

APPENDIX 17

Section 1: Provisions Applicable to All Staff

- A. The purpose of evaluation is to promote professional growth and effective teaching practice. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will exercise appropriate professional judgment and will be evaluated on their own practice, skills, and knowledge.
- B. Within each school, the principal shall be responsible for the evaluation of employees assigned to that school. A bargaining unit member shall not be assigned as an evaluator of another bargaining unit member. An employee assigned to more than one (1) school shall be evaluated by the building principal of the building where the most time is spent. In the event that time is evenly spent, the employee and principals shall consult regarding workload and preferences to attempt to reach agreement on who will be the evaluator. If the parties cannot reach agreement, the employee shall choose which building's administrator(s) will be the evaluator.
- C. An employee may request in writing to the Director of Human Resources an alternate evaluator. The Director of Human Resources may then designate another individual to perform the evaluation.
- D. An employee shall be entitled, upon request, to have present Association representative during any meeting related to matters concerning their evaluation for the sole purpose of observation, note taking, and asking clarifying questions, provided that arranging for the representative does not unreasonably delay the scheduling of a meeting.
- E. Evaluation results shall not be shared or published with any teacher-identifying information, except as required by law, and only with prior notification to the individual and Association.
- F. The procedures outlined in Article VIII shall be subject to the Grievance Procedure. Without limiting the generality of the foregoing, the substantive and subjective aspects of an evaluation are specifically excluded from the Grievance Procedure.

- G. Surveys and/or information of student and parent perceptions of employee performance shall not be solicited for inclusion as evidence in the evaluation.
- H. All observations shall be conducted openly. Audio or video devices shall not be used to record any class for the purpose of evaluation unless submitted by the employee.
- I. Employees on continuing contracts who have been assigned to teach outside of their endorsements shall not be subject to nonrenewal or probation based on evaluation of their teaching effectiveness in the out-of-endorsement assignments.
- J. Professional Growth Allocation: A pool of \$10,000 shall be established for professional growth activities, materials and costs. Each applicant may be eligible for up to \$500. If there are more applicants than funds available, requests will be prioritized for applicants who have not accessed these funds in the prior year. If there continues to be more requests than funds, recipients will be chosen by random lot in the presence of the Association President. Requests must be submitted at least two weeks prior to the end of the school year for the following year. Unused funds will be rolled over to the following year.

Section 2: Provisions Applicable Only to Classroom Teachers

A. Definitions

1. ~~“Artifact” shall mean any authentic product(s) generated, developed or used by a certificated employee during the course of instruction.~~
2. For the purpose of this Article, “**Classroom Teacher**” and “**teacher**” shall mean a certificated employee who provides academically focused instruction to students. The term “classroom teacher” or “teacher” includes general education, special education, and ELL teachers, and Elementary Library Specialists and other bargaining unit members who work with regularly recurring and specifically defined groups of students. It does not include employees working under Educational Staff Associate certificates (Counselors, Nurses, Psychologists, SLPs, OT/PTs) or teachers on special assignment (TOSAs) working as mathematics, literacy or behavior and climate specialists, as well as other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. The District and Association shall meet to discuss any position in which it is unclear if it falls within the statutory definition.
3. “**Criterion**” shall mean one of the eight (8) State-defined categories to be scored.

4. **“Evidence”** shall mean observed practice (observations and pre- and post-observation conversations), products (artifacts) or results (student growth) of the teacher's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. Both the teacher and the evaluator shall contribute evidence to the overall assessment of professional performance. Artifacts Evidence should arise naturally from classroom instruction or practices and should not be created specifically for the evaluation system or at the direction of the evaluator. Additionally, tools and/or forms used in the evaluation process may be considered as evidence artifacts.
5. **“Indicator”** shall mean the subsection of each criterion (also commonly referred to as “component” or “subcriterion”).
6. **“Instructional Framework”** shall mean one of the approved instructional frameworks adopted by OSPI to support the new evaluation system.
7. **“Plan of Improvement”** shall mean a formal written plan for teachers on probation identifying specific areas of deficiencies (criteria and indicators) along with a reasonable program for improvement.
8. **“Student Growth”** shall mean the change in student achievement between two points in time.
9. **“Student Growth Data”** also referred to as **“Student Growth Measure”** shall mean relevant and available multiple measures of student achievement using classroom-based, school-based, District-based, and/or State-based tools.
10. **“Intensive Assistance”** shall mean an intermediate plan focused on professional growth in Section 4 below.

B. General Provisions for Classroom Teachers

1. Professional Development

- a. Prior to being evaluated on the performance evaluation system each teacher shall receive professional development to comprehend the instructional framework, the evaluative rubric, and process. Teachers hired after the annual evaluation training shall work with a TOSA for a half day on evaluation practices within the teacher's first thirty (30) days of employment.
- b. Before evaluating classroom teachers, principals and administrators will engage in professional development designed to implement the revised

systems and maximize rater agreement as required by RCW 28A.405.130. Upon request, the District will provide the Association with the District's standards for inter-rater reliability and all information regarding the qualifications of each evaluator for completing performance evaluations under this Appendix 17.

2. Instructional Framework

Classroom Teachers shall be evaluated using the State 8 Criteria under the CEL 5D+ Framework for Teaching.

3. Evaluation Criteria. The following are the evaluative criteria for classroom teachers:

- a. Centering instruction on high expectations for student achievement
- b. Demonstrating effective teaching practices
- c. Recognizing individual student learning needs and developing strategies to address those needs
- d. Providing clear and intentional focus on subject matter content and curriculum
- e. Fostering and managing a safe, positive learning environment
- f. Using multiple student data elements to modify instruction and improve student learning
- g. Communicating with parents and school community
- h. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning

4. Changing from Focused to Comprehensive

It is the intent of the parties that upon successful completion of the comprehensive evaluation, all teachers will cycle through focused evaluation for the next three years, subject to the terms set forth in RCW 28A.405.100 and this paragraph. A classroom teacher shall be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher or the teacher's evaluator. Such request must be received by October 15.

5. Documentation

The Before the first student day the evaluator and teachers shall discuss and agree upon the method or tool (i.e. eVal, notebook) that will be used to collect evidence. ~~Tools for collecting evidence and/or scoring performance shall be evaluated by the District and Association during the 2014-15 school year.~~

C. Comprehensive Evaluation

1. Teacher Required to be on Comprehensive

All classroom teachers shall receive a comprehensive summative evaluation at least once every four years. The following categories of classroom teachers must receive an annual comprehensive summative evaluation: Classroom teachers who are provisional and any classroom teacher who received a comprehensive summative evaluation performance rating of one (Unsatisfactory) or two (Basic) in the previous school year.

2. Goal Setting:

- a. Prior to October 15 (or within two weeks if hired after October 1), the teacher and evaluator shall hold a meeting to discuss student growth measures and student growth goals to be used for the year's evaluation. The measures and goals may be finalized later in the year, but no later than the mid-year conference, when the goals relate to instruction taking place later in the school year.
- b. Student growth measures will be taken from multiple sources identified by the teacher, and must be appropriate and relevant to the teacher's assignment. Student achievement data must measure growth between two points in time. The goal for Student Growth Goal 3.1, 6.1, and 8.1 may use the same student growth measures.
- c. Prior to the goal setting discussion with the evaluator, the teacher may complete a self-assessment of their performance under the instructional framework. Sharing the results of the self-assessment with the teacher's evaluator is optional.

3. Gathering of Evidence

- a. ~~Evidence is observed practice (observations and pre- and post-observation conversations), products (artifacts) or results (student growth) of the teacher's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. Both the teacher and the evaluator shall contribute evidence to the overall assessment of professional performance. Artifacts should arise naturally from classroom instruction or practices and should not be created specifically for the evaluation system or at the direction of the evaluator. Additionally, tools and/or forms used in the evaluation process may be considered as artifacts.~~
- b. ~~The District commits to documenting~~ **Evaluators shall document evidence of performance readily available via observations and conversations first** and to the greatest extent possible so as to lessen the time required to compile additional evidence artifacts.
- c. If, after completing the minimum required observations, both the teacher and evaluator agree on the score for a criterion, no additional evidence is required to be collected for that criterion.
- d. ~~Teachers will provide and evaluators will collect ample evidence to establish a criterion rating of proficient or better, if possible. of proficiency. It is the nature and quality of the evidence, not the amount that determines its rating.~~
- e. **Principals may request evidence in areas not yet consistent with a proficient rating after the mid-year conference,** but may not require a
- f. A specific amount of evidence shall not be required or number of artifacts.
- g. **It is the nature and quality of the evidence, not the amount that determines its rating.**

4. Observations

- a. Observations are a primary ~~one~~ type of evidence of professional performance relevant to the evaluative criteria.
- b. Each teacher shall be observed in the course of professional performance at least two times for a minimum total of 60 minutes.

- c. Within the 60 minutes required above, new employees shall be observed at least once for a minimum total of 30 minutes during the first 90 calendar days of employment.
- d. Teachers in their third year of provisional status shall be observed at least three times for a minimum total of 90 minutes.
- e. At least one observation must be minimally 30 minutes in length, and be preceded by a pre-observation conference (which may be held electronically) and followed by a post-observation conference (which shall be in person).
- f. At least one observation must be completed prior to the mid-year formative conference.
- g. At least one observation must be pre-scheduled with the teacher.
- h. ~~Additional~~ “Walk-throughs,” with or without pre-observation and/or post-observation conferences, may be completed at any time and used in the evaluation provided the employee is given written feedback and informed it will be used in the evaluation.
- i. ~~For the purposes of professional growth, fairness requires that employees be made aware in a timely manner, of the evidence that will be used in their evaluation.~~ Written documentation of all observations, regardless of type or duration, must be completed and provided to the teacher within 3 working days of completion, and no longer than 5 working days after the observation, provided that no prescribed form or length of documentation shall be required. Documentation of conversations or walk-throughs used as evidence will be provided to the employee.

5. Pre-Observation and Post-Observation Conferencing

- a. ~~Pre-observation conferences,~~ excluding the one required before the minimum thirty (30) minute observation, ~~are~~ optional at the request of the teacher or evaluator. Evaluators are encouraged to hold conferences in the teacher’s classroom. Pre-observation conferences may be held electronically.
- b. The purpose of the pre-observation conference is to discuss matters such as the employee's student growth goals, the professional activities to be observed, the content, objectives, and strategies of the lesson, the length of

the observation and possible observable evidence to meet the scoring criteria.

- c. ~~A Post-observation conferences, excluding the one required after the minimum thirty (30) minute observation, are is optional at the request of the teacher or evaluator.~~ and Post-observation conferences shall be scheduled by the parties within 5 working days of the observation to be held within seven (7) working days.
 - d. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria and the Instructional framework rubric, and to discuss opportunities for growth. The teacher or evaluator may provide additional evidence to aid in the assessment of the teacher's professional performance including, but not limited to, evidence related to those criteria not observed in the classroom.
 - e. Pre-observation and post-observation conferences will take place before or after the student day at the request of the teacher.
6. Mid-year formative conference. A mid-year formative conference shall be held on or before the last day of February to discuss:
- a. a formative evaluation of the teacher's performance to date, and if no evidence has been observed or collected on an indicator, it will be noted as not yet observed, and
 - b. ~~understand where that~~ the teacher's performance ratings rates on the instructional framework rubric, and
 - c. ~~where~~ which indicators need evidence and which indicators need additional evidence in order to increase a criterion rating is needed, and
 - d. how and when that evidence will be collected.
7. Summative conference

The evaluator shall provide a preliminary evaluation of the teacher's performance as measured by the instructional framework rubric no later than five days before the scheduled summative conference ~~two weeks prior to the end of the school year~~. The teacher shall review the preliminary evaluation, gather any additional evidence relevant to the criteria and meet with the evaluator prior to the end of the school year to attempt to reach consensus on the ratings for each criterion. If there is any

disagreement on the rating, the evaluator's rating shall be recorded and the teacher may submit individual comments. Two copies of the final evaluation shall be signed by both the evaluator and teacher to document receipt and completion only, and shall be submitted to the Human Resources office no later than the last day of the school year. The signature of the teacher does not imply that the employee agrees with its contents.

8. Criterion Scoring

Each criterion shall be rated collaboratively based on the components in that criterion using a preponderance of the evidence. This analysis will be based on a holistic assessment of the teacher's performance. If the criterion score is not clear, guiding questions from the Washington State framework authors shall be used to reflect on the evidence to determine an informed professional judgment about what the criterion level score should be.

9. Summative Performance Rating for Comprehensive Evaluation

A classroom teacher shall receive a summative performance rating for each of the eight (8) State evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

- 1 = 8-14 Unsatisfactory
- 2 = 15-21 Basic
- 3 = 22-28 Proficient
- 4 = 29-32 Distinguished*

*A classroom teacher with a preliminary rating of Distinguished and a Low student growth rating will receive an overall Proficient rating.

10. Student Growth Scoring

- a. Evaluators total the raw score on the five (5) student growth indicators embedded in the instructional framework 3.1, 3.2, 6.1, 6.2, and 8.1. The classroom teacher is given a score of Low, Average or High based on the scores below:

- 5-12 – Low*
- 13-17 – Average
- 8-20 – High

In addition, a student growth score of 1 (Unsatisfactory) in any of the rubric rows will result in an overall Low student growth impact rating.

*A classroom teacher with a preliminary rating of Distinguished and a Low student growth rating will receive an overall Proficient rating.

b. Student Growth Inquiry

Classroom teachers with a Low student growth rating will engage with their evaluator in a student growth inquiry pursuant to WAC 392-191A-100.

Within two months of receiving a low student growth score or at the beginning of the following school year, the employee and evaluator will mutually agree upon one of the following:

- i. Examine student growth data in conjunction with other evidence including observation, ~~artifact~~, and other student and teacher information based on appropriate classroom, school, district, and state-based tools and practices;
- ii. Examine extenuating circumstances which may include one or more of the following: goal setting process; content and expectations; attendance; extent to which curriculum, standards, and assessments are aligned;
- iii. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: student growth goal revisions, refinement, and progress, best practices related to instructional areas in need of attention, best practices related to student growth data collection and interpretations and/or;
- iv. Create and implement a professional development plan to address student growth areas.

c. Classroom teachers with a preliminary rating of Distinguished and a Low student growth rating will receive an overall Proficient rating. Classroom teachers with a preliminary rating of Distinguished and an Average or High student growth rating will receive an overall Distinguished rating.

d. Classroom teachers with a preliminary rating of Basic or Proficient and a Low, Average or High student growth rating will receive an overall rating that is the same as the preliminary rating.

- e. The evaluations of classroom teachers with a preliminary rating of Unsatisfactory and a High student growth rating will be reviewed by the evaluator's supervisor who may adjust the final rating.

D. Focused Evaluation

1. Classroom Teachers on Focused

In the years when a comprehensive summative evaluation is not required, classroom teachers may complete a focused evaluation.

2. Definition of Focused

A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating, plus professional growth activities specifically linked to the selected criteria. The selected criterion must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention. In the event criterion 1, 2, 4, 5, or 7 is chosen for rating and professional growth a student growth component from 3 or 6 will also be selected. A group of teachers may, but shall not be required to, focus on the same evaluation criteria and share professional growth activities as part of a collaborative process. Teachers can be observed and evaluated as part of that collaborative team process.

3. Goal Setting

- a. Prior to October 15 the teacher and evaluator shall hold a meeting to discuss professional growth activity(ies), student growth measures and student growth goals to be used for the year. The measures and goals may be finalized later in the year, but no later than the end of February ~~mid-year conference~~, when the goals relate to instruction taking place later in the school year.
- b. Student growth measures will be taken from multiple sources identified by the teacher, and must be appropriate and relevant to the teacher's assignment. Student achievement data must measure growth between two points in time.
- c. Prior to the goal setting discussion with the evaluator, the teacher may complete a self-assessment of their performance under the instructional

framework. Sharing the results of the self-assessment with the teacher's evaluator is optional.

4. Gathering of Evidence

See Section 2.C.3.

5. Observation

See Section 2.C.4.

6. Pre-Observation and Post-Observation Conferencing

- a. A pre-observation conference is required ~~optional at the request of the teacher or evaluator.~~
- b. The purpose of the pre-observation conference is to discuss matters such as the employee's student growth goals, the professional activities to be observed, the content, objectives, and strategies of the lesson, the length of the observation and possible observable evidence to meet the scoring criteria.
- c. A post-observation conference is required ~~optional at the request of the teacher or evaluator~~ and shall be scheduled by the parties within 5 ~~working~~ days of the observation to be held within seven (7) ~~working~~ days.
- d. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria and the Instructional Framework rubric, review progress toward student growth, and discuss opportunities for growth. The teacher or evaluator may provide additional evidence to aid in the assessment of the teacher's professional performance including, but not limited to, evidence related to those criteria not observed in the classroom.
- e. Pre-observation and post-observation conferences will take place before or after the student day at the request of the teacher.

7. Summative Conference

The evaluator shall provide a preliminary evaluation of the teacher's performance as measured by the instructional framework rubric not later than five days before the scheduled summative conference ~~two weeks prior to the end of the school year~~. The

teacher shall review the preliminary evaluation, gather any additional evidence relevant to the criteria and meet with the evaluator prior to the end of the school year to attempt to reach consensus on the ratings for each criterion. If there is any disagreement on the rating, the evaluator's rating shall be recorded and the teacher may submit individual comments. Two copies of the final evaluation shall be signed by both the evaluator and teacher to document receipt and completion only, and shall be submitted to the HR office no later than the last day of the school year. The signature of the teacher does not imply that the employee agrees with its contents.

8. Overall Summative Performance Rating

A summative score is determined through the scoring of the instructional and student growth rubrics for the criterion selected. The final criterion score will be considered the final summative score.

9. Student Growth Measures

While there is no student growth impact rating, a rating of "1" on any student growth rubric row triggers a student growth inquiry. See Section 2.C.10.b.

Section 3: Provisions Applicable Only to Non-Classroom Teachers

A. ~~Long Form~~ (Summative) Evaluation Track (reference support personnel evaluation forms)

1. Purpose

The primary purpose of the summative evaluation is to assure that certificated staff meet or exceed competence standards authorized by RCW 28A.405.100.

2. Evaluation Criteria

All employees shall be evaluated in accordance with the criteria set forth in Section 5 or 6. Evaluations required hereunder shall be documented on the Personnel Evaluation Program Form for Teachers and/or Support Personnel.

3. Required Evaluations

- a. All employees newly employed by the District shall be evaluated within the first ninety (90) calendar days of the commencement of their employment.

- b. All employees, including new employees, shall be evaluated annually, such evaluations to be completed no later than June 1 of the year in which the evaluation takes place.
- c. If an employee is transferred to another position not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer.
- d. If an employee resigns during the school year, a final evaluation shall be completed prior to the resignation date.
- e. If the supervisor contemplates recommending that an employee be placed on probation, an evaluation shall be made prior to making such a recommendation.

4. Additional Evaluations

In addition to the evaluations required under Section 3.A.3 above, principals and other supervisors may make evaluations at any time during the school year, which evaluations may cover individual observations or such periods of time as may be identified in the evaluation report.

5. Minimum Observation Criteria

During each school year, each employee shall be observed for the purpose of evaluation at least twice in the performance of his/her assigned duties. Total observation time for each employee for each school year shall be no less than sixty (60) minutes. A minimum of two (2) observations for a total observation time of thirty (30) minutes each shall be required in connection with the evaluation of new employees under Section 3.A.3.a.

6. Evaluation Procedures

- a. The building principal or his/her designee is responsible for conducting an orientation with the building staff. This should include familiarization with the complete program, criteria, and forms used (Timeline: during the first five (5) days of school).
- b. The specific criteria for teachers are Instructional Skill, Classroom Management, Professional Preparation and Scholarship, Effort Toward Improvement When Needed, The Handling of Student Discipline and Attendant Problems, Interest in Teaching Pupils, Knowledge of Subject

Matter, Communications, and Utilization of Assigned Classified Support Personnel. Media Specialists will be evaluated using the same criteria plus Media Specialists. The specific criteria for support personnel (those certificated as Educational Staff Associates) are Knowledge and Scholarship in Special Field, Specialized Skills, Management of Special and Technical Environment, Professional Preparation and Scholarship, Involvement with Pupils, Parents and Educational Personnel, and Utilization of Assigned Classified Support Personnel.

- c. Following each observation, or series of observations, the evaluator shall promptly document the results and conference with the evaluatee within five (5) school days after the observation. If the evaluatee is not assigned to the evaluator's building on a daily basis, the conference shall be held within ten (10) school days. A copy of the observation and conference report shall be provided the employee within five (5) school days after the observation conference.
- d. The evaluator shall compile evaluation reports as required under Section 3.A.4 on the proper forms (Personnel Evaluation Program). A meeting shall be held between the evaluator and evaluatee to discuss such reports. A copy shall be provided to the evaluatee a minimum of one (1) day prior to the evaluation conference.
- e. The evaluatee shall sign the District's copy of the evaluation report to indicate that he or she has received a copy of the report. The signature of the evaluatee does not, however, necessarily imply that the employee agrees with the contents of the evaluation report.
- f. Each evaluation report required under Section 3.A.4 shall be promptly forwarded to the District's Human Resources office for filing in the employee's personnel file. Other evaluation reports shall not be filed in the employee's personnel file unless the employee is aware of such reports.
- g. In the event that any evaluation report indicates that the employee has performance deficiencies in one (1) or more areas defined in the evaluation criteria, the principal or other supervisor and the employee shall attempt to develop a mutually agreeable written plan designed to improve the employee's effectiveness in the deficient areas. In connection with the development of such plan, consideration should be given to utilizing the services of available resources. If the supervisor and employee are unable to

agree upon a mutually acceptable plan, the supervisor may prepare and deliver such plan to the employee.

B. Formative Evaluation – Professional Growth Option (PGO)

1. The purpose of the Professional Growth Option (PGO) is a form of personnel evaluation in which the emphasis is on growth and improvement rather than decisions related to probation, renewal, or discharge.
2. Participation in the Professional Growth Option will be voluntary. The employee may remain in the Professional Growth Option until the employee desires to go to the Summative Evaluation Process or unless the employer determines the employee is not meeting the performance standards listed in Section 7.
 - a. If the employee does not meet the performance standards he/she will be told which specific standard or standards are unsatisfactory and will be moved to the Summative Process for the next evaluation period. Such a decision will be shared at the final PGO meeting.
 - b. Eligibility for the Professional Growth Option shall be based on the previous four (4) years' evaluations. All criteria area categories in these evaluations must be designated as satisfactory.
 - c. Experienced employees new to the District must show proof of four (4) years' satisfactory evaluation and complete one (1) year of satisfactory evaluation in the summative track in the District to qualify for eligibility for PGO.
 - d. After four (4) years on the Professional Growth Option, employees will be expected to retake the PGO training. If the employee fails to take the training, they will be automatically returned to the Long Form (summative) Evaluation Track.
3. Required evaluations during the PGO track will conform to the short form evaluation standards. The evaluator and the employee will mutually agree to use either a thirty (30) minute observation with a written summary or a minimum of two (2) observations totaling sixty (60) minutes without a written summary, but with a written evaluation. Observations shall be cumulative and made during the course of the routine teaching day. The summary statement at the bottom of the evaluation verification form shall serve as the written summary and/or the written evaluation.
4. Evaluation Procedures

a. Goal Setting

Goals set by each certificated staff member will serve as the basis for the professional growth plan. Categories of goals to be considered are:

- i. Teacher Goals: These are directly related to the teaching act.
- ii. Student Goals: These goals relate to desired student outcomes.
- iii. Program Goals: These goals relate to curriculum development and committee involvement.
- iv. Professional Goals: These goals are usually less measurable by a supervisor, yet are frequently complementary to the teacher, student and program goals, allowing for growth outside the restrictions of the local District.

b. Personal Goals

These goals again are usually less measurable by the supervisor, yet play an important role in the growth of the individual.

- i. A maximum of three goals, one of which must be a teacher goal, will be developed and recorded on the goal setting form by the first school day in October. Participants are encouraged to set goals collaboratively with colleagues and/or administrators.
- ii. A mid-year review shall be made by the last school day in February to discuss progress on goal attainment and to refine or update any need for resources. This meeting shall be documented on the goal setting form.
- iii. A final meeting shall be held by the last school day in May. At this meeting the employee and evaluator will assess progress toward goal attainment and verify, using the Evaluation Verification Form, that the employee has met performance standards as required by the Collective Bargaining Agreement in Section 9 or Section 10.
- iv. Materials, records, or portfolios developed as a result of the individual's participation in the professional growth program shall be the property of the certificated staff member participating in the program and shall

not be retained in the employee's personnel file or used by the District for evaluation or disciplinary action.

- c. Employees wishing to participate in the Professional Growth Option agree to attend a three (3) hour orientation meeting provided by the District. The inservice shall include a review of PGO and training in goal setting, and shall be held each spring.

Section 4: *Intensive Assistance – Support for Basic and Unsatisfactory Ratings*

- A. The Association President will be notified when any teacher is judged below an overall summative score of three (3) Proficient.
- B. In the event that any evaluation report indicates that the employee has a one (1) Unsatisfactory or two (2) Basic, the principal or other supervisor and the employee will develop a mutually agreeable written plan designed to improve the employee's effectiveness in the deficient areas. In connection with the development of such plan, consideration should be given to utilizing the services of available resources. Additional supports may include, but are not limited to: a review of class sizes, class loads, assignments, and class preparations; opportunities to observe colleagues; university course work; peer or instructional coaching; reading material; and staff development courses. If the supervisor and employee are unable to agree upon a mutually acceptable plan, the supervisor may prepare and deliver such plan to the employee.

Section 5: *Provisional Employees*

The Association and the District are equally committed to the success of provisional employees. Towards that end, performance concerns shall be addressed with the employee when concerns of deficiencies are initially identified. Performance will be discussed during the mid-year formative conference in Section 2.C.6. Appropriate and reasonable forms of assistance and/or coaching shall be offered to the employee. Employees are expected to be responsive to improvement needs and to demonstrate initiative in seeking and accessing assistance. The provisions of this section shall not impact the authority of the District to non-renew a provisional employee under RW 28A.405.220.

Section 6: *Probation*

Any employee whose work is judged unsatisfactory, based upon the evaluation criteria, shall be placed in a probationary status any time after October 15, and shall be given sixty (60) school days to demonstrate improvement in his/her areas of deficiency.

A. Step 1 – Supervisor's Report

In the event that a principal or other supervisor determines on the basis of the evaluation criteria that the performance of an employee under his/her supervision is unsatisfactory, the supervisor shall report the same in writing to the Superintendent. The employee may request a conference with the Superintendent within five (5) work days of the evaluation conference. The employee has the right to representation at this

meeting. The purpose of this meeting will be to review the probationary evaluation. The report shall include the following:

1. The evaluation report prepared pursuant to the provisions of Section 3.A.3;
2. A recommended specific and reasonable program designed to assist the employee in improving his/her performance.

B. Step 2 – Establishment of Probationary Period

If the Superintendent concurs with the supervisor's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the employee in probationary status beginning any time after October 15 and ending after sixty (60) school days. Upon being placed on probation, the employee shall be given written notice of the action of the Superintendent, and such notice shall contain the following information:

1. Specific areas of performance deficiencies;
2. A suggested specific and reasonable program for improvement;
3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in his/her area or areas of deficiency.

C. Step 3 – Evaluation During the Probationary Period

1. At or about the time of the delivery of a probationary letter, the principal or other administrator shall hold a personal conference with the probationary employee to discuss performance deficiencies and the remedial measures to be taken. When appropriate, the principal or other administrator shall authorize additional administrators to evaluate the probationer and to aid the employee in improving his/her areas of deficiency.
2. During the probationary period, the principal or other evaluator shall meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The provisions of Section 3.A.6.c and Section 3.A.6.e shall apply to the documentation of evaluation reports during the probationary period.

3. The probationary employee may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the principal or other supervisor in those areas specifically detailed in his/her notice of probation.

D. Step 4 – Supervisor’s Post-Probation Report

Unless the probationary employee has previously been removed from probation, the principal or other supervisor shall submit a written report to the Superintendent at the end of the probationary period. Such report shall identify whether the performance of the probationary employee has improved and shall set forth one (1) of the following recommendations for further action:

1. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status;
2. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
3. That the employee has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the employee.

E. Step 5 – Action by the Superintendent

1. Following a review of any report submitted pursuant to Paragraph D above, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination. In the event that the Superintendent determines that the employee has not demonstrated sufficient improvement in the stated areas of deficiency, the Superintendent shall make a determination of probable cause for the nonrenewal of the employee’s contract and shall provide written notice thereof to the employee on or before May 15 pursuant to the requirements of RCW 28A.405.300, provided that such probable cause determination shall not apply to any provisional employees.
2. Violation, misinterpretation, or misapplication of these evaluation procedures shall be covered by the Grievance Procedure in this Agreement. In the event that the evaluation results in nonrenewal, procedures established under applicable stated laws shall take precedence.

3. If a procedural error occurs in the implementation of a program for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.
- F. The following are four specific provisions applicable to classroom teachers who have been transitioned to the revised evaluation system:
1. The following comprehensive summative evaluation performance ratings mean a classroom teacher's work is judged not satisfactory:
 - a. Unsatisfactory; or
 - b. Basic if the classroom teacher is a continuing contract employee with more than five years of teaching experience and if the Basic comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.
 2. A classroom teacher must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of Basic or above for a continuing contract employee with five or fewer years of experience, or of Proficient or above for a continuing contract employee with more than five years of experience.
 3. The evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional certificated employee evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational service district. The additional evaluator will use the same evaluation process in the CBA and RCW 28A.405.100.

Section 7: Performance Standards for Competency – Support Personnel

Criterion 1: KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD. Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/she demonstrates an understanding of and knowledge

about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Support personnel who demonstrate a satisfactory level of knowledge and scholarship in their special field:

- 1.1 understand basic principles of human growth and development;
- 1.2 provide a rationale for procedures based on research, data, and field practices;
- 1.3 make referrals when appropriate;
- 1.4 use their expertise in the development of programs and services;
- 1.5 understand the program components of the building in which they operate.

Criterion 2: **SPECIALIZED SKILLS.** Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation, and evaluation.

Support personnel who demonstrate satisfactory specialized skills:

- 2.1 administer assessment procedures;
- 2.2 synthesize and integrate testing and non-testing data concerning the student;
- 2.3 assist staff to utilize specialized data in program development;
- 2.4 design and/or implement specialized programs and services of prevention, instruction, remediation, and evaluation.

Criterion 3: **MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment, and environment essential to the specialized programs.

Support personnel who demonstrate satisfactory ability to manage special and technical environments:

- 3.1 conduct testing procedures according to the established standards;
- 3.2 understand the limitations of devices, materials, and procedures;
- 3.3 protect the privacy of students and family information;

3.4 maintain up-to-date and accurate student records.

Criterion 4: PROFESSIONAL PREPARATION AND SCHOLARSHIP.

Support personnel who demonstrate satisfactory professional preparation and scholarship:

- 4.1 adhere to building/District policies, state/federal law, and the professional code of conduct;
- 4.2 participate in professional activities of the District and state;
- 4.3 keep current with new developments, ideas, and events in their special fields.

Criterion 5: INVOLVEMENT WITH PUPILS, PARENTS, AND PERSONNEL. Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Support personnel who demonstrate satisfactory involvement with pupils, parents, and personnel:

- 5.1 listen actively;
- 5.2 respond in an appropriate and respectful manner;
- 5.3 answer inquiries in a timely and professional manner;
- 5.4 collaborate when appropriate;
- 5.5 initiate communication when necessary;
- 5.6 share ideas and resources with others;
- 5.7 contribute to and participate in group decision-making processes;
- 5.8 interpret and communicate data;
- 5.9 present information to groups in a clear and articulate manner.

Criterion 6: UTILIZATION OF ASSIGNED CLASSIFIED SUPPORT PERSONNEL. In collaboration with his/her building administrator, support personnel:

- 6.1 establishes and communicates expectations, routines, and procedures;
- 6.2 establishes collaborative processes;
- 6.3 provides feedback on performance;
- 6.4 demonstrates skills of supervision;
- 6.5 provides input for evaluation.

Section 8: *Reopener*

This entire letter of agreement may be reopened at the request of either the District or the Association prior to the following school year.