



Evaluation Guide

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For details of FPEA evaluations, please refer to Article 11-13 of the FPEA CBA.

TPEP - Evaluation Overview

In the TPEP evaluation system there are two types of evaluations: Comprehensive and Focused (definitions provided in CBA, link above).

Each evaluation is based upon the Danielson Framework for Teaching.

The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a "validated" instrument; that is, studies have shown that teachers who receive higher ratings on their evaluations produce greater gains in student success.

Additional information about The Danielson Framework for Teaching can be accessed at <https://ospi.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/charlotte-danielsons-framework-teaching>

The Danielson Framework for Teaching is broken out into four domains:

1. Planning & Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

Criteria and Definitions

OSPI has aligned these four domains to the eight evaluation areas required by state law.

Teacher Evaluation Criteria ([RCW 28A.405.100 \(2\) \(b\)](#))

-
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 student data elements to modify instruction and improve student learning
 7. Communicating and collaborating with parents and the school community
 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Teacher Evaluation Criteria Descriptors ([WAC 392-191A-060](#))

1. **Expectations:** the teacher communicates high expectations for student learning.
2. **Instruction:** the teacher uses research-based instructional practices to meet the needs of all students.
3. **Differentiation:** the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
4. **Content Knowledge:** the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. **Learning Environment:** the teacher fosters and manages a safe and inclusive learning environment that considers: physical, emotional, and intellectual well-being of students.
6. **Assessment:** the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
7. **Families and Community:** the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
8. **Professional Practice:** the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

Definitions from FPEA CBA (Section 11B.2)

Criteria shall mean one of the eight (8) state defined categories to be scored.

Component shall mean the sub-section of each criterion.

Evaluator shall mean a certificated administrator who has been assigned to evaluate the teacher and who meets the qualifications, standards and training requirements set for such evaluators under state law. All evaluators shall demonstrate competence in observing teachers with inter-rater reliability.

Artifacts shall mean any products generated, developed or used by a teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

Evidence shall mean examples or observable practices of the teacher's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror EdTPA or National Boards portfolio but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the normal course of employment.

Observe or Observation shall mean the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversation that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time against the instructional leadership framework rubrics.

Unsatisfactory Practice: Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.

Basic Practice: Professional Practice at Level 2 shows a developing understanding of the knowledge, and skills of the criteria required to practice, but performance is inconsistent over a period of time due to a lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires significant support.

Proficient Practice: shall mean teaching practice that shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

Distinguished Practice: shall mean teaching practice, that is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of an average to high impact on student growth. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practices.

Student Growth Data: shall mean the change in student achievement between two points in time within the same school year. This period of time need not be the entire year. Student achievement that is not calibrated to show growth between two points in time in the same school year shall not be used to calculate a teacher's growth criterion score. The measures to be used shall be chosen by the teacher in collaboration with the evaluator. Assessments to demonstrate growth will be taken from multiple sources, and must be appropriate, relevant, and may include both formative and summative measures. These growth components shall be applied to the teacher-selected group or small group of students, in collaboration with the evaluator.

What is the difference between an observation and an evaluation?

- **Observation** is a tool used as part of the overall evaluation process. Observations are times when evaluators observe, firsthand, the skills and methods used by the evaluatee and generally happen in the fall and spring. Observations can be any work that connects with components of the rubric.
- An **evaluation** is an annual process that evaluates a staff member's performance for the year. The evaluation happens in the spring after all observations are completed. This is the part of the process where your observations, artifacts, and evidence come together to align with the frameworks and determine if the evaluatee is Distinguished, Proficient, Basic, or Unsatisfactory.

Resources from Danielson are available on [OSPI's website](#).

[Frequently Asked Questions](#) from the Danielson Group.

The following documents are intended to help you learn more about the 2022 updated Framework for Teaching:

- The [Overview of the Danielson 2022 Framework Updates](#) provides an explanation in the shifts by Domain from the 2011 version to the 2022 version of the Framework for Teaching.
- The [2022 Framework for Teaching Format and Rubrics Explained](#) clarifies the layout and rubrics in the 2022 Framework for Teaching.
- [The Danielson Group: What's Changed?](#) shows the thematic shift from the 2011 to the 2022 version of the Framework for Teaching.

The Danielson Group is finalizing the PDF of the updated framework and creating additional resources to support its use. Currently, the updated framework is available as an interactive tool on the [Danielson Group website](#).

Materials are posted to OSPI's site as they are received from the Danielson Group.

Will I have a Comprehensive or Focused evaluation?

Teachers will have a **Focused** Evaluation **unless** one of the following is true:

- All teachers must cycle to Comprehensive/Long Form once every six (6) years.
- A teacher or evaluator requests a Comprehensive Evaluation by December 15th.
- A teacher is in provisional status; generally, includes
 - Teachers who are in their first year at Franklin Pierce Schools
 - Teachers who are in their first three years of teaching

Focused Evaluation Protocol

Focused Evaluations give educators an opportunity to take risks and try new things as their comprehensive evaluation score of Proficient or Distinguished carries over to the Focused evaluation. Evaluators become partners with teachers to take risks in goals and methods.

In the years when a comprehensive evaluation is not required, teachers who receive a comprehensive evaluation performance rating of 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 professional growth activities specifically linked to the selected criteria.

Effect of Previous Score

Teachers who received an evaluation rating of proficient or distinguished the previous year are assumed to be operating at the same level of performance at the beginning of next year's evaluation cycle.

STEPS

The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference, and must be approved by the evaluator.

1. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
2. Observations for the focused evaluation shall follow the guidelines of state law requiring at least two observations for at least sixty total minutes of observation time.
3. A summative score will be determined through the scoring of the instructional and student growth rubrics for the criterion selected.
4. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s), and employees shall be required to select the same criterion for purposes of the focused evaluation process.

Comprehensive Evaluation Protocol

A Comprehensive Evaluation will include evaluation of *all eight* state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every six (6) years.

Comprehensive Evaluation Report

- No later than May 15 the evaluator and teacher shall meet to discuss the teacher's comprehensive score. The comprehensive score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the teacher's performance over the course of the year.
- The teacher has the right to provide additional evidence for each criterion to be scored.
- All evidence, measures, and observations used in developing the final comprehensive evaluation score must be a product of the current school year.

- If the evaluator assigns the teacher a final comprehensive score below Proficient, the evaluator must provide at least three (3) pieces of evidence for each criterion scored Basic or Unsatisfactory.
- Teachers shall have the right to attach additional comments or a rebuttal to the Comprehensive Evaluation Report.

Provisional Employees

Provisional status for teachers is defined in [RCW 28A.405.220](#), not in the evaluation regulations found in Chapter 392-191A WAC.

Under the statute, teachers remain under provisional status in three main ways. First, teachers new to the profession or new to Washington public school teaching generally remain in provisional status for the first three years of their employment. Second, teachers that have already completed two years of provisional status at one school district and transfer to another school district must only complete one additional year on provisional status at the second school district. Third, teachers that receive an evaluation rating below 2 on their third year of employment will remain on provisional status until they obtain an evaluation rating of 2 or higher.

The exception to these rules is that teachers new to the profession may be granted continuing status at the end of their second year as follows:

"...the school district superintendent can make a determination to remove an employee from provisional status if the employee has received one of the top two ratings during the second year of employment by the district."

If a new teacher with less than two years in one district in the Washington public school system moves to another district, the provisional "clock" starts again.

Teachers on continuing status in Washington public schools who move into a new district revert to provisional status for the first year of employment in the new district.

A teacher who receives an overall score of "2" or Basic in any given year, regardless of provisional or continuing status or years of experience, will automatically be placed on a Comprehensive evaluation the following year.

Matters concerning evaluation or non-renewal of *provisional* employees shall not be subject to the grievance procedure except that failure to follow the timelines provided in this Article shall be subject to the grievance and arbitration procedure.

Probation

The probationary procedure shall provide a certificated employee with opportunity to demonstrate improvements in their areas of deficiency and offer the employee assistance through counseling and other resources as may be utilized in the improvement of performance.

If the supervisor contemplates recommending that a certificated employee be placed on probation, an evaluation shall be made on or before January 15.

Additional information regarding probation can be found in the FPEA CBA under Section 11B.10 & 11.

Non-Renewal

In the event the Superintendent determines that the employment contract of a certificated employee should not be renewed for the next ensuing term, such employee shall be notified in writing on or before May 15 preceding the commencement of such school term. Such notification shall state the reasons for such determination.

90-day Observation Protocol for Provisional Employees

First thirty days

Each *provisional* employee, within 30 days of employment, shall be given a copy of the evaluation form to be used during the school year.

90-DAY OBSERVATION REQUIREMENT

Provisional employees shall be observed in the performance of their work assignment for the purpose of evaluation at least two (2) times during the first year of employment. The first observation shall be made within the first ninety (90) calendar days of employment and the second shall be made before May 1 of the school year. At least one such observation shall be for a minimum of thirty (30) minutes within the first ninety (90) calendar days of employment. One observation shall be a scheduled observation in order that such employee may inform the evaluator of the objectives of the lesson and method and materials to be used.

Post observation

Following each observation or series of observations, the principal or other evaluator shall promptly document the results of the evaluation in writing, noting areas of deficiencies and some suggestions for improvement. A copy of the written evaluation shall be provided to the employee within three (3) days after it is prepared. Within five (5) days following receipt of the evaluation report, the employee may request a confidential conference with the responsible evaluator for the purpose of reviewing the evaluation report. Such conference shall take place within fifteen (15) days thereafter, unless postponed by mutual consent or due to extenuating circumstances such as illness or absence. The evaluation conference shall not be used as a formal meeting to issue a formal written reprimand or penalize an employee. Within five (5) days of the conference, the employee may submit signed comments which shall be attached to the report in their personnel file.

In addition to the observations and evaluations required, principals and other supervisors may make observations at any time during the school year. Certificated staff may also request additional observations.

Provisional (3rd Year) Observe at least three (3) times in the performance of assigned duties for at least ninety minutes during the school year.

Special Circumstances

Transfers

If an employee is transferred within the school year to another position not under the supervisor's jurisdiction, a conversation shall take place between the previous and new evaluators, to determine how to best proceed in such a way to allow the employee to continue to show growth before a final evaluation is completed.

Planned Leaves/Unplanned Absences

1. Planned Leaves – A timeline for completing observations and conferences shall be established between the evaluator and the employee.
2. Unplanned Absences - If it is not possible for the evaluator to complete the evaluation, the evaluator shall simply document the facts.

Resigned or Terminated Employee/Employee on Leave

If an employee resigns or is terminated during the school year or takes a long-term leave that will extend to the end of the school year, a final evaluation shall be completed, when possible, prior to their final date of employment. If no evaluation is possible, the evaluator may note in the file that a final evaluation was not possible due to the employee's unique circumstances. Specific medical information should not be included in such a notation.

Observation Protocol

FORMAL Observations

The Formal Observation process consists of three parts:

1. Pre-observation
2. Observation
3. Post-Observation, by request

Pre-observation – The pre-observation conference shall be held prior to any scheduled formal observation. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the formal observation, and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

Formal Observation – All employees will be observed at least twice per school year for not less than sixty (60) minutes total. New employees shall be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's probationary period. The observations should occur no later than ten (10) calendar days after the pre-observation meeting. The evaluator will document all formal observations and provide copies to the employee within five (5) working days.

Post-observation - A post-observation conference may be held at the request of either the employee or the evaluator. Each teacher will have the opportunity for a minimum of two

confidential conferences during each school year with the principal or principal's designee either: following receipt of the written evaluation results or at a time mutually satisfactory to the participants. The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated teacher to aid in the assessment of the certificated teacher's professional performance against the instructional framework rubrics.

Additional Observations can be requested by the certificated staff member or the Evaluator.

INFORMAL Observations

An informal observation is a documented observation that is not required to be prescheduled. Additional informal observations may be necessary to collect additional evidence.

Observations do not have to be in the classroom. For example, department or collegial meetings may be used for Informal Observations.

Informal observations shall be documented in writing and a copy will be provided to the teacher within five (5) business days of the informal observation.

Any time after an informal observation a teacher may request a post-informal observation conference to discuss the informal observation.

Artifacts and Evidence Protocol

The *evaluatee* will collect and share artifacts necessary to complete the evaluation.

The *evaluator* will collect and share evidence necessary to complete the evaluation.

The teacher may be required to submit additional artifacts and evidence to aid in the assessment of their professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom.

Student Growth Goal Protocol

Student Growth Goals Rubrics promote instructional practice that is culturally responsive, socially, and emotionally literate, and inclusive of each and every student. The attributes assessed in the Student Growth Goal rubrics are: Knowledge of Students; Essential Standard(s); Cognitive and Emotional Engagement; Formative and Summative Assessment; Student Engagement in Assessment; and Feedback from Students on Their Experience of the Learning. These attributes support effective instruction to impact student achievement between two points in time within a unit of study.

Critical Attributes of Student Growth

These descriptions are intended to provide more clarity for terms that appear in the rubric; however, the bullets in the descriptions are not intended to be a checklist of requirements for that attribute.

Knowledge of Students Includes but is not limited to:

- Cultural identity, academic, and social/emotional assets
- Informed by a variety of data including anecdotal evidence
- Informed by students' and families' own voices and input

Essential Standard

- Part of the WA State Learning Standards or national standards for a teacher's content area(s) and grade level(s)
- A significant learning that yields the opportunity for students to draw on their cultures, identities, and backgrounds
- A significant learning that demands students' complex thinking
- May include, in addition to a content standard, other learning-supportive standards (e.g., CTE 21st Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc.)

Cognitive and Emotional Engagement

- Invites complex and higher-order thinking from students
- Invites students' attention to the learning through their interests, active learning, and/or sense of belonging
- Supports students' ownership for their learning, making space for student voice and empowerment
- Develops students' effort, persistence, and concentration

Formative and Summative Assessment

- Summative assessment may include performance assessment, project-based learning, and other opportunities for students to demonstrate the sum of their learning
- Formative assessments provide information to teachers so they can adjust their instruction and to students so they can adjust their learning strategies
- With formative assessment, for maximum learning benefit, students receive feedback or productive and supportive interaction, rather than a score or grade

Student Engagement in Assessment

- Students understand the learning goal and may have been involved in determining the criteria to be used for evaluating it
- Students have an opportunity to assess their own work and/or that of peers using these criteria
- Students monitor their progress on the learning goal

Feedback from Students on Their Experience of the Learning

- Student feedback invites students' perceptions of the classroom environment, instruction, and their own learning
- Student feedback may be anonymous
- Student feedback is part of a teacher's self-evaluation (Teachers should discuss general reflections with their evaluators as a matter of course but should have discretion over sharing specific responses/results.)

Representation at evaluation conferences

The employee may elect to invite a mentor, member of the grade level team or department, or any other certificated employee who is available at the time of the conference and willing to participate.

Understanding Evaluation Scoring

A Comprehensive evaluation has two scoring steps:

1. Districts create procedures and practices to establish criterion scores and they are summed equally to create a summative score. Framework rubric scores and student growth rubric scores are included in the calculation. The state's scoring matrix assigns a corresponding label (Unsatisfactory to Distinguished or 1-4).
2. Calculate the Student Growth Impact Rating, which is the sum of the five student growth rubrics from criteria 3, 6, and 8 for teachers or criteria 3, 5 and 8 for principals. The Distinguished label would be reduced to Proficient if a low Student Growth Impact Rating exists, and a Student Growth Inquiry would be triggered. NOTE: eVAL calculates these simultaneously.

A teacher shall receive a comprehensive performance rating for each of the eight (8) state evaluation criteria. The overall comprehensive score is determined using the scoring methodology adopted by OSPI, by totaling the eight (8) criterion-level scores as follows:

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

A Focused evaluation has one scoring step

The Focused score is the same as the most recent Comprehensive score. The exception is when the most recent Comprehensive score was a "3" and the evaluator determines that the Focused evaluation evidence indicates a score of "4". In that case, the score of "4" is awarded for that year only. The Focused evaluation does not have a separate student growth impact rating; however, a student growth goal is still determined, and growth is measured.

Effect of Previous Score (Focused Evaluation)

Teachers who received an evaluation rating of proficient or distinguished the previous year are assumed to be operating at the same level of performance at the beginning of next year's evaluation cycle.

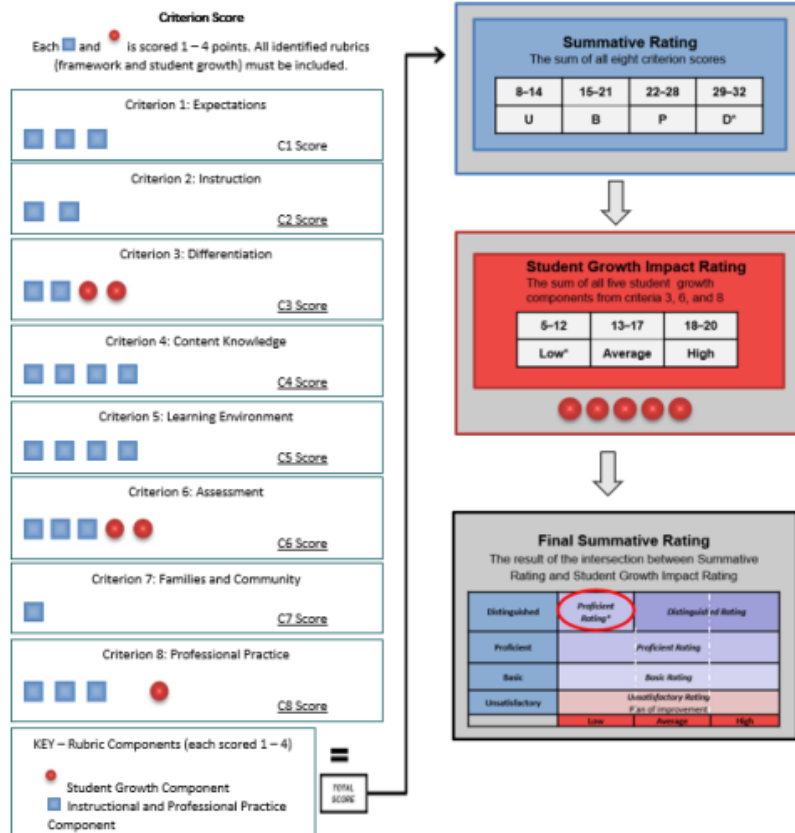
Student Growth Criterion Score

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 employee is given a student growth criterion score of low, average, or high based on the scores below:

5-12—Low, 13-17—Average, 18-20—High

Comprehensive Evaluation – Danielson – Certificated Classroom Teacher

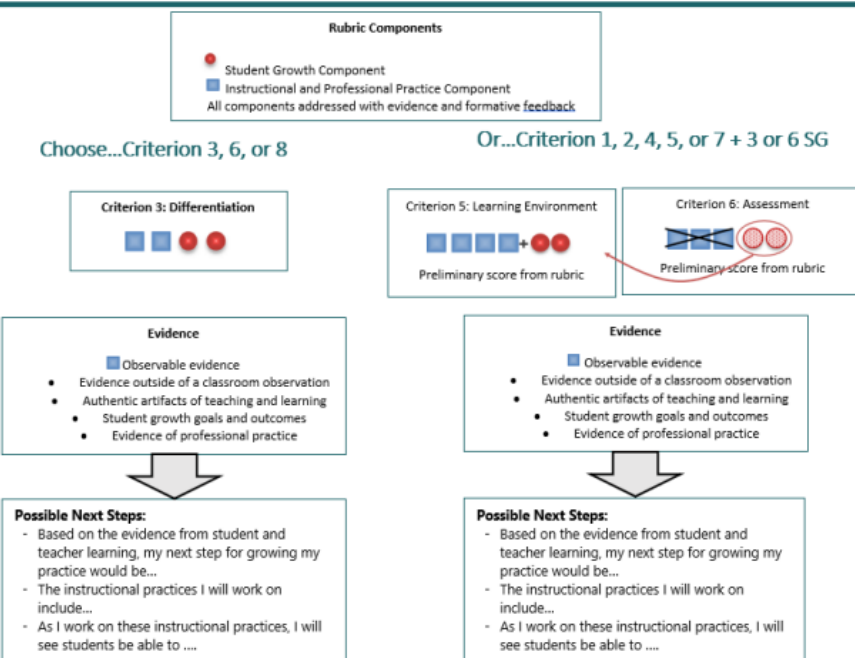
- Districts create procedures and practices to establish criterion scores and the eight criterion are summed equally to create a summative rating.
- Criterion scores include applicable framework rubrics and Washington state student growth rubrics
- The student growth impact rating is the sum of the three student growth rubric components from criteria 3, 6, and 8.
- *Educators with a "Distinguished" summative rating and a "Low" student growth impact rating cannot be rated higher than "Proficient." *
- A "Low" student growth impact rating triggers a student growth inquiry regardless of the summative rating.
- Educators with any individual student growth component score of a "1" cannot have a student growth impact rating higher than "Low" regardless of the sum of all their student growth components.



Focused Evaluation – Danielson – Certificated Classroom Teacher

- The Focused Evaluation is only meant for educators who received a Proficient (3) or Distinguished (4) summative score on their most recent comprehensive evaluation.
- One of the eight criteria and student growth must be formatively assessed in every year that a comprehensive evaluation is not required.
- Districts create procedures and practices to provide for meaningful feedback and support for professional growth.
- Criterion formative assessment includes applicable framework rubrics and Washington state student growth rubrics.
- If criterion 3, 6, or 8 is selected, evaluators will use the accompanying student growth rubrics.
- If criterion 1, 2, 4, 5, or 7 is selected, the evaluator will use student growth rubrics from criterion 3 or 6.
- The final criterion score is the summative score from the most recent comprehensive evaluation.*

If most recent comprehensive score was a Proficient (3) and the evaluator finds evidence of practice on the chosen criterion to indicate Distinguished (4) practice, a 4 may be awarded for the current year only



CERTIFICATED EVALUATIONS NOT COVERED BY TPEP

There are three (3) evaluation programs for employees not covered by TPEP, including the following:

- (A) **Long Form:** Employees new to the profession will be evaluated using the long form evaluation for four (4) years. After four (4) years, teachers will move to the professional growth program and every six (6) years will also be evaluated using the long form evaluation. Experienced employees who are new to the District or new to the position will be evaluated using the long form evaluation for one (1) year. After one (1) year they will move to the Professional Growth Plan (PGP) or Short Form Evaluation and every six (6) years will be evaluated using the long form evaluation. Long form evaluations must be signed by the employee no later than May 10.
- Requires two (2) observations for a total of 60 minutes minimum. Prior notice of at least one (1) such observation shall be given to the employee.
- (B) **The Professional Growth Plan (PGP)** is an employee-based evaluation wherein the employee self-assesses their skills, sets individual goals linked to one (1) or more of the evaluative criteria, and then assesses their progress toward these goals: An employee with at least four (4) years of satisfactory evaluations may participate in the professional growth program every year. If an employee chooses not to participate in the PGP, the employee will be evaluated using the short form or long form process.
- Requires the employee to complete the Self-Reflection, Individualized Growth Plan, and Growth Plan Review. Employees are encouraged to work in teams, including department groups, grade levels, or other groups.
- (C) **Short Form:** After six (6) years of satisfactory evaluations, the employee may utilize short form evaluation, which includes the following:
- Requires either a 30-minute observation during the school year with a written summary, or a final annual written evaluation based on criteria within the job category and based on at least two (2) observation periods during the school year, totaling at least 60 minutes.

Standards and Indicators for Observation and Evaluation all FPEA staff are located in the Appendices of the [FPEA Collective Bargaining Agreement](#).

[FPS Certificated Evaluation Forms and Resources](#)

CLASSIFIED – PSE[Link to current CBA](#)

(paraeducators, maintenance & IT, nutrition services, LPN/health tech, HeadStart teachers)

Section 3.4.2.

Employees shall be evaluated at least once per year. A written evaluation of each employee's performance shall be provided by the last day of the work year for less than full-year employees and not later than August 31 for full year employees. The District will provide prior notice to the Association of any intention to modify the employee evaluation instruments.

Section 3.10. Video Surveillance / Global Positioning System (GPS) Usage.

No bargaining unit employee shall be subject to surveillance by hidden cameras. The use of video surveillance and GPS are recognized as a means of managing student discipline, security/protection of District property/staff, providing a safe workplace for bargaining unit employees and a safe learning environment for students. Any use of video surveillance or GPS tracking data for discipline or evaluation of employees shall comply with the just cause provisions of this Agreement.

[Maintenance Evaluation Form](#)

[Nutrition Services Evaluation Form](#)

[Paraeducator Evaluation Form](#)

[LPN Evaluation Form](#)

[HeadStart Teacher Evaluation Form](#)

CLASSIFIED – FPESP[Link to current CBA](#)

(clerical)

Article 5.10 Employees shall receive a written evaluation each year, completed by the assigned administrator no later than June 30th. Employees shall receive a copy of such evaluation. At the employee's request, the employee's job description will be discussed, and may be updated. Employees shall sign the evaluation to indicate they have seen the evaluation. Signature of the employee does not necessarily indicate agreement with the evaluation. Employee evaluation shall not be subject to the grievance or arbitration procedure, but any written rebuttal or disagreement with the evaluation shall, upon request of the employee, be maintained in their permanent personnel file.

Article 5.11 An employee's evaluator shall meet with the employee prior to November 1 to review the employee's job description and expectations. The purpose of this meeting shall not be employee goal setting for the year. At the employee's option, non-supervisory employees who may give input into the employee's evaluation may be invited to this meeting. If additional

duties have been added, or if hours have been reduced, information shall be provided to the employee at this meeting regarding any changes in the employee's job duties that have occurred pursuant to Section 17.11. The date of the meeting will be documented by the building administrator and submitted to Human Resources for record-keeping purposes.

[Clerical Evaluation Form](#)

CLASSIFIED – IUOE

[Link to Current CBA](#)

(custodians)

ARTICLE XXIX - EVALUATIONS

Section A The District and the Union agree that the primary purpose of evaluation is the improvement of performance. Three essential elements of the evaluation process are fairness, communications and objectivity, which are to be used as guiding principles by the supervisor. Material used in the employee's evaluation is to be of a factual nature and based upon actual observation and documentation whenever possible. Evaluations incorporate compliments and suggestions for improvements.

Section B The District will evaluate employees by August 31 annually or when appropriate. An employee may request an evaluation after ninety (90) days of the last evaluation. This evaluation will be completed within thirty (30) calendar days from the date of receipt of written request.

Section C The chief custodian is to be included in providing input to the written evaluation of building custodians.

[Custodial Evaluation Form](#)

CLASSIFIED – TEAMSTERS

[Link to current CBA](#)

(bus drivers, dispatchers, routers, and mechanics)

Less than 260 day employees' evaluations are due on June 30th.
260 day employees' evaluations are due on August 31st.

[Transportation Evaluation Form](#)

CLASSIFIED & CERTIFICATED – NON REPRESENTED / PROFESSIONAL TECHNICAL / ADMIN**Probation / Evaluation (Board Policy 5240)**

Non-represented employees are on probation for the first ninety (90) calendar days. During the first year of employment, the employee will receive two evaluations: (1) one within the probationary period (90-day evaluations), and (2) one by the last day of their contract year. Thereafter, an evaluation will be completed no later than the last day of their contract year. Additionally, the employee has the right to attach a written response to the evaluation.

[Link to Non Represented Handbook](#)

[Non Represented Evaluation Form](#)

[Admin Evaluation Form](#)

[Cabinet Evaluation Form](#)

AFPP – PRINCIPALS AND ASSISTANT PRINCIPALS

[Link to current Agreement](#)

Certificated Teachers and Principals (Board Policy 5240)

Evaluations for certificated teachers and principals will be in compliance with the requirements of chapter 28A.405 RCW and applicable collective bargaining agreements or memoranda negotiated pursuant to chapter 41.59 RCW. The primary purpose of such evaluations will be to enhance and improve an employee's performance so as to improve student learning.

AFPP evaluations are completed using the eVAL system.

Appendix A

TIMELINE

August & September:

ADMINISTRATOR	TEACHER
☐ Work with HR to assign Evaluation types to staff in eVAL system ☐ Provide time for staff to complete a self-assessment ☐ Inform all staff of evaluator and evaluation type (within 2 weeks of the start of the school year) ☐ Review Danielson Instruction Framework ☐ Review eVAL and set expectations that all staff complete self-assessment and professional development goal ☐ Share the BIG dates/deadlines for goals ☐ Initial PD (especially for new hires), as needed ☐ Set and complete goal setting conference with teachers ☐ Begin formal observations with teachers ☐ Provide template for writing SG Goals ☐ Ask teachers (review, discuss) specific growth data to be used ☐ Schedule pre-conference and formal observation dates	☐ Develop professional development goal in eVAL system prior to pre-observation conference (review previous evaluation) ☐ Complete self-assessment in eVAL prior to your first Pre-Observation Conference ☐ Review Danielson Instructional Framework ☐ Determine/create surveys and data templates to gain knowledge of students and their families ☐ Set up organized system for collecting artifacts per domain ☐ Create action steps towards goal ☐ Begin uploading artifacts/evidence into eVAL system (see Artifacts and Evidence examples) ☐ Focused teachers: Meet with administrator to choose focus area ☐ Write student growth goals ☐ Use baseline data to develop SGGs in PLCs ☐ Determine process for collecting data

October:

ADMINISTRATOR	TEACHER
☐ Review, provide feedback, score student growth goals (3.1, 6.1, & 8.1) ☐ Formal observations continue	☐ Continue artifact/evidence upload ☐ Student growth goals must be set and entered into eVAL by October 30 using the eVAL template

November:

ADMINISTRATOR	TEACHER
☐ Complete 90-day evaluations ☐ Complete first round of formal observations ☐ Provide staff training/time to upload artifacts and/or discuss TPEP as needed	☐ Continue artifact/evidence upload ☐ Quarterly admin/PLC meetings to review data, check-in, revise if necessary ☐ Review collection system to see data/artifacts being collected ☐ Monitoring progress/adjusting assessments and action plan as necessary

December:

ADMINISTRATOR	TEACHER
☐ Student goals scored by December 15 ☐ Monitor and adjust	☐ Continue artifact/evidence upload ☐ Reflect on next steps

☐ Check in and feedback on notes with what has been shared	☐ List PD up to now and what is coming ☐ PLC data analysis ☐ Monitor and adjust
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January:

ADMINISTRATOR	TEACHER
☐ Begin round two observations ☐ Check-in on professional development goal ☐ Review professional development and teacher support opportunities ☐ Review Student Growth Goals	☐ Continue artifact/evidence upload ☐ PLC data analysis

February:

ADMINISTRATOR	TEACHER
☐ Continue observations	☐ Continue artifact/evidence upload ☐ PLC data analysis with admin feedback

March:

ADMINISTRATOR	TEACHER
☐ Continue observations	☐ Continue artifact/evidence upload ☐ PLC data analysis (final)

April:

ADMINISTRATOR	TEACHER
☐ Begin completing final evaluations ☐ Examples & guidelines for Special Education (and all groups) classrooms and students – accommodating for smaller class sizes and wide variations in student levels in each Support Center ☐ Make sure teachers are aware of and are meeting deadlines for uploading (i.e. mid-April) ☐ Score student growth goal results	☐ All student growth goals completed and supporting data/evidence uploaded ☐ Final artifacts/evidence uploaded ☐ Meet with evaluator for final evaluation

May:

ADMINISTRATOR	TEACHER
☐ Provisional evaluations completed by May 1 ☐ All evaluations complete and in HR by May 15	☐ Meet with evaluator for final evaluation ☐ Reflect on self-assess (if chosen), set goals for next year, brainstorm

June:

ADMINISTRATOR	TEACHER
☐ Implement Lessons Learned to evaluation plan for next year	☐ Complete final reflection of professional development goal.

Appendix B

FRANKLIN PIERCE SCHOOLS - EVIDENCE EXAMPLES

(not an exhaustive list)

Criterion 1 Centering instruction on high expectations for student achievement

Domain 2 The Classroom Environment

2b: Establishing a Culture for Learning

- Content and language objectives displayed and communicated to students
- Assessment rubrics (indicate rigor)
- CHAMPS expectations are posted (detailing participation expectations)
- Participation log (Socratic Seminar)
- Copy of student work with encouraging teacher comments
- Encouraging notes on Online grades
- Sharing data growth with students (PowerPoint slides that were part of lesson)

Domain 3 Instruction

3a: Communicating with Students

- Content and language objectives / posted learning targets
- CHAMPS expectations
- Directions and procedures (PowerPoint slides)
- Data Cycle growth

3c: Engaging Students in Learning

- Participation data collection (Socratic Seminar)
- Lesson plan (pacing guide, examples of how students will engage)

Criterion 2 Demonstrating effective teaching practices

Domain 3 Instruction

3b: Using Questions and Discussion Techniques

- Lesson Plan that outlines the questioning and discussion plan for the lesson
- Text dependent questions teacher gives students; or student responses
- Student work outlining responses of questioning
- Socratic Seminar notes and preparation for the Socratic Seminar
- Evidence for discussion techniques for lesson
- SIOP strategies that are included in the lesson plan
- Examples of student work (ex: exit slips)
- Student classroom-based assessments
- Teacher's planning for questions? (Or are they winging it?)
- Record video of classroom; record how students question each other

Domain 4 Professional Responsibilities

4a: Reflecting on Teaching

- Adjustments of lesson plans—a formative assessment that leads to a change in lesson plan prior to the summative – along with student data to show student growth

- PLC notes—talking about what is going well and what should be done differently
- What kind of notes does the teacher take at the end of the lesson? Does their put it on their lesson plan book? Take pictures of notes on lesson plans and submit
- Can the teacher accurately assess themselves?
- Reflections from student growth data; reflect on what that means for instruction
- Include improvements made based on feedback from Instructional coaches
- Evidence of working with an Instructional Coach
- Documentation from reflective/post observation conference
- Notes from data meetings
- Progress monitoring data – showing changes made and the impact it had on student growth
- Next steps – readjust based on the progress
- Teacher reflection journal
- Reflection on student surveys/exit slips
- Peer observations and what lessons were learned
- Email thread requesting support to improve instruction
- Sample of student work with notes on what the teacher will do for next steps of instruction
- Instructional implications section of data cycle
- Changes made to assessments/targets – re-create an assessment to assess again later
- Notes from lesson plans
- Notes from PST follow-up
- Video tape reflection notes
- Responses to pre and post observation questions
- PD notes
- End of course evaluations
- Professional literature

Criterion 3 Recognizing individual student learning needs and developing strategies to address those needs

Domain 1 Planning and Preparation

1b: Demonstrating Knowledge of Students

- Rosters with demographic data
- Current/past assessment and performance data
- Grade reports
- Student interest survey
- IEP/504 Lap info; Use of IEP at a glance
- Gen 1 report – students' general information
- Sample lesson plans demonstrating differentiation

- PST notes – student interview, student strengths, etc. connected to the decision teacher is making (implementing behavior plan, academic supports, etc.)
- Planned discussions, goal setting meetings, and problem solving sessions with students
- Notes from data meetings; progress monitoring data
- CHAMPS classroom management plan
- WOW – know their evidence = content has a range of diverse perspectives
- Planned use of para educators
- Precision Partnering (Feldman Method) / Think Pair Share / student collaboration
- Parent Survey
- Students' reflections on their work and/or teacher's instruction
- Create the lesson or unit that ties in the students' interests
- Notes from informal, mini-conferences with students
- Evidence of strategies to support ELL students
- Grouping of students based on individual needs/ability
- Evidence of differentiating instruction
- Reflections and notes on culture – how students learn in class
- Family/student letter – all about me
- School history – several schools?
- Discipline history
- Learning styles

Domain 3 Instruction

3e: Demonstrating Flexibility and Responsiveness

- Classroom observation
 - Responsiveness to students questions
 - Adjustment of lesson on the fly
 - Small group instruction
 - Adjusting pace of lesson
 - Re-teaching as needed
- Learning Lab/intervention logs
- Parent communication documenting flexibility in instruction
- Teacher reflections
 - Lesson adjustment
 - Pacing of lesson
 - Student understanding
 - Use flexibility of grouping
 - Resources used for lesson to demonstrate flexibility
 - Planned discussions
 - Student work

Student Growth

SG 3.1: Establish Student Growth Goal(s)

SG 3.2: Achievement of Student Growth Goal(s)

Criterion 4 Providing clear and intentional focus on subject matter content and curriculum**Domain 1 Planning and Preparation****1a: Demonstrating Knowledge of Content and Pedagogy**

- Feedback provided to students
- Small group work with students
- Lesson planning/unit planning
- Meeting notes with coach
- PD reflection on teaching to plan
- Team notes
- Document student misconceptions
- Connection to background knowledge and scaffolding
- Common core standards
- Scaffolding and/or re-teaching to get students to understand
- Evidence of explicit instruction (design and delivery)
- Video of lessons showing how you handle student questions and misconceptions
- Email threads that demonstrate knowledge
- PLC notes
- What training do you have and what training do you need?

1c: Setting Instructional Outcomes

- Learning targets
- Lesson plan
- Tell/show knowledge of students
- Pre-conference questions or planning sheet
- Rubrics
- Exit slips

1d: Demonstrating Knowledge of Resources

- Use district provided materials in lesson plans
- Materials list in lesson
- Documented work with coach, district TOSAs, PLC notes, PD, trainings
- Differentiation in lesson plans
- Use of paraeducators are used in class to help student learning
- Proof of bringing in supplemental resources to enhance a lesson
- Documentation of alternate resources; i.e. websites, local organizations, etc.

1e: Designing Coherent Instruction

- Lesson plans, unit plans
- Instructional MAPS
- Activities that show differentiation
- Student choice
- Learning groups
- Student and/or teacher reflections on a lesson
- Text complexity
- Student work

Criterion 5 Fostering and managing a safe, positive learning environment***Domain 2 The Classroom Environment*****2a: Creating an Environment of Respect and Rapport**

- Ratio of positive interactions data; have teachers record their own data for 15 minutes per week
- Evidence of student leadership
- Evidence of teachers greeting students by name at the door
- System of equitable turn-taking
- Student surveys or engagement surveys
- Syllabus
- Evidence of modifications and accommodations

2c: Managing Classroom Procedures

- CHAMPS
- Copies CHAMPS expectations and classroom management plan
- Lesson plans of teaching expectations
- Picture of posted expectations, rules, guidelines for success
- Data of length of transitions
- Posted learning targets in student-friendly language with performance of understanding
- Sub plans and sub folders

2d: Managing Student Behavior

- Incentive plans
- Positive behavior plans
- Behavior contracts
- Evidence of 6 Interventions
- Reduction of number of discipline referrals
- Parent communication log
- Daily charting and other data collection tools

2e: Organizing Physical Space

- Seating charts
- Travel patterns

Criterion 6 Using multiple student data elements to modify instruction and improve student learning***Domain 1 Planning and Preparation*****1f: Designing Student Assessments**

- Entry tasks/exit slips
- Formative assessments
 - Program and/or teacher created
- Student work
- Lesson plan indicating assessment, measuring expected learning outcomes
- Progress monitoring data
- Differentiated assessments based on student needs

Domain 3 Instruction**3d: Using Assessment in Instruction**

- Anchor charts indicating effective questions to elicit evidence of student understanding
- Graphic Organizers with questions
- Anecdotal notes of student work
- Exit slips
- Progress monitoring data
- Media (picture, video, audio)

Domain 4 Professional Responsibilities**4b: Maintaining Accurate Records**

- Grade book
- Progress monitoring data with schedule
- Program assessments (RW, RM, CR, Math Expressions, etc.)
- Student involvement in data/record keeping
- Spreadsheet of student work/data
- Correlation between assigned grades and performance on benchmark assessments
- Data boards
- Data wall
- WA Kids
- Attendance in a timely and accurate manner

Student Growth**SG 6.1: Establish Student Growth Goal(s)****SG 6.2: Achievement of Student Growth Goal(s)****Criterion 7 Communicating and collaborating with parents and the school community**Domain 4 Professional Responsibilities**4c: Communicating with Families**

- Family research, projects, design
- Class newsletter
- Class blog
- Webpage
- Weekly notes
- Homework packet with communication
- Contact log (parent/guardian)
- Email thread
- Postcards
 - Welcome
 - Good work
- Progress report with comments
- Comments with grades
- Parent sign-in/attendance at conferences
- Volunteer log

- Classroom presenters
- Partnerships
- Photos of teacher night
- CCFS Team notes on trying to get student connected to organizations, advocating
- Medical referrals
- Back to School nights
- Family projects
- Senior presentations/boards
- Behavior reports – student generated
- Communication in native language
- Culturally sensitive/appropriate
- Watch DOGS
- YMCA
- Allowing others to use room/activities after school
- Family Fun night
- Music concerts

Criterion 8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Domain 4 Professional Responsibilities

4d: Participating in a Professional Community

- PLC notes
- Assessment Cycle data document
- Planning agendas
- Presentation materials
- Reflection on impact
- Sharing expertise with colleagues
- Participation in school-wide events and/or leadership of events
- Leadership in district-level meetings, etc.
- Facilitates professional development (book study, etc.)
- Movement beyond one's own classroom
- Developing and following PLC norms
- Emails – keeping all staff in the loop

4e: Growing and Developing Professionally

- Agendas from professional development (conferences, trainings, workshops)
- Reflection on professional readings
- Presentation materials
- Inviting others to observe and/or provide feedback in your classroom
- Work with community partners/volunteers
- Membership/active participation in an educational organization
- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Professional growth goals

4f: Showing Professionalism

- Professional norms reflections/check ins
- Seeks out student interventions as needed
- Recognized as open communicator by colleagues
- Persists in problem solving with colleagues
- Advocates for under-served students
- Uses data to support actions
- Open-minded and willing to adopt new approaches
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations