

## **Evaluation of Instructional Staff**

### **Purpose**

This procedure outlines the process and criteria for the performance evaluation of certificated teachers and support personnel.

### **Scope**

This procedure applies to the Superintendent, administrators, principals, and certificated instructional personnel.

### **Procedure**

#### **1. EVALUATION OF CERTIFICATED CLASSROOM TEACHERS**

The principal and/or designee, acting as “the evaluator,” will evaluate all certificated classroom teachers in his/her school using the Board of Director’s adopted minimum criteria pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system as prescribed in Policy #5240. The Board adopted the instructional framework and evaluative criteria during their regularly scheduled meeting in May, 2013.

##### **Comprehensive Summative Evaluations**

- 1.1.1. Certificated classroom teachers will receive a comprehensive summative evaluation at least once every four (4) years. A comprehensive summative evaluation assesses all eight evaluation criteria, as described in section 1.4 of this procedure, and all criteria must contribute to the comprehensive summative evaluation performance rating. The evaluation must include an assessment of the criteria using the instructional framework rubric chosen by the district and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.
- 1.1.2. Certificated classroom teachers will receive an annual comprehensive summative evaluation if they are provisional employees under RCW 28A.405.220, or if they have received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year.
- 1.1.3. Certificated classroom teachers will receive a focused evaluation in the years when a comprehensive summative evaluation is not required if they received a comprehensive summative evaluation performance rating of Level 3 or above in the previous school year. 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 as prescribed in section 1.10.

**1.2. Observation**

- 1.2.1. Certificated classroom teachers will be observed for the purposes of a summative or annual comprehensive evaluation at least twice each school year in the performance of their duties for a total observation time of no less than sixty (60) minutes.
- 1.2.2. New certificated classroom teachers will be observed in the performance of their duties at least once during the first ninety (90) calendar days of their employment for a total observation time of no less than thirty (30) minutes.
- 1.2.3. Certificated classroom teachers in the third year of provisional status will be observed in the performance of their duties at least three times during the school year for a total observation time of no less than ninety (90) minutes.
- 1.2.4. Each certificated classroom teacher will have the opportunity for confidential conferences with his/her immediate supervisor on no less than two occasions in each school year. Such confidential conference will have as its sole purpose the aiding of the administrator in his/her assessment of the employee's professional performance.

**1.3. Evaluation Report**

- 1.3.1. The principal or designee will promptly document the results of the observation or series of observations and will, within three (3) days, provide a copy of the evaluation report to the certificated classroom teacher. The certificated classroom teacher will sign the district's original evaluation report to indicate that he/she has received a copy, although the signature does not necessarily imply agreement with the contents of the evaluation report. The principal or designee will provide the certificated classroom teacher the opportunity to attach written comments to his/her report, and then ensure each evaluation report is placed in that individual's personnel file.

**1.4. Minimum Criteria for Evaluation**

- 1.4.1. *Centering instruction on high expectations for student achievement.* The teacher communicates high expectations for student learning.
- 1.4.2. *Demonstrating effective teaching practices.* The teacher uses research-based instructional practices to meet the needs of all students.
- 1.4.3. *Recognizing individual student learning needs and developing strategies to address those needs (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](#).

- 1.4.4. *Providing clear and intentional focus on subject matter content and curriculum.* The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
- 1.4.5. *Fostering and managing a safe, positive learning environment.* The teacher fosters and manages a safe and inclusive learning environment that takes into account the physical, emotional and intellectual well-being of students.
- 1.4.6. *Using multiple student data elements to modify instruction and improve student learning (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.
- 1.4.7. *Communicating and collaborating with parents and school community.* The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
- 1.4.8. *Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.* 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.

#### 1.5. **Analysis of Evidence**

- 1.5.1. The principal or designee will analyze the evidence observed according to the appropriate criterion, the instructional framework and student growth rubrics.
- 1.5.2. The principal or designee will calculate all criterion scores to derive an overall summative score and then determine the final four-level rating (summative performance rating) based on the OSPI [summative evaluation scoring band](#).
- 1.5.3. Student input may be included in evaluating certificated classroom teachers.

#### 1.6. **4-Tier Summative Performance Ratings**

- 1.6.1. *Level 1: Unsatisfactory*  
Professional practice 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 practice. This level requires immediate intervention.

1.6.2. *Level 2: Basic*

Professional practice 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 lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers but insufficient for more experienced teachers. This level requires specific support.

1.6.3. *Level 3: Proficient*

Professional practice 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.

1.6.4. *Level 4: Distinguished*

Professional practice at 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 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 practice.

1.7. **Student Growth Impact Rating**

1.7.1. Upon completing the overall summative scoring process, the principal or designee will combine only the student growth rubric scores to assess the student growth impact rating.

1.7.2. The principal or designee will determine the student growth impact according to OSPI's student impact rating scoring band. A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

1.7.3. The evaluators will analyze the student growth score in light of the overall summative score and determine the outcomes.

1.8. **Student Growth Rating Outcomes**

1.8.1. Certificated classroom teachers with a preliminary rating of Distinguished with low student growth rating will receive an overall Proficient rating.

- 1.8.2. Certificated classroom teachers with a low student growth rating will engage with their evaluator in a Student Growth Inquiry.
- 1.8.3. Certificated classroom teachers with a preliminary rating of Distinguished with average or high student growth rating will receive an overall Distinguished rating and will be formally recognized and/or rewarded.
- 1.8.4. Evaluations of certificated classroom teachers with a preliminary rating of Unsatisfactory and high student growth rating will be reviewed by the Superintendent.

**1.9. Student Growth Inquiry**

Within two months of a certificated classroom teacher receiving a low student growth score or at the beginning of the following school year, the principal or designee will initiate one or more of the following:

- 1.9.1. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, district and state-based tools and practices.
- 1.9.2. Examine extenuating circumstances which may include one or more of the following:
  - (a) Goal setting process.
  - (b) Content and expectations.
  - (c) Student attendance and extent to which standards, curriculum and assessment are aligned.
- 1.9.3. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
  - (a) Student growth goal revisions, refinement, and progress.
  - (b) Best practices related to instruction areas in need of attention.
  - (c) Best practices related to student growth data collection and interpretation.
- 1.9.4. Create and implement a professional development plan to address student growth areas.

**1.10. Focused Evaluation**

Certificated classroom teachers will be observed for the purpose of focused evaluation twice each school year for a total observation time of no less than sixty (60) minutes. The focused evaluation will include, at a minimum:

- 1.10.1. One of the eight criteria for certificated classroom teachers as described in section 1.4 of this procedure must be assessed in every year that a comprehensive evaluation is not required.

- 1.10.2. 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.
- 1.10.3. The evaluation must include an assessment of the criterion using the instructional framework rubrics and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring student growth rubrics.
- 1.10.4. The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6, or 8 is selected, evaluators will use the corresponding student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.
- 1.10.5. A summative score will be 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 teacher is placed on a focused evaluation. If a teacher provides evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
- 1.10.6. A certificated classroom teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at his/her request or at the direction of his/her evaluator. Should the evaluator determine that a comprehensive evaluation will be conducted for the school year, the teacher must be informed of this decision in writing at any time on or before December 15<sup>th</sup>.
- 1.10.7. Certificated classroom teachers may apply the focused evaluation professional growth activities toward the professional growth plan for professional certificate renewal as required by the professional educator standards board.

**1.11. Notice of Deficiency and Reasonable Program for Improvement**

Per RCW 28A.405.100, at any time after October 15<sup>th</sup>, a certificated classroom teacher whose work is not judged satisfactory based on district evaluation criteria will be given a written notice of deficiency that lists specific areas of deficiencies and provides a reasonable program for improvement. The following summative performance ratings mean that his/her work is not judged satisfactory:

- (a) Level 1
- (b) Level 2, if the classroom teacher is a continuing contract employee under RCW 28A.405.210 with more than five years of teaching experience and if the Level 2 rating has been received for two consecutive years or for two years within a consecutive three-year time period.

**1.12. Probation**

- 1.12.1. A probationary period of sixty (60) school days will be established for those certificated classroom teachers whose work is not judged satisfactory. This period may be extended if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probation period is concluded before May 15<sup>th</sup> of the same school year. The probation period may be extended to the following school year if the probationer has five or more years of teaching experience and a comprehensive summative evaluation performance rating of Level 1 as of May 15<sup>th</sup>.
- 1.12.2. The Superintendent will establish the probationary period and provide the notice of deficiency to the probationer. The purpose of the probation period is to give the probationer the opportunity to demonstrate improvements in his/her area of deficiency. The establishment of a probationary period does not adversely affect the probationer's contract status within the meaning of RCW 28A.405.300.
- 1.12.3. During the period of probation, the probationer may not be transferred from the supervision of the original evaluator. The original evaluator must document any improvement of performance or probable cause for non-renewal before any consideration of a request for transfer or reassignment contemplated by either the probationer or the district can occur.
- 1.12.4. During the probation period, the evaluator will meet with the probationer at least twice monthly to supervise and make a written evaluation of progress, if any, made by the probationer.
- 1.12.5. The principal and/or designee may authorize one additional certificated staff member to evaluate the probationer and to aid them in improving their area of deficiency. Should the principal not authorize an additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process.
  - 1.12.5.1. This request must be implemented by including an additional experienced evaluator assigned by Educational Service District (ESD) 101 and selected from a list of evaluation specialists compiled by the ESD.
  - 1.12.5.2. Such additional certificated staff members will be immune from civil liability incurred or imposed during an otherwise good faith performance of an evaluation. Procedural errors occurring during a program for improvement do not invalidate the effectiveness of the plan or the ability to evaluate the probationer's performance.

**1.13. Removal from Probation**

The probationer will be removed from probation if he/she has demonstrated improvement to the satisfaction of the evaluator in the specific areas detailed in the notice of deficiency and in the program for improvement.

**1.14. Lack of Improvement While on Probation**

1.14.1. If a probationer does not show necessary improvement during the probation period, the principal or designee will document the lack of necessary improvement and the Superintendent will notify the probationer in writing that this constitutes grounds for a finding of probable cause for non-renewal as provided in Policy #5280-Termination of Employment.

**1.15. Alternative Assignment**

1.15.1. Immediately following the completion of the probationary period that does not produce necessary performance changes detailed in the initial notice of deficiencies and program for improvement, a certified classroom teacher may be removed from his/her assignment and placed into an alternative assignment for the remainder of the school year.

1.15.2. The alternative assignment may not displace another staff member or adversely affect the certified classroom teacher's compensation or benefits for the remainder of the contract year. In the event such alternative assignment is not possible, the district may place the staff person on paid leave for the balance of the contract term.

**1.16. Notification of Discharge**

1.16.1. If a contract employee with five or more years of experience receives a comprehensive summative evaluation performance rating below Level 2 for two consecutive years, the district will, within ten (10) days of completion of the second evaluation or by May 15<sup>th</sup>, whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300 and Policy #5280-Termination of Employment.

**2. EVALUATION OF CERTIFICATED SUPPORT PERSONNEL**

2.1. The principal and/or designee, acting as "the evaluator," will evaluate all certificated support personnel in his/her school using the Board's adopted minimum criteria pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system as prescribed in Policy #5240.

2.2. "Certificated support personnel or persons" mean a certificated employee who provides services to students and holds one or more of the educational 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.

### 2.3. **Observation**

- 2.3.1. Certificated support personnel will be observed by his/her supervisor in the performance of their duties at least twice each school year. At least one observation will be for no less than thirty (30) minutes. Total observation time for each employee for each school year will not be less than sixty (60) minutes. A certificated support person must be evaluated using either a focused or comprehensive evaluation.
- 2.3.2. New employees will be observed in the performance of their duties at least once during the first ninety (90) calendar days of their employment for a total observation time of no less than thirty (30) minutes.
- 2.3.3. Employees in the third year of provisional status will be observed in the performance of their duties at least three times during the school year for a total observation time of no less than ninety (90) minutes.
- 2.3.4. Each certificated support personnel will have the opportunity for confidential conferences with his/her immediate supervisor on no less than two occasions in each school year. Such confidential conference will have as its sole purpose the aiding of the administrator in his/her assessment of the employee's professional performance.

### 2.4. **Minimum Criteria for Evaluation**

- 2.4.1. *Knowledge and scholarship in special field.* The certificated support person demonstrates a depth and breadth of theory and content in his/her specialized field. He/she demonstrates an understanding of and knowledge about common school education, and demonstrates the ability to integrate the area of specialty into the school environment.
- 2.4.2. *Specialized skills.* The certificated support person demonstrates a competent level of skill and knowledge in designing and conducting specialized programs of prevention, intervention, remediation and evaluation.
- 2.4.3. *Management of special and technical environment.* The certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.
- 2.4.4. *Professionalism.* The certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.
- 2.4.5. *Involvement in assisting students, parents and staff.* The certificated support person demonstrates an acceptable level of performance in identifying those needing specialized programs.

**2.5. Evaluation Report**

The evaluator will promptly document the results of the observation or series of observations and will, within three (3) days, provide a copy of the evaluation report to the certificated support personnel. The certificated support personnel will sign the district's original evaluation report to indicate that he/she has received a copy, although the signature does not necessarily imply agreement with the contents of the evaluation report. The evaluator will provide the certificated support personnel the opportunity to attach written comments to his/her report, and then ensure each evaluation report is placed in that individual's personnel file.

**2.6. Evaluation Results**

Evaluation results for certificated support personnel will be used to:

- 2.6.1. Acknowledge, recognize and encourage excellence in the certificated support person's professional performance.
- 2.6.2. Document the level of performance by an employee of his/her assigned duties.
- 2.6.3. Identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement.
- 2.6.4. Document performance by an employee judged unsatisfactory based on the district evaluation criteria.

**2.7. Notice of Deficiency and Reasonable Program for Improvement**

At any time after October 15<sup>th</sup>, certificated support personnel whose work is not judged satisfactory based on district evaluation criteria will be given a written notice of deficiency that lists specific areas of deficiencies and provides a reasonable program for improvement.

**2.8. Probation**

A probationary period will be established and procedures followed as described in sections 1.12.1-1.12.5 for those certificated support personnel whose work is not judged satisfactory.

**2.9. Removal from Probation**

The probationer will be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in the specific areas detailed in the notice of deficiency and in the program for improvement.

**2.10. Lack of Improvement While on Probation**

If a probationer does not show necessary improvement during the probation period, the evaluator will document the lack of necessary improvement and notify the probationer in writing that this constitutes grounds for a finding of probable cause for non-renewal.

**2.11. Alternative Assignment**

- 2.11.1. Immediately following the completion of the probationary period that does not produce necessary performance changes detailed in the initial notice of deficiencies and program for improvement, certificated support personnel may be removed from their assignment and placed into an alternative assignment for the remainder of the school year.
- 2.11.2. The alternative assignment may not displace another staff member or adversely affect the certificated support person's compensation or benefits for the remainder of the contract year. In the event such alternative assignment is not possible, the district may place the certificated support person on paid leave for the balance of the contract term.

**Supporting Documentation**

[\*The Marzano Teacher Evaluation Model\*](#), Marzano Research, May 2013

[\*The Marzano Teacher Evaluation Model by Washington State Criteria\*](#), Version 1.1 or current

[\*Teacher/Principal Evaluation Program\*](#), OSPI website (<http://www.k12.wa.us>)

[\*Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks\*](#), OSPI 2015

**Document History**

<b>Action:</b>	<b>Date:</b>
New	August 16, 2017
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