

# Procedure Evaluation of Staff

## Evaluation of Staff

### Certificated Classroom Teachers

Pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system, the board will adopt the instructional framework and the evaluative criteria and procedures with which to evaluate all certificated classroom teachers and post the selection of the instructional framework on its website. The evaluative criteria must contain as a minimum the criteria established by the superintendent of public instruction and must be prepared within six months following adoption of the superintendent of public instruction's minimum criteria. The district must certify to the superintendent of public instruction that evaluative criteria have been so prepared by the district. It is the responsibility of a principal or his/her designee to evaluate all certificated classroom teachers in his or her school using the board's adopted minimum criteria.

#### **1. Comprehensive summative evaluation, annual comprehensive summative evaluation and focused evaluation**

Certificated classroom teachers will receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria 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.

Certificated classroom teachers will receive an annual comprehensive summative evaluation if they are provisional employees under RCW 28A.405.220, or received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year, once they have transitioned to the new evaluation system.

A certificated classroom teacher with four years of satisfactory evaluations in the district will may be transitioned into the revised evaluation system using a focused evaluation, and will then be evaluated on the four year cycle for comprehensive evaluation.

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.

#### **2. Observation**

Certificated classroom teachers will be observed for the purposes of a summative or annual comprehensive evaluation or a focused evaluation at least twice each school year in the performance of their duties for a total observation time of no less than 60 minutes.

New certificated classroom teachers will be observed in the performance of their duties at least once during the first 90 calendar days of their employment for a total observation time of no less than 30 minutes.

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 90 minutes.

Each certificated classroom teacher will have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

### **3. Evaluation report**

The evaluator will promptly document the results of the observation or series of observations and will, within three 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 evaluator 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.

### **4. Minimum criteria for evaluation of certificated classroom teachers:**

- Centering instruction on high expectations for student achievement. The related descriptor is: Expectations; the teacher communicates high expectations for student learning.
- Demonstrating effective teaching practices. The related descriptor is: Instruction; the teacher uses research-based instructional practices to meet the needs of all students.
- Recognizing individual student learning needs and developing strategies to address those needs. The related descriptor is: 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.
- Providing clear and intentional focus on subject matter content and curriculum. The related descriptor is: 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.
- Fostering and managing a safe, positive learning environment. The related descriptor is: 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.
- Using multiple student data elements to modify instruction and improve student learning. The related descriptor is: 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.
- Communicating and collaborating with parents and school community. The related descriptor is: 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.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. The related descriptor is: 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.

#### **5. Analysis of evidence**

- The evaluator will analyze the evidence observed according to the appropriate criterion, the instructional framework and student growth rubrics.
- The evaluator 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.
- In evaluating certificated classroom teachers, student input may be included.

#### **6. Summative performance ratings**

- 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.
- 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.
- 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.
- 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.

#### **7. Student growth impact rating**

- Upon completing the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the student growth impact rating.
- The evaluator 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.
- The evaluators will analyze the student growth score in light of the overall summative score and determine the outcomes.

#### **8. Student growth rating outcomes**

- Certificated classroom teachers with a preliminary rating of Distinguished with low student growth rating will receive an overall Proficient rating.
- Certificated classroom teachers with a low student growth rating will engage with their evaluator in a Student Growth Inquiry.
- 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.

- Evaluations of certificated classroom teachers with a preliminary rating of Unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

#### **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 evaluator will initiate one or more of the following:

- 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;
- Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance and extent to which standards, curriculum and assessment are aligned;
- 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;
- Create and implement a professional development plan to address student growth areas.

#### **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 60 minutes. The focused evaluation will include, at a minimum:

- One of the eight criteria for certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required.
- 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.
- 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.
- The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6, or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.
- A summative score is calculated through the scoring of the instructional and student growth rubrics for the criterion selected.  
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.

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.

#### **11. Notice of deficiency and reasonable program for improvement**

At any time after October 15, 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. For certificated classroom teachers who have been transitioned to the revised evaluation system, the following summative performance ratings mean that his/her work is not judged satisfactory:

- Level 1
- 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.

## **12. Probation**

A probationary period of 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 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 as of May 15 of Level 1.

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 or 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.

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.

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.

The evaluator may authorize one additional certificated staff member to evaluate the probationer and to aid them in improving their area of deficiency. Should the evaluator not authorize an additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process. This request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational services district. 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.

## **13. 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. Certificated classroom teachers who have been transitioned to the revised evaluation system implemented by September 1, 2013, 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 provisional employee or for a continuing contract employee with five or fewer years of experience or of level 3 or above for a continuing contract employee with more than five years of experience.

#### **14. 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 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.

When a continuing 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 implement the employee notification of discharge within ten days of the second summative comprehensive evaluation or May 15, whichever occurs first.

#### **15. Alternative assignment**

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 or her assignment and placed into an alternative assignment for the remainder of the school year.

A certificated classroom teacher who has been transitioned to the revised evaluation system 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 rating of Level 2 or above for a provisional employee or a continuing contract employee with five or fewer years of experience or of Level 3 or above for a continuing contract employee with more than five years of experience. 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.

#### **16. Notification of discharge**

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 10 days of completion of the second evaluation or by May 15, whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300 and Policy 5280, Termination of Employment.

#### **Evaluation of Certificated Principals**

Pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system, the board will adopt the leadership framework and the evaluative criteria and procedures with which to evaluate all certificated principals and assistant principals and post the selection of the leadership framework on its website. It is the responsibility of the superintendent or his or her designee to evaluate certificated principals using the board adopted leadership framework.

##### **1. Comprehensive summative evaluation, annual comprehensive summative evaluation and focused evaluation**

Due to the importance of instructional leadership and assuring rater agreement among evaluators, particularly those evaluating teacher performance, school districts are encouraged to conduct comprehensive summative evaluation of principal performance on an annual basis.

All principals will receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria applicable to that principal and all criteria contribute to the comprehensive summative evaluation performance rating.

Principals will receive an annual comprehensive summative evaluation if they:

- Are in their first three consecutive school years of employment as a principal;
- Were previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and are in the first full year as a principal in the school district; or
- Received a comprehensive summative evaluation performance rating of Level 1 or 2 in the previous school year  
In the years when a comprehensive summative evaluation is not required, principals who received a comprehensive summative evaluation performance rating of Level 3 or above in the previous school year will receive a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

In any given year the principal or the supervisor may elect to conduct a comprehensive summative evaluation to be used as a basis for determining that a staff member's work is unsatisfactory or to serve as the basis for determining that there is probable cause for non-renewal, unless the locally bargained evaluation process provides otherwise.

## 2. **Minimum criteria for evaluation of principals:**

Evaluation of principals will be based on the administrative position job description and the following minimum criteria:

- Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. The related descriptor is: An effective leader advocates, nurtures and sustains a school culture and instructional program that promotes student learning and staff professional growth.
- Demonstrating commitment to closing the achievement gap. The related descriptor is: An effective leader has a commitment to closing identified gaps in achievement between groups of students, monitoring subgroup data and developing and encouraging strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
- Providing for school safety. The related descriptor is: An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.
- Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements. The related descriptor is: An effective leader relies on data to promote improvement through school improvement plans in all aspects of the school and across all of the eight principal evaluation criteria. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
- Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals. The related descriptor is: An effective leader assumes responsibility to assist staff with the alignment of their teaching and classroom assessments with the state's learning goals and the school district's curriculum.
- Monitoring, assisting and evaluating effective instruction and assessment practices. The related descriptor is: An effective leader monitors teaching and uses the evaluation process and other strategies to support teachers' efforts to strengthen their teaching and learning in classrooms. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
- Managing both staff and fiscal resources to support student achievement and legal responsibilities. The related descriptor is: An effective leader manages human and fiscal

resources in ways that enhance the likelihood that students will thrive and succeed in achieving the school's goals for them.

- Partnering with the school community to promote student learning. The related descriptor is: An effective leader engages families and the community in ways that increase the success of students.

### **3. Analysis of evidence**

- The evaluator will analyze the evidence observed according to all eight criteria, the leadership framework rubric and the OSPI approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics. Input from building staff may be included in the analysis.
- The evaluator 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-determined summative evaluation scoring band. Upon completing the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the principal's student growth impact rating. The student growth impact rating will be determined by 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.

### **4. Summative performance ratings**

- 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 leading practice. This level requires immediate intervention.
- 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 principals early in their careers but insufficient for more experienced principals. This level requires specific support.
- Level 3: Proficient. Professional practice at shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, leading a school is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- Level 4: Distinguished. Professional practice 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 principal would need to have received a majority of distinguished ratings on the criterion scores. A principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth and collaborative practice.

### **5. Student growth rating outcomes**

- Principals with a preliminary rating of Distinguished with low student growth rating will receive an overall Proficient rating.
- Principals with a low student growth rating will engage with their evaluator in a Student Growth Inquiry focused on specific areas of weak student impact.
- Principals 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.

- Evaluations of principals with a preliminary rating of Unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

#### **6. Comprehensive summative performance ratings**

For principals who have been transitioned to the revised evaluation system, the following comprehensive summative evaluation performance ratings mean a principal's work is not judged satisfactory:

- Level 1
- Level 2 if the principal has more than five years of experience in the principal role and if the Level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year period.

#### **7. Student growth inquiry**

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

- 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;
- Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;
- 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;
- Create and implement a professional development plan to address student growth areas.

#### **8. Focused evaluation**

A focused evaluation of a principal will include the following:

- Assessment of one of the eight criteria for principals in every year that a comprehensive evaluation is not required.
- The selected criterion must be approved by the principal's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
- The evaluation must include an assessment of the criterion using the leadership 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.
- The student growth rubrics selected by the principal and approved by the principal's evaluator.
- A summative score determined through scoring of the leadership and student growth rubrics for the criterion selected.
- A principal may be transferred from a focused evaluation to a comprehensive summative evaluation at his/her request or at the direction of his/her evaluator. Principals 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.

## **9. Notice of deficiency and reasonable program for improvement**

At any time after October 15, a principal 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.

### **Evaluation of Classified Staff**

The Superintendent will develop and implement a system for evaluating classified staff. Except as otherwise developed in accordance with the duty to bargain in chapter 41.56 RCW, the evaluative criteria for classified staff will be based upon the job description of the specific assignment.

Adoption Date: March 26, 2015

Cosmopolis School District

Revised Dates:

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