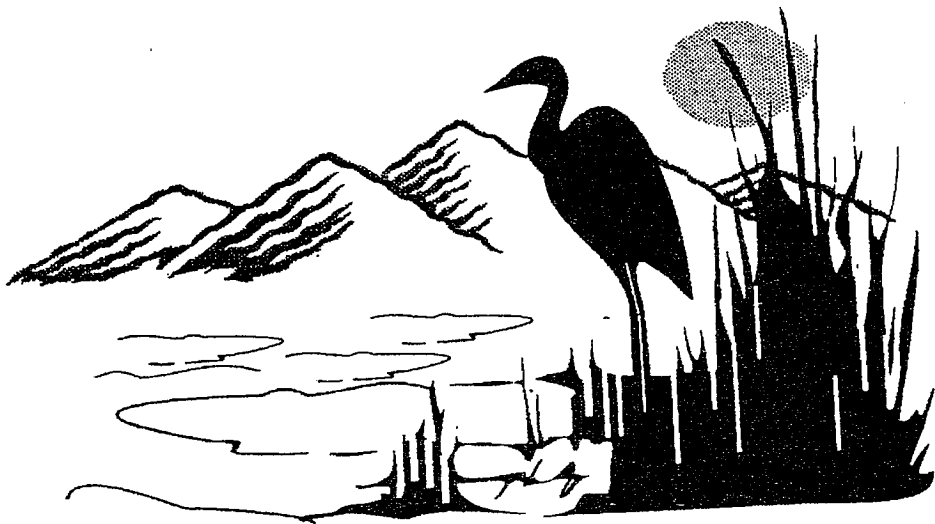


# TPEP Evaluation

## Process & Timelines



North Beach School District No. 64  
and  
North Beach Education Association

## **EVALUATION**

The purpose of evaluations of certificated classroom teachers and shall be, at a minimum; (1) To identify in consultation with classroom teachers observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher needs to improve his or her performance. (2) To assist classroom teachers, who have identified areas needing improvement, in making those improvements. (3) To identify classroom teachers whose professional performance is unsatisfactory and for whom remediation is needed.

### **Section 1: Evaluation System Preamble**

An evaluation system for teaches has the following elements, goals, and objectives:

1. The evaluation procedure sets forth herein shall be to improve the educational program by improving the quality of instruction.
2. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth.
3. Within the selected instructional framework teachers will be allowed to exercise their professional judgement and will be evaluation on their own practice, skills, and knowledge.

The evaluation system is to be implemented in a manner consistent with good faith and mutual respect and, as defined by this agreement and RCW 28A.405.110.

1. "An evaluation system must be meaningful, helpful, and objective;
2. an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement:
3. an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and
4. an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity."

The evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025.

### **Section 2: Definitions and Notes**

**Criteria** - Criteria shall mean the eight (8) state defined categories to be scored.

**Component** - Component shall mean the sub-section of each criterion.

**Evaluator** - Evaluator shall mean a certificated administrator documented training in observation and evaluation techniques with the Danielson instruction framework, Stage 1 and Stage 2, and the rubrics contained in the agreement.

**Artifacts** - Artifacts shall mean any products generated, developed, or used by a certificated teacher.

**Evidence** - Evidence shall mean examples or observable practices of the teacher's ability and skill in relation to the instructional framework rubric.

1. Evidence collections is a sampling of data to inform decisions about level of performance, should be gathered from the normal course of employment, and is not intended to mirror a Pro-Teach or National Board portfolio.
2. Input from parents or anonymous sources shall not be used as evidence in an evaluation.
3. Student input may not be used as evidence in an evaluation.

**Student Growth Data** - Student Growth Data shall be collaboratively selected by the teacher and evaluator and shall mean the change in student achievement between two points in time within the current school year. Assessments used to demonstrate such growth shall primarily be classroom-based and shall be initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures.

**Not Satisfactory shall mean:**

Level 1: Unsatisfactory: Receiving a summative score of one (1) is not considered satisfactory performance for all teachers.

Level 2: Basic: If the classroom teacher on a continuing contract with more than five years of teaching experience receives a summative score of two (2), two years in a row, or two years within a consecutive three-year period, the teacher is not considered to be performing at a satisfactory level and his or her performance shall be judged "unsatisfactory".

Any teacher whose performance has been judged unsatisfactory may be placed on a program for improvement at any time after October 15<sup>th</sup> of the following year.

**Classroom Teacher** - Teacher shall mean any certificated staff member who spends more than fifty (50) percent of his or her school day providing academic, focused instruction and grades for students, and whose duties are consistent with the state criteria for teachers and the district's framework and rubrics.

**Certificated Support Personnel** - The term "classroom teacher" does not include ESA's, counselors, librarians, media specialists, TOSA's, instructional coaches, curriculum specialist, or other bargaining unit members who do not spend more than fifty (50) percent of their workday providing academically focused instruction and grades for those students and whose duties are not consistent with the state criteria for teachers and the district's framework and rubrics. Such bargaining unit members shall continue to be evaluated under the current evaluation system as detailed elsewhere in this Agreement.

**School Day** - School Day, as applies only to the evaluation of teachers, shall mean any day in which the majority of students are engaged in academic, focused learning activities.

**Section 3: State Criteria, Framework, and Scoring**

**A. State Criteria**

The following criteria will be used to evaluate certificated classroom teachers:

1. Centering instruction on high expectations for students achievement;
2. Demonstrating effective teaching practices;
3. Recognizing individual student learning needs and developing strategies to address those needs;

4. Providing clear and intentional focus on subject matter, content, and curriculum;
5. Fostering and managing a safe, positive learning environment;
6. Using multiple student data elements to modify instruction and improve student learning;
7. Communicating and collaborating with parents and school community;
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

**B. Framework**

Danielson's complete instructional framework is included. Upon mutual agreement the parties may select a different instructional framework approved by OSPI.

**C. Criterion Performance Scoring**

The Component to Criterion scoring methodology shall be the raw score model outlined below. Each component rating will be assigned the following numeric values:

Unsatisfactory – 1      Basic – 2      Proficient – 3      Distinguished – 4

**D. Component to Criteria Scoring – Raw Methodology**

1. Score each component within the criterion
2. Identify the number of components in the criterion
3. Add up all component scores for each criterion
4. Locate the number of components on the left side of the table
5. Follow that row to the right and locate the category for which the sum total fits within the range on the table
6. This is the criterion score

# of Components	Unsatisfactory	Basic	Proficient	Distinguished
1	1	2	3	4
2	2	3-4	5-6	7-8
3	3-4	5-7	8-10	11-12
4	4-5	6-9	10-13	14-16
5	5-6	7-12	13-17	18-20
6	6-8	9-14	15-20	21-24
7	7-10	11-16	17-24	25-28
8	8-11	12-18	19-26	27-32

**E. Summative Performance Rating**

All classroom teachers shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score shall be determined by totaling the eight (8) criterion-level scores based on the state scoring bands as follows:

- 8-14 points – Unsatisfactory
- 15-21 points – Basic
- 22-28 points – Proficient
- 29-32 points – Distinguished

**F. Student Growth Criterion Score**

Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. The evaluator shall add up the raw scores on these components and the employee shall be given a score of low, average or high based on the following state scoring bands:

- 5-12 low
- 13-17 – Average
- 18-20 – High

Student growth data shall be derived from multiple sources, and must be appropriate and relevant to the teacher and subject matter. It shall include teacher initiated, formal and informal assessments of student progress. Student achievement data that is calibrated to show growth between two points in time during the current school year shall be used to calculate a teacher's student growth criterion score.

If a teacher receives a Low Student Growth score on the summative evaluation, the teacher will select one of the following activities in which to engage:

- A. Triangulate student growth measure with other evidence (including observations, artifacts, and student-related evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- B. Examine extenuating circumstances possibly including: goal setting, process/expectations, student attendance, and curriculum/assessment alignment;
- C. Schedule monthly conferences with the evaluator to discuss/revise goals, progress toward meeting goals, and best practices;
- D. Create and implement a professional development plan to address student growth areas.

**Section 4: General Evaluation Agreements**

**A. Notification**

Every teacher shall be notified by the last working day in September who his or her evaluator will be and whether he or she will be evaluated using a Comprehensive or Focused evaluation.

**B. Out of Content/Endorsed Areas**

Teachers evaluated while teaching outside of their content areas or endorsed areas shall be minimal emphasis placed on their understanding of subject matter, content, and curriculum during their first year of such placement. However consideration may be given to teachers' progress towards endorsement.

Per WAC 181-82-110 (1) (b), no teacher shall be "subject to non-renewal or probations based on evaluations of their teaching effectiveness in the out-of-endorsement assignments".

Teachers shall be evaluated as a member of a team while teaching outside of their content or endorsed areas, except at the option of the teacher, in collaboration with their evaluator.

**C. Security**

All aspects of the evaluation procedure, including observations, shall be conducted openly and with the full knowledge of the teacher. Mechanical or electronic devices shall not be used to listen to or record the proceedings of any class without prior knowledge and consent of the teacher.

No hearsay or unsubstantiated complaints against an employee shall be included in any documentation pertaining to an evaluation.

An evaluation system shall include steps taken by the District to insure confidentiality and security of all evaluation documents, including electronic documents, consistent with state public disclosure requirements and guidelines.

**Section 5: Professional Development**

Professional development shall be provided as follows:

- A. Each employee shall be provided a copy of the Danielson evaluation criteria, procedures, and any forms or information appropriate to the teacher's position and track in the evaluation cycle by the last working day of September.
- B. All newly hired teachers will receive two (2) release days for TPEP training.

**Section 6: Provisional Teachers**

"Provisional Teachers" are defined by law as those who are within their first three (3) years of employment with the District, except for those who have at least two (2) years of certificated employment with another school district in the state of Washington. Those with such experience shall be provisional only during their first year of employment with the District.

All Provisional Teachers are subject to non-renewal of employment contract pursuant to RCW 28A.405.220.

All Provisional Teachers in the third year of provisional status shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes.

All Provisional Teachers who are new to the profession and whose performance is determined to be Proficient (Level 3) or Distinguished (Level 4) by the end of their second year of employment in the District may be removed from provisional status by the Superintendent.

For new employees, the Principal shall make at least one (1) observation for a total observation time of thirty (30) minutes within the first ninety (90) calendar days of employment.

Before non-renewing a provisional teacher, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. The efforts may include a comprehensive evaluation, reports from the evaluator of progress towards remediating deficiencies, peer support, classroom visitation, mentoring, and coaching.

### **Section 7: Procedures for Evaluation**

All classroom teachers shall be evaluated each school year by their principal. In the event that circumstances prevent the principal from performing an observation or an evaluation, his or her designee may do so with approval of the Superintendent. The principal is referred to herein as the "evaluator".

If a teacher is assigned to both the elementary and secondary school, s/he shall be able to choose his or her evaluator.

By the last working day in September, or within fifteen (16) school days of the employment date, an administrator shall hold a general certificated staff meeting, or individual conferences, to review evaluative criteria and procedures including:

- A. Each staff member's position or assignment and/or any special administrative expectations.
- B. The process the administrator shall follow in the evaluation of the classroom teacher.

Informal observations of less than thirty (30) minutes in duration, or a series of observations (two or more observations occurring within any ten (10) working days) may be utilized by the evaluator at his/her discretion provided the observation is of sufficient length to allow the evaluator to adequately assess the situation being observed and the teacher receives a copy of the record of each observation as compiled by the evaluator within (3) days of the observation. If there is an area of concern noted in any such record, written documentation of the observation must be provided to the teacher for that evidence to be used in the evaluation process.

Evidence used in evaluations may come from sources other than the classroom.

Information or data gathered during informal and/or walkthrough visits to a teacher's classroom by his or her evaluator may be used as part of the evaluation. Any time after an informal observation has been conducted and will be used in evaluation, a teacher will have a post-observation conference to discuss that observation.

### **Section 8: Formal Observations**

All teachers shall be observed at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall not be less than 60 minutes. At least one (1) observation shall be for a minimum of thirty (30) minutes. Prior to each formal observation, the teacher and the evaluator shall mutually agree to the dated, time and location for said observation.

Formal observations will take place when the teacher is providing instruction to students.

Except in cases of emergencies or unforeseeable circumstances, formal observations shall not be scheduled less than four (4) weeks apart, except at the request of the teacher or in collaboration with the evaluator, in order to allow for conferencing and growth.

Teachers shall have the opportunity to provide unobserved evidence of having met certain criteria and goals.

### **Section 9: Comprehensive Evaluations**

All classroom teachers shall 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 ratings.

The following classroom teachers shall receive an annual comprehensive summative evaluation: Provisional Teachers and any classroom teacher who received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in a previous school year.

### **Section 10: Focused Evaluations**

In the years when a comprehensive summative evaluation is not required, classroom teachers who received a comprehensive summative evaluation performance rating of Proficient (Level 3) or above in the previous school year are required to complete a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus growth activities specifically linked to the selected criteria.

Teachers on focused evaluations shall have the option of selecting which one of the eight criteria will be assessed, plus the professional growth activities linked to that criterion. The role of the evaluator shall be to either approve the proposed activities or suggest modifications to produce a jointly agreed upon activity or activities.

The selection criterion, however, must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention. A group of teachers may focus on the same evaluation criterion and share professional growth activities.

If an employee chooses criterion 1, 2, 3, 4, 5, or 7, s/he must also complete the student growth components in either criterion 3 or criterion 6. If the selected criterion for the focused evaluation has been determined to be non-observable, a classroom-based observation will not be required.

Teachers shall have the option of being evaluated as a member of a team or as an individual.

The evaluator must assign a summative evaluation performance rating for the focused evaluation.

A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the request of the teacher or at the direction of the teacher's evaluator.

The request of the teacher must be received in writing prior to the start of the school year. The direction of the evaluator must be communicated during the prior year's final evaluation conference based on concerns related to one of the other evaluative criteria. The concern and direction shall be shared with the teacher in writing at that time.



## **Section 11: Evaluation Steps**

### **A. Self-Assessment**

Each teacher shall reflect on his/her practice and complete the Teacher Self-Assessment Worksheet. This is a personal reflection of practice and the teacher has the option of sharing or not sharing the results with the administration.

### **B. Goal Setting Conference**

The teacher shall determine a student growth goal for Components SG 3.1, SG 6.1, and SG 8.1 (the goal for SG 6.1 and SG 8.1 may be the same goal). The Certificated Classroom Teacher Goal Setting Form shall be reviewed by the teacher to assist in preparation for the goal setting conference. The form shall not be required to be submitted to the evaluator.

### **C. Pre-Observation**

The Teacher Self-Assessment Worksheet, may be used as guiding reflection questions for a pre-observation conference.

The teacher and evaluator shall meet and discuss the lesson to be observed and identify specific areas of focus, establish a date for the formal observation, and discuss activities to be observed, including their content, objectives, strategies, and possible evidence to meet the scoring criteria (the goals may be referenced, if applicable).

### **D. Observation**

The evaluator shall conduct the observation of practice within three (3) working days of the pre-observation conference. The evidence will be compiled by the evaluator. The evaluator shall share a copy of the evidence with the teacher within three (3) working days of the observation. The teacher may add to it or correct it, as necessary. If either the teacher or administrator is unavailable to meet within the three (3) day period, the conference shall be rescheduled to occur within three (3) school days of such cancellation.

### **E. Post-Observation**

The teacher and evaluator shall meet for the post-observation conference within three (3) working days of the observation. If either the teacher or administrator is unavailable to meet within the three (3) day period, the conference shall be re-scheduled with three (3) school days of such cancellation.

Should a teacher disagree with the score of any of the eight criterion or a component within them, they have the opportunity to submit data to establish and substantiate a greater score, or the right to request another observation which would specifically address or target a specific skill or component.

Teachers must notify their administrator within three (3) days following post observation conference regarding their intent to submit additional data and/or schedule additional observation. If requesting observation, it is to occur within ten (10) working days following post observation.

**F. Summative Assessment/Score**

No later than May 10<sup>th</sup>, the teacher and evaluator shall meet to discuss the teacher's final summative score. At the end of the evaluative cycle, the teacher shall be invited to review the evidence accumulated throughout the school year, including:

- Formal observations/evaluations
- Informal observations
- Artifacts
- Student growth data
- Ancillary evidence

The teacher and evaluator discuss the final summative assessment.

Student growth data shall only be used in the teacher's evaluation process if such data is relevant to the teacher and the subject matter. Multiple measures of student growth must be used in the evaluation process and such measures may include classroom-based, school-based, District-based, and state-based tools. Employees shall have transparent access to all such District data available. Teachers shall not be required or expected to produce all student growth data available or all teacher performance evidence available.

The employee and administrator are expected to collaborate in providing evidence and artifacts as needed for each criterion to be scored. Teachers shall not be required to create artifacts solely to meet the requirements of the evaluation system. Tools or forms used in the evaluation process may be considered artifacts.

If an agreement cannot be reached on the final summative assessments, the evaluator's assessment shall be recorded and the teacher may follow the due-process agreement already set in the contract.

If the evaluator assigns the teacher a final summative score below Proficient, the evaluator must provide at least three (3) pieces of evidence supporting that judgement, for each criterion scored Basic or Unsatisfactory.

All employees receiving final summative performance rating below Level 3, Proficient, shall be given additional support by the District. Such support may include class size limits, paid in-service training, release time to observe colleagues, option to transfer, outside evaluator, assignment of a coach or mentor; additional, focused professional development resources, professional growth opportunities, and guided growth plans.

The employee and evaluator shall meet prior to the end of the school year in which the "Basic" or "Unsatisfactory" rating was received, to mutually determine the kind of additional support that would best serve the employee.

The teacher will sign two (2) copies of the Certificated Classroom Teacher Summary Evaluation Each teacher shall sign the observation and evaluation forms to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents. The teacher may attach any written comments to observations and to the final summative evaluation report. Teachers shall have

the right to attach additional comments or a rebuttal to the Certificated Classroom Teacher Summary Evaluation on or before the last day of school.

**G. Probation (Non-Provisional)**

Teachers may only be placed on probation from the Comprehensive Evaluation system described in this document.

Teachers shall have the right to Association representation at all probationary conferences.

The purpose of the probationary period is to give the teacher an opportunity to demonstrate improvements in discrete areas according to the criteria included in the evaluation instrument (WAC 392-191-045(3)). A probationary period of sixty (6) school days shall be established. Additional days may be added if deemed necessary to complete a program of improvement and to evaluate the probationer's performance, as long as the probationary period is concluded before May 15<sup>th</sup> of the same school year. The probationary period may be extended into the following school year if the probationer has five or more years teaching experience and has a comprehensive summative evaluation performance rating as of May 15<sup>th</sup> of Level 2 (Basic) or less.

The Superintendent shall place on probation any employee whose performance has been judged unsatisfactory based on the final summative evaluation criteria, no later than February 1<sup>st</sup> of any school year.

Before placing a teacher on probation, the following shall occur:

1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance, before probation is recommended. This conference shall be held no later than January 20<sup>th</sup>. The employee shall have the opportunity to have an Association representative in attendance at the conference.
2. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made on or before January 30<sup>th</sup>. The evaluator must make a written recommendation to the Superintendent. A copy of the recommendation for probation must be sent to the employee. The evaluator's recommendation for probation shall include the following:
  - a) A definition of the problem in terms of deficiencies in discrete areas based upon the evaluative criteria.
  - b) Expectations delineating levels of performance that would constitute acceptable performance in the problem areas defined. Once the areas of deficiency and the criteria for improvements have been determined, they shall not be changed.
  - c) A specific and reasonable plan of improvement that spells out a course of action and time expectations for the employee involved to reach an acceptable level of performance in discrete areas in which the employee may need improvement, according to the criteria included on the evaluation instrument.
  - d) A specific plan for assistance that spells out courses of action whereby the employee shall be assisted, counseled, and tutored to improve the level of performance to an acceptable level. Such plan shall include a system for periodic feedback during the probationary period,

with supports provided by the District. Dates those supports will be in place shall be documented in the plan.

- e) Performance standards will not be greater for probationary employees than for other teaching staff.
  - f) At the request of the probationary employee, release time shall be granted in order to comply with requirements of the plan of improvement that are beyond the usual and customary requirements of the job.
3. The Superintendent, or his/her designee, shall review the evaluator's recommendation for probation. If the Superintendent or his/her designee determines that there is an alternative to probation he/she may continue to work with the parties involved.
  4. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all provisions of above. At this time the evaluator shall meet with the employee and, at his or her request, a representative of the Association, to go over the plan of improvement, both for understanding and to collaborate in making any changes that the parties might deem prudent.
  5. During the probationary period, the evaluator shall meet with the employee at least twice monthly to supervise and provide a written evaluation of the employee's performance.
  6. The probationer may choose to have an outside evaluator. This person shall be a certificated administrator, selected by the Association, to observe and evaluate the probationer. This will be another certified administrator from outside the District. The employee and outside evaluator shall not be required to share information the District gained from the outside evaluator's observation and evaluation.
  7. In addition, the District may request an evaluator from the Educational Service District (ESD). The evaluator assigned by the ESD will do an evaluation independent of the original district evaluator using the plan of improvement mutually agreed to by the District and the Association as a basis for the evaluations.

During the probation the employee will not be transferred from the supervision of the original evaluator.

The probationer must be removed from probation if he/she has demonstrated improvement to the satisfaction of the original evaluator in the area(s) specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her plan of improvement.

Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer, shall constitute grounds for a finding of probable cause for non-renewal of contract or discharge.

Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and program for improvement, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary teacher's compensation or benefits for the remainder of that teacher's contract year. If such reassignment is not possible, the district may, at its option, place the teacher on paid leave for the balance of his or her contract term.

### **Section 12: Non-renewal, Adverse Action, and Discharge**

In the event that there is determined to be probable cause to no-renew, adversely affect, or discharge a teacher, the teacher shall receive written notice and the District will follow the procedures specified in RCW 28A.405 et seq.

### **Section 13: Evaluation Results**

Evaluation results will be used:

- A. To acknowledge, recognize, and encourage excellence in professional performance.
- B. To document the performance level of a teacher in his or her assigned duties.
- C. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
- D. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.
- E. As one of the multiple factors in Human Resources and personnel decision, only as defined elsewhere in the Agreement.

Evaluation results shall not be:

- A. Shared or published with any teacher-identifying information.
- B. Shared or published without prior notification to the individual and Association.
- C. Used to determine any type of base or additional compensation.

Evaluators shall not consider school-wide, or District-wide, Summative Performance Ratings when evaluating individual teachers. Nothing prohibits an evaluator from evaluating all teachers as Distinguished within a school.

### **Section 14: Individual/Building/District Evaluation Meetings**

At least seven (7) late arrivals shall be used to provide classroom teachers the opportunity for support in the evaluation system. Facilitators may be provided by the district or the time may be used solely by classroom teachers to work on their evaluation goals, evidence, artifacts and other related evaluation work.

### **Section 15: Evaluation Documents**

Only the final summative evaluation document, along with any comments submitted by the teacher, shall be kept in the personnel files. All other evaluation documents shall, at the request of the teacher, be either returned to him or her or destroyed.

### **Section 16: Recordkeeping using eVal**

The District shall adhere to the following:

- A. A copy of the eVal final report and teacher's written comments, if they choose to submit them.
- B. Teachers shall have access to their eVal account in current, and subsequent, year(s).
- C. Evaluators shall notify the teacher of any additional evidence submitted about them to eVal within forty-eight (48) hours of submission.

- D. Teachers shall not be required to share personal assessment information utilized within the eVal tool if an acceptable alternative is available.
- E. Any and all data entered into eVal shall be considered confidential, and not subject to public disclosure.