
SENATE BILL 5749

State of Washington

64th Legislature

2015 Regular Session

By Senators Litzow and Dammeier; by request of Superintendent of Public Instruction

Read first time 02/02/15. 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
3 and delaying the use of the evaluation results in making human
4 resources and personnel decisions until the 2016-17 school year; and
5 amending RCW 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
8 read 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
11 from time to time minimum criteria for the evaluation of the
12 professional performance capabilities and development of certificated
13 classroom teachers and certificated support personnel. For classroom
14 teachers the criteria shall be developed in the following categories:
15 Instructional skill; classroom management, professional preparation
16 and scholarship; effort toward improvement when needed; the handling
17 of student discipline and attendant problems; and interest in
18 teaching pupils and knowledge of subject matter.

19 (b) Every board of directors shall, in accordance with procedure
20 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and
21 41.59.920, establish evaluative criteria and procedures for all

1 certificated classroom teachers and certificated support personnel.
2 The evaluative criteria must contain as a minimum the criteria
3 established by the superintendent of public instruction pursuant to
4 this section and must be prepared within six months following
5 adoption of the superintendent of public instruction's minimum
6 criteria. The district must certify to the superintendent of public
7 instruction that evaluative criteria have been so prepared by the
8 district.

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

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

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

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

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

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

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

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

39 (3)(a) Except as provided in subsection (11) of this section, it
40 shall be the responsibility of a principal or his or her designee to

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

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

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

29 (i) Level 1; or

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

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

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

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

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

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

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

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

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

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

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

1 which shall be the comprehensive summative evaluation performance
2 rating.

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

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

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

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

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

35 (i) Level 1; or

36 (ii) Level 2 if the principal has more than five years of
37 experience in the principal role and if the level 2 comprehensive
38 summative evaluation performance rating has been received for two
39 consecutive years or for two years within a consecutive three-year
40 time 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
5 evaluation system criteria, student growth tools, professional
6 development programs, and evaluator training for certificated
7 classroom teachers and principals. Human resources specialists,
8 professional development experts, and assessment experts must also be
9 consulted. Due to the diversity of teaching assignments and the many
10 developmental levels of students, classroom teachers and principals
11 must be prominently represented in this work. The models must be
12 available for use in the 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
21 schedule for implementation of the revised evaluation systems that
22 transitions a portion of classroom teachers and principals in the
23 district to the revised evaluation systems each year beginning no
24 later than the 2013-14 school year, until all classroom teachers and
25 principals are being evaluated under the revised evaluation systems
26 no later than the 2015-16 school year. A school district is not
27 precluded from completing the transition of all classroom teachers
28 and principals to the revised evaluation systems before the 2015-16
29 school year. The schedule adopted under this subsection (7)(c) must
30 provide that the following employees are transitioned to the revised
31 evaluation systems beginning 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;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

28 (b) The office of the superintendent of public instruction must
29 report to the legislature and the governor regarding the school
30 district implementation of the provisions of (a) of this subsection
31 by December 1, ((2017)) 2018.

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

38 (10) The failure of any evaluator to evaluate or supervise or
39 cause the evaluation or supervision of certificated classroom
40 teachers and certificated support personnel or administrators in

1 accordance with this section, as now or hereafter amended, when it is
2 his or her specific assigned or delegated responsibility to do so,
3 shall be sufficient cause for the nonrenewal of any such evaluator's
4 contract under RCW 28A.405.210, or the discharge of such evaluator
5 under RCW 28A.405.300.

6 (11) After a certificated classroom teacher or certificated
7 support personnel has four years of satisfactory evaluations under
8 subsection (1) of this section, a school district may use a short
9 form of evaluation, a locally bargained evaluation emphasizing
10 professional growth, an evaluation under subsection (1) or (2) of
11 this section, or any combination thereof. The short form of
12 evaluation shall include either a thirty minute observation during
13 the school year with a written summary or a final annual written
14 evaluation based on the criteria in subsection (1) or (2) of this
15 section and based on at least two observation periods during the
16 school year totaling at least sixty minutes without a written summary
17 of such observations being prepared. A locally bargained short-form
18 evaluation emphasizing professional growth must provide that the
19 professional growth activity conducted by the certificated classroom
20 teacher be specifically linked to one or more of the certificated
21 classroom teacher evaluation criteria. However, the evaluation
22 process set forth in subsection (1) or (2) of this section shall be
23 followed at least once every three years unless this time is extended
24 by a local school district under the bargaining process set forth in
25 chapter 41.59 RCW. The employee or evaluator may require that the
26 evaluation process set forth in subsection (1) or (2) of this section
27 be conducted in any given school year. No evaluation other than the
28 evaluation authorized under subsection (1) or (2) of this section may
29 be used as a basis for determining that an employee's work is not
30 satisfactory under subsection (1) or (2) of this section or as
31 probable cause for the nonrenewal of an employee's contract under RCW
32 28A.405.210 unless an evaluation process developed under chapter
33 41.59 RCW determines otherwise. The provisions of this subsection
34 apply to certificated classroom teachers only until the teacher has
35 been transitioned to the revised evaluation system pursuant to the
36 district implementation schedule adopted under subsection (7)(c) of
37 this section.

38 (12) All certificated classroom teachers and principals who have
39 been transitioned to the revised evaluation systems pursuant to the
40 district implementation schedule adopted under subsection (7)(c) of

1 this section must receive annual performance evaluations as provided
2 in this subsection:

3 (a) All classroom teachers and principals shall receive a
4 comprehensive summative evaluation at least once every four years. A
5 comprehensive summative evaluation assesses all eight evaluation
6 criteria and all criteria contribute to the comprehensive summative
7 evaluation performance rating.

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

10 (i) Classroom teachers who are provisional employees under RCW
11 28A.405.220;

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

14 (iii) Principals previously employed as a principal by another
15 school district in the state of Washington for three or more
16 consecutive school years and in the first full year as a principal in
17 the school district; and

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

21 (c)(i) In the years when a comprehensive summative evaluation is
22 not required, classroom teachers and principals who received a
23 comprehensive summative evaluation performance rating of level 3 or
24 above in the previous school year are required to complete a focused
25 evaluation. A focused evaluation includes an assessment of one of the
26 eight criteria selected for a performance rating plus professional
27 growth activities specifically linked to the selected criteria.

28 (ii) The selected criteria must be approved by the teacher's or
29 principal's evaluator and may have been identified in a previous
30 comprehensive summative evaluation as benefiting from additional
31 attention. A group of teachers may focus on the same evaluation
32 criteria and share professional growth activities. A group of
33 principals may focus on the same evaluation criteria and share
34 professional growth activities.

35 (iii) The evaluator must assign a comprehensive summative
36 evaluation performance rating for the focused evaluation using the
37 methodology adopted by the superintendent of public instruction for
38 the instructional or leadership framework being used.

39 (iv) A teacher or principal may be transferred from a focused
40 evaluation to a comprehensive summative evaluation at the request of

1 the teacher or principal, or at the direction of the teacher's or
2 principal's evaluator.

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

8 (vi) A classroom teacher or principal may apply the focused
9 evaluation professional growth activities toward the professional
10 growth plan for professional certificate renewal as required by the
11 professional educator standards board.

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

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