

## **STAFF EVALUATION**

Puget Sound Educational Service District (PSESD) recognizes that performance management is a continuous process conducted throughout the year, with a formal evaluation conducted annually.

Providing timely and candid feedback that supports the employee's professional development is an investment in the employee's career and the agency's future. The purposes of staff evaluation are:

1. To encourage management that is based on the PSESD mission, the Principles that Guide Our Culture, and commitment to becoming an Anti-Racist Multi-Cultural Organization;
2. To encourage collaboration and open communication between supervisors and employees in the planning and accomplishment of their work;
3. To assure the consideration of a diversity of factors relating to improvement of employee performance;
4. To assure the evaluation of employee performance is based on the employee's job description and goals and objectives set annually;
6. To provide documentation of employee performance for inclusion in the employee's permanent personnel records; and
7. To encourage the development of a professional learning and career growth plan.

Performance and professional learning goals shall be established annually. Annual written evaluations of the performance of all regular PSESD employees will be conducted. All new staff members will receive an initial evaluation within the first 90-calendar days of employment. See the [Evaluation Timeline & Forms Overview](#) for additional details.

Both employee and supervisor involved in the evaluation conference shall sign the written evaluation, retain a copy for their respective records, and forward the original to Human Resources & Organizational Development for retention in the employee's personnel file. Employees are encouraged to include a written response with their evaluation.

Employees working year-round shall have his/her evaluation completed by August 31st of the current fiscal year. School-schedule employees shall have her/his evaluations completed by June 30 of the current fiscal year.

Should circumstances arise (e.g. long term absence of the employee or supervisor, etc.) that may prevent a supervisor from completing the evaluation according to the established schedule, the supervisor shall notify his/her executive administrator and the human resources administrator to establish an alternative timeline.

Supervisors departing the agency with six or less months remaining in the fiscal year shall complete a performance evaluation for each of their direct-reports prior to departure. Employee's voluntarily leaving the agency with six or less months remaining in the fiscal year shall receive a performance evaluation from their immediate supervisor prior to departure. The original document must be forwarded to the Human Resources and Organizational Development Department as customary.

## **Implementation Schedule for Evaluation of Certificated Classroom Teachers, Certificated Principals and Assistant Principals**

By September 1, 2013, pursuant to state law implementing the Professional Growth and Evaluation System, PSESD will adopt a schedule for implementation of the revised evaluation systems that transitions a portion of certificated classroom teachers, principals and assistant principals in PSESD programs to the revised evaluation systems each year beginning no later than the 2013-14 school year, until all classroom teachers and principals are being evaluated under the revised evaluation systems no later than the 2015-16 school year. By the end of the 2016-2017 school year, all certificated classroom teachers on a continuing contract will complete a comprehensive evaluation.

The evaluation system will use the minimum criteria developed by the Superintendent of Public Instruction. The four-level rating system will describe the performance of certificated classroom teachers, certificated principals and assistant principals along a continuum that indicates the extent to which evaluative criteria have been met or exceeded. Student growth data, defined as the change in student achievement between two points in time, must be a substantial factor in the evaluation process for three of the criteria and must be based on multiple measures, including classroom, school, district and state-based tools.

Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers, certificated principals and assistant principals must be used as one of multiple factors in making human resource and personnel decisions. Human resource decisions include but are not limited to: employee assignment, including the consideration of an agreement to an assignment by an appropriate teacher, principal and superintendent and reduction in force.

### **Certificated Classroom Teachers**

“Certificated classroom teacher” means an employee who provides academically-focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140(1) through (3) and (6)(a) through (e) and (g).

The performance of certificated classroom teachers will be observed twice a year, for a total observation time of not less than sixty (60) minutes. New staff will be observed for the purpose of evaluation at least once for a total observation time of not less than thirty (30) minutes within ninety (90) calendar days after employment. An employee in the third year of provisional status will be observed at least three times for a total observation time of not less than ninety (90) minutes.

All certificated classroom teachers will receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating. A certificated classroom teacher with four years of satisfactory evaluations in the district will be transitioned into the revised evaluation system using a focused evaluation, and will then be evaluated on the four year cycle for comprehensive evaluation.

In the years when a comprehensive summative evaluation is not required, certificated classroom teachers who received a comprehensive summative evaluation performance rating of Level 3 or 4 in the previous school year will receive a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

A certificated classroom teacher whose performance does not meet minimum requirements of the new or existing RCW, whichever is applicable to that staff member, will be notified in writing of the specific deficiencies and afforded a reasonable plan for improvement.

### **Certificated Principals and Assistant Principals**

“Certificated principal,” “principal,” and “assistant principal,” mean an employee who supervises the operation and management of a PSESD program or school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140(4)(a) or (6)(h). Due to the importance of instructional leadership and assuring rater agreement among evaluators who evaluate teacher performance, comprehensive summative evaluation of a principal of a PSESD program or schools will be conducted on an annual basis.

A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating. The following will receive an annual comprehensive summative evaluation: 1) principals in the first three consecutive school years of employment as a principal, 2) principals previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and in the first full year as a principal in the school district and 3) any principal who received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year.

A principal whose performance does not meet minimum requirements will be notified in writing of the specific deficiencies and afforded a reasonable plan for improvement.

### **Certificated Support Personnel**

“Certificated support personnel” and “certificated support person” mean a certificated employee who provides services to students and holds one or more of the education staff associate (ESA) certificates pursuant to WAC 181-79A-140(5). ESA certification includes: school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers.

Certificated support personnel are considered non-classroom teachers for purposes of the Professional Growth and Evaluation System, and are not subject to the four-level rating system.

The Superintendent or designee will establish a revised evaluation process using the minimum criteria for certificated support personnel developed by the Superintendent of Public Instruction: (a) knowledge and scholarship in a specialized field, (b) specialized skills, (c) management of special and technical environment, (d) the support person as a professional, and (e) involvement in assisting students, parents and educational personnel.

### **Other Administrative Staff**

The performance of administrative staff other than certificated principals and assistant principals as referenced in the section above will be evaluated at least once per year.

### **Classified Staff**

The performance of classified staff will be evaluated at least once per year. Except as otherwise developed in accordance with the duty to bargain in chapter 41.56 RCW, the evaluative criteria for classified staff will be based upon the job description of the specific assignment.

### **Overall Performance Rating**

Supervisors will provide employees an overall assessment of his/her performance during the past fiscal-year. The following rating assessments apply:

**Proficient:** Employee meets or exceeds the job requirements related to essential functions. Employee is recommended for an increment and/or COLA if approved by the Agency.

**Developing:** Employee performance effective in most areas, while there are other areas in which performance is inconsistent and/or falls below established expectations. Formal Coaching Plan developed by supervisor and submitted to program executive director for review and approval. (Formal Coaching Plan retained by manager/supervisor and executive director and is not a part of the employee's personnel file). Employee is recommended for an increment and/or COLA if approved by the Agency.

**Needs Improvement:** Employee in need of significant improvement in the performance of essential functions or the difficulties in performing the essential functions of his/her position previously addressed by a successful Performance Improvement Plan have resurfaced and persisted. Employee will be placed on a Performance Improvement Plan which will become part of the employee's file in Human Resources. (Consult with the Human Resources Administrator.) Employee is not recommended for an increment and/or COLA if approved by the Agency. Those who successfully complete a Performance Improvement Plan will receive the annual increment and/or COLA in the month following the successful completion of their Plan.

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Relevant PSESD Board Governance Policies: EL 4, Treatment of Staff  
EL 6, Staff Evaluation

Cross References: Operating Policy No. 5300 – Classification of Employees  
Operating Policy No. 1000 – Non Discrimination  
Operating Policy No. 1010 – Racial Equity

Legal References:

RCW 28A.310.010

RCW 28A.310.180

RCW 28A.310.200 and RCW 28A.310.220

RCW 28A.310.250 and RCW 28A.310.260

RCW 28A.400.100, RCW 28A.405.100 and RCW 28A.405.110

RCW 28A.405.120 and RCW 28A.405.130

WAC 181-79A-140

WAC 392-191-010, WAC 392-191-020

WAC 392-191-035 and WAC 392-191-045