

<p>PRESTON COUNTY BOARD OF EDUCATION</p> <p>FILE: 7 – PROFESSIONAL AND SERVICE PERSONNEL DEVELOPMENT</p> <p>File: 7-5 Evaluation Procedures for Professional Support Personnel</p>	<p>Last Reviewed: 6-28-10</p> <p>Next Review: 7-01-12</p>
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The purpose of the evaluation is to improve the professional support person's performance and professional growth. The professional support person and the immediate supervisor will mutually establish annual written goals for the professional support person's performance evaluation on or before November 1. The goals shall be related to the professional support person's job responsibilities. In addition to the goal setting conference, the professional support person and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the professional support person to share findings and prepare the written evaluation. The professional support person shall receive a copy of the evaluation within five working days.

(WVC §18A-2-12 and SBP 5310)

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

- ❖ The principal or assistant principal shall observe and evaluate professional support personnel.
- ❖ The principal or assistant principal at the home school shall evaluate itinerant personnel.
- ❖ Professional support personnel who have zero to two years of experience shall receive a minimum of two written evaluations per year.
- ❖ Professional support personnel beginning their third, fourth or fifth year of experience shall receive a minimum of one written evaluation per year.
- ❖ For professional support personnel with five or more years of experience who have not received an unsatisfactory rating, a minimum of one evaluation every three years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that professional support personnel whose written evaluations include identified deficiencies related to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.
- ❖ The professional support person's immediate supervisor, as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.
- ❖ The primary data source for the performance evaluation will be information and documentation related to the mutually established goals.
 - The professional support person shall maintain a portfolio of materials that validate progress or completion of the mutually established goals.
 - The professional support person's supervisor may also collect documentation relating to these goals.

- The supervisor will evaluate the professional support person's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each professional support person, it follows that the evaluation narrative will focus on the professional support person's demonstration of those skills identified in the performance characteristics.
- The evaluation will be goal directed and may incorporate the performance characteristics in the narrative description.
- The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference.
- The portfolios maintained by the professional support person and the supervisor shall be included as part of the evaluation documentation.
- ❖ The professional support person's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support person. The professional support person's signature does not imply concurrence with the evaluation and/or its rating.
- ❖ The professional support person shall receive a copy of the evaluation.
- ❖ The professional support person has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support person must be affixed to the evaluation not later than five working days following receipt of the written evaluation.

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

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

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

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

R 7-5-4 Professional Support Personnel Responsibilities

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

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