

Provision:	Article VIII	Title:	TPEP EVALUATION
Presentation:	Second (First 5/30/24) (CEA 6/20/24)	Date:	6/25/2024

District Proposed 6/25/24:

Section 1 Purpose of Evaluation

The purpose of evaluation is to encourage improvements in teaching and learning through the use of clear performance standards and authentic assessment practices. The evaluation process is intended to be respectful, meaningful, helpful, emphasize positive interaction between the evaluator and the person being evaluated, and provide support for professional growth. Certificated classroom teachers will be evaluated during each school year in accordance with the following procedures and criteria.

The parties agree that the following evaluation system for all classroom teachers is to be implemented in a manner consistent with good faith and mutual respect, and, as defined in [2024 - RCW 28A.405.110, utilizing the Marzano Instructional Framework as the district's adopted framework, which includes an electronic resource for all steps in the process \(e.g., iObservation\).](#)

1. An evaluation system must be meaningful, helpful, and objective;
2. An evaluation system must encourage improvements in teaching skill, 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.
5. Utilize the Marzano Instructional Framework ~~iObserve~~-[electronic evaluation](#) system as the district's adopted framework system.

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in [2024 - WAC 392-191A-050](#):

1. To acknowledge the critical importance of teacher quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.
2. To identify particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher needs to improve his/her performance.
3. To assist classroom teachers who have identified areas needing improvement, in making those improvements.

Section 2 Evaluator Qualifications

Each administrator, each principal, or other supervisory personnel who has responsibility for evaluating classroom teachers is required to have training in evaluation procedures. Before implementation of the revised evaluation systems required under [2024 - RCW 28A.405.100](#), principals and administrators who have evaluation responsibilities must engage in professional development designed to implement the revised systems and maximize rater agreement. ([2024 - RCW 28A.405.120](#))

Section 3 Classroom Teacher/Teacher vs Certificated Support Personnel vs Non-classroom-Teacher

'Classroom Teacher' means a certificated employee who provides academically focused instruction to students. [Certificated Support Personnel currently](#) ~~The term does not~~ includes school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, school social workers, coaches, TOSAs who do not directly teach students, ALE and other bargaining members who do not meet this definition. ([These roles are defined in 2024 -WAC 392-191A-030](#))

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Section 4 Professional Development

Professional Development will be made available to support each new teacher in learning the Marzano framework and the evaluation process (comprehensive and focused).

Section 5 Definitions

1. Criteria: The 8 Washington State criteria from the law
2. Components: The sub-section of each criterion, based on instructional framework
3. Evaluator: Certificated administrator who has been trained per Section 2 and [2024 - RCW 28A.405.120](#).
4. Provisional Employees: For the purpose of evaluation, provisional employees are those employees so defined by state law.
4. Evidence: Observed practice, products or results of a classroom teacher's work that demonstrates knowledge and skills of the educator, including conversations between evaluator and teacher
5. Artifact: A tangible product of learning. (www.marzanoresearch.com)
6. Not Satisfactory:
 - Level 1: Unsatisfactory – receiving a summative score of one is not considered satisfactory performance for a teacher
 - Level 2: Basic – If the classroom teacher is on a continuing contract with more than 5 years of teaching experience and if a summative score of 2 has been received 2 years in a row or 2 years within a consecutive 3 year period, the teacher is not considered performing at a satisfactory level
7. Student Growth: ~~The change in student achievement between 2 points in time~~ Student growth is the change in student achievement between two points in time (2024 - RCW 28A.405.100). Student growth refers to the learning progress made by students through instructional experiences.
8. Observe: "Observe" or "observation" means the gathering of evidence made through classroom or worksite visits, other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional framework rubrics. ([2024 - WAC 392-191A-030](#))

Section 6 State Criteria

1. Centering instruction on high expectations for student 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 data elements to modify instruction and improve student learning,
7. Communicating and collaborating with parents and the school community, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

Section 7 Instructional Framework

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The parties have agreed to the adopted evidence-based Marzano Instructional Framework. The district will provide a [PDF printed](#) copy of the Marzano Instructional Framework documents to all newly hired employees. The Marzano Instructional Framework is available to all staff via [electronic evaluation platform iObserve](#).

Section 8 Criterion Performance Scoring

Each rating will be assigned the following numeric values:

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

Section 9 Summative Performance Rating

A classroom teacher on comprehensive evaluation will receive a summative performance rating for each of the 8 Washington State evaluation criteria. The overall summative score is determined by totaling the 8 criterion-level scores per the OSPI summative evaluation scoring bands as follows:

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

~~A form has been established for summative comprehensive and focused evaluations. Principals may choose to use these forms or use the iObserve forms for summative evaluation.~~

[Evaluators will use the established electronic evaluation platform.](#)

Section 10 Student Growth (SG) Criterion Score

1. Embedded in the instructional framework are 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. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the OSPI student impact scoring band as follows:

- 5-12 Low
- 13-17 Average
- 18-20 High

2. The process for student growth goal setting will follow the language set forth in the Washington State Criteria for Teachers. [Current rubrics can be found on the OSPI website \(Final Revised Student Growth Goal Rubrics - 2024\).](#)

~~Criteria SG 3.2 and SG 6.2 clarify language to be used in goal setting. Use of specific percentages will not be required in establishing goals.~~

- ~~• Unsatisfactory No evidence of growth for most students~~
- ~~• Basic Some evidence of growth for some students~~
- ~~• Proficient Clear evidence of growth for most students~~
- ~~• Distinguished Evidence of high growth for all or nearly all students~~
- ~~• Criterion SG 6.1 clarifies group size for goal setting for this criterion. Goals are set for a "whole classroom."~~
- ~~• A form has been established for goal setting and will be used by all schools (See Appendix B).~~

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3. Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple sources of achievement, data, which can include classroom-based, school-based, district-based, and state-based tools. Student growth data elements may also include the teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Student growth data elements may also include the teacher's performance as a member of the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, "student growth" means the change in student achievement between 2 points in time. ([2024 - RCW 28A.405.100](#))
4. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, he/she must be automatically moved to the 3 – Proficient level for his/her summative score. A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating resulting in the initiation of the required student growth inquiry. Within 2 months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator ([2024 - WAC 392-191A-080](#), [2024 - WAC 392-191A-100](#)):
 - A. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, District and state-based tools and practices;
 - B. Examine extenuating circumstances possibly including: goal setting process; content and expectations, student attendance, and the extent to which curriculum, standards and assessment are aligned;
 - C. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation;
 - D. Create and implement a professional development plan to address student growth areas. ([2024 - WAC 392-191A-100](#))
5. Student growth goals, professional growth goals, as well as the monitoring and assessment of both will occur as a collaborative and interactive process within the ~~iObserve~~ [electronic evaluation](#) system.

Section 11 Procedural Components of Evaluation

Notification

The teacher will be notified by October 1st each year of their evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

Evidence

- The evaluator and employee will collect and share artifacts and evidence necessary to complete the evaluation.
- The teacher may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The artifacts and evidence provided by the teacher may be used to determine the final evaluation score.

Electronic Monitoring

Electronic devices will not be used to listen to or record the procedures of a class for evaluation purposes without teacher permission.

Section 12 Comprehensive Evaluation Process

A comprehensive evaluation will include evaluation of all 8 Washington State criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every 6 years. Provisional teachers will be evaluated using the comprehensive process during each year of their provisional status.

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1. Evaluators must observe all classroom teachers for the purposes of a comprehensive evaluation at least twice each school year in the performance of their assigned duties. Evaluators must observe all employees who are subject to a comprehensive evaluation for a period of no less than 60 minutes during each school year.
2. Evaluators must observe new employees at least once for a total observation time of 30 minutes during the first 90 calendar days of the new employee's employment period.
3. Evaluators must observe employees in the third year of provisional status at least 3 times in the performance of the employee. The total observation time for the school year must not be less than 90 minutes for such employees.
4. Following each observation, or series of observations, the ~~principal~~ evaluator or his/her designee must:
 - A. Promptly document the results of the observation in writing within the ~~iObserve~~ electronic evaluation system; and
 - B. Provide the employee with ~~a copy of the written or iObserve the~~ digital observation report within the electronic evaluation system within 3 days after such report is prepared.
5. Each classroom teacher will have the opportunity for a minimum of 2 confidential conferences during each school year with his/her ~~principal or principal's designee~~ evaluator either:
 - A. Following receipt of the written evaluation results; or
 - B. At a time mutually satisfactory to the participants.
6. The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher's professional performance against the instructional framework rubrics. ([2024 - WAC 392-191A-130](#))

Final Summative Evaluation

An overall summative score will be derived by a calculation of all criterion scores and determine the final 4 level rating based on the superintendent of public instruction's determined summative evaluation scoring band. Criterion scores, including instructional and student growth rubrics, must be determined by an analysis of evidence. The final summative evaluation report will be completed and shared with the employee within and via the ~~iObserve~~ electronic evaluation system. Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes. ([2024 - WAC 392-191A-080](#))

Section 13 Focused Evaluation Process

The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation process, and will include evaluation of one of the 8 state criteria. If a non-provisional teacher has scored at Proficient or higher the previous year, he/she may be evaluated using the Focused Evaluation, provided that the teacher may only remain on the Focused Evaluation for 5 years before returning to the Comprehensive Evaluation. The final focused evaluation report will be completed and shared with the employee within and via the ~~iObserve~~ electronic evaluation system.

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.

- One of the 8 evaluation criteria must be assessed in a focused evaluation. The selected criterion must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention, ~~potential for growth or exemplary practice~~. ([2024 - WAC 392-191A-120](#))
- If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
- If criterion 3, 6 or 8 are selected, evaluators will use those student growth rubrics.

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- School districts must ensure that all classroom teachers are observed for the purposes of focused evaluation at least twice each school year in the performance of their assigned duties. As appropriate, the evaluation of the certificated classroom teacher may include the observation of duties that occur outside the classroom setting. School districts must ensure that all certificated classroom teachers who are subject to a focused evaluation are observed for a period of no less than 60 minutes during each school year. ([2024 - WAC 392-191A-110](#))
- Observations for the focused evaluation will follow the process set forth in the Comprehensive Evaluation Process, above.

The evaluation must include an assessment of the criterion using the instructional framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide the evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator. Should an evaluator determine that a teacher on a focused evaluation should be moved to a comprehensive for that school year, the teacher must be informed of this decision in writing at any time on or before December 15th. ([2024 - WAC 392-191A-120](#))

Section 14 Support for Basic and Unsatisfactory Performance

When a teacher with more than 5 years of experience receives a summative evaluation score below proficient, the following options for support from the District and Association, as agreed between the employee and evaluator, may include:

- Workshops
- In-service Training (may be required as per [2024 - RCW 28A.405.140](#))
- Peer coaching
- Reading materials
- Mentorship (may be required as per [2024 - RCW 28A.405.140](#))
- Release time to observe colleagues' instruction

Section 15 Probation

Any time after October 15th a classroom teacher, other than a provisional employee, whose work is judged not satisfactory based on the scoring criteria the employee will be placed on probation and notified in writing of the specific areas of deficiencies and provided a written reasonable plan of improvement.

The purpose of the probationary period is to give the employee opportunity to demonstrate improvement in the area of deficiency.

The following comprehensive summative evaluation performance ratings mean a classroom teacher's performance is judged not satisfactory:

1. Level 1 – Unsatisfactory or
2. Level 2 – Basic – if the teacher is a continuing contract employee under [2024 - RCW 28A.405.210](#) with more than 5 years of teaching experience and if the Level 2 comprehensive summative evaluation performance rating has been received for 2 consecutive years or for 2 years within a consecutive 3 year time period.

Teachers on continuing contracts who have been assigned to teach outside of their endorsements will not be subject to non-renewal or probation based on evaluation of their teaching effectiveness in the out-of-endorsement assignments per [2024 - WAC 181-82-110](#).

During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for non-renewal must occur and be documented by the original evaluator

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before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district.

A probationary period of 60 school days will be established. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer has 5 or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of less than level 2.

The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of [2024 - RCW 28A.405.300](#).

During the probationary period the evaluator will meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.

The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency.

Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by ESD 101 and selected from a list of evaluation specialists compiled by the educational service district. Such additional certificated employee will be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation.

If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

The probationer must be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his or her initial notice of deficiency and subsequently detailed in his or her program for improvement.

A classroom teacher must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of level 2 or above for a continuing contract employee with 5 or fewer years of experience, or level 3 or above for a continuing contract employee with more than 5 years of experience. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under [2024 - RCW 28A.405.300](#) or [28A.405.210](#).

When a continuing contract employee with 5 or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the school district will, within 10 days of the completion of the second summative comprehensive [comprehensive summative] evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in [2024 - RCW 28A.405.300](#).

Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and plan of improvement, the employee may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. In the case of a classroom teacher who has been transitioned to the revised evaluation system, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year immediately following the completion of a probationary period that does not result in the required comprehensive summative evaluation performance ratings required to be removed from probation per [2024 - RCW 28A.405.100](#).

This reassignment may not displace another employee nor may it adversely affect the probationary employee's compensation or benefits for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its option, place the employee on paid leave for the balance of the contract term. ([2024 - RCW 28A.405.100](#))

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Probable Cause: The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article will have 10 calendar days following receipt of said notice to file any notice of appeal as provided by statute. ([2024 - RCW 28A.405.300](#))

Section 16 **Evaluation Results**

Evaluation results will be used:

1. To acknowledge, recognize, and encourage excellence in professional performance.
2. To document the level of performance by a teacher of his/her assigned duties.
3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
4. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.
5. As one of multiple factors in making human resource and personnel decisions.
6. The final focused evaluation report will be completed and shared with the employee within and via the ~~i~~Observe electronic evaluation system.

Section 17 **Implementation of the Law**

Should any conflict arise between this procedure and the law, the law will be controlling.

Meridith Lemelin
CEA Representative

6/25/24
Date

[Signature]
District Representative

6/25/24
Date