

## EVALUATION OF STAFF

The board recognizes that the professional growth and evaluation of individual employees is an important process in to improving the effectiveness and efficiency of the school district. Staff is expected to perform the duties identified in their contracts and job descriptions in addition to any additional responsibilities that may be assigned or directed by their administrator supervisor.

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

~~The evaluation criteria for classroom teachers are: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and the school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria listed and must be based on multiple measures that can include classroom based, school based, district based, and state based tools.~~

~~The four level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. The summative performance rating shall be as follows: Level 1 – unsatisfactory; level 2 – basic; level 3 – proficient; and level 4 – distinguished. A classroom teacher shall receive one of the four summative performance ratings for each of the criteria and one of the four summative performance ratings for the evaluation as a whole, which shall be the comprehensive summative evaluation performance rating.~~

~~Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers, certificated principals and assistant principals will be used as one of multiple factors in making human resource and personnel decisions.~~

### Certificated Teachers, Principals and Assistant Principals

**Evaluations for classroom 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.**

**Evaluation results for certificated classroom teachers and principals will be used as one of multiple factors in making human resource and personnel decisions. Human resource decisions include, but are not limited to: Staff assignment, including the consideration of an agreement to an assignment by an appropriate teacher, principal, and superintendent; and reduction in force.**

~~"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 181079A-140(4)(a) or (6)(h), hereafter collectively referred to as "principals".~~

~~The evaluation criteria for principals are:~~

- ~~1) – Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.~~
- ~~2) – Demonstrating commitment to closing the achievement gap.~~
- ~~3) – Providing for school safety.~~
- ~~4) – Leading the development, implementation and evaluation of a data driven plan for increasing student achievement, including the use of multiple student data elements.~~
- ~~5) – Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals.~~
- ~~6) – Monitoring, assisting, and evaluating effective instruction and assessment practices.~~
- ~~7) – Managing both staff and fiscal resources to support student achievement and legal responsibilities.~~

~~8) —Partnering with the school community to promote student learning.~~

~~A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation rating. The following principals 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.~~

### Certificated Support Personnel

"Certificated support personnel" ~~and "certificated support person"~~ means a certificated employees 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 **authorize service in the following roles:** ~~includes:~~ school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapist, 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. Certificated support personnel will be evaluated using the minimum criteria developed by the Superintendent of Public Instruction: 1) Knowledge and scholarship in a specialized field; 2) Specialized skills; 3) Management of special and technical environments; 4) The support person as a professional; and 5) Involvement in assisting students, parents, and educational personnel~~  
**The performance of certificated support personnel will be evaluated consistent with state law and applicable collective bargaining agreement. The purpose of such evaluations will be to improve the employee’s performance and alert the employee to any performance deficits or concerns.**

### Other Administrative Staff

The performance of administrative staff other than principals and assistant principals as referenced in the section above will be evaluated at least once ~~every~~ **per year. The purpose of such evaluations will be to improve the employee’s performance and alert the employee to any performance deficits or concerns.**

### Classified Staff

The performance of classified staff will be **annually** evaluated **by his/her supervisor consistent with the applicable collective bargaining agreement, if any.** ~~at least once per year. Except as otherwise agreed pursuant to chapter 41.56 RCW, the evaluation criteria for classified staff shall be based upon the job description of the specific assignment~~ **The purpose of such evaluations will be to improve the employee’s performance and alert the employee to any performance deficits or concerns.**

~~Cross-References: Board Policy 5230 Job Descriptions/Responsibilities  
 Board Policy 5280 Termination of Employment  
 Board Policy 5520 Staff Development~~

Legal References:	RCW 28A.400.100	Principals and vice principals - Employment of _ Qualifications - Duties
	RCW 28A.405.100	Minimum criteria for evaluation of certificated employees - Revised four level evaluation systems for classroom teachers and for principals-Procedures-Steering committee-Models-Implementation-Reports
	<del>RCW 28A.405.220</del>	<del>Conditions and contracts of employment- Nonrenewal of provisional employees – Notice- Procedure</del>
	<del>RCW 28A.405.300</del>	<del>Adverse change in contract status of certificated employee – Determination of probably cause – Notice – Opportunity for hearing</del>
	RCW 28A.405.110	Evaluations — Legislative findings
	RCW 28A.405.120	Training for evaluators

RCW 28A.405.130  
**RCW28A.405.140**

WAC 181-79A-140  
WAC 392-191

Training in evaluation procedures required  
**Assistance for teacher may be required after  
evaluation**

Types of certificates  
Professional Growth and Evaluation of School  
Personnel

~~Cross References: Board Policy 5230 Job Descriptions/Responsibilities~~

Management Resources:

Policy & Legal News, April/May 2013 TPEP:  
Revisions to Professional Growth and Evaluation  
of School Personnel

Policy & Legal News, February 2013 TPEP:  
Professional Growth and Evaluation of School  
Personnel  
**Policy & Legal News, December 2015**

