
SUBSTITUTE HOUSE BILL 1867

State of Washington **64th Legislature** **2016 Regular Session**

By House Education (originally sponsored by Representatives Bergquist, Orwall, Pollet, S. Hunt, and Tarleton)

1 AN ACT Relating to the frequency of evaluations for certain
2 classroom teachers; amending RCW 28A.405.100; creating a new section;
3 and providing an expiration date.

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

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

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

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

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

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

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

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

1 evaluation under subsection (12) of this section, giving appropriate
2 weight to the indicators evaluated under each criteria and maximizing
3 rater agreement among the frameworks.

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

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

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

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

35 (3)(a) Except as provided in subsection (11) of this section, it
36 shall be the responsibility of a principal or his or her designee to
37 evaluate all certificated personnel in his or her school. During each
38 school year all classroom teachers and certificated support personnel
39 shall be observed for the purposes of evaluation at least twice in
40 the performance of their assigned duties. Total observation time for

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

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

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

25 (i) Level 1; or

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

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

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

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

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

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

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

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

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

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

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

38 (d) By December 1, 2012, the superintendent of public instruction
39 shall adopt rules that provide descriptors for each of the summative
40 performance ratings, based on the development work of pilot school

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

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

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

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

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

29 (i) Level 1; or

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

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

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

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

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

26 (i) Classroom teachers who are provisional employees under RCW
27 28A.405.220;

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

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

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

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

38 (d) A set of school districts shall be selected by the
39 superintendent of public instruction to participate in a
40 collaborative process resulting in the development and piloting of

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

39 (e)(i) The steering committee in (a) of this subsection ((7)(a)
40 of this section)) and the pilot school districts in (d) of this

1 subsection (~~((7)(d) of this section~~)) shall continue to examine
2 implementation issues and refine tools for the new certificated
3 classroom teacher evaluation system in subsection (2) of this section
4 and the new principal evaluation system in subsection (6) of this
5 section during the 2013-14 through 2015-16 implementation phase.

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

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

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

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

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

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

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

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

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

38 (iv) The superintendent of public instruction shall monitor the
39 statewide implementation of revised teacher and principal evaluation

1 systems using data reported under RCW 28A.150.230 as well as periodic
2 input from focus groups of administrators, principals, and teachers.

3 (v) The superintendent of public instruction shall submit reports
4 detailing findings, emergent issues or trends, recommendations from
5 the steering committee, and pilot school districts, and other
6 recommendations, to enhance implementation and continuous improvement
7 of the revised evaluation systems to appropriate committees of the
8 legislature and the governor beginning July 1, 2013, and each July
9 1st thereafter for each year of the school district implementation
10 transition period concluding with a report on December 1, 2016.

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

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

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

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

39 (11) After a certificated classroom teacher or certificated
40 support personnel has four years of satisfactory evaluations under

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

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

36 (a) ~~((All classroom teachers and principals shall receive a
37 comprehensive summative evaluation at least once every four years.))~~
38 A comprehensive summative evaluation assesses all eight evaluation
39 criteria and all criteria contribute to the comprehensive summative
40 evaluation performance rating. Classroom teachers and principals must

1 receive a comprehensive summative evaluation according to the
2 schedule required in (b) of this subsection.

3 (b)(i) Except as provided in (b)(ii) and (iii) of this
4 subsection, all classroom teachers and principals shall receive a
5 comprehensive summative evaluation at least once every four years.

6 (ii) The following categories of classroom teachers and
7 principals shall receive an annual comprehensive summative
8 evaluation:

9 ~~((i))~~ (A) Classroom teachers who are provisional employees
10 under RCW 28A.405.220;

11 ~~((ii))~~ (B) Principals in the first three consecutive school
12 years of employment as a principal;

13 ~~((iii))~~ (C) Principals previously employed as a principal by
14 another school district in the state of Washington for three or more
15 consecutive school years and in the first full year as a principal in
16 the school district; and

17 ~~((iv))~~ (D) Any classroom teacher or principal who received a
18 comprehensive summative evaluation performance rating of level 1 or
19 level 2 in the previous school year.

20 (iii) Classroom teachers who hold a valid professional
21 certification, or who hold a valid national board certification, or
22 both, and have received a rating of level 3 or above in their last
23 comprehensive summative evaluation shall receive a comprehensive
24 summative evaluation at least once every six years.

25 (c)(i) In the years when a comprehensive summative evaluation is
26 not required, classroom teachers and principals who received a
27 comprehensive summative evaluation performance rating of level 3 or
28 above in the previous school year are required to complete a focused
29 evaluation. A focused evaluation includes an assessment of one of the
30 eight criteria selected for a performance rating plus professional
31 growth activities specifically linked to the selected criteria.

32 (ii) The selected criteria must be approved by the teacher's or
33 principal's evaluator and may have been identified in a previous
34 comprehensive summative evaluation as benefiting from additional
35 attention. A group of teachers may focus on the same evaluation
36 criteria and share professional growth activities. A group of
37 principals may focus on the same evaluation criteria and share
38 professional growth activities.

39 (iii) The evaluator must assign a comprehensive summative
40 evaluation performance rating for the focused evaluation using the

1 methodology adopted by the superintendent of public instruction for
2 the instructional or leadership framework being used.

3 (iv) A teacher or principal may be transferred from a focused
4 evaluation to a comprehensive summative evaluation at the request of
5 the teacher or principal, or at the direction of the teacher's or
6 principal's evaluator.

7 (v) Due to the importance of instructional leadership and
8 assuring rater agreement among evaluators, particularly those
9 evaluating teacher performance, school districts are encouraged to
10 conduct comprehensive summative evaluations of principal performance
11 on an annual basis.

12 (vi) A classroom teacher or principal may apply the focused
13 evaluation professional growth activities toward the professional
14 growth plan for professional certificate renewal as required by the
15 professional educator standards board.

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

19 NEW SECTION. **Sec. 2.** (1) By July 1, 2016, the steering
20 committee created in RCW 28A.405.100 shall recommend to the office of
21 the superintendent of public instruction rules and guidance to
22 streamline the process for the focused evaluation, described in RCW
23 28A.405.100(12), in order to significantly reduce the burden on
24 teachers and principals, and their evaluators.

25 (2) This section expires July 1, 2017.

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