
Advanced Progression

1. Educators on the Advanced progression complete a self-reflection of their performance for the elements related to the Professional Teaching Standards and submit it electronically to their evaluators. Any performance rating at the Distinguished level requires evidence to be noted in the system.
2. Educators and evaluators meet to review Student Learning Goals and the educator self-reflection. Any evidence presented at the conference is also reviewed.
3. Evaluators identify elements for which additional evidence will be necessary to establish the final summative rating.
4. Educators submit required evidence prior to the end-of-year conference.
5. Evaluators review the educator self-reflection as well as any evidence submitted and complete the summative performance rating which is transmitted electronically to educators.
6. Evaluators and educators convene an end-of-year conference.

Evaluation System for Teachers



Timeline



Rubrics

Levels of Performance

The educator evaluation pilot recognizes four distinct levels of performance to describe the quality of teaching within West Virginia classrooms. Rubrics guide the determination of specific performance levels.

<i>Distinguished</i>	<i>Accomplished</i>	<i>Emerging</i>	<i>Unsatisfactory</i>
Distinguished performance describes professional teaching that engages students to be highly responsible for their own learning. Performing at this level involves contributing to the professional learning of others through teacher leadership.	Accomplished performance describes professional teaching that exhibits mastery of the work of teaching while improving practice and serving the professional community.	Emerging performance represents teaching that demonstrates knowledge and skills to implement essential elements albeit not always successfully at times.	Unsatisfactory performance describes teaching that does not convey sufficient understanding of concepts or the successful implementation of essential elements.

Performance level ratings may fluctuate from year to year due to a variety of circumstances, such as changes in content or grade level. Evaluators select a performance level from the rubric that best describes current, actual educator practice—not a future expectation—for a particular element. Connecting the performance level to actual practice is especially important when choosing between two adjoining performance levels. For example, emerging performance is clearly different from unsatisfactory performance. Educators likewise select from the rubric a performance level that best describes current practice when completing the self-reflection. West Virginia Professional Teaching Standards may offer additional insight into selecting an appropriate performance level for self-reflection or evaluation.

Professional Teaching Standards

The five Professional Teaching Standards used in the evaluation system are derived from the West Virginia Professional Teaching Standards. The Professional Teaching Standards recognize performance at the Accomplished level to be meritorious as well as rigorous and of high quality. Accomplished performance is expected to be the most frequently recognized level of performance; performance at the Distinguished will likely occur on occasion. Preponderance of the evidence provides the basis for evaluators to determine performance level ratings with the educator evaluation pilot.

Professional Teaching Standards

STANDARD 1: CURRICULUM AND PLANNING			
<i>Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates extensive content knowledge • connects student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates content knowledge • attempts to connect student learning to other content areas 	<p>The teacher</p> <ul style="list-style-type: none"> • does not demonstrate sufficient content knowledge • does not attempt to connect student learning to other content areas
<i>Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula • collaborates with students to design sequential learning activities that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving 	<p>The teacher</p> <ul style="list-style-type: none"> • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration 	<p>The teacher</p> <ul style="list-style-type: none"> • does not design written instructional plans • does not design instructional plans and/or units that are driven by state-approved curricula • does not design sequential learning activities at appropriate developmental levels • does not design activities that promote student collaboration
<i>Element 1.3: The teacher uses a balanced assessment approach to guide student learning.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to design and use a variety of assessments, including peer and student self-reflections, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders 	<p>The teacher</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students 	<p>The teacher</p> <ul style="list-style-type: none"> • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students 	<p>The teacher</p> <ul style="list-style-type: none"> • does not use formative and summative assessments • does not communicate assessment criteria • does not share assessment data or provide feedback to students

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT			
<i>Element 2.1: The teacher understands and responds to the unique characteristics of learners.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities with students • helps colleagues understand the unique characteristics of all learners 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for students 	<p>The teacher</p> <ul style="list-style-type: none"> • demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for some students 	<p>The teacher</p> <ul style="list-style-type: none"> • does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • does not plan and implement appropriate learning activities
<i>Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment 	<p>The teacher</p> <ul style="list-style-type: none"> • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency 	<p>The teacher</p> <ul style="list-style-type: none"> • establishes a classroom management system • responds inadequately to student behavior as defined by the code of conduct • organizes space and materials to ensure safety 	<p>The teacher</p> <ul style="list-style-type: none"> • does not implement an effective classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety
<i>Element 2.3: The teacher establishes and maintains a learner-centered culture.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • establishes with students clear criteria for high-quality work • collaborates with students to maximize instructional time • engages students in active, self-directed learning as part of a community of learners • provides extensive opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited opportunities for students to collaborate in learning 	<p>The teacher</p> <ul style="list-style-type: none"> • does not establish criteria for quality work • does not use instructional time efficiently • does not engage students in learning • does not provide opportunities for students to collaborate in learning

Professional Teaching Standards

STANDARD 3: TEACHING			
<i>Element 3.1: The teacher utilizes a variety of research-based instructional strategies.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content 	<p>The teacher</p> <ul style="list-style-type: none"> • does not use effective instructional strategies to deliver content • does not scaffold or differentiate instruction • does not use appropriate technology to deliver content
<i>Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning 	<p>The teacher</p> <ul style="list-style-type: none"> • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies 	<p>The teacher</p> <ul style="list-style-type: none"> • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide students opportunities to collaborate
<i>Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • effectively modifies instruction to meet the needs of all students • extensively monitors student progress using a variety of assessments • collaborates with students and others to make instructional decisions • extensively analyzes and uses student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide effective interventions 	<p>The teacher</p> <ul style="list-style-type: none"> • modifies instruction when need is apparent • consistently monitors student progress using a variety of assessments • uses student feedback to make instructional decisions • analyzes student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide appropriate interventions 	<p>The teacher</p> <ul style="list-style-type: none"> • recognizes missed opportunities to modify instruction • inconsistently monitors student progress using a variety of assessments • examines student data • uses formative assessments to provide whole-group interventions 	<p>The teacher</p> <ul style="list-style-type: none"> • does not modify instruction • does not monitor student progress • does not base instruction on a variety of assessments • does not provide interventions based on student data

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL

Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> initiates the investigation that leads to the development of best practices extensively implements best practices mentors others in implementation of best practices shares results of investigation at the local, state, or national level 	<p>The teacher</p> <ul style="list-style-type: none"> engages in professional learning to investigate best practices consistently implements best practices shares best practices within the school community 	<p>The teacher</p> <ul style="list-style-type: none"> participates in opportunities to investigate best practices when invited to do so inconsistently implements best practices 	<p>The teacher</p> <ul style="list-style-type: none"> does not participate in professional development of best practices as required for self-renewal does not implement best practices does not implement best practices acquired through professional development to improve unsatisfactory performance rating

Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.

Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> initiates or advances the development of a collaborative team contributes consistently to group learning mentors others in utilizing the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates actively in and/or facilitates a collaborative team contributes to group learning utilizes the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> participates in a collaborative team when invited to do so attempts to utilize the knowledge and skills gained 	<p>The teacher</p> <ul style="list-style-type: none"> works in isolation does not contribute productively to work of collaborative teams as required for self-renewal does not utilize knowledge and skills gained does not utilize knowledge and skills gained to improve unsatisfactory performance rating

Professional Teaching Standards

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY			
<i>Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • leads the ongoing development of school-wide initiatives based on school and student data • participates in the design and delivery of professional development for the implementation of school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • collaborates in the development of school-wide initiatives based on school and student data • participates in the implementation of school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in school-wide initiatives 	<p>The teacher</p> <ul style="list-style-type: none"> • does not participate in school-wide initiatives
<i>Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources 	<p>The teacher</p> <ul style="list-style-type: none"> • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources 	<p>The teacher</p> <ul style="list-style-type: none"> • does not attend school-wide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationship between school and community
<i>Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
<p>The teacher</p> <ul style="list-style-type: none"> • involves and coaches others to implement and sustain teacher-identified change • takes a leadership role in growth initiatives that affect practice and policy throughout the school community 	<p>The teacher</p> <ul style="list-style-type: none"> • identifies possible areas of growth within the classroom and school • recommends and facilitates opportunities for change and growth in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • participates in required initiatives leading to change in practice and policy in the classroom and school 	<p>The teacher</p> <ul style="list-style-type: none"> • does not participate in available opportunities for change and growth that affect practice and policy

Student Learning

Student Learning is the single, most important goal of education. Many things affect students' quality of life and readiness to learn. The quality of teaching, however, is the most important school-related factor with the potential to impact student learning. The work of the teacher constitutes multiple dimensions that contribute to student achievement. This performance standard requires educators to demonstrate their students' success through multiple measures. The educator evaluation recognizes the professional commitment and hard work necessary for West Virginia students to achieve at high levels. It recognizes student growth in a variety of classrooms across diverse social and academic contexts.

STANDARD 6: STUDENT LEARNING			
<i>Element 6.1: The work of the teacher results in measurable progress of student learning of state-approved curricula.</i>			
Distinguished	Accomplished	Emerging	Unsatisfactory
Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

Professional Conduct

Professional Conduct reflects the understanding that teaching is both a demanding and rewarding profession that involves a serious commitment to the highest standards of public service. This performance standard sets clear criteria for those competencies and habits of mind without which professional teaching simply cannot occur. The Professional Conduct standard allows educators to address areas of concern without necessitating an improvement plan. The Professional Conduct performance standard does not, however, supplant code and policy to which educators remain fully accountable and is not determinative of whether behavior is correctable. Certain violations may be cured by implementation of an improvement plan; others will require immediate action.

STANDARD 7: PROFESSIONAL CONDUCT			
<i>Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.</i>			
	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional

Plans to Support Continuous Improvement

Rationale

The educator evaluation system offers educators plans to address areas of concern as part of a comprehensive system of support. A school culture based on trust, support and professional growth is foundational for successful implementation. The plans invite educators to participate actively in improving professional practice while acknowledging that significant support is necessary for optimal results. Both the focused support plan and the corrective action plan recognize that time, resources and collaboration with other educators are essential to success. The work of educators is complex and necessitates differentiated support that is appropriate to the areas of concern and the unique contexts of educators.

Focused Support Plan

The focused support plan is a proactive, preventative measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation and when there is documented evidence indicating an area of concern based on one or more of the five performance standards. The following supports may be considered to meet individual needs:

- Professional development
- Coaching/Instructional support
- Mentoring
- Peer observation
- Programs of study
- Other supports and resources

The focused support plan must include the following essential components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

The focused support plan may address an area of concern involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.

At the conclusion of the nine-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, the focused support plan will continue for a second nine-week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation will be completed and a corrective action plan will be initiated. In the event of inadequate progress at the conclusion of a second nine-week focused support plan an evaluation will be completed and a corrective action plan will be initiated. Evidence may include a formal observation if appropriate to the area of concern.

Corrective Action Plan

The corrective action plan is typically initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the five performance standards. However, certain instances of misconduct as specified in W.Va. 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 or more of the five performance standards. School-wide student growth performance levels cannot be considered in a corrective action plan. The corrective action plan spans 18 weeks and may commence at any time during the school year.

The corrective action plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the 18-week corrective action plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the 18-week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a corrective action plan that may include observation if appropriate.

Educators remain on their current progression while implementing a corrective action plan.

Evaluators must identify other educators, either within the school or county, to be used as resources during a corrective action plan.

The corrective action plan must include the following essential components:

The corrective action plan must include following essential components:

- Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
- Timeline for implementation
- Resources for support, including referral to other educators

Performance in a Single Element

Unsatisfactory performance related to a single element is addressed through quality sustained job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with Standard 4 - 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.

Forms - Examples

Step 1: Self-Reflection and Rubric

Standard 1: CURRICULUM AND PLANNING	
Standard Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 1.3 The teacher uses a balanced assessment approach to guide student learning.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard 1 Comments	
Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT	
Standard Element 2.1 The teacher understands and responds to the unique characteristics of learners.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 2.3 The teacher establishes and maintains a learner-centered culture.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard 2 Comments	
Standard 3: TEACHING	
Standard Element 3.1 The teacher utilizes a variety of research-based instructional strategies.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard Element 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.	
<input type="radio"/> Distinguished	<input checked="" type="radio"/> Accomplished
Standard 3 Comments	
Standard 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL	
Standard Element 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.	

Standard 1 CURRICULUM AND PLANNING	
Standard Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.	
Distinguished	
The teacher	
<ul style="list-style-type: none"> demonstrates expert, specialized content knowledge collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas 	
Accomplished	
The teacher	
<ul style="list-style-type: none"> demonstrates extensive content knowledge connects student learning to other content areas 	
Emerging	
The teacher	
<ul style="list-style-type: none"> demonstrates content knowledge attempts to connect student learning to other content areas 	
Unsatisfactory	
The teacher	
<ul style="list-style-type: none"> does not demonstrate sufficient content knowledge does not attempt to connect student learning to other content areas 	

Step 2: Goal Setting

Short Goal Name (50 character limit)

WV Geography

1. Context
Describe the learners and the learning environment.

1. I teach four sections of West

359 characters available.

2. Specific Content Area

2. West Virginia History

476 characters available.

3. Baseline Data
Describe current data.

3. Students completed a pre-

266 characters available.

4. Goal
Describe the focus of students' progress in learning.

4. Students will study the West Virginia

395 characters available.

5. Strategies for Attaining Goal

5. Students will work in groups to construct

431 characters available.

6. Collaboration:
If applicable, describe how this goal includes a collaborative component. The Distinguished performance level requires accomplishing at least one collaborative goal.

6. I worked with the 8th Grade Math teachers to

420 characters available.

7. Measures: All measures for this goal must meet three criteria.

		Two Points in Time?	Rigorous?	Comparable across Classrooms?
West Virginia Geography	460 characters available.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia Geography	477 characters available.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	500 characters available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Data Results

83% of my students sucessfully completed a

380 characters available.

save

Step 3: Evidence

Standard 1 CURRICULUM AND PLANNING		
Standard Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter. Rubric		
Teacher Description of Evidence (5000 character limit)	Evidence Category	Evaluator Comments (5000 character limit)
<div></div>	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi <input type="checkbox"/> Portfolio <input type="checkbox"/> Student feedback <input type="checkbox"/> Student work samples <input type="checkbox"/> Technology integration	
Standard Element 1.2 The teacher designs standards-driven instruction using state-approved curricula. Rubric		
Teacher Description of Evidence (5000 character limit)	Evidence Category	Evaluator Comments (5000 character limit)
<div></div>	<input type="checkbox"/> Anecdotal records <input type="checkbox"/> Assessments <input type="checkbox"/> Assessment data <input type="checkbox"/> Collaboration with stakeholders <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> Experiential learning <input type="checkbox"/> Interventions <input type="checkbox"/> Lesson plans, unit plans, course syllabi	

Step 4: Observation

Date of Observation		
Begin time: 7:00 am	End Time: 7:00 am	Duration (minutes): 0
Standard 1 CURRICULUM AND PLANNING		
Observed		
<input type="checkbox"/>	Standard Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.	Rubric
<input type="checkbox"/>	Standard Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.	Rubric
<input type="checkbox"/>	Standard Element 1.3 The teacher uses a balanced assessment approach to guide student learning.	Rubric
Comments:		5000 characters available.
Standard 2 THE LEARNER AND THE LEARNING ENVIRONMENT		
Observed		
<input type="checkbox"/>	Standard Element 2.1 The teacher understands and responds to the unique characteristics of learners.	Rubric
<input type="checkbox"/>	Standard Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.	Rubric
<input type="checkbox"/>	Standard Element 2.3 The teacher establishes and maintains a learner-centered culture.	Rubric
Comments:		5000 characters available.
Standard 3 TEACHING		
Observed		
<input type="checkbox"/>	Standard Element 3.1 The teacher utilizes a variety of research-based instructional strategies.	Rubric
<input type="checkbox"/>	Standard Element 3.2 The teacher motivates and engages students in learning, problem solving and collaboration.	Rubric
<input type="checkbox"/>	Standard Element 3.3 The teacher adjusts instruction based on a variety of assessments and student responses.	Rubric
Comments:		5000 characters available.
Standard 4 PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL		
Observed		
<input type="checkbox"/>	Standard Element 4.1 The teacher engages in professional development that guides continuous examination and improvement of professional practice.	Rubric
<input type="checkbox"/>	Standard Element 4.2 The teacher actively engages in collaborative learning opportunities with colleagues.	Rubric
Comments:		5000 characters available.
Standard 5 PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY		
Observed		

Step 5: Summative Evaluation

Standard 1: CURRICULUM AND PLANNING	
DISTINGUISHED	
Standard Element 1.1 The teacher demonstrates a deep and extensive knowledge of the subject matter.	
<input checked="" type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 1.2 The teacher designs standards-driven instruction using state-approved curricula.	
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 1.3 The teacher uses a balanced assessment approach to guide student learning.	
<input checked="" type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard 1 Comments	
Standard 2: THE LEARNER AND THE LEARNING ENVIRONMENT	
ACCOMPLISHED	
Standard Element 2.1 The teacher understands and responds to the unique characteristics of learners.	
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 2.2 The teacher establishes and maintains a safe and appropriate learning environment.	
<input checked="" type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 2.3 The teacher establishes and maintains a learner-centered culture.	
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard 2 Comments	
Standard 3: TEACHING	
<input type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 3.1 The teacher	
Standard 6 Comments	
<input checked="" type="radio"/> Distinguished <input type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard Element 3.2 The teacher and collaboration.	
<input type="radio"/> Distinguished <input checked="" type="radio"/> Accomplished <input type="radio"/> Emerging <input type="radio"/> Unsatisfactory Rubric	
Standard 7: PROFESSIONAL CONDUCT - The teacher demonstrates professional conduct as defined in law, policy, and procedure at the state, district, and school level.	
Policy and Procedure	
<input checked="" type="radio"/> Meets Standard <input type="radio"/> Below Standard <input type="radio"/> Unsatisfactory Rubric	
Attendance	
<input checked="" type="radio"/> Meets Standard <input type="radio"/> Below Standard <input type="radio"/> Unsatisfactory Rubric	
Schedule	
<input checked="" type="radio"/> Meets Standard <input type="radio"/> Below Standard <input type="radio"/> Unsatisfactory Rubric	
Respect	
<input checked="" type="radio"/> Meets Standard <input type="radio"/> Below Standard <input type="radio"/> Unsatisfactory Rubric	
Standard 7 Comments	
Evaluator Commendations and Recommendations	
Evaluatee Addendum	test
Summative Performance Rating not Available before the Student Growth Calculation	
Evaluator MLP67301 finalized this evaluation 06/21/2012	
Evaluatee T967000386 accepted this evaluation 06/21/2012	

Notes

Notes

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State Superintendent of Schools
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