
SENATE BILL 6177

State of Washington

62nd Legislature

2012 Regular Session

By Senators McAuliffe, Ranker, Shin, and Eide; by request of Governor Gregoire

Read first time 01/13/12. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to evaluating certificated employees; amending RCW
2 28A.405.100, 28A.405.120, and 28A.405.130; adding a new section to
3 chapter 28A.405 RCW; and adding a new section to chapter 28A.410 RCW.

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

5 **Sec. 1.** RCW 28A.405.100 and 2010 c 235 s 202 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 from
9 time to time minimum criteria for the evaluation of the professional
10 performance capabilities and development of certificated classroom
11 teachers and certificated support personnel. For classroom teachers
12 the criteria shall be developed in the following categories:
13 Instructional skill; classroom management, professional preparation and
14 scholarship; effort toward improvement when needed; the handling of
15 student discipline and attendant problems; and interest in teaching
16 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 41.59.920,
19 establish evaluative criteria and procedures for all certificated

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

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

14 (b) The minimum criteria shall include: (i) Centering instruction
15 on high expectations for student achievement; (ii) demonstrating
16 effective teaching practices; (iii) recognizing individual student
17 learning needs and developing strategies to address those needs; (iv)
18 providing clear and intentional focus on subject matter content and
19 curriculum; (v) fostering and managing a safe, positive learning
20 environment; (vi) using multiple student data elements to modify
21 instruction and improve student learning; (vii) communicating and
22 collaborating with parents and ~~((the))~~ the school community; and
23 (viii) exhibiting collaborative and collegial practices focused on
24 improving instructional practice and student learning.

25 (c)(i) The four-level rating system used to evaluate the
26 certificated classroom teacher must describe performance along a
27 continuum that indicates the extent to which the criteria have been met
28 or exceeded. The performance ratings are as follows: Level 1 -
29 unsatisfactory; level 2 - basic; level 3 - proficient; level 4 -
30 distinguished.

31 (ii) By December 1, 2012, the superintendent of public instruction
32 must adopt rules to provide the summative comprehensive evaluation
33 descriptors for each of the four performance ratings that result from
34 the process described in subsection (8) of this section. After
35 December 1, 2012, any changes to the summative comprehensive evaluation
36 descriptors made by the superintendent must be after consultation with
37 a group broadly reflective of education stakeholders as provided in
38 subsection (8)(a) of this section.

1 (iii) Each school district must adopt an instructional framework
2 that supports the evaluation system in subsection (8) of this section.
3 The instructional framework establishes definitions, known as rubrics,
4 for each of the four-tier performance ratings of each evaluation
5 criteria. This framework must be posted on the district's web site.

6 (iv) The certificated classroom teacher must receive one of the
7 four performance ratings for each of the minimum criteria in (b) of
8 this subsection. The certificated classroom teacher must also receive
9 one of the four performance ratings for the evaluation as a whole.
10 This rating shall be known as the summative comprehensive evaluation
11 performance rating.

12 (v) When student growth data, if available and relevant to the
13 teacher and subject matter, is referenced in the evaluation process it
14 must be based on multiple measures that can include classroom-based,
15 school-based, district-based, and state-based tools. As used in this
16 subsection, "student growth" means the change in student achievement
17 between two points in time.

18 (3)(a) As used in this subsection (3), "employees" means classroom
19 teachers and certificated support personnel.

20 (b) Except as provided in subsections ~~((+10+))~~ (11) and (12) of
21 this section, it shall be the responsibility of a principal or his or
22 her designee to evaluate all certificated personnel in his or her
23 school. During each school year all classroom teachers and
24 certificated support personnel shall be observed for the purposes of
25 evaluation at least twice in the performance of their assigned duties.
26 Total observation time for each employee for each school year shall be
27 not less than sixty minutes. An employee in the third year of
28 provisional status as defined in RCW 28A.405.220 shall be observed at
29 least three times in the performance of his or her duties and the total
30 observation time for the school year shall not be less than ninety
31 minutes. Following each observation, or series of observations, the
32 principal or other evaluator shall promptly document the results of the
33 observation in writing, and shall provide the employee with a copy
34 thereof within three days after such report is prepared. New employees
35 shall be observed at least once for a total observation time of thirty
36 minutes during the first ninety calendar days of their employment
37 period.

1 ~~((b) As used in this subsection and subsection (4) of this~~
2 ~~section, "employees" means classroom teachers and certificated support~~
3 ~~personnel.))~~

4 (4)(a) As used in this subsection (4) "employees" means
5 certificated classroom support personnel.

6 (b) At any time after October 15th, an employee whose work is not
7 judged satisfactory based on district evaluation criteria shall be
8 notified in writing of the specific areas of deficiencies along with a
9 reasonable program for improvement. During the period of probation,
10 the employee may not be transferred from the supervision of the
11 original evaluator. Improvement of performance or probable cause for
12 nonrenewal must occur and be documented by the original evaluator
13 before any consideration of a request for transfer or reassignment as
14 contemplated by either the individual or the school district. A
15 probationary period of sixty school days shall be established. Days
16 may be added if necessary to complete a program for improvement and
17 evaluate the probationer's performance as long as the probationary
18 period is concluded before May 15th of the same school year. The
19 establishment of a probationary period does not adversely affect the
20 contract status of an employee within the meaning of RCW 28A.405.300.
21 The purpose of the probationary period is to give the employee
22 opportunity to demonstrate improvements in his or her areas of
23 deficiency. The establishment of the probationary period and the
24 giving of the notice to the employee of deficiency shall be by the
25 school district superintendent and need not be submitted to the board
26 of directors for approval. During the probationary period the
27 evaluator shall meet with the employee at least twice monthly to
28 supervise and make a written evaluation of the progress, if any, made
29 by the employee. The evaluator may authorize one additional
30 certificated employee to evaluate the probationer and to aid the
31 employee in improving his or her areas of deficiency; such additional
32 certificated employee shall be immune from any civil liability that
33 might otherwise be incurred or imposed with regard to the good faith
34 performance of such evaluation. Should a procedural error occur in the
35 implementation of a program for improvement, the error does not
36 invalidate the probationer's plan for improvement or evaluation
37 activities unless the procedural error materially affects the
38 effectiveness of the plan or the ability to evaluate the probationer's

1 performance. The probationer (~~(may)~~) must be removed from probation if
2 he or she has demonstrated improvement to the satisfaction of the
3 (~~(principal)~~) evaluator in those areas specifically detailed in his or
4 her initial notice of deficiency and subsequently detailed in his or
5 her (~~(improvement)~~) program for improvement. Lack of necessary
6 improvement during the established probationary period, as specifically
7 documented in writing with notification to the probationer (~~(and~~
8 ~~shall)~~), constitutes grounds for a finding of probable cause under RCW
9 28A.405.300 or 28A.405.210.

10 (~~(b)~~) (c) Immediately following the completion of a probationary
11 period that does not produce performance changes detailed in the
12 initial notice of deficiencies and (~~(improvement)~~) program for
13 improvement, the employee may be removed from his or her assignment and
14 placed into an alternative assignment for the remainder of the school
15 year. This reassignment may not displace another employee nor may it
16 adversely affect the probationary employee's compensation or benefits
17 for the remainder of the employee's contract year. If such
18 reassignment is not possible, the district may, at its option, place
19 the employee on paid leave for the balance of the contract term.

20 (5)(a) As used in this subsection (5), "employees" means
21 certificated classroom teachers.

22 (b) Pursuant to the timeline in subsection (8)(b) of this section,
23 the following summative comprehensive performance ratings mean the
24 employee's work is not judged as satisfactory:

25 (i) A summative comprehensive evaluation performance rating at
26 level 1; or

27 (ii) A summative comprehensive evaluation performance rating at
28 level 2, acquired by continuing contract employees with more than five
29 years of teaching experience, when the level 2 performance rating is
30 received for two consecutive years or for two years within a three
31 consecutive-year time period.

32 (c) At any time after October 15th, an employee whose work is not
33 judged satisfactory based on the evaluation criteria in subsection
34 (2)(b) of this section shall be notified in writing of the specific
35 areas of deficiencies along with a reasonable program for improvement.
36 During the period of probation, the employee may not be transferred
37 from the supervision of the original evaluator. Improvement of
38 performance or probable cause for nonrenewal must occur and be

1 documented by the original evaluator before any consideration of a
2 request for transfer or reassignment as contemplated by either the
3 individual or the school district. A probationary period of sixty
4 school days shall be established. Days may be added if necessary to
5 complete a program for improvement and evaluate the probationer's
6 performance, as long as the probationary period is concluded and a new
7 summative comprehensive performance rating is in place before May 15th
8 of the same school year. The establishment of a probationary period
9 does not adversely affect the contract status of an employee within the
10 meaning of RCW 28A.405.300. The purpose of the probationary period is
11 to give the employee opportunity to demonstrate improvements in his or
12 her areas of deficiency. The establishment of the probationary period
13 and the giving of the notice to the employee of deficiency shall be by
14 the school district superintendent and need not be submitted to the
15 board of directors for approval. During the probationary period the
16 evaluator shall meet with the employee at least twice monthly to
17 supervise and make a written evaluation of the progress, if any, made
18 by the employee. The evaluator may authorize one additional
19 certificated employee to evaluate the probationer and to aid the
20 employee in improving his or her areas of deficiency; the additional
21 certificated employee is immune from any civil liability that might
22 otherwise be incurred or imposed with regard to the good faith
23 performance of the evaluation. Should a procedural error occur in the
24 implementation of a program for improvement, the error does not
25 invalidate the probationer's plan for improvement or evaluation
26 activities unless the procedural error materially affects the
27 effectiveness of the plan or the ability to evaluate the probationer's
28 performance. The probationer must be removed from probation if (i) he
29 or she has demonstrated improvement to the satisfaction of the
30 evaluator in those areas specifically detailed in his or her initial
31 notice of deficiency and subsequently detailed in his or her program
32 for improvement and (ii) the probationer's new summative comprehensive
33 performance rating is at one of the following levels: (A) Level 2 or
34 above for a provisional employee; (B) level 2 or above for a continuing
35 contract employee with five or fewer years of experience; or (C) level
36 3 or above for a continuing contract employee with more than five years
37 of experience. Lack of necessary improvement during the established

1 probationary period, as specifically documented in writing with
2 notification to the probationer, constitutes grounds for a finding of
3 probable cause under RCW 28A.405.300 or 28A.405.210.

4 (d) Immediately following the completion of a probationary period
5 that does not produce both: (i) Performance changes detailed in the
6 initial notice of deficiencies and program of improvement and (ii) the
7 required summative comprehensive performance rating as provided in (c)
8 of this subsection, the employee may be removed from his or her
9 assignment and placed into an alternative assignment for the remainder
10 of the school year. This reassignment may not displace another
11 employee nor may it adversely affect the probationary employee's
12 compensation or benefits for the remainder of the employee's contract
13 year. If such reassignment is not possible, the district may, at its
14 option, place the employee on paid leave for the balance of the
15 contract term.

16 (6) Every board of directors shall establish evaluative criteria
17 and procedures for all superintendents, principals, and other
18 administrators. It shall be the responsibility of the district
19 superintendent or his or her designee to evaluate all administrators.
20 Except as provided in subsection ((+6+)) (7) of this section, such
21 evaluation shall be based on the administrative position job
22 description. Such criteria, when applicable, shall include at least
23 the following categories: Knowledge of, experience in, and training in
24 recognizing good professional performance, capabilities and
25 development; school administration and management; school finance;
26 professional preparation and scholarship; effort toward improvement
27 when needed; interest in pupils, employees, patrons and subjects taught
28 in school; leadership; and ability and performance of evaluation of
29 school personnel.

30 ((+6+)) (7)(a) Pursuant to the implementation schedule established
31 by subsection ((+7+)) (8)(b) of this section, every board of directors
32 shall establish revised evaluative criteria and a four-level rating
33 system for principals.

34 (b) The minimum criteria shall include: (i) Creating a school
35 culture that promotes the ongoing improvement of learning and teaching
36 for students and staff; (ii) demonstrating commitment to closing the
37 achievement gap; (iii) providing for school safety; (iv) leading the
38 development, implementation, and evaluation of a data-driven plan for

1 increasing student achievement, including the use of multiple student
2 data elements; (v) assisting instructional staff with alignment of
3 curriculum, instruction, and assessment with state and local district
4 learning goals; (vi) monitoring, assisting, and evaluating effective
5 instruction and assessment practices; (vii) managing both staff and
6 fiscal resources to support student achievement and legal
7 responsibilities; and (viii) partnering with the school community to
8 promote student learning.

9 (c)(i) The four-level rating system used to evaluate the principal
10 must describe performance along a continuum that indicates the extent
11 to which the criteria have been met or exceeded. The performance
12 ratings are as follows: Level 1 - unsatisfactory; level 2 - basic;
13 level 3 - proficient; level 4 - distinguished.

14 (ii) By December 1, 2012, the superintendent of public instruction
15 shall adopt rules to provide the summative comprehensive evaluation
16 descriptors for each of the four performance ratings that result from
17 the process described in subsection (8) of this section. After
18 December 1, 2012, any changes to the summative comprehensive evaluation
19 descriptors made by the superintendent must be after consultation with
20 a group broadly reflective of education stakeholders as provided in
21 subsection (8)(a) of this section.

22 (iii) Each school district must adopt a leadership framework that
23 supports the evaluation system in subsection (8) of this section. The
24 leadership framework establishes definitions, known as rubrics, for
25 each of the four-tier performance ratings of each evaluation criteria.
26 This framework must be posted on the district's web site.

27 (iv) The principal must receive one of the four performance ratings
28 for each of the minimum criteria in (b) of this subsection. The
29 principal must also receive one of the four performance ratings for the
30 evaluation as a whole and this rating shall be known as the summative
31 comprehensive evaluation performance rating.

32 (v) When available, student growth data that is referenced in the
33 evaluation process must be based on multiple measures that can include
34 classroom-based, school-based, district-based, and state-based tools.

35 (vi) As used in this subsection (7)(c), "student growth" means the
36 change in student achievement between two points in time.

37 ((+7)) (d) Pursuant to the timeline of subsection (8)(b) of this

1 section, the following summative comprehensive evaluation performance
2 ratings mean the employee's work is not judged as satisfactory:

3 (i) A summative comprehensive evaluation performance rating at
4 level 1; or

5 (ii) A summative comprehensive evaluation performance rating at
6 level 2, acquired by a principal with five or more years of experience
7 in the principal role, for two consecutive years or for two years
8 within a three consecutive-year time period.

9 (8)(a) The superintendent of public instruction, in collaboration
10 with state associations representing teachers, principals,
11 administrators, and parents, shall create models for implementing the
12 evaluation system criteria, student growth tools, professional
13 development programs, and evaluator training for certificated classroom
14 teachers and principals. Human resources specialists, professional
15 development experts, and assessment experts must also be consulted.
16 Due to the diversity of teaching assignments and the many developmental
17 levels of students, classroom teachers and principals must be
18 prominently represented in this work. The models must be available for
19 use in the 2011-12 school year.

20 (b)(i) A new certificated classroom teacher evaluation system that
21 implements the provisions of subsection (2) of this section and a new
22 principal evaluation system that implements the provisions of
23 subsection ((+6+)) (7) of this section shall be phased-in beginning
24 with the 2010-11 school year by districts identified in (c) of this
25 subsection and implemented in all school districts beginning with the
26 2013-14 school year.

27 (ii) To assist school districts in the required implementation of
28 these new evaluation systems, an implementation transition plan must be
29 developed and recommended to the superintendent of public instruction
30 by December 1, 2012, by the group broadly reflective of education
31 stakeholders described in (a) of this subsection. The plan must
32 provide:

33 (A) A transition period beginning with the 2015-16 school year and
34 ending with the 2016-17 school year;

35 (B) A requirement that school districts increase the number of
36 classroom teachers and principals evaluated using new evaluation
37 systems each year during the transition period; and

1 (C) Other implementation components as recommended to the
2 superintendent.

3 (iii) The superintendent of public instruction shall adopt rules
4 incorporating the plan recommendations in this subsection (8)(b).

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

1 whether modified versions developed by school districts should be
2 subject to state approval, and what the criteria would be for
3 determining if a school district's evaluation model meets or exceeds a
4 statewide model. The report shall also identify challenges posed by
5 requiring a state approval process.

6 ~~((+8))~~ (9) Each certificated classroom teacher and certificated
7 support personnel shall have the opportunity for confidential
8 conferences with his or her immediate supervisor on no less than two
9 occasions in each school year. Such confidential conference shall have
10 as its sole purpose the aiding of the administrator in his or her
11 assessment of the employee's professional performance.

12 ~~((+9))~~ (10) The failure of any evaluator to evaluate or supervise
13 or cause the evaluation or supervision of certificated classroom
14 teachers and certificated support personnel or administrators in
15 accordance with this section, as now or hereafter amended, when it is
16 his or her specific assigned or delegated responsibility to do so,
17 shall be sufficient cause for the nonrenewal of any such evaluator's
18 contract under RCW 28A.405.210, or the discharge of such evaluator
19 under RCW 28A.405.300.

20 ~~((+10))~~ (11)(a) The provisions of (b) of this subsection are in
21 effect for certificated classroom teachers until the classroom teacher
22 is included in the evaluation system as provided in subsection (8) of
23 this section. The provisions of (b) of this subsection continue to
24 apply to certificated support personnel after the 2012-13 school year.

25 (b) After a certificated classroom teacher or certificated support
26 personnel has four years of satisfactory evaluations (~~(under subsection~~
27 ~~(1) of this section or has received one of the two top ratings for four~~
28 ~~years under subsection (2) of this section)), a school district may use
29 a short form of evaluation, a locally bargained evaluation emphasizing
30 professional growth, an evaluation under subsection (1) or (2) of this
31 section, or any combination thereof. The short form of evaluation
32 shall include either a thirty minute observation during the school year
33 with a written summary or a final annual written evaluation based on
34 the criteria in subsection (1) or (2) of this section and based on at
35 least two observation periods during the school year totaling at least
36 sixty minutes without a written summary of such observations being
37 prepared. A locally bargained short-form evaluation emphasizing
38 professional growth must provide that the professional growth activity~~

1 conducted by the certificated classroom teacher be specifically linked
2 to one or more of the certificated classroom teacher evaluation
3 criteria. However, the evaluation process set forth in subsection (1)
4 or (2) of this section shall be followed at least once every three
5 years unless this time is extended by a local school district under the
6 bargaining process set forth in chapter 41.59 RCW. The employee or
7 evaluator may require that the evaluation process set forth in
8 subsection (1) or (2) of this section be conducted in any given school
9 year. No evaluation other than the evaluation authorized under
10 subsection (1) or (2) of this section may be used as a basis for
11 determining that an employee's work is not satisfactory under
12 subsection (1) or (2) of this section or as probable cause for the
13 nonrenewal of an employee's contract under RCW 28A.405.210 unless an
14 evaluation process developed under chapter 41.59 RCW determines
15 otherwise.

16 (12) As required by the evaluation systems implementation
17 transition plan provided in subsection (8)(b) of this section,
18 beginning with the 2013-14 school year, and continuing after completion
19 of the transition plan, certificated classroom teachers and principals
20 shall have annual performance evaluations conducted as provided in this
21 subsection.

22 (a) A comprehensive evaluation assesses all eight criteria and all
23 criteria contribute to the rating. This evaluation is required once
24 every four years for classroom teachers and principals with the
25 following exceptions:

26 (i) Classroom teachers with provisional status as defined by RCW
27 28A.405.220 shall have an annual comprehensive evaluation;

28 (ii) Principals in the first three consecutive school years of
29 employment as a principal shall have an annual comprehensive
30 evaluation;

31 (iii) Principals previously employed as a principal by another
32 school district in the state of Washington for three or more
33 consecutive school years and in the first full year as a principal in
34 the school district shall have an annual comprehensive evaluation;

35 (iv) Classroom teachers on probationary status and subject to the
36 provisions of subsection (5) of this section shall have a comprehensive
37 evaluation;

1 (v) Principals on probationary status shall have a comprehensive
2 evaluation; and

3 (vi) Certificated classroom teachers and principals with a
4 comprehensive evaluation rating at level 2 the previous year shall have
5 a summative comprehensive evaluation the subsequent year.

6 (b) When a comprehensive evaluation is not required, a focused
7 evaluation process may be completed. A focused evaluation process
8 means assessing one of the eight evaluation criteria selected for a
9 performance rating following professional growth activities
10 specifically linked to the evaluation criteria.

11 (i) Teachers and principals eligible for focused evaluation process
12 are those with four years of summative comprehensive performance
13 evaluation ratings at level 3 or above.

14 (ii) The selected evaluation criteria must be approved by the
15 teacher's or principal's evaluator. The selected evaluation criteria
16 may have been identified in a previous comprehensive evaluation as
17 benefiting from additional attention. A group of teachers may focus on
18 the same evaluation criteria and share professional growth activities.
19 A group of principals may focus on the same evaluation criteria and
20 share professional growth activities.

21 (iii) The teacher's or principal's evaluator must assign a
22 performance level rating for the selected evaluation criteria and this
23 rating, along with the previously assigned performance level ratings
24 for the other seven criteria, create the summative comprehensive
25 performance evaluation rating.

26 (iv) A teacher or principal may be transferred from a focused
27 evaluation process to a comprehensive evaluation by: (A) The teacher
28 or principal requesting to receive a comprehensive evaluation; or (B)
29 the teacher's or principal's evaluator requiring that a comprehensive
30 evaluation be conducted.

31 (v) A classroom teacher or principal may choose to apply the
32 focused evaluation professional growth activities to the requirements
33 for completion of a professional growth plan for professional
34 certificate renewal as required by the rules of the professional
35 educator standards board.

36 (13) Each school district is encouraged to acknowledge and
37 recognize classroom teachers and principals who have attained
38 distinguished level evaluations.

1 **Sec. 2.** RCW 28A.405.120 and 1995 c 335 s 401 are each amended to
2 read as follows:

3 (1) School districts shall require each administrator, each
4 principal, or other supervisory personnel who has responsibility for
5 evaluating classroom teachers or principals to have training in
6 evaluation procedures and periodic opportunities to update and refine
7 skills used in the evaluation process.

8 (2) Before school district implementation of the evaluation systems
9 required by RCW 28A.405.100(8), district principals and administrators
10 must engage in professional development designed to implement the
11 revised systems.

12 **Sec. 3.** RCW 28A.405.130 and 1985 c 420 s 4 are each amended to
13 read as follows:

14 (1) No administrator, principal, or other supervisory personnel may
15 evaluate a teacher without having received training in evaluation
16 procedures.

17 (2) Before evaluating classroom teachers using the evaluation
18 systems required by RCW 28A.405.100(8), principals and administrators
19 must engage in professional development designed to implement the
20 revised systems.

21 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.405
22 RCW to read as follows:

23 (1) Subject to funds appropriated for this purpose, the office of
24 the superintendent of public instruction must develop and make
25 available a professional development program to support the
26 implementation of the evaluation systems required by RCW
27 28A.405.100(8).

28 (2) The program components may be organized into professional
29 development strands for principals, administrators, and teachers and
30 must include the following components:

31 (a) Examination of Washington evaluation criteria, the four-tiered
32 performance rating system, and common instructional and leadership
33 frameworks used to describe the evaluation criteria;

34 (b) Classroom observation;

35 (c) The use of student growth data and multiple measures of
36 performance;

- 1 (d) Evaluation conferencing;
- 2 (e) Development of classroom teacher and principal support plans
- 3 resulting from an evaluation;
- 4 (f) Use of an online tool to manage the collection of observation
- 5 notes, teacher and principal submitted materials, and other information
- 6 related to the conduct of the evaluation; and
- 7 (g) Other components as recommended by the model development
- 8 process in RCW 28A.405.100(8).

9 (3) To the extent possible, professional development materials must
10 be made available online and make use of appropriate, existing
11 web-based tools and other web-based tools that may be developed.

12 (4) The professional development materials described in this
13 section shall be made available to teacher and principal preparation
14 programs in the state.

15 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.410
16 RCW to read as follows:

17 (1) After August 31, 2013, successful completion of a residency
18 principal preparation program must include:

19 (a) Demonstrated knowledge of teacher evaluation research and
20 Washington's evaluation requirements; and

21 (b) Successfully completed opportunities to practice teacher
22 evaluation skills.

23 (2) At a minimum, principal preparation programs must include the
24 following components related to conducting evaluations:

25 (a) Examination of Washington teacher and principal evaluation
26 criteria, the four-tiered performance rating system, and common
27 instructional and leadership frameworks used to describe the evaluation
28 criteria;

29 (b) Classroom observations;

30 (c) The use of student growth data and multiple measures of
31 performance;

32 (d) Evaluation conferencing;

33 (e) Use of an online tool to manage the collection of observation
34 notes, teacher and principal submitted materials, and other information
35 related to the conduct of the evaluation; and

1 (f) Development of classroom teacher support plans resulting from
2 evaluations.

--- END ---