

Evaluation of Staff

The board recognizes that the professional growth and evaluation of individual employees is important to improve the effectiveness and efficiency of the school district. Staff is expected to perform the duties identified in their job descriptions, in addition to any other responsibilities that may be assigned by their supervisor.

Pursuant to state law implementing the Professional Growth and Evaluation System, the board will adopt a schedule for implementation of the revised evaluation system that transitions a portion of classroom teachers, principals and assistant principals in the districts to the revised evaluation system each year beginning no later than the 2013-14 school year, until all classroom teachers and principals are being evaluated under the revised evaluation system no later than the 2015-16 school year.

The board will also adopt a revised evaluative criteria and a four-level rating system for all certificated classroom teachers, certificated principals and assistant principals. The evaluation system will include 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. The district will not be limited in its ability to collectively bargain how the multiple factors will be used in making human resource and personnel decisions, but the evaluation results must be a factor.

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 may 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 program for improvement.

Certificated Principals and Assistant Principals

“Certificated principal,” “principal,” and “assistant principal,” mean an employee who supervises the operation and management of a 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, particularly those evaluating teacher performance, school districts are encouraged to conduct comprehensive summative evaluation of principal performance 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.

In the years when a comprehensive summative evaluation is not required, staff who received a comprehensive summative evaluation performance rating of Level 3 or 4 in the previous school year is required to 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 principal whose performance does not meet minimum requirements will be notified in writing of the specific deficiencies and afforded a reasonable program 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 will establish a revised evaluation process using the minimum criteria for certificated support personnel developed by the Superintendent of Public Instruction: 1) Knowledge and scholarship in a specialized field; 2) Specialized skills; 3) Management of special and technical environment; 4) The support person as a professional; and 5) 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.

Cross References:	Policy 5230 Policy 5280 Policy 5520	Job Descriptions/Responsibilities Termination of Employment Staff Development
Legal References:	RCW 28A.400.100 RCW 28A.405.100 RCW 28A.405.220 RCW 28A.405.300 RCW 28A.405.110 RCW 28A.405.120 RCW 28A.405.130 WAC 181-79A-140 WAC 392-191	Principals and vice principals –Employment of—Qualifications—Duties. Minimum criteria for the evaluation of certificated employees – Revised four level evaluation systems for classroom teachers and for principals-Procedures-Steering committee-Models-Implementation-Reports Conditions and contracts of employment – Nonrenewal of provisional employees – Notice--Procedure Adverse change in contract status of certificated employee –Determination of probable cause –Notice—Opportunity for hearing Evaluations - Legislative findings Training for evaluators Training in evaluation procedures required Types of certificates Professional Growth and Evaluation of School Personnel
Management Resources:	<i>Policy & Legal News</i> , April/May 2013 <i>Policy & Legal News</i> , February 2013	TPEP: Revisions to Professional Growth and Evaluation of School Personnel TPEP: Professional Growth and Evaluation of School Personnel