

1 **ENROLLED**

2 COMMITTEE SUBSTITUTE

3 FOR

4 **H. B. 4236**

5 (By Mr. Speaker, (Mr. Thompson) and Delegate Armstead)  
6 [By Request of the Executive]

7 [Passed March 10, 2012; in effect ninety days from passage.]

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10 AN ACT to amend and reenact §18A-2-12 of the code of West Virginia,  
11 1931, as amended; and to amend said code by adding thereto a  
12 new article, designated §18A-3C-1, §18A-3C-2 and §18A-3C-3,  
13 all relating to establishing a new system of performance  
14 evaluations of classroom teachers, principals and assistant  
15 principals; exclusions from the definition of professional  
16 personnel for certain evaluation purposes; providing findings,  
17 purposes, definitions and intent of new provisions; providing  
18 for phased implementation and legislative oversight; requiring  
19 state board rules and submissions of draft rules to  
20 legislative oversight commission; providing minimum provisions  
21 of evaluation processes for teachers and principals and  
22 specific percentages of evaluation score to be based standards  
23 and student performance; providing for evaluations to serve  
24 certain purposes, including plans of improvement and personnel  
25 actions for unsatisfactory performance; requiring certain  
26 employee training prior to implementation of new evaluation

1 processes; providing intent of new comprehensive system of  
2 support; requiring the state board to publish guidelines for  
3 county boards on design and implementation of comprehensive  
4 system of support; restricting certain funding subject to  
5 adoption of comprehensive system plan by county that is  
6 verified by state board as meeting certain requirements;  
7 specifying contents of plan; and providing for transition of  
8 appropriations to support execution of plans and use of funds.

9 *Be it enacted by the Legislature of West Virginia:*

10 That §18A-2-12 of the Code of West Virginia, 1931, as amended,  
11 be amended and reenacted; and that said code be amended by adding  
12 thereto a new article, designated §18A-3C-1, §18A-3C-2 and  
13 §18A-3C-3, all to read as follows:

14 **ARTICLE 2. SCHOOL PERSONNEL.**

15 **§18A-2-12. Performance evaluations of school personnel;**  
16 **professional personnel evaluation process.**

17 (a) The state board shall adopt a written system for the  
18 evaluation of the employment performance of personnel, which system  
19 shall be applied uniformly by county boards in the evaluation of  
20 the employment performance of personnel employed by the board.

21 (b) The system adopted by the state board for evaluating the  
22 employment performance of professional personnel shall be in  
23 accordance with the provisions of this section.

24 (c) For purposes of this section, "professional personnel",  
25 "professional" or "professionals", means professional personnel as

1 defined in section one, article one of this chapter but does not  
2 include classroom teachers, principals and assistant principals  
3 subject to the evaluation processes established pursuant to the  
4 provisions of section two, article three-c of this chapter when the  
5 school at which these professional personnel are employed is  
6 selected to participate in those evaluation processes as part of  
7 the multi-step implementation leading to full statewide  
8 implementation by school year 2013-2014.

9 (d) In developing the professional personnel performance  
10 evaluation system, and amendments thereto, the state board shall  
11 consult with the Center for Professional Development created in  
12 article three-a of this chapter. The center shall participate  
13 actively with the state board in developing written standards for  
14 evaluation which clearly specify satisfactory performance and the  
15 criteria to be used to determine whether the performance of each  
16 professional meets those standards.

17 (e) The performance evaluation system shall contain, but not  
18 be limited to, the following information:

19 (1) The professional personnel positions to be evaluated,  
20 whether they be teachers, substitute teachers, administrators,  
21 principals or others;

22 (2) The frequency and duration of the evaluations, which shall  
23 be on a regular basis and of such frequency and duration as to  
24 insure the collection of a sufficient amount of data from which  
25 reliable conclusions and findings may be drawn. For school  
26 personnel with five or more years of experience who have not

1 received an unsatisfactory rating, evaluations shall be conducted  
2 no more than once every three years unless the principal determines  
3 an evaluation for a particular school employee is needed more  
4 frequently. Until the school or school system at which they are  
5 employed is subject to the provisions of article three-c of this  
6 chapter, for classroom teachers with five or more years of  
7 experience who have not received an unsatisfactory rating, an  
8 evaluation shall be conducted or professional growth and  
9 development plan required only when the principal determines it is  
10 necessary for a particular classroom teacher or when a classroom  
11 teacher exercises the option of being evaluated at more frequent  
12 intervals;

13 (3) The evaluation shall serve the following purposes:

14 (A) Serve as a basis for the improvement of the performance of  
15 the personnel in their assigned duties;

16 (B) Provide an indicator of satisfactory performance for  
17 individual professionals;

18 (C) Serve as documentation for a dismissal on the grounds of  
19 unsatisfactory performance; and

20 (D) Serve as a basis for programs to increase the professional  
21 growth and development of professional personnel;

22 (4) The standards for satisfactory performance for  
23 professional personnel and the criteria to be used to determine  
24 whether the performance of each professional meets those standards  
25 and other criteria for evaluation for each professional position  
26 evaluated. Professional personnel, as appropriate, shall

1 demonstrate competency in the knowledge and implementation of the  
2 technology standards adopted by the state board. If a professional  
3 fails to demonstrate competency in the knowledge and implementation  
4 of these standards, he or she will be subject to an improvement  
5 plan to correct the deficiencies; and

6 (5) Provisions for a written improvement plan, which shall be  
7 specific as to what improvements, if any, are needed in the  
8 performance of the professional and shall clearly set forth  
9 recommendations for improvements, including recommendations for  
10 additional education and training during the professional's  
11 recertification process.

12 (f) A professional whose performance is considered to be  
13 unsatisfactory shall be given notice of deficiencies. A  
14 remediation plan to correct deficiencies shall be developed by the  
15 employing county board and the professional. The professional  
16 shall be given a reasonable period of time for remediation of the  
17 deficiencies and shall receive a statement of the resources and  
18 assistance available for the purposes of correcting the  
19 deficiencies.

20 (g) No person may evaluate professional personnel for the  
21 purposes of this section unless the person has an administrative  
22 certificate issued by the state superintendent and has successfully  
23 completed education and training in evaluation skills through the  
24 center for professional development, or equivalent education  
25 training approved by the state board, which will enable the person  
26 to make fair, professional, and credible evaluations of the

1 personnel whom the person is responsible for evaluating. After  
2 July 1, 1994, no person may be issued an administrative certificate  
3 or have an administrative certificate renewed unless the state  
4 board determines that the person has successfully completed  
5 education and training in evaluation skills through the center for  
6 professional development or equivalent education and training  
7 approved by the state board.

8 (h) Any professional whose performance evaluation includes a  
9 written improvement plan shall be given an opportunity to improve  
10 his or her performance through the implementation of the plan. If  
11 the next performance evaluation shows that the professional is now  
12 performing satisfactorily, no further action may be taken  
13 concerning the original performance evaluation. If the evaluation  
14 shows that the professional is still not performing satisfactorily,  
15 the evaluator either shall make additional recommendations for  
16 improvement or may recommend the dismissal of the professional in  
17 accordance with the provisions of section eight of this article.

18 (i) Lesson plans are intended to serve as a daily guide for  
19 teachers and substitutes for the orderly presentation of the  
20 curriculum. Lesson plans may not be used as a substitute for  
21 observations by an administrator in the performance evaluation  
22 process. A classroom teacher, as defined in section one, article  
23 one of this chapter, may not be required to post his or her lesson  
24 plans on the Internet or otherwise make them available to students  
25 and parents or to include in his or her lesson plans any of the  
26 following:

- 1 (1) Teach and reteach strategies;
- 2 (2) Write to learn activities;
- 3 (3) Cultural diversity;
- 4 (4) Color coding; or
- 5 (5) Any other similar items which are not required to serve as
- 6 a guide to the teacher or substitute for daily instruction; and

7 (j) The Legislature finds that classroom teachers must be free  
8 of unnecessary paper work so that they can focus their time on  
9 instruction. Therefore, classroom teachers may not be required to  
10 keep records or logs of routine contacts with parents or guardians.

11 (k) Nothing in this section may be construed to prohibit  
12 classroom teachers from voluntarily posting material on the  
13 Internet. Nothing in article three-c of this chapter may be  
14 construed to negate the provisions of subsections (i) and (j) of  
15 this section.

16 **ARTICLE 3C. IMPROVING TEACHING AND LEARNING.**

17 **§18A-3C-1. Findings; purposes and definition.**

18 (a) The Legislature makes the following findings:

19 (1) Processes set forth in this article for evaluation,  
20 teacher induction and professional growth is not intended to make  
21 up for substandard initial preparation of teachers, but instead is  
22 intended to build on a solid foundation created by the teacher  
23 preparation programs. Therefore, the Legislature expects the  
24 teacher preparation programs to graduate teachers who can perform  
25 at a level that increases student achievement. The Legislature

1 expects that the processes set forth in this article will allow a  
2 teacher to excel beyond that level in the classroom;

3 (2) The comprehensive system of support provided for in this  
4 article should be implemented in a way that, as compared with the  
5 beginning teacher internship system, much more effectively provides  
6 for the professional growth of teachers;

7 (3) In order for the comprehensive system of support to much  
8 more effectively provide for professional growth for teachers,  
9 funding should be greatly increased over and above what has been  
10 provided for the beginning teacher internship system; and

11 (4) Although the quality of the teacher in the classroom is  
12 extremely important to the academic achievement of students,  
13 students cannot learn if they are not in the classroom. Therefore,  
14 attending school on a regular basis is of utmost importance to the  
15 academic success of students.

16 (b) The purpose of this article is to create a comprehensive  
17 infrastructure that routinely supports a continuous process for  
18 improving teaching and learning. Its focus is on developing strong  
19 teaching and school leadership, without which effective learning  
20 does not occur. The general components of this infrastructure  
21 include the following:

22 (1) High-quality teacher preparation, induction and  
23 evaluation;

24 (2) Universal support for emerging teachers including  
25 comprehensive new teacher induction and support for student  
26 teachers, teachers teaching in assignments for which they have less



1 than a full professional credential and teacher candidates pursuing  
2 certification through an alternative route;

3 (3) Evaluation of the performance of teachers and leaders in  
4 demonstrating high quality professional practice, leadership and  
5 collaboration and the resulting growth in student learning;

6 (4) Focused improvement in teaching and learning through the  
7 use of evaluation data to inform the delivery of professional  
8 development and additional supports to improve teaching based on  
9 the evaluation results and to inform the need for improvements in  
10 teacher preparation programs; and

11 (5) The creation of a leadership culture that seeks and builds  
12 powerful alliances among all stakeholders focused on continuous  
13 growth in student learning.

14 (c) For purposes of this article "professional personnel"  
15 includes classroom teachers, assistant principals and principals as  
16 defined in section one, article one chapter eighteen-a of this  
17 code.

18 **§18A-3C-2. Performance evaluations of professional personnel.**

19 (a) The intent of the Legislature is to allow for a multi-step  
20 statewide implementation of performance evaluations for  
21 professional personnel pursuant to this section consistent with  
22 sound educational practices and resources available resulting in  
23 full state-wide implementation by no later than the school year  
24 2013-2014. Beginning with the schools included in the evaluation  
25 processes for professional personnel piloted by the Department of  
26 Education during the 2011-2012 school year, additional schools or

1 school systems shall be subject to the provisions of this article  
2 in accordance with a plan established by the state board to achieve  
3 full statewide implementation by no later than the school year  
4 2013-2014. For schools and school systems subject to the  
5 provisions of this article, the provisions of this article shall  
6 govern when they are in conflict with other provisions of this  
7 chapter and chapter eighteen of this code. Specifically, the  
8 provisions of this article govern for the performance evaluation of  
9 classroom teachers, principals and assistant principals employed in  
10 these schools and school systems. To the extent that this article  
11 conflicts with the provisions of section twelve, article two of  
12 this chapter relating to professional personnel performance  
13 evaluations, this article shall govern. The state board shall  
14 submit a report on its plan for the phased implementation of this  
15 article to the Legislative Oversight Commission on Education  
16 Accountability at the Commission's July interim meeting in each  
17 year of the phased implementation. The report shall include an  
18 update on the implementation of this article including, but not  
19 limited to the evaluation process and a list of the schools and  
20 school systems subject to the provisions of this article. To assist  
21 the Legislative Oversight Commission on Education Accountability in  
22 monitoring the implementation of this article, the state board  
23 shall report to the Commission upon its request throughout the  
24 implementation process, including but not limited to, reports on  
25 the results of surveys of teachers and principals on the  
26 implementation and use of the new evaluation system, the adequacy

1 of the professional development given to employees on the purposes,  
2 instruments and procedures of the evaluation process, the time  
3 consumed by the evaluation process and the various tasks required  
4 for employees of different levels of experience, the aggregate  
5 results of the evaluations and any recommendations for changes in  
6 the process or other aspects of the duties of affected employees to  
7 improve the focus on the core mission of schools of teaching and  
8 learning.

9 (b) Before July 1, 2013, the state board shall adopt a  
10 legislative rule in accordance with article three-b, chapter  
11 twenty-nine-a of this code, for evaluating the performance of each  
12 professional person each year. The state board shall submit a  
13 draft of the proposed rule to the Legislative Oversight Commission  
14 on Education Accountability by February 15, 2013, and a final draft  
15 proposed rule prior to adoption. The rule shall provide for  
16 performance evaluations of professional personnel to be conducted  
17 in accordance with this section in each school and school system  
18 beginning with the 2013-14 school year.

19 (c) (1) The process adopted by the state board for evaluating  
20 the performance of classroom teachers shall incorporate at least  
21 the following:

22 (A) Alignment with the West Virginia professional teaching  
23 standards adopted by the state board that establish the foundation  
24 for educator preparation, teacher assessment and professional  
25 development throughout the state;

1 (B) Employment of the professional teaching standards to  
2 provide explicit and extensive measures of the work of teaching and  
3 what teachers must know and be able to do and provide evaluative  
4 measures of educator performance;

5 (C) The use of two pieces of evidence at two points in time  
6 over the instructional term to demonstrate student learning as an  
7 indicator of educator performance; and

8 (D) The use of school's school-wide student learning growth as  
9 measured by the state-wide summative assessment as an evaluative  
10 measure of all educators employed in the school.

11 (2) Eighty percent of the evaluation shall be based on an  
12 appraisal of the educator's ability to perform the critical  
13 standard elements of the professional teaching standards. The  
14 appraisal shall include conferences with the evaluator reinforced  
15 through observation. Fifteen percent of the evaluation shall be  
16 based on evidence of the learning of the students assigned to the  
17 educator in accordance with paragraph (C), subdivision (1) of this  
18 subsection, and five percent of the evaluation shall be based on  
19 student learning growth measured by the school-wide score on the  
20 state summative assessment in accordance with paragraph (D),  
21 subdivision (1) of this subsection.

22 (d) (1) The process adopted by the state board for evaluating  
23 the performance of principals and assistant principals shall  
24 include at least the following:

25 (A) Alignment with the West Virginia professional leadership  
26 standards adopted by the state board establishing the

1 responsibility of principals for the collective success of their  
2 school including the learning, growth and achievement of students,  
3 staff and self;

4 (B) Employment of the professional leadership standards to  
5 provide explicit and extensive measures of the work of school  
6 leadership focused on the continuous improvement of teaching and  
7 learning. The process shall include conferences and goal setting  
8 with the superintendent or his or her designee and the use of a  
9 survey of stakeholders to assist in identifying the needs and  
10 establishing the goals for the school and the principal. The  
11 survey shall be distributed to at least the following stakeholders:  
12 Students, parents, teachers and service personnel. The evaluative  
13 measures shall include the use of data, evidence and artifacts to  
14 confirm the principal's performance on achieving the goals  
15 established by the principal and superintendent;

16 (C) The use of two pieces of evidence at two points in time  
17 over the instructional term to demonstrate the growth in student  
18 learning at the school; and

19 (D) The use of the school's school-wide student learning  
20 growth as measured by the state-wide summative assessment as an  
21 evaluative measure of all educators employed in the school.

22 (2) Eighty percent of the evaluation shall be based on an  
23 appraisal of the principal's or the assistant principal's ability  
24 to perform the critical standard elements of the professional  
25 leadership standards and achieve the goals established for the  
26 principal and the school. Fifteen percent of the evaluation shall

1 be based on evidence of the learning of the students assigned to  
2 the school in accordance with paragraph (C), subdivision (1) of  
3 this subsection, and five percent of the evaluation shall be based  
4 on student learning growth measured by the school-wide score on the  
5 state summative assessment in accordance with paragraph (D),  
6 subdivision (1) of this subsection.

7 (e) Evaluations of the performance of professional personnel  
8 shall serve the following purposes:

9 (1) Serve as a basis for the improvement of the performance of  
10 the professional personnel in their assigned duties;

11 (2) Serve as the basis for providing professional development  
12 specifically targeted on the area or areas identified through the  
13 evaluation process as needing improvement. If possible, this  
14 targeted professional development should be delivered at the  
15 school-site using collaborative processes, mentoring or coaching or  
16 other approaches that maximize use of the instructional setting;

17 (3) Serve as the basis for establishing priorities for the  
18 provision of county-level professional development when aggregate  
19 evaluation data from the county's schools indicates an area or  
20 areas of needed improvement;

21 (4) Serve as a basis for informing the teacher preparation  
22 programs in this state of an area or areas of needed improvement in  
23 the programs, or informing a specific program of needed  
24 improvement, when state-level aggregate evaluation data indicates  
25 that beginning teachers who have graduated from the program have  
26 specific weaknesses;

1 (5) Provide an indicator of level of performance of the  
2 professional personnel;

3 (6) Serve as a basis for programs to increase the professional  
4 growth and development of professional personnel; and

5 (7) Serve as documentation for a dismissal on the grounds of  
6 unsatisfactory performance.

7 (f) The rule adopted by the state board shall include  
8 standards for performance of professional personnel and the  
9 criteria to be used to determine whether their performance meets  
10 the standards. The rule also shall include guidance on best  
11 practices for providing time within the school day for teachers  
12 subject to performance evaluations under this section to  
13 participate in the collaborative mentoring or coaching and planning  
14 processes necessary for execution of the performance evaluation  
15 process and achieving advanced levels of performance.

16 (g) The rule adopted by the state board shall include  
17 provisions for written improvement plans when necessary to improve  
18 the performance of the professional personnel. The written  
19 improvement plan shall be specific as to what improvements are  
20 needed in the performance of the professional personnel and shall  
21 clearly set forth recommendations for improvements including  
22 recommendations for additional education and training of  
23 professionals subject to recertification. Professional personnel  
24 whose performance evaluation includes a written improvement plan  
25 shall be given an opportunity to improve his or her performance  
26 through the implementation of the plan.

1 (h) A professional person whose performance is considered to  
2 be unsatisfactory shall be given written notice of his of her  
3 deficiencies. A written improvement plan to correct these  
4 deficiencies shall be developed by the employing county board and  
5 the employee. The professional person shall be given a reasonable  
6 period of time, not exceeding twelve months, to accomplish the  
7 requirements of the improvement plan and shall receive a written  
8 statement of the resources and assistance available for the  
9 purposes of correcting the deficiencies. If the next performance  
10 evaluation shows that the professional is now performing  
11 satisfactorily, no further action may be taken concerning the  
12 original performance evaluation. If the evaluation shows that the  
13 professional is still not performing satisfactorily, the evaluator  
14 either shall make additional written recommendations for  
15 improvement or may recommend the dismissal of the professional  
16 personnel in accordance with the provisions of section eight,  
17 article two of this chapter.

18 (i) No person may evaluate professional personnel for the  
19 purposes of this section unless the person has an administrative  
20 certificate issued by the state superintendent and has successfully  
21 completed education and training in evaluation skills through the  
22 center for professional development, or equivalent education  
23 training approved by the state board, which will enable the person  
24 to make fair, professional, and credible evaluations of the  
25 personnel whom the person is responsible for evaluating.



1 (j) Prior to implementation of the evaluation process pursuant  
2 to this section at a school, each affected employee shall be given  
3 training to ensure that the employees have a full understanding of  
4 the purposes, instruments and procedures used in evaluating their  
5 performance. Thereafter, this training shall be held annually at  
6 the beginning of the employment term.

7 **§18A-3C-3. Comprehensive system for teacher induction and**  
8 **professional growth.**

9 (a) The intent of the Legislature is to allow for a multistep  
10 statewide implementation of a comprehensive system of support for  
11 building professional practice of beginning teachers, specifically  
12 those on the initial and intermediate progressions, consistent with  
13 sound educational practices and resources available. In this  
14 regard, it is the intent of the Legislature that the transition of  
15 schools and school systems to a comprehensive system of support  
16 that includes support for improved professional performance  
17 targeted on deficiencies identified through the evaluation process  
18 will be implemented concurrent with the first year that a school or  
19 system receives final evaluation results from the performance  
20 evaluation process pursuant to section two of this article.  
21 Further, because of significant variability among the counties, not  
22 only in the size of their teaching force, distribution of  
23 facilities and available resources, but also because of their  
24 varying needs, the Legislature intends for the implementation of  
25 this section to be accomplished in a manner that provides adequate  
26 flexibility to the counties to design and implement a comprehensive

1 system of support for improving professional performance that best  
2 achieves the goals of this section within the county. Finally,  
3 because of the critical importance of ensuring that all teachers  
4 perform at the accomplished level or higher in the delivery of  
5 instruction that at least meets the West Virginia professional  
6 teaching standards and because achieving this objective at a  
7 minimum entails providing assistance to address the needs as  
8 indicated by the data informed results of annual performance  
9 evaluations, including the self-assessed needs of the teachers  
10 themselves, the Legislature expects the highest priority for  
11 county, regional and state professional development will be on  
12 meeting these needs and that the transition to a comprehensive  
13 system of support for improving professional practice will reflect  
14 substantial redirection of existing professional development  
15 resources toward this highest priority.

16 (b) On or before July 1, 2012, the state board shall publish  
17 guidelines on the design and implementation of a comprehensive  
18 system of support for improving professional practice. The purpose  
19 of the guidelines is to assist the county board with the design and  
20 implementation of a system that best achieves the goals of this  
21 section within the county. The guidelines may include examples of  
22 best practices and resources available to county boards to assist  
23 them with the design and implementation of a comprehensive system.

24 (c) For schools and school systems subject to the provisions  
25 of this article, the provisions of this article govern when they  
26 are in conflict with section two-b, article three of this chapter

1 relating to beginning teacher internships, or in conflict with  
2 other provisions of this chapter and chapter eighteen of this code.

3 (d) Effective for the school year beginning July 1, 2013, and  
4 thereafter, a county board is not eligible to receive state funding  
5 appropriated for the purposes of this section or any other  
6 provision of law related to beginning teacher internships and  
7 mentor teachers unless it has adopted a plan for implementation of  
8 a comprehensive system of support for improving professional  
9 practice, the plan has been verified by the state board as meeting  
10 the requirements of this section and the county is implementing the  
11 plan. The plan shall address the following:

12 (1) The manner in which the county will provide the strong  
13 school-based support and supervision that will assist beginning  
14 teachers in developing instructional and management strategies,  
15 procedural and policy expertise, and other professional practices  
16 they need to be successful in the classroom and perform at the  
17 accomplished level. Nothing in this subdivision prohibits a school  
18 or school system that was granted an exception or waiver from  
19 section two-c, article three of this chapter prior to the effective  
20 date of this section from continuing implementation of the program  
21 in accordance with the exception or waiver;

22 (2) The manner in which the county in cooperation with the  
23 teacher preparation programs in this state will provide strong  
24 school-based support and assistance necessary to make student  
25 teaching a productive learning experience;

1           (3) The manner in which the county will use the data from the  
2 educator performance evaluation system to serve as the basis for  
3 providing professional development specifically targeted on the  
4 area or areas identified through the evaluation process as needing  
5 improvement. If possible, this targeted professional development  
6 should be delivered at the school-site using collaborative  
7 processes, mentoring or coaching or other approaches that maximize  
8 use of the instructional setting;

9           (4) The manner in which the county will use the data from the  
10 educator performance evaluation system to serve as the basis for  
11 establishing priorities for the provision of county-level  
12 professional development when aggregate evaluation data from the  
13 county's schools indicates an area or areas of needed improvement;

14           (5) If a county uses master teachers, mentors, academic  
15 coaches or any other approaches using individual employees to  
16 provide support, supervision or other professional development or  
17 training to other employees for the purpose of improving their  
18 professional practice, the manner in which the county will select  
19 each of these individual employees based on demonstrated superior  
20 performance and competence as well as the manner in which the  
21 county will coordinate support for these employees: *Provided*, That  
22 the employment of persons for these positions shall adhere to the  
23 posting and other provisions of section seven-a, article four of  
24 this chapter utilizing subsection (c) of said section seven-a to  
25 judge the qualifications of the applicants. If the duties of the  
26 position are to provide mentoring to an individual teacher at only

1 one school, then priority shall being given to applicants employed  
2 at the school at which those duties will be performed;

3 (6) The manner in which the county will use local resources  
4 available including, but not limited to, funds for professional  
5 development and academic coaches, to focus on the priority  
6 professional development goals of this section;

7 (7) The manner in which the county will adjust its scheduling,  
8 use of substitutes, collaborative planning time, calendar or other  
9 measures as may be necessary to provide sufficient time for  
10 professional personnel to accomplish the goals of this section as  
11 set forth in the county's plan; and

12 (8) The manner in which the county will monitor and evaluate  
13 the effectiveness of implementation and outcomes of the county  
14 system of support for improving professional practice.

15 (e) Effective the school year beginning July 1, 2013, and  
16 thereafter, appropriations for beginning teacher mentors and any  
17 new appropriation which may be made for the purposes of this  
18 section shall be expended by county boards only to accomplish the  
19 activities as set forth in their county plan pursuant to this  
20 section. Effective the school year beginning July 1, 2013, and  
21 thereafter, no specific level of compensation is guaranteed for any  
22 employee service or employment as a mentor and such service or  
23 employment is not subject to the provisions of this code governing  
24 extra duty contracts except as provided in subdivision (5),  
25 subsection (c) of this section.

26 (f) The Legislative Oversight Commission on Education

1 Accountability shall review the progress of the implementation of  
2 this article and may make any recommendations it considers  
3 necessary to the Legislature during the 2013 regular legislative  
4 session.