
SENATE BILL 5246

State of Washington

63rd Legislature

2013 Regular Session

By Senators Litzow, Tom, Hobbs, Delvin, Padden, Schoesler, Smith, and Shin

Read first time 01/24/13. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to clarifying the teacher and principal evaluation
2 process; 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 read
5 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 from
8 time to time minimum criteria for the evaluation of the professional
9 performance capabilities and development of certificated classroom
10 teachers and certificated support personnel. For classroom teachers
11 the criteria shall be developed in the following categories:
12 Instructional skill; classroom management, professional preparation and
13 scholarship; effort toward improvement when needed; the handling of
14 student discipline and attendant problems; and interest in teaching
15 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 41.59.920,
18 establish evaluative criteria and procedures for all certificated
19 classroom teachers and certificated support personnel. The evaluative

1 criteria must contain as a minimum the criteria established by the
2 superintendent of public instruction pursuant to this section and must
3 be prepared within six months following adoption of the superintendent
4 of public instruction's minimum criteria. The district must certify to
5 the superintendent of public instruction that evaluative criteria have
6 been so prepared by the 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 41.59.170,
10 41.59.910, and 41.59.920, establish revised evaluative criteria and a
11 four-level rating system for all certificated 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))~~ weighted such that it
24 consists of fifty percent of the summative performance of certificated
25 classroom teachers for at least three of the evaluation criteria listed
26 in this subsection.

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

1 performance rating for each of the preferred instructional frameworks,
2 including for a focused evaluation under subsection (12) of this
3 section, giving appropriate weight to the indicators evaluated under
4 each criteria and maximizing rater agreement among the frameworks.

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

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

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

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

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

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

27 (i) Level 1; or

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

33 (b) During the period of probation, the employee may not be
34 transferred from the supervision of the original evaluator.
35 Improvement of performance or probable cause for nonrenewal must occur
36 and be documented by the original evaluator before any consideration of
37 a request for transfer or reassignment as contemplated by either the
38 individual or the school district. A probationary period of sixty

1 school days shall be established. Days may be added if deemed
2 necessary to complete a program for improvement and evaluate the
3 probationer's performance, as long as the probationary period is
4 concluded before May 15th of the same school year. The probationary
5 period may be extended into the following school year if the
6 probationer has five or more years of teaching experience and has a
7 comprehensive summative evaluation performance rating as of May 15th of
8 less than level 2. The establishment of a probationary period does not
9 adversely affect the contract status of an employee within the meaning
10 of RCW 28A.405.300. The purpose of the probationary period is to give
11 the employee opportunity to demonstrate improvements in his or her
12 areas of deficiency. The establishment of the probationary period and
13 the giving of the notice to the employee of deficiency shall be by the
14 school district superintendent and need not be submitted to the board
15 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. Should the
21 evaluator not authorize such additional evaluator, the probationer may
22 request that an additional certificated employee evaluator become part
23 of the probationary process and this request must be implemented by
24 including an additional experienced evaluator assigned by the
25 educational service district in which the school district is located
26 and selected from a list of evaluation specialists compiled by the
27 educational service district. Such additional certificated employee
28 shall be immune from any civil liability that might otherwise be
29 incurred or imposed with regard to the good faith performance of such
30 evaluation. If a procedural error occurs in the implementation of a
31 program for improvement, the error does not invalidate the
32 probationer's plan for improvement or evaluation activities unless the
33 error materially affects the effectiveness of the plan or the ability
34 to evaluate the probationer's performance. The probationer must be
35 removed from probation if he or she has demonstrated improvement to the
36 satisfaction of the evaluator in those areas specifically detailed in
37 his or her initial notice of deficiency and subsequently detailed in
38 his or her program for improvement. A classroom teacher who has been

1 transitioned to the revised evaluation system pursuant to the district
2 implementation schedule adopted under subsection (7)(c) of this section
3 must be removed from probation if he or she has demonstrated
4 improvement that results in a new comprehensive summative evaluation
5 performance rating of level 2 or above for a provisional employee or a
6 continuing contract employee with five or fewer years of experience, or
7 of level 3 or above for a continuing contract employee with more than
8 five years of experience. Lack of necessary improvement during the
9 established probationary period, as specifically documented in writing
10 with notification to the probationer constitutes grounds for a finding
11 of probable cause under RCW 28A.405.300 or 28A.405.210.

12 (c) When a continuing contract employee with five or more years of
13 experience receives a comprehensive summative evaluation performance
14 rating below level 2 for two consecutive years, the school district
15 shall, within ten days of the completion of the second comprehensive
16 summative ((~~comprehensive~~ [~~comprehensive summative~~])) evaluation or May
17 15th, whichever occurs first, implement the employee notification of
18 discharge as provided in RCW 28A.405.300.

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

36 (5) Every board of directors shall establish evaluative criteria
37 and procedures for all superintendents, principals, and other
38 administrators. It shall be the responsibility of the district

1 superintendent or his or her designee to evaluate all administrators.
2 Except as provided in subsection (6) of this section, such evaluation
3 shall be based on the administrative position job description. Such
4 criteria, when applicable, shall include at least the following
5 categories: Knowledge of, experience in, and training in recognizing
6 good professional performance, capabilities and development; school
7 administration and management; school finance; professional preparation
8 and scholarship; effort toward improvement when needed; interest in
9 pupils, employees, patrons and subjects taught in school; leadership;
10 and ability and performance of evaluation of school personnel.

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

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

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

1 the four summative performance ratings for the evaluation as a whole,
2 which shall be the comprehensive summative evaluation performance
3 rating.

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

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

21 (f) Student growth data that is relevant to the principal must be
22 a factor in the evaluation process as provided in (b) of this
23 subsection and must be based on multiple measures that can include
24 classroom-based, school-based, district-based, and state-based tools.
25 As used in this subsection, "student growth" means the change in
26 student achievement between two points in time.

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

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

- 34 (i) Level 1; or
- 35 (ii) Level 2 if the principal has more than five years of
36 experience in the principal role and if the level 2 comprehensive
37 summative evaluation performance rating has been received for two

1 consecutive years or for two years within a consecutive three-year time
2 period.

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

15 (b) A new certificated classroom teacher evaluation system that
16 implements the provisions of subsection (2) of this section and a new
17 principal evaluation system that implements the provisions of
18 subsection (6) of this section shall be phased-in beginning with the
19 2010-11 school year by districts identified in (d) of this subsection
20 and implemented in all school districts beginning with the 2013-14
21 school year.

22 (c) Each school district board of directors shall adopt a schedule
23 for implementation of the revised evaluation systems that transitions
24 a portion of classroom teachers and principals in the district to the
25 revised evaluation systems each year beginning no later than the 2013-
26 14 school year, until all classroom teachers and principals are being
27 evaluated under the revised evaluation systems no later than the 2015-
28 16 school year. A school district is not precluded from completing the
29 transition of all classroom teachers and principals to the revised
30 evaluation systems before the 2015-16 school year. The schedule
31 adopted under this subsection (7)(c) must provide that the following
32 employees are transitioned to the revised evaluation systems beginning
33 in the 2013-14 school year:

34 (i) Classroom teachers who are provisional employees under RCW
35 28A.405.220;

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

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

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

5 (v) Principals previously employed as a principal by another school
6 district in the state of Washington for three or more consecutive
7 school years and in the first full year as a principal in the school
8 district.

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

1 appropriate committees of the legislature and governor by July 1, 2011,
2 and at the conclusion of the development phase by July 1, 2012. In the
3 July 1, 2011, report, the superintendent shall include recommendations
4 for whether a single statewide evaluation model should be adopted,
5 whether modified versions developed by school districts should be
6 subject to state approval, and what the criteria would be for
7 determining if a school district's evaluation model meets or exceeds a
8 statewide model. The report shall also identify challenges posed by
9 requiring a state approval process.

10 (e)(i) The steering committee in (~~(subsection (7))~~)(a) of this
11 (~~(section)~~) subsection and the pilot school districts in (~~(subsection~~
12 ~~(7))~~)(d) of this (~~(section)~~) subsection shall continue to examine
13 implementation issues and refine tools for the new certificated
14 classroom teacher evaluation system in subsection (2) of this section
15 and the new principal evaluation system in subsection (6) of this
16 section during the 2013-14 through 2015-16 implementation phase.

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

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

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

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

28 (D) Refining evaluation system management tools, professional
29 development programs, and evaluator training programs with an emphasis
30 on developing rater reliability;

31 (E) Reviewing emerging research regarding teacher and principal
32 evaluation systems and the development and implementation of evaluation
33 systems in other states;

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

37 (G) Developing recommendations regarding how teacher evaluations
38 could inform state policies regarding the criteria for a teacher to

1 obtain continuing contract status under RCW 28A.405.210. In developing
2 these recommendations the experiences of school districts and teachers
3 during the evaluation transition phase must be considered.
4 Recommendations must be reported by July 1, 2016, to the legislature
5 and the governor.

6 (iii) To support the tasks in (e)(ii) of this subsection, the
7 superintendent of public instruction may contract with an independent
8 research organization with expertise in educator evaluations and
9 knowledge of the revised evaluation systems being implemented under
10 this section.

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

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

23 (8)(a) Beginning with the 2015-16 school year, evaluation results
24 for certificated classroom teachers and principals must be used as one
25 of multiple factors in making human resource and personnel decisions.
26 Human resource decisions include, but are not limited to: Staff
27 assignment, including the consideration of an agreement to an
28 assignment by an appropriate teacher, principal, and superintendent;
29 and reduction in force. Nothing in this section limits the ability to
30 collectively bargain how the multiple factors shall be used in making
31 human resource or personnel decisions, with the exception that
32 evaluation results must be a factor and seniority must not be weighted
33 more than ten percent after other factors are considered.

34 (b) The office of the superintendent of public instruction must
35 report to the legislature and the governor regarding the school
36 district implementation of the provisions of (a) of this subsection by
37 December 1, 2017.

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

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

15 (11) After a certificated classroom teacher or certificated support
16 personnel has four years of satisfactory evaluations under subsection
17 (1) of this section, a school district may use a short form of
18 evaluation, a locally bargained evaluation emphasizing professional
19 growth, an evaluation under subsection (1) or (2) of this section, or
20 any combination thereof. The short form of evaluation shall include
21 either a thirty minute observation during the school year with a
22 written summary or a final annual written evaluation based on the
23 criteria in subsection (1) or (2) of this section and based on at least
24 two observation periods during the school year totaling at least sixty
25 minutes without a written summary of such observations being prepared.
26 A locally bargained short-form evaluation emphasizing professional
27 growth must provide that the professional growth activity conducted by
28 the certificated classroom teacher be specifically linked to one or
29 more of the certificated classroom teacher evaluation criteria.
30 However, the evaluation process set forth in subsection (1) or (2) of
31 this section shall be followed at least once every three years unless
32 this time is extended by a local school district under the bargaining
33 process set forth in chapter 41.59 RCW. The employee or evaluator may
34 require that the evaluation process set forth in subsection (1) or (2)
35 of this section be conducted in any given school year. No evaluation
36 other than the evaluation authorized under subsection (1) or (2) of
37 this section may be used as a basis for determining that an employee's
38 work is not satisfactory under subsection (1) or (2) of this section or

1 as probable cause for the nonrenewal of an employee's contract under
2 RCW 28A.405.210 unless an evaluation process developed under chapter
3 41.59 RCW determines otherwise. The provisions of this subsection
4 apply to certificated classroom teachers only until the teacher has
5 been transitioned to the revised evaluation system pursuant to the
6 district implementation schedule adopted under subsection (7)(c) of
7 this section.

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

13 (a) All classroom teachers and principals shall receive a
14 comprehensive summative evaluation at least once every four years. A
15 comprehensive summative evaluation assesses all eight evaluation
16 criteria and all criteria contribute to the comprehensive summative
17 evaluation performance rating.

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

20 (i) Classroom teachers who are provisional employees under RCW
21 28A.405.220;

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

24 (iii) Principals previously employed as a principal by another
25 school district in the state of Washington for three or more
26 consecutive school years and in the first full year as a principal in
27 the school district; and

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

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

1 (ii) The selected criteria must be approved by the teacher's or
2 principal's evaluator and may have been identified in a previous
3 comprehensive summative evaluation as benefiting from additional
4 attention. A group of teachers may focus on the same evaluation
5 criteria and share professional growth activities. A group of
6 principals may focus on the same evaluation criteria and share
7 professional growth activities.

8 (iii) The evaluator must assign a comprehensive summative
9 evaluation performance rating for the focused evaluation using the
10 methodology adopted by the superintendent of public instruction for the
11 instructional or leadership framework being used.

12 (iv) A teacher or principal may be transferred from a focused
13 evaluation to a comprehensive summative evaluation at the request of
14 the teacher or principal, or at the direction of the teacher's or
15 principal's evaluator.

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

20 (vi) A classroom teacher or principal may apply the focused
21 evaluation professional growth activities toward the professional
22 growth plan for professional certificate renewal as required by the
23 professional educator standards board.

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

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