
SENATE BILL 6055

State of Washington

63rd Legislature

2014 Regular Session

By Senator Litzow; by request of Superintendent of Public Instruction

Read first time 01/15/14. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to specifying that student growth data elements
2 used in teacher and principal evaluations include state-based tools and
3 delaying the use of the evaluation results in making human resources
4 and personnel decisions until the 2016-17 school year; and amending RCW
5 28A.405.100.

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

7 **Sec. 1.** RCW 28A.405.100 and 2012 c 35 s 1 are each amended to read
8 as follows:

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

1 (b) Every board of directors shall, in accordance with procedure
2 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920,
3 establish evaluative criteria and procedures for all certificated
4 classroom teachers and certificated support personnel. The evaluative
5 criteria must contain as a minimum the criteria established by the
6 superintendent of public instruction pursuant to this section and must
7 be prepared within six months following adoption of the superintendent
8 of public instruction's minimum criteria. The district must certify to
9 the superintendent of public instruction that evaluative criteria have
10 been so prepared by the district.

11 (2)(a) Pursuant to the implementation schedule established in
12 subsection (7)(c) of this section, every board of directors shall, in
13 accordance with procedures provided in RCW 41.59.010 through 41.59.170,
14 41.59.910, and 41.59.920, establish revised evaluative criteria and a
15 four-level rating system for all certificated classroom teachers.

16 (b) The minimum criteria shall include: (i) Centering instruction
17 on high expectations for student achievement; (ii) demonstrating
18 effective teaching practices; (iii) recognizing individual student
19 learning needs and developing strategies to address those needs; (iv)
20 providing clear and intentional focus on subject matter content and
21 curriculum; (v) fostering and managing a safe, positive learning
22 environment; (vi) using multiple student data elements to modify
23 instruction and improve student learning; (vii) communicating and
24 collaborating with parents and the school community; and (viii)
25 exhibiting collaborative and collegial practices focused on improving
26 instructional practice and student learning. Student growth data must
27 be a substantial factor in evaluating the summative performance of
28 certificated classroom teachers for at least three of the evaluation
29 criteria listed in this subsection.

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

1 summative evaluation performance rating. By December 1, 2012, the
2 superintendent of public instruction must adopt rules prescribing a
3 common method for calculating the comprehensive summative evaluation
4 performance rating for each of the preferred instructional frameworks,
5 including for a focused evaluation under subsection (12) of this
6 section, giving appropriate weight to the indicators evaluated under
7 each criteria and maximizing rater agreement among the frameworks.

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

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

25 (f) Student growth data that is relevant to the teacher and subject
26 matter must be a factor in the evaluation process and must be based on
27 multiple measures that can include classroom-based, school-based, and
28 district-based(~~(, and state-based)~~) tools. Student growth data
29 elements may include the teacher's performance as a member of a
30 grade-level, subject matter, or other instructional team within a
31 school when the use of this data is relevant and appropriate.
32 Beginning with the 2016-17 school year, when relevant, student growth
33 data elements must include state-based tools. Student growth data
34 elements may also include the teacher's performance as a member of the
35 overall instructional team of a school when use of this data is
36 relevant and appropriate. As used in this subsection, "student growth"
37 means the change in student achievement between two points in time.

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

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

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

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

31 (i) Level 1; or

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

37 (b) During the period of probation, the employee may not be
38 transferred from the supervision of the original evaluator.

1 Improvement of performance or probable cause for nonrenewal must occur
2 and be documented by the original evaluator before any consideration of
3 a request for transfer or reassignment as contemplated by either the
4 individual or the school district. A probationary period of sixty
5 school days shall be established. Days may be added if deemed
6 necessary to complete a program for improvement and evaluate the
7 probationer's performance, as long as the probationary period is
8 concluded before May 15th of the same school year. The probationary
9 period may be extended into the following school year if the
10 probationer has five or more years of teaching experience and has a
11 comprehensive summative evaluation performance rating as of May 15th of
12 less than level 2. The establishment of a probationary period does not
13 adversely affect the contract status of an employee within the meaning
14 of RCW 28A.405.300. The purpose of the probationary period is to give
15 the employee opportunity to demonstrate improvements in his or her
16 areas of deficiency. The establishment of the probationary period and
17 the giving of the notice to the employee of deficiency shall be by the
18 school district superintendent and need not be submitted to the board
19 of directors for approval. During the probationary period the
20 evaluator shall meet with the employee at least twice monthly to
21 supervise and make a written evaluation of the progress, if any, made
22 by the employee. The evaluator may authorize one additional
23 certificated employee to evaluate the probationer and to aid the
24 employee in improving his or her areas of deficiency. Should the
25 evaluator not authorize such additional evaluator, the probationer may
26 request that an additional certificated employee evaluator become part
27 of the probationary process and this request must be implemented by
28 including an additional experienced evaluator assigned by the
29 educational service district in which the school district is located
30 and selected from a list of evaluation specialists compiled by the
31 educational service district. Such additional certificated employee
32 shall be immune from any civil liability that might otherwise be
33 incurred or imposed with regard to the good faith performance of such
34 evaluation. If a procedural error occurs in the implementation of a
35 program for improvement, the error does not invalidate the
36 probationer's plan for improvement or evaluation activities unless the
37 error materially affects the effectiveness of the plan or the ability
38 to evaluate the probationer's performance. The probationer must be

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

16 (c) When a continuing contract employee with five or more years of
17 experience receives a comprehensive summative evaluation performance
18 rating below level 2 for two consecutive years, the school district
19 shall, within ten days of the completion of the second (~~summative~~)
20 comprehensive (~~comprehensive summative~~) summative evaluation or May
21 15th, whichever occurs first, implement the employee notification of
22 discharge as provided in RCW 28A.405.300.

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

1 reassignment is not possible, the district may, at its option, place
2 the employee on paid leave for the balance of the contract term.

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

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

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

35 (c) The four-level rating system used to evaluate the principal
36 must describe performance along a continuum that indicates the extent
37 to which the criteria have been met or exceeded. The summative
38 performance ratings shall be as follows: Level 1 - unsatisfactory;

1 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A
2 principal shall receive one of the four summative performance ratings
3 for each of the minimum criteria in (b) of this subsection and one of
4 the four summative performance ratings for the evaluation as a whole,
5 which shall be the comprehensive summative evaluation performance
6 rating.

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

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

24 (f) Student growth data that is relevant to the principal must be
25 a factor in the evaluation process and must be based on multiple
26 measures that can include classroom-based, school-based, and district-
27 based(~~(, and state-based)~~) tools. Beginning with the 2016-17 school
28 year, when relevant, student growth data elements must include state-
29 based tools. As used in this subsection, "student growth" means the
30 change in student achievement between two points in time.

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

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

38 (i) Level 1; or

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

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

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

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

37 (i) Classroom teachers who are provisional employees under RCW
38 28A.405.220;

- 1 (ii) Classroom teachers who are on probation under subsection (4)
2 of this section;
- 3 (iii) Principals in the first three consecutive school years of
4 employment as a principal;
- 5 (iv) Principals whose work is not judged satisfactory in their most
6 recent evaluation; and
- 7 (v) Principals previously employed as a principal by another school
8 district in the state of Washington for three or more consecutive
9 school years and in the first full year as a principal in the school
10 district.
- 11 (d) A set of school districts shall be selected by the
12 superintendent of public instruction to participate in a collaborative
13 process resulting in the development and piloting of new certificated
14 classroom teacher and principal evaluation systems during the 2010-11
15 and 2011-12 school years. These school districts must be selected
16 based on: (i) The agreement of the local associations representing
17 classroom teachers and principals to collaborate with the district in
18 this developmental work and (ii) the agreement to participate in the
19 full range of development and implementation activities, including:
20 Development of rubrics for the evaluation criteria and ratings in
21 subsections (2) and (6) of this section; identification of or
22 development of appropriate multiple measures of student growth in
23 subsections (2) and (6) of this section; development of appropriate
24 evaluation system forms; participation in professional development for
25 principals and classroom teachers regarding the content of the new
26 evaluation system; participation in evaluator training; and
27 participation in activities to evaluate the effectiveness of the new
28 systems and support programs. The school districts must submit to the
29 office of the superintendent of public instruction data that is used in
30 evaluations and all district-collected student achievement, aptitude,
31 and growth data regardless of whether the data is used in evaluations.
32 If the data is not available electronically, the district may submit it
33 in nonelectronic form. The superintendent of public instruction must
34 analyze the districts' use of student data in evaluations, including
35 examining the extent that student data is not used or is underutilized.
36 The superintendent of public instruction must also consult with
37 participating districts and stakeholders, recommend appropriate
38 changes, and address statewide implementation issues. The

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

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

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

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

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

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

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

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

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

1 (G) Developing recommendations regarding how teacher evaluations
2 could inform state policies regarding the criteria for a teacher to
3 obtain continuing contract status under RCW 28A.405.210. In developing
4 these recommendations the experiences of school districts and teachers
5 during the evaluation transition phase must be considered.
6 Recommendations must be reported by July 1, 2016, to the legislature
7 and the governor.

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

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

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

25 (8)(a) Beginning with the ((2015-16)) 2016-17 school year,
26 evaluation results for certificated classroom teachers and principals
27 must be used as one of multiple factors in making human resource and
28 personnel decisions. Human resource decisions include, but are not
29 limited to: Staff assignment, including the consideration of an
30 agreement to an assignment by an appropriate teacher, principal, and
31 superintendent; and reduction in force. Nothing in this section limits
32 the ability to collectively bargain how the multiple factors shall be
33 used in making human resource or personnel decisions, with the
34 exception that evaluation results must be a factor.

35 (b) The office of the superintendent of public instruction must
36 report to the legislature and the governor regarding the school
37 district implementation of the provisions of (a) of this subsection by
38 December 1, ((2017)) 2018.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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