
HOUSE BILL 1867

State of Washington 64th Legislature 2015 Regular Session

By Representatives Bergquist, Orwall, Pollet, S. Hunt, and Tarleton

Read first time 01/30/15. Referred to Committee on Education.

1 AN ACT Relating to the frequency of evaluations for certain
2 classroom teachers; and amending RCW 28A.405.100.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 **Sec. 1.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to
5 read as follows:

6 (1)(a) Except as provided in subsection (2) of this section, the
7 superintendent of public instruction shall establish and may amend
8 from time to time minimum criteria for the evaluation of the
9 professional performance capabilities and development of certificated
10 classroom teachers and certificated support personnel. For classroom
11 teachers the criteria shall be developed in the following categories:
12 Instructional skill; classroom management, professional preparation
13 and scholarship; effort toward improvement when needed; the handling
14 of student discipline and attendant problems; and interest in
15 teaching pupils and knowledge of subject matter.

16 (b) Every board of directors shall, in accordance with procedure
17 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
18 41.59.920, establish evaluative criteria and procedures for all
19 certificated classroom teachers and certificated support personnel.
20 The evaluative criteria must contain as a minimum the criteria
21 established by the superintendent of public instruction pursuant to

1 this section and must be prepared within six months following
2 adoption of the superintendent of public instruction's minimum
3 criteria. The district must certify to the superintendent of public
4 instruction that evaluative criteria have been so prepared by the
5 district.

6 (2)(a) Pursuant to the implementation schedule established in
7 subsection (7)(c) of this section, every board of directors shall, in
8 accordance with procedures provided in RCW 41.59.010 through
9 41.59.170, 41.59.910, and 41.59.920, establish revised evaluative
10 criteria and a four-level rating system for all certificated
11 classroom teachers.

12 (b) The minimum criteria shall include: (i) Centering instruction
13 on high expectations for student achievement; (ii) demonstrating
14 effective teaching practices; (iii) recognizing individual student
15 learning needs and developing strategies to address those needs; (iv)
16 providing clear and intentional focus on subject matter content and
17 curriculum; (v) fostering and managing a safe, positive learning
18 environment; (vi) using multiple student data elements to modify
19 instruction and improve student learning; (vii) communicating and
20 collaborating with parents and the school community; and (viii)
21 exhibiting collaborative and collegial practices focused on improving
22 instructional practice and student learning. Student growth data must
23 be a substantial factor in evaluating the summative performance of
24 certificated classroom teachers for at least three of the evaluation
25 criteria listed in this subsection.

26 (c) The four-level rating system used to evaluate the
27 certificated classroom teacher must describe performance along a
28 continuum that indicates the extent to which the criteria have been
29 met or exceeded. The summative performance ratings shall be as
30 follows: Level 1 - unsatisfactory; level 2 - basic; level 3 -
31 proficient; and level 4 - distinguished. A classroom teacher shall
32 receive one of the four summative performance ratings for each of the
33 minimum criteria in (b) of this subsection and one of the four
34 summative performance ratings for the evaluation as a whole, which
35 shall be the comprehensive summative evaluation performance rating.
36 By December 1, 2012, the superintendent of public instruction must
37 adopt rules prescribing a common method for calculating the
38 comprehensive summative evaluation performance rating for each of the
39 preferred instructional frameworks, including for a focused
40 evaluation under subsection (12) of this section, giving appropriate

1 weight to the indicators evaluated under each criteria and maximizing
2 rater agreement among the frameworks.

3 (d) By December 1, 2012, the superintendent of public instruction
4 shall adopt rules that provide descriptors for each of the summative
5 performance ratings, based on the development work of pilot school
6 districts under subsection (7) of this section. Any subsequent
7 changes to the descriptors by the superintendent may only be made
8 following consultation with a group broadly reflective of the parties
9 represented in subsection (7)(a) of this section.

10 (e) By September 1, 2012, the superintendent of public
11 instruction shall identify up to three preferred instructional
12 frameworks that support the revised evaluation system. The
13 instructional frameworks shall be research-based and establish
14 definitions or rubrics for each of the four summative performance
15 ratings for each evaluation criteria. Each school district must adopt
16 one of the preferred instructional frameworks and post the selection
17 on the district's web site. The superintendent of public instruction
18 shall establish a process for approving minor modifications or
19 adaptations to a preferred instructional framework that may be
20 proposed by a school district.

21 (f) Student growth data that is relevant to the teacher and
22 subject matter must be a factor in the evaluation process and must be
23 based on multiple measures that can include classroom-based, school-
24 based, district-based, and state-based tools. Student growth data
25 elements may include the teacher's performance as a member of a
26 grade-level, subject matter, or other instructional team within a
27 school when the use of this data is relevant and appropriate. Student
28 growth data elements may also include the teacher's performance as a
29 member of the overall instructional team of a school when use of this
30 data is relevant and appropriate. As used in this subsection,
31 "student growth" means the change in student achievement between two
32 points in time.

33 (g) Student input may also be included in the evaluation process.

34 (3)(a) Except as provided in subsection (11) of this section, it
35 shall be the responsibility of a principal or his or her designee to
36 evaluate all certificated personnel in his or her school. During each
37 school year all classroom teachers and certificated support personnel
38 shall be observed for the purposes of evaluation at least twice in
39 the performance of their assigned duties. Total observation time for
40 each employee for each school year shall be not less than sixty

1 minutes. An employee in the third year of provisional status as
2 defined in RCW 28A.405.220 shall be observed at least three times in
3 the performance of his or her duties and the total observation time
4 for the school year shall not be less than ninety minutes. Following
5 each observation, or series of observations, the principal or other
6 evaluator shall promptly document the results of the observation in
7 writing, and shall provide the employee with a copy thereof within
8 three days after such report is prepared. New employees shall be
9 observed at least once for a total observation time of thirty minutes
10 during the first ninety calendar days of their employment period.

11 (b) As used in this subsection and subsection (4) of this
12 section, "employees" means classroom teachers and certificated
13 support personnel except where otherwise specified.

14 (4)(a) At any time after October 15th, an employee whose work is
15 not judged satisfactory based on district evaluation criteria shall
16 be notified in writing of the specific areas of deficiencies along
17 with a reasonable program for improvement. For classroom teachers who
18 have been transitioned to the revised evaluation system pursuant to
19 the district implementation schedule adopted under subsection (7)(c)
20 of this section, the following comprehensive summative evaluation
21 performance ratings based on the evaluation criteria in subsection
22 (2)(b) of this section mean a classroom teacher's work is not judged
23 satisfactory:

24 (i) Level 1; or

25 (ii) Level 2 if the classroom teacher is a continuing contract
26 employee under RCW 28A.405.210 with more than five years of teaching
27 experience and if the level 2 comprehensive summative evaluation
28 performance rating has been received for two consecutive years or for
29 two years within a consecutive three-year time period.

30 (b) During the period of probation, the employee may not be
31 transferred from the supervision of the original evaluator.
32 Improvement of performance or probable cause for nonrenewal must
33 occur and be documented by the original evaluator before any
34 consideration of a request for transfer or reassignment as
35 contemplated by either the individual or the school district. A
36 probationary period of sixty school days shall be established. Days
37 may be added if deemed necessary to complete a program for
38 improvement and evaluate the probationer's performance, as long as
39 the probationary period is concluded before May 15th of the same
40 school year. The probationary period may be extended into the

1 following school year if the probationer has five or more years of
2 teaching experience and has a comprehensive summative evaluation
3 performance rating as of May 15th of less than level 2. The
4 establishment of a probationary period does not adversely affect the
5 contract status of an employee within the meaning of RCW 28A.405.300.
6 The purpose of the probationary period is to give the employee
7 opportunity to demonstrate improvements in his or her areas of
8 deficiency. The establishment of the probationary period and the
9 giving of the notice to the employee of deficiency shall be by the
10 school district superintendent and need not be submitted to the board
11 of directors for approval. During the probationary period the
12 evaluator shall meet with the employee at least twice monthly to
13 supervise and make a written evaluation of the progress, if any, made
14 by the employee. The evaluator may authorize one additional
15 certificated employee to evaluate the probationer and to aid the
16 employee in improving his or her areas of deficiency. Should the
17 evaluator not authorize such additional evaluator, the probationer
18 may request that an additional certificated employee evaluator become
19 part of the probationary process and this request must be implemented
20 by including an additional experienced evaluator assigned by the
21 educational service district in which the school district is located
22 and selected from a list of evaluation specialists compiled by the
23 educational service district. Such additional certificated employee
24 shall be immune from any civil liability that might otherwise be
25 incurred or imposed with regard to the good faith performance of such
26 evaluation. If a procedural error occurs in the implementation of a
27 program for improvement, the error does not invalidate the
28 probationer's plan for improvement or evaluation activities unless
29 the error materially affects the effectiveness of the plan or the
30 ability to evaluate the probationer's performance. The probationer
31 must be removed from probation if he or she has demonstrated
32 improvement to the satisfaction of the evaluator in those areas
33 specifically detailed in his or her initial notice of deficiency and
34 subsequently detailed in his or her program for improvement. A
35 classroom teacher who has been transitioned to the revised evaluation
36 system pursuant to the district implementation schedule adopted under
37 subsection (7)(c) of this section must be removed from probation if
38 he or she has demonstrated improvement that results in a new
39 comprehensive summative evaluation performance rating of level 2 or
40 above for a provisional employee or a continuing contract employee

1 with five or fewer years of experience, or of level 3 or above for a
2 continuing contract employee with more than five years of experience.
3 Lack of necessary improvement during the established probationary
4 period, as specifically documented in writing with notification to
5 the probationer constitutes grounds for a finding of probable cause
6 under RCW 28A.405.300 or 28A.405.210.

7 (c) When a continuing contract employee with five or more years
8 of experience receives a comprehensive summative evaluation
9 performance rating below level 2 for two consecutive years, the
10 school district shall, within ten days of the completion of the
11 second comprehensive summative (~~comprehensive~~—[~~comprehensive~~
12 ~~summative~~]) evaluation or May 15th, whichever occurs first,
13 implement the employee notification of discharge as provided in RCW
14 28A.405.300.

15 (d) Immediately following the completion of a probationary period
16 that does not produce performance changes detailed in the initial
17 notice of deficiencies and program for improvement, the employee may
18 be removed from his or her assignment and placed into an alternative
19 assignment for the remainder of the school year. In the case of a
20 classroom teacher who has been transitioned to the revised evaluation
21 system pursuant to the district implementation schedule adopted under
22 subsection (7)(c) of this section, the teacher may be removed from
23 his or her assignment and placed into an alternative assignment for
24 the remainder of the school year immediately following the completion
25 of a probationary period that does not result in the required
26 comprehensive summative evaluation performance ratings specified in
27 (b) of this subsection. This reassignment may not displace another
28 employee nor may it adversely affect the probationary employee's
29 compensation or benefits for the remainder of the employee's contract
30 year. If such reassignment is not possible, the district may, at its
31 option, place the employee on paid leave for the balance of the
32 contract term.

33 (5) Every board of directors shall establish evaluative criteria
34 and procedures for all superintendents, principals, and other
35 administrators. It shall be the responsibility of the district
36 superintendent or his or her designee to evaluate all administrators.
37 Except as provided in subsection (6) of this section, such evaluation
38 shall be based on the administrative position job description. Such
39 criteria, when applicable, shall include at least the following
40 categories: Knowledge of, experience in, and training in recognizing

1 good professional performance, capabilities and development; school
2 administration and management; school finance; professional
3 preparation and scholarship; effort toward improvement when needed;
4 interest in pupils, employees, patrons and subjects taught in school;
5 leadership; and ability and performance of evaluation of school
6 personnel.

7 (6)(a) Pursuant to the implementation schedule established by
8 subsection (7)(b) of this section, every board of directors shall
9 establish revised evaluative criteria and a four-level rating system
10 for principals.

11 (b) The minimum criteria shall include: (i) Creating a school
12 culture that promotes the ongoing improvement of learning and
13 teaching for students and staff; (ii) demonstrating commitment to
14 closing the achievement gap; (iii) providing for school safety; (iv)
15 leading the development, implementation, and evaluation of a data-
16 driven plan for increasing student achievement, including the use of
17 multiple student data elements; (v) assisting instructional staff
18 with alignment of curriculum, instruction, and assessment with state
19 and local district learning goals; (vi) monitoring, assisting, and
20 evaluating effective instruction and assessment practices; (vii)
21 managing both staff and fiscal resources to support student
22 achievement and legal responsibilities; and (viii) partnering with
23 the school community to promote student learning. Student growth data
24 must be a substantial factor in evaluating the summative performance
25 of the principal for at least three of the evaluation criteria listed
26 in this subsection.

27 (c) The four-level rating system used to evaluate the principal
28 must describe performance along a continuum that indicates the extent
29 to which the criteria have been met or exceeded. The summative
30 performance ratings shall be as follows: Level 1 - unsatisfactory;
31 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
32 principal shall receive one of the four summative performance ratings
33 for each of the minimum criteria in (b) of this subsection and one of
34 the four summative performance ratings for the evaluation as a whole,
35 which shall be the comprehensive summative evaluation performance
36 rating.

37 (d) By December 1, 2012, the superintendent of public instruction
38 shall adopt rules that provide descriptors for each of the summative
39 performance ratings, based on the development work of pilot school
40 districts under subsection (7) of this section. Any subsequent

1 changes to the descriptors by the superintendent may only be made
2 following consultation with a group broadly reflective of the parties
3 represented in subsection (7)(a) of this section.

4 (e) By September 1, 2012, the superintendent of public
5 instruction shall identify up to three preferred leadership
6 frameworks that support the revised evaluation system. The leadership
7 frameworks shall be research-based and establish definitions or
8 rubrics for each of the four performance ratings for each evaluation
9 criteria. Each school district shall adopt one of the preferred
10 leadership frameworks and post the selection on the district's web
11 site. The superintendent of public instruction shall establish a
12 process for approving minor modifications or adaptations to a
13 preferred leadership framework that may be proposed by a school
14 district.

15 (f) Student growth data that is relevant to the principal must be
16 a factor in the evaluation process and must be based on multiple
17 measures that can include classroom-based, school-based, district-
18 based, and state-based tools. As used in this subsection, "student
19 growth" means the change in student achievement between two points in
20 time.

21 (g) Input from building staff may also be included in the
22 evaluation process.

23 (h) For principals who have been transitioned to the revised
24 evaluation system pursuant to the district implementation schedule
25 adopted under subsection (7)(c) of this section, the following
26 comprehensive summative evaluation performance ratings mean a
27 principal's work is not judged satisfactory:

28 (i) Level 1; or

29 (ii) Level 2 if the principal has more than five years of
30 experience in the principal role and if the level 2 comprehensive
31 summative evaluation performance rating has been received for two
32 consecutive years or for two years within a consecutive three-year
33 time period.

34 (7)(a) The superintendent of public instruction, in collaboration
35 with state associations representing teachers, principals,
36 administrators, school board members, and parents, to be known as the
37 steering committee, shall create models for implementing the
38 evaluation system criteria, student growth tools, professional
39 development programs, and evaluator training for certificated
40 classroom teachers and principals. Human resources specialists,

1 professional development experts, and assessment experts must also be
2 consulted. Due to the diversity of teaching assignments and the many
3 developmental levels of students, classroom teachers and principals
4 must be prominently represented in this work. The models must be
5 available for use in the 2011-12 school year.

6 (b) A new certificated classroom teacher evaluation system that
7 implements the provisions of subsection (2) of this section and a new
8 principal evaluation system that implements the provisions of
9 subsection (6) of this section shall be phased-in beginning with the
10 2010-11 school year by districts identified in (d) of this subsection
11 and implemented in all school districts beginning with the 2013-14
12 school year.

13 (c) Each school district board of directors shall adopt a
14 schedule for implementation of the revised evaluation systems that
15 transitions a portion of classroom teachers and principals in the
16 district to the revised evaluation systems each year beginning no
17 later than the 2013-14 school year, until all classroom teachers and
18 principals are being evaluated under the revised evaluation systems
19 no later than the 2015-16 school year. A school district is not
20 precluded from completing the transition of all classroom teachers
21 and principals to the revised evaluation systems before the 2015-16
22 school year. The schedule adopted under this subsection (7)(c) must
23 provide that the following employees are transitioned to the revised
24 evaluation systems beginning in the 2013-14 school year:

25 (i) Classroom teachers who are provisional employees under RCW
26 28A.405.220;

27 (ii) Classroom teachers who are on probation under subsection (4)
28 of this section;

29 (iii) Principals in the first three consecutive school years of
30 employment as a principal;

31 (iv) Principals whose work is not judged satisfactory in their
32 most recent evaluation; and

33 (v) Principals previously employed as a principal by another
34 school district in the state of Washington for three or more
35 consecutive school years and in the first full year as a principal in
36 the school district.

37 (d) A set of school districts shall be selected by the
38 superintendent of public instruction to participate in a
39 collaborative process resulting in the development and piloting of
40 new certificated classroom teacher and principal evaluation systems

1 during the 2010-11 and 2011-12 school years. These school districts
2 must be selected based on: (i) The agreement of the local
3 associations representing classroom teachers and principals to
4 collaborate with the district in this developmental work and (ii) the
5 agreement to participate in the full range of development and
6 implementation activities, including: Development of rubrics for the
7 evaluation criteria and ratings in subsections (2) and (6) of this
8 section; identification of or development of appropriate multiple
9 measures of student growth in subsections (2) and (6) of this
10 section; development of appropriate evaluation system forms;
11 participation in professional development for principals and
12 classroom teachers regarding the content of the new evaluation
13 system; participation in evaluator training; and participation in
14 activities to evaluate the effectiveness of the new systems and
15 support programs. The school districts must submit to the office of
16 the superintendent of public instruction data that is used in
17 evaluations and all district-collected student achievement, aptitude,
18 and growth data regardless of whether the data is used in
19 evaluations. If the data is not available electronically, the
20 district may submit it in nonelectronic form. The superintendent of
21 public instruction must analyze the districts' use of student data in
22 evaluations, including examining the extent that student data is not
23 used or is underutilized. The superintendent of public instruction
24 must also consult with participating districts and stakeholders,
25 recommend appropriate changes, and address statewide implementation
26 issues. The superintendent of public instruction shall report
27 evaluation system implementation status, evaluation data, and
28 recommendations to appropriate committees of the legislature and
29 governor by July 1, 2011, and at the conclusion of the development
30 phase by July 1, 2012. In the July 1, 2011, report, the
31 superintendent shall include recommendations for whether a single
32 statewide evaluation model should be adopted, whether modified
33 versions developed by school districts should be subject to state
34 approval, and what the criteria would be for determining if a school
35 district's evaluation model meets or exceeds a statewide model. The
36 report shall also identify challenges posed by requiring a state
37 approval process.

38 (e)(i) The steering committee in (a) of this subsection (~~((7)(a)~~
39 ~~of this section))~~) and the pilot school districts in (d) of this
40 subsection (~~((7)(d) of this section))~~) shall continue to examine

1 implementation issues and refine tools for the new certificated
2 classroom teacher evaluation system in subsection (2) of this section
3 and the new principal evaluation system in subsection (6) of this
4 section during the 2013-14 through 2015-16 implementation phase.

5 (ii) Particular attention shall be given to the following issues:

6 (A) Developing a report for the legislature and governor, due by
7 December 1, 2013, of best practices and recommendations regarding how
8 teacher and principal evaluations and other appropriate elements
9 shall inform school district human resource and personnel practices.
10 The legislature and governor are provided the opportunity to review
11 the report and recommendations during the 2014 legislative session;

12 (B) Taking the new teacher and principal evaluation systems to
13 scale and the use of best practices for statewide implementation;

14 (C) Providing guidance regarding the use of student growth data
15 to assure it is used responsibly and with integrity;

16 (D) Refining evaluation system management tools, professional
17 development programs, and evaluator training programs with an
18 emphasis on developing rater reliability;

19 (E) Reviewing emerging research regarding teacher and principal
20 evaluation systems and the development and implementation of
21 evaluation systems in other states;

22 (F) Reviewing the impact that variable demographic
23 characteristics of students and schools have on the objectivity,
24 reliability, validity, and availability of student growth data; and

25 (G) Developing recommendations regarding how teacher evaluations
26 could inform state policies regarding the criteria for a teacher to
27 obtain continuing contract status under RCW 28A.405.210. In
28 developing these recommendations the experiences of school districts
29 and teachers during the evaluation transition phase must be
30 considered. Recommendations must be reported by July 1, 2016, to the
31 legislature and the governor.

32 (iii) To support the tasks in (e)(ii) of this subsection, the
33 superintendent of public instruction may contract with an independent
34 research organization with expertise in educator evaluations and
35 knowledge of the revised evaluation systems being implemented under
36 this section.

37 (iv) The superintendent of public instruction shall monitor the
38 statewide implementation of revised teacher and principal evaluation
39 systems using data reported under RCW 28A.150.230 as well as periodic
40 input from focus groups of administrators, principals, and teachers.

1 (v) The superintendent of public instruction shall submit reports
2 detailing findings, emergent issues or trends, recommendations from
3 the steering committee, and pilot school districts, and other
4 recommendations, to enhance implementation and continuous improvement
5 of the revised evaluation systems to appropriate committees of the
6 legislature and the governor beginning July 1, 2013, and each July
7 1st thereafter for each year of the school district implementation
8 transition period concluding with a report on December 1, 2016.

9 (8)(a) Beginning with the 2015-16 school year, evaluation results
10 for certificated classroom teachers and principals must be used as
11 one of multiple factors in making human resource and personnel
12 decisions. Human resource decisions include, but are not limited to:
13 Staff assignment, including the consideration of an agreement to an
14 assignment by an appropriate teacher, principal, and superintendent;
15 and reduction in force. Nothing in this section limits the ability to
16 collectively bargain how the multiple factors shall be used in making
17 human resource or personnel decisions, with the exception that
18 evaluation results must be a factor.

19 (b) The office of the superintendent of public instruction must
20 report to the legislature and the governor regarding the school
21 district implementation of the provisions of (a) of this subsection
22 by December 1, 2017.

23 (9) Each certificated classroom teacher and certificated support
24 personnel shall have the opportunity for confidential conferences
25 with his or her immediate supervisor on no less than two occasions in
26 each school year. Such confidential conference shall have as its sole
27 purpose the aiding of the administrator in his or her assessment of
28 the employee's professional performance.

29 (10) The failure of any evaluator to evaluate or supervise or
30 cause the evaluation or supervision of certificated classroom
31 teachers and certificated support personnel or administrators in
32 accordance with this section, as now or hereafter amended, when it is
33 his or her specific assigned or delegated responsibility to do so,
34 shall be sufficient cause for the nonrenewal of any such evaluator's
35 contract under RCW 28A.405.210, or the discharge of such evaluator
36 under RCW 28A.405.300.

37 (11) After a certificated classroom teacher or certificated
38 support personnel has four years of satisfactory evaluations under
39 subsection (1) of this section, a school district may use a short
40 form of evaluation, a locally bargained evaluation emphasizing

1 professional growth, an evaluation under subsection (1) or (2) of
2 this section, or any combination thereof. The short form of
3 evaluation shall include either a thirty minute observation during
4 the school year with a written summary or a final annual written
5 evaluation based on the criteria in subsection (1) or (2) of this
6 section and based on at least two observation periods during the
7 school year totaling at least sixty minutes without a written summary
8 of such observations being prepared. A locally bargained short-form
9 evaluation emphasizing professional growth must provide that the
10 professional growth activity conducted by the certificated classroom
11 teacher be specifically linked to one or more of the certificated
12 classroom teacher evaluation criteria. However, the evaluation
13 process set forth in subsection (1) or (2) of this section shall be
14 followed at least once every three years unless this time is extended
15 by a local school district under the bargaining process set forth in
16 chapter 41.59 RCW. The employee or evaluator may require that the
17 evaluation process set forth in subsection (1) or (2) of this section
18 be conducted in any given school year. No evaluation other than the
19 evaluation authorized under subsection (1) or (2) of this section may
20 be used as a basis for determining that an employee's work is not
21 satisfactory under subsection (1) or (2) of this section or as
22 probable cause for the nonrenewal of an employee's contract under RCW
23 28A.405.210 unless an evaluation process developed under chapter
24 41.59 RCW determines otherwise. The provisions of this subsection
25 apply to certificated classroom teachers only until the teacher has
26 been transitioned to the revised evaluation system pursuant to the
27 district implementation schedule adopted under subsection (7)(c) of
28 this section.

29 (12) All certificated classroom teachers and principals who have
30 been transitioned to the revised evaluation systems pursuant to the
31 district implementation schedule adopted under subsection (7)(c) of
32 this section must receive annual performance evaluations as provided
33 in this subsection:

34 (a) Except as provided in (d) of this subsection, all classroom
35 teachers and principals shall receive a comprehensive summative
36 evaluation at least once every four years. A comprehensive summative
37 evaluation assesses all eight evaluation criteria and all criteria
38 contribute to the comprehensive summative evaluation performance
39 rating.

1 (b) The following categories of classroom teachers and principals
2 shall receive an annual comprehensive summative evaluation:

3 (i) Classroom teachers who are provisional employees under RCW
4 28A.405.220;

5 (ii) Principals in the first three consecutive school years of
6 employment as a principal;

7 (iii) Principals previously employed as a principal by another
8 school district in the state of Washington for three or more
9 consecutive school years and in the first full year as a principal in
10 the school district; and

11 (iv) Any classroom teacher or principal who received a
12 comprehensive summative evaluation performance rating of level 1 or
13 level 2 in the previous school year.

14 (c)(i) Except as provided in (d) of this subsection, in the years
15 when a comprehensive summative evaluation is not required, classroom
16 teachers and principals who received a comprehensive summative
17 evaluation performance rating of level 3 or above in the previous
18 school year are required to complete a focused evaluation. A focused
19 evaluation includes an assessment of one of the eight criteria
20 selected for a performance rating plus professional growth activities
21 specifically linked to the selected criteria.

22 (ii) The selected criteria must be approved by the teacher's or
23 principal's evaluator and may have been identified in a previous
24 comprehensive summative evaluation as benefiting from additional
25 attention. A group of teachers may focus on the same evaluation
26 criteria and share professional growth activities. A group of
27 principals may focus on the same evaluation criteria and share
28 professional growth activities.

29 (iii) The evaluator must assign a comprehensive summative
30 evaluation performance rating for the focused evaluation using the
31 methodology adopted by the superintendent of public instruction for
32 the instructional or leadership framework being used.

33 (iv) A teacher or principal may be transferred from a focused
34 evaluation to a comprehensive summative evaluation at the request of
35 the teacher or principal, or at the direction of the teacher's or
36 principal's evaluator.

37 (v) Due to the importance of instructional leadership and
38 assuring rater agreement among evaluators, particularly those
39 evaluating teacher performance, school districts are encouraged to

1 conduct comprehensive summative evaluations of principal performance
2 on an annual basis.

3 (vi) A classroom teacher or principal may apply the focused
4 evaluation professional growth activities toward the professional
5 growth plan for professional certificate renewal as required by the
6 professional educator standards board.

7 (d)(i) Classroom teachers who have earned national board
8 certification and have received a rating of level 3 or above in their
9 last comprehensive summative evaluation shall receive a comprehensive
10 summative evaluation at least once every six years. In the years when
11 a comprehensive summative evaluation is not required, these classroom
12 teachers may, at the principal's discretion, be evaluated using a
13 short form of evaluation, a locally bargained evaluation emphasizing
14 professional growth, an evaluation under subsection (1) or (2) of
15 this section, or any combination thereof, rather than the focused
16 evaluation. These classroom teachers are required to complete a
17 focused evaluation at least every third year, unless a comprehensive
18 summative evaluation is used in that year instead.

19 (ii) Classroom teachers who have obtained professional
20 certification and have received a rating of level 3 or above in their
21 last comprehensive summative evaluation shall receive a comprehensive
22 summative evaluation at least once every four years. In the years
23 when a comprehensive summative evaluation is not required, these
24 classroom teachers may, at the principal's discretion, be evaluated
25 using a short form of evaluation, a locally bargained evaluation
26 emphasizing professional growth, an evaluation under subsection (1)
27 or (2) of this section, or any combination thereof, rather than the
28 focused evaluation. These classroom teachers are required to complete
29 a focused evaluation at least every second year, unless a
30 comprehensive summative evaluation is used in that year instead.

31 (13) Each school district is encouraged to acknowledge and
32 recognize classroom teachers and principals who have attained level 4
33 - distinguished performance ratings.

--- END ---