

SB 5880 - S AMD **688**

By Senator Litzow

1 Strike everything after the enacting clause and insert the
2 following:

3 "NEW SECTION. **Sec. 1.** (1) The legislature finds that the United
4 States department of education designated Washington's waiver of
5 certain provisions of the federal elementary and secondary education
6 act to be at "high-risk." The legislature further finds that the
7 federal department of education directed Washington to require the use
8 of student results on the federally mandated statewide administered
9 reading or language arts and mathematics assessments as one of the
10 measures of student growth in Washington's teacher and principal
11 evaluations. The legislature intends to address the concerns of the
12 federal department of education by requiring the student results on the
13 federally mandated statewide administered reading or language arts and
14 mathematics assessments be used as one of the multiple measures of
15 student growth for the teachers who teach the relevant subjects in the
16 grades in which the assessments are administered and for principals who
17 are assigned to schools in which at least one of the relevant subjects
18 are taught in at least one of the grades in which the assessments are
19 administered.

20 (2) The legislature recognizes the importance of science in the
21 school curriculum and that the federally mandated statewide
22 administered science assessments are not currently required to be used
23 as one of the multiple measures of student growth for teacher
24 evaluation. The legislature further recognizes that there are
25 technical difficulties in using the science assessments because they
26 are not annual assessments but instead are only administered in the
27 fifth, eighth, and tenth grades. The legislature intends to revisit
28 this issue in the future and further intends, if appropriate, to use
29 the statewide administered science assessment as one of the multiple
30 measures of student growth for teacher evaluation.

1 **Sec. 2.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to read
2 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)(c) 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 school community; and (viii)
37 exhibiting collaborative and collegial practices focused on improving
38 instructional practice and student learning. Student growth data, as

1 determined under (f) of this subsection, must be a substantial factor
2 in evaluating the summative performance of certificated classroom
3 teachers for at least three of the evaluation criteria listed in this
4 subsection.

5 (c) The four-level rating system used to evaluate the certificated
6 classroom teacher must describe performance along a continuum that
7 indicates the extent to which the criteria have been met or exceeded.
8 The summative performance ratings shall be as follows: Level 1 -
9 unsatisfactory; level 2 - basic; level 3 - proficient; and level 4 -
10 distinguished. A classroom teacher shall receive one of the four
11 summative performance ratings for each of the minimum criteria in (b)
12 of this subsection and one of the four summative performance ratings
13 for the evaluation as a whole, which shall be the comprehensive
14 summative evaluation performance rating. By December 1, 2012, the
15 superintendent of public instruction must adopt rules prescribing a
16 common method for calculating the comprehensive summative evaluation
17 performance rating for each of the preferred instructional frameworks,
18 including for a focused evaluation under subsection (12) of this
19 section, giving appropriate weight to the indicators evaluated under
20 each criteria and maximizing rater agreement among the frameworks.

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

28 (e) By September 1, 2012, the superintendent of public instruction
29 shall identify up to three preferred instructional frameworks that
30 support the revised evaluation system. The instructional frameworks
31 shall be research-based and establish definitions or rubrics for each
32 of the four summative performance ratings for each evaluation criteria.
33 Each school district must adopt one of the preferred instructional
34 frameworks and post the selection on the district's web site. The
35 superintendent of public instruction shall establish a process for
36 approving minor modifications or adaptations to a preferred
37 instructional framework that may be proposed by a school district.

1 (f)(i) Student growth data that is relevant to the teacher and
2 subject matter must be a factor in the evaluation process and must be
3 based on multiple measures that can include classroom-based, school-
4 based, district-based, and state-based tools. However, beginning in
5 the 2017-18 school year, for teachers who teach reading or language
6 arts or mathematics in a grade in which the federally mandated
7 statewide student assessments are administered, one of the multiple
8 measures of student growth must be the student results on the relevant
9 assessment. The office of the superintendent of public instruction
10 shall provide to each school district the relevant state-level
11 assessment information necessary to determine student growth for the
12 purpose of teacher evaluations.

13 (ii) Student growth data elements may include the teacher's
14 performance as a member of a grade-level, subject matter, or other
15 instructional team within a school when the use of this data is
16 relevant and appropriate. Student growth data elements may also
17 include the teacher's performance as a member of the overall
18 instructional team of a school when use of this data is relevant and
19 appropriate.

20 (iii) As used in this subsection (2), "student growth" means the
21 change in student achievement between two points in time.

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

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

1 observation time of thirty minutes during the first ninety calendar
2 days of their employment period.

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

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

16 (i) Level 1; or

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

22 (b) During the period of probation, the employee may not be
23 transferred from the supervision of the original evaluator.
24 Improvement of performance or probable cause for nonrenewal must occur
25 and be documented by the original evaluator before any consideration of
26 a request for transfer or reassignment as contemplated by either the
27 individual or the school district. A probationary period of sixty
28 school days shall be established. Days may be added if deemed
29 necessary to complete a program for improvement and evaluate the
30 probationer's performance, as long as the probationary period is
31 concluded before May 15th of the same school year. The probationary
32 period may be extended into the following school year if the
33 probationer has five or more years of teaching experience and has a
34 comprehensive summative evaluation performance rating as of May 15th of
35 less than level 2. The establishment of a probationary period does not
36 adversely affect the contract status of an employee within the meaning
37 of RCW 28A.405.300. The purpose of the probationary period is to give
38 the employee opportunity to demonstrate improvements in his or her

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

1 (c) When a continuing contract employee with five or more years of
2 experience receives a comprehensive summative evaluation performance
3 rating below level 2 for two consecutive years, the school district
4 shall, within ten days of the completion of the second (~~(comprehensive)~~)
5 comprehensive (~~(comprehensive summative)~~) summative evaluation or May
6 15th, whichever occurs first, implement the employee notification of
7 discharge as provided in RCW 28A.405.300.

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

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

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

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

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

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

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

11 (f)(i) Student growth data that is relevant to the principal must
12 be a factor in the evaluation process and must be based on multiple
13 measures that can include classroom-based, school-based, district-
14 based, and state-based tools. However, beginning in the 2017-18 school
15 year, for principals assigned to a school in which reading or language
16 arts or mathematics are taught in at least one of the grades in which
17 the federally mandated statewide assessments are administered, one of
18 the multiple measures of student growth must be the student results on
19 the relevant assessments. The office of the superintendent of public
20 instruction shall provide to each school district the relevant
21 state-level assessment information necessary to determine student
22 growth for the purpose of teacher evaluations.

23 (ii) As used in this subsection (6), "student growth" means the
24 change in student achievement between two points in time.

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

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

- 32 (i) Level 1; or
- 33 (ii) Level 2 if the principal has more than five years of
34 experience in the principal role and if the level 2 comprehensive
35 summative evaluation performance rating has been received for two
36 consecutive years or for two years within a consecutive three-year time
37 period.

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

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

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

32 (i) Classroom teachers who are provisional employees under RCW
33 28A.405.220;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

35 (G) Developing recommendations regarding how teacher evaluations
36 could inform state policies regarding the criteria for a teacher to
37 obtain continuing contract status under RCW 28A.405.210. In developing
38 these recommendations the experiences of school districts and teachers

1 during the evaluation transition phase must be considered.
2 Recommendations must be reported by July 1, 2016, to the legislature
3 and the governor.

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

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

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

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

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

35 (9) Each certificated classroom teacher and certificated support
36 personnel shall have the opportunity for confidential conferences with
37 his or her immediate supervisor on no less than two occasions in each

1 school year. Such confidential conference shall have as its sole
2 purpose the aiding of the administrator in his or her assessment of the
3 employee's professional performance.

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

12 (11) After a certificated classroom teacher or certificated support
13 personnel has four years of satisfactory evaluations under subsection
14 (1) of this section, a school district may use a short form of
15 evaluation, a locally bargained evaluation emphasizing professional
16 growth, an evaluation under subsection (1) or (2) of this section, or
17 any combination thereof. The short form of evaluation shall include
18 either a thirty minute observation during the school year with a
19 written summary or a final annual written evaluation based on the
20 criteria in subsection (1) or (2) of this section and based on at least
21 two observation periods during the school year totaling at least sixty
22 minutes without a written summary of such observations being prepared.
23 A locally bargained short-form evaluation emphasizing professional
24 growth must provide that the professional growth activity conducted by
25 the certificated classroom teacher be specifically linked to one or
26 more of the certificated classroom teacher evaluation criteria.
27 However, the evaluation process set forth in subsection (1) or (2) of
28 this section shall be followed at least once every three years unless
29 this time is extended by a local school district under the bargaining
30 process set forth in chapter 41.59 RCW. The employee or evaluator may
31 require that the evaluation process set forth in subsection (1) or (2)
32 of this section be conducted in any given school year. No evaluation
33 other than the evaluation authorized under subsection (1) or (2) of
34 this section may be used as a basis for determining that an employee's
35 work is not satisfactory under subsection (1) or (2) of this section or
36 as probable cause for the nonrenewal of an employee's contract under
37 RCW 28A.405.210 unless an evaluation process developed under chapter
38 41.59 RCW determines otherwise. The provisions of this subsection

1 apply to certificated classroom teachers only until the teacher has
2 been transitioned to the revised evaluation system pursuant to the
3 district implementation schedule adopted under subsection (7)(c) of
4 this section.

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

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

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

17 (i) Classroom teachers who are provisional employees under RCW
18 28A.405.220;

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

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

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

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

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

1 criteria and share professional growth activities. A group of
2 principals may focus on the same evaluation criteria and share
3 professional growth activities.

4 (iii) The evaluator must assign a comprehensive summative
5 evaluation performance rating for the focused evaluation using the
6 methodology adopted by the superintendent of public instruction for the
7 instructional or leadership framework being used.

8 (iv) A teacher or principal may be transferred from a focused
9 evaluation to a comprehensive summative evaluation at the request of
10 the teacher or principal, or at the direction of the teacher's or
11 principal's evaluator.

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

16 (vi) A classroom teacher or principal may apply the focused
17 evaluation professional growth activities toward the professional
18 growth plan for professional certificate renewal as required by the
19 professional educator standards board.

20 (13) Each school district is encouraged to acknowledge and
21 recognize classroom teachers and principals who have attained level 4 -
22 distinguished performance ratings."

SB 5880 - S AMD
By Senator

23 On page 1, line 1 of the title, after "to" strike the remainder of
24 the title and insert "changing the requirements for the multiple
25 measures of student growth used in teacher and principal evaluations;
26 amending RCW 28A.405.100; and creating a new section."

EFFECT: Student results on relevant federally mandated, statewide

assessments must be used as one of the multiple measures of student growth for the purpose of teacher and principal evaluations beginning in the 2017-18 school year.

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