
HOUSE BILL 2334

State of Washington

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By Representatives Lytton, Maxwell, Wylie, Probst, Reykdal, Jinkins, Pollet, Fitzgibbon, McCoy, Billig, Hansen, Appleton, Orwall, Stanford, Moscoso, and Carlyle

Read first time 01/11/12. Referred to Committee on Education.

1 AN ACT Relating to establishing a statewide plan for implementing
2 revised teacher and principal evaluation systems to support continuous
3 professional growth based on the development work of pilot school
4 districts; amending RCW 28A.405.100, 28A.405.120, and 28A.405.130;
5 adding a new section to chapter 28A.405 RCW; adding a new section to
6 chapter 28A.410 RCW; adding a new section to chapter 28A.300 RCW; and
7 creating a new section.

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

9 NEW SECTION. **Sec. 1.** The legislature affirms its continued
10 support for transforming the way that teacher and principal performance
11 is evaluated by moving to a research-based system of clear
12 expectations, common standards and benchmarks, and multiple meaningful
13 measures of both professional growth and student growth. In order to
14 ensure that the revised evaluation systems are implemented with full
15 fidelity across the state, the legislature intends to establish a
16 statewide implementation plan with common definitions and performance
17 descriptions, professional development opportunities, and an evaluation
18 schedule whereby all teachers and principals in the state receive a
19 comprehensive new evaluation no later than the 2016-17 school year.

1 **Sec. 2.** RCW 28A.405.100 and 2010 c 235 s 202 are each amended to
2 read as follows:

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

13 (b) Every board of directors shall, in accordance with procedure
14 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920,
15 establish evaluative criteria and procedures for all certificated
16 classroom teachers and certificated support personnel. The evaluative
17 criteria must contain as a minimum the criteria established by the
18 superintendent of public instruction pursuant to this section and must
19 be prepared within six months following adoption of the superintendent
20 of public instruction's minimum criteria. The district must certify to
21 the superintendent of public instruction that evaluative criteria have
22 been so prepared by the district.

23 (2)(a) Pursuant to the implementation schedule established in
24 subsection (7)(b) of this section, every board of directors shall, in
25 accordance with procedures provided in RCW 41.59.010 through 41.59.170,
26 41.59.910, and 41.59.920, establish revised evaluative criteria and a
27 four-level rating system for all certificated classroom teachers.

28 (b) The minimum criteria shall include: (i) Centering instruction
29 on high expectations for student achievement; (ii) demonstrating
30 effective teaching practices; (iii) recognizing individual student
31 learning needs and developing strategies to address those needs; (iv)
32 providing clear and intentional focus on subject matter content and
33 curriculum; (v) fostering and managing a safe, positive learning
34 environment; (vi) using multiple student data elements to modify
35 instruction and improve student learning; (vii) communicating and
36 collaborating with parents and ~~((the))~~ the school community; and
37 (viii) exhibiting collaborative and collegial practices focused on
38 improving instructional practice and student learning.

1 (c) The four-level rating system used to evaluate the certificated
2 classroom teacher must describe performance along a continuum that
3 indicates the extent to which the criteria have been met or exceeded.
4 The summative performance ratings shall be as follows: Level 1 -
5 unsatisfactory; level 2 - basic; level 3 - proficient; and level 4 -
6 distinguished. A classroom teacher shall receive one of the four
7 summative performance ratings for each of the minimum criteria in (b)
8 of this subsection and one of the four summative performance ratings
9 for the evaluation as a whole, which shall be the comprehensive
10 summative evaluation performance rating.

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

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

28 (f) When student growth data, if available and relevant to the
29 teacher and subject matter, is referenced in the evaluation process it
30 must be based on multiple measures that can include classroom-based,
31 school-based, district-based, and state-based tools. As used in this
32 subsection, "student growth" means the change in student achievement
33 between two points in time.

34 (3)(a) Except as provided in subsection (10) of this section, it
35 shall be the responsibility of a principal or his or her designee to
36 evaluate all certificated personnel in his or her school. During each
37 school year all classroom teachers and certificated support personnel
38 shall be observed for the purposes of evaluation at least twice in the

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

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

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

26 (i) Level 1; or

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

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

1 necessary to complete a program for improvement and evaluate the
2 probationer's performance, as long as the probationary period is
3 concluded before May 15th of the same school year. The establishment
4 of a probationary period does not adversely affect the contract status
5 of an employee within the meaning of RCW 28A.405.300. The purpose of
6 the probationary period is to give the employee opportunity to
7 demonstrate improvements in his or her areas of deficiency. The
8 establishment of the probationary period and the giving of the notice
9 to the employee of deficiency shall be by the school district
10 superintendent and need not be submitted to the board of directors for
11 approval. During the probationary period the evaluator shall meet with
12 the employee at least twice monthly to supervise and make a written
13 evaluation of the progress, if any, made by the employee. The
14 evaluator may authorize one additional certificated employee to
15 evaluate the probationer and to aid the employee in improving his or
16 her areas of deficiency; such additional certificated employee shall be
17 immune from any civil liability that might otherwise be incurred or
18 imposed with regard to the good faith performance of such evaluation.
19 If a procedural error occurs in the implementation of a program for
20 improvement, the error does not invalidate the probationer's plan for
21 improvement or evaluation activities unless the error materially
22 affects the effectiveness of the plan or the ability to evaluate the
23 probationer's performance. The probationer may be removed from
24 probation if he or she has demonstrated improvement to the satisfaction
25 of the principal in those areas specifically detailed in his or her
26 initial notice of deficiency and subsequently detailed in his or her
27 improvement program. A classroom teacher who has been transitioned to
28 the revised evaluation system pursuant to the district implementation
29 schedule adopted under subsection (7)(c) of this section may be removed
30 from probation if he or she has demonstrated improvement that results
31 in a new comprehensive summative evaluation performance rating of level
32 2 or above for a provisional employee or a continuing contract employee
33 with five or fewer years of experience, or of level 3 or above for a
34 continuing contract employee with more than five years of experience.
35 Lack of necessary improvement during the established probationary
36 period, as specifically documented in writing with notification to the
37 probationer (~~and shall~~) constitutes grounds for a finding of probable
38 cause under RCW 28A.405.300 or 28A.405.210.

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

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

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

28 (b) The minimum criteria shall include: (i) Creating a school
29 culture that promotes the ongoing improvement of learning and teaching
30 for students and staff; (ii) demonstrating commitment to closing the
31 achievement gap; (iii) providing for school safety; (iv) leading the
32 development, implementation, and evaluation of a data-driven plan for
33 increasing student achievement, including the use of multiple student
34 data elements; (v) assisting instructional staff with alignment of
35 curriculum, instruction, and assessment with state and local district
36 learning goals; (vi) monitoring, assisting, and evaluating effective
37 instruction and assessment practices; (vii) managing both staff and

1 fiscal resources to support student achievement and legal
2 responsibilities; and (viii) partnering with the school community to
3 promote student learning.

4 (c) The four-level rating system used to evaluate the principal
5 must describe performance along a continuum that indicates the extent
6 to which the criteria have been met or exceeded. The summative
7 performance ratings shall be as follows: Level 1 - unsatisfactory;
8 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
9 principal shall receive one of the four summative performance ratings
10 for each of the minimum criteria in (b) of this subsection and one of
11 the four summative performance ratings for the evaluation as a whole,
12 which shall be the comprehensive summative evaluation performance
13 rating.

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

21 (e) By September 1, 2012, the superintendent of public instruction
22 shall identify up to three preferred leadership frameworks that support
23 the revised evaluation system. The leadership frameworks shall be
24 research-based and establish definitions or rubrics for each of the
25 four performance ratings for each evaluation criteria. Each school
26 district shall adopt one of the preferred leadership frameworks and
27 post the selection on the district's web site. The superintendent of
28 public instruction shall establish a process for approving minor
29 modifications or adaptations to a preferred leadership framework that
30 may be proposed by a school district.

31 (f) When available, student growth data that is referenced in the
32 evaluation process must be based on multiple measures that can include
33 classroom-based, school-based, district-based, and state-based tools.
34 As used in this subsection, "student growth" means the change in
35 student achievement between two points in time.

36 (g) For principals who have been transitioned to the revised
37 evaluation system pursuant to the district implementation schedule

1 adopted under subsection (7)(c) of this section, the following
2 comprehensive summative evaluation performance ratings mean a
3 principal's work is not judged satisfactory:

4 (i) Level 1; or

5 (ii) Level 2 if the principal has more than five years of
6 experience in the principal role and if the level 2 comprehensive
7 summative evaluation performance rating has been received for two
8 consecutive years or for two years within a consecutive three-year time
9 period.

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

21 (b) A new certificated classroom teacher evaluation system that
22 implements the provisions of subsection (2) of this section and a new
23 principal evaluation system that implements the provisions of
24 subsection (6) of this section shall be phased-in beginning with the
25 2010-11 school year by districts identified in ~~((e))~~ (d) of this
26 subsection and implemented in all school districts beginning with the
27 2013-14 school year.

28 (c) Each school district board of directors shall adopt a schedule
29 for implementation of the revised evaluation systems that transitions
30 a portion of classroom teachers and principals in the district to the
31 revised evaluation systems each year beginning no later than the 2013-
32 14 school year, until all classroom teachers and principals are being
33 evaluated under the revised evaluation systems no later than the 2016-
34 17 school year. A school district is not precluded from completing the
35 transition of all classroom teachers and principals to the revised
36 evaluation systems before the 2016-17 school year. The schedule
37 adopted under this subsection (7)(c) must provide that the following

1 employees are transitioned to the revised evaluation systems beginning
2 in the 2013-14 school year:

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

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

7 (iii) Principals in the first three consecutive school years of
8 employment as a principal; and

9 (iv) Principals previously employed as a principal by another
10 school district in the state of Washington for three or more
11 consecutive school years and in the first full year as a principal in
12 the school district.

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

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

14 (8) Each certificated classroom teacher and certificated support
15 personnel shall have the opportunity for confidential conferences with
16 his or her immediate supervisor on no less than two occasions in each
17 school year. Such confidential conference shall have as its sole
18 purpose the aiding of the administrator in his or her assessment of the
19 employee's professional performance.

20 (9) The failure of any evaluator to evaluate or supervise or cause
21 the evaluation or supervision of certificated classroom teachers and
22 certificated support personnel or administrators in accordance with
23 this section, as now or hereafter amended, when it is his or her
24 specific assigned or delegated responsibility to do so, shall be
25 sufficient cause for the nonrenewal of any such evaluator's contract
26 under RCW 28A.405.210, or the discharge of such evaluator under RCW
27 28A.405.300.

28 (10) After a certificated classroom teacher or certificated support
29 personnel has four years of satisfactory evaluations under subsection
30 (1) of this section (~~(or has received one of the two top ratings for~~
31 ~~four years under subsection (2) of this section)), a school district~~
32 may use a short form of evaluation, a locally bargained evaluation
33 emphasizing professional growth, an evaluation under subsection (1) or
34 (2) of this section, or any combination thereof. The short form of
35 evaluation shall include either a thirty minute observation during the
36 school year with a written summary or a final annual written evaluation
37 based on the criteria in subsection (1) or (2) of this section and
38 based on at least two observation periods during the school year

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

22 (11) All certificated classroom teachers and principals who have
23 been transitioned to the revised evaluation systems pursuant to the
24 district implementation schedule adopted under subsection (7)(c) of
25 this section must receive performance evaluations as provided in this
26 subsection:

27 (a) Except for classroom teachers and principals under (c) of this
28 subsection, classroom teachers and principals shall receive an annual
29 comprehensive summative evaluation. A comprehensive summative
30 evaluation assesses all eight evaluation criteria and all criteria
31 contribute to the comprehensive summative evaluation performance
32 rating.

33 (b) Classroom teachers who are on probationary status shall receive
34 comprehensive summative evaluations as provided under subsection (4) of
35 this section.

36 (c)(i) Classroom teachers and principals who have received
37 comprehensive summative evaluation performance ratings of level 3 or
38 above for four consecutive years are eligible to receive an annual

1 focused evaluation. A focused evaluation includes an assessment of one
2 of the eight criteria selected for a performance rating plus
3 professional growth activities specifically linked to the selected
4 criteria. However, each classroom teacher and principal under this
5 subsection (11)(c) must receive a comprehensive summative evaluation at
6 least once every three years. The provisions of this subsection
7 (11)(c) do not apply to a classroom teacher or principal in their first
8 full year of employment in a school district.

9 (ii) The selected criteria must be approved by the teacher's or
10 principal's evaluator and may have been identified in a previous
11 comprehensive summative evaluation as benefitting from additional
12 attention. A group of teachers may focus on the same evaluation
13 criteria and share professional growth activities. A group of
14 principals may focus on the same evaluation criteria and share
15 professional growth activities.

16 (iii) The evaluator must assign a summative performance rating to
17 the selected evaluation criteria and this rating, combined with the
18 previously assigned summative performance ratings for the other seven
19 criteria, comprise the comprehensive summative evaluation performance
20 rating.

21 (iv) A teacher or principal may be transferred from a focused
22 evaluation to a comprehensive summative evaluation at the request of
23 the teacher or principal, or at the direction of the teacher's or
24 principal's evaluator.

25 (v) A classroom teacher or principal may apply the focused
26 evaluation professional growth activities toward the professional
27 growth plan for professional certificate renewal as required by the
28 professional educator standards board.

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

32 **Sec. 3.** RCW 28A.405.120 and 1995 c 335 s 401 are each amended to
33 read as follows:

34 (1) School districts shall require each administrator, each
35 principal, or other supervisory personnel who has responsibility for
36 evaluating classroom teachers or principals to have training in
37 evaluation procedures.

1 (2) Before school district implementation of the revised evaluation
2 systems required under RCW 28A.405.100, principals and administrators
3 who have evaluation responsibilities must engage in professional
4 development designed to implement the revised systems and maximize
5 rater agreement.

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

8 (1) No administrator, principal, or other supervisory personnel may
9 evaluate a teacher without having received training in evaluation
10 procedures.

11 (2) Before evaluating classroom teachers using the revised
12 evaluation systems required under RCW 28A.405.100, principals and
13 administrators who have evaluation responsibilities must engage in
14 professional development designed to implement the revised systems and
15 maximize rater agreement.

16 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.405
17 RCW to read as follows:

18 (1) The office of the superintendent of public instruction shall
19 develop and make available a professional development program to
20 support the implementation of the revised evaluation systems required
21 under RCW 28A.405.100. The program components may be organized into
22 professional development strands for principals, administrators, and
23 classroom teachers.

24 (2) The professional development program shall include the
25 following components:

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

29 (b) The use of student growth data and multiple measures of
30 performance;

31 (c) Evaluation conferencing;

32 (d) Development of classroom teacher and principal support plans
33 resulting from an evaluation;

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

1 (f) Other components resulting from the model development process
2 in RCW 28A.405.100(7).

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

6 (4) The professional development materials described in this
7 section shall also be made available to teacher and principal
8 preparation programs in the state.

9 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.410
10 RCW to read as follows:

11 (1) After August 31, 2013, candidates for a residency principal
12 certificate must have demonstrated knowledge of teacher evaluation
13 research and Washington's evaluation requirements and successfully
14 completed opportunities to practice teacher evaluation skills.

15 (2) At a minimum, principal preparation programs must address the
16 following knowledge and skills related to evaluations:

17 (a) Examination of Washington teacher and principal evaluation
18 criteria, the four-tiered performance rating system, and the preferred
19 instructional and leadership frameworks used to describe the evaluation
20 criteria;

21 (b) Classroom observations;

22 (c) The use of student growth data and multiple measures of
23 performance;

24 (d) Evaluation conferencing;

25 (e) Development of classroom teacher and principal support plans
26 resulting from an evaluation;

27 (f) Use of an online tool to manage the collection of observation
28 notes, teacher and principal-submitted materials, and other information
29 related to the conduct of the evaluation; and

30 (g) Development of classroom teacher support plans resulting from
31 an evaluation.

32 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300
33 RCW to read as follows:

34 (1) The office of the superintendent of public instruction shall
35 monitor the statewide implementation of revised teacher and principal
36 evaluation systems using data reported under RCW 28A.150.230 as well as

1 periodic input from focus groups of administrators, principals, and
2 teachers. The office shall modify the professional development
3 materials developed under section 5 of this act as appropriate to
4 improve understanding, enhance rater agreement, and assure fidelity of
5 implementation of the new systems statewide.

6 (2) The office of the superintendent of public instruction shall
7 submit a report detailing findings, emergent issues or trends, and any
8 recommendations to enhance implementation and continuous improvement of
9 the revised evaluation systems to the education committees of the
10 legislature by December 1, 2016.

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