

Evaluation of Staff

Certificated Classroom Teachers

Pursuant to state law implementing the Professional Growth and Evaluation of School Personnel system and the collective bargaining agreement between the District and the Port Angeles Education Association, the District has adopted the Charlotte Danielson instructional framework and the evaluative criteria and procedures with which to evaluate all certificated classroom teachers. The District's selection of the Danielson instructional framework is posted on its website. It is the responsibility of the principal or his/her designee to evaluate all certificated classroom teachers in his or her school using the adopted criteria. Certificated teachers not assigned to a school will be evaluated by their direct supervisor.

1. **Comprehensive summative evaluation, annual comprehensive summative evaluation and focused evaluation**

Certificated classroom teachers will receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria must contribute to the comprehensive summative evaluation performance rating. The evaluation will include an assessment of the criteria using the instructional framework rubric and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

Certificated classroom teachers will receive an annual comprehensive summative evaluation if they are provisional employees under RCW 28A.405.220, or received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year, once they have transitioned to the new evaluation system.

A certificated classroom teacher with three years of satisfactory evaluations in the district may be transitioned to the revised evaluation system using a focused evaluation, and will then be evaluated with a comprehensive evaluation at least once every four years.

Certificated classroom teachers may receive a focused evaluation in the years when a comprehensive summative evaluation is not required if they received a comprehensive summative evaluation performance rating of Level 3 or above in the previous school year. A focused evaluation will include an assessment of one of the eight criteria selected for a performance rating and student growth goals specifically linked to criteria three or six.

2. **Observation**

Certificated classroom teachers will be observed at least twice each school year in the performance of their duties for a total observation time of no less than 60 minutes.

New certificated classroom teachers will be observed in the performance of their duties at least once during the first 90 calendar days of their employment for a total observation time of no less than 30 minutes.

Certificated classroom teachers in the third year of provisional status will be observed in the performance of their duties at least three times during the school year for a total observation time of no less than 60 minutes.

Each certificated classroom teacher will have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

3. Evaluations

The certificated classroom teacher will sign the district's original evaluation report to indicate that he/she has received a copy, although the signature does not necessarily imply agreement with the contents of the evaluation report. The evaluator will provide the certificated classroom teacher the opportunity to attach written comments to his/her report, and then ensure each evaluation report is placed in the employee's personnel file.

4. Analysis of evidence

- The evaluator will analyze the evidence observed according to the appropriate criterion, the instructional framework, and student growth rubrics.
- The evaluator will calculate all criterion scores to derive an overall summative score and then determine the final four-level rating (summative performance rating) based on the OSPI summative evaluation scoring band.
- In evaluating certificated classroom teachers, student input may be included.

5. Student growth impact rating

- Upon completing the overall summative scoring process, the evaluator will combine the student growth rubric scores to assess the student growth impact rating.
- The evaluator will determine the student growth impact according to OSPI's student impact rating scoring band. A student growth score of '1' in any of the rubric rows will result in an overall low student growth impact rating.
- The evaluator will analyze the student growth score in light of the overall summative score and determine the outcomes.

6. Student growth inquiry

If a certificated classroom teacher receives a low student growth score ~~whichever is later~~, the evaluator will initiate one or more of the following:

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

7. Focused evaluation

Certificated classroom teachers will be observed for the purpose of focused evaluation twice each school year for a total observation time of no less than 60 minutes.

The focused evaluation will include, at a minimum:

- One of the eight criteria for certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required.
- The selected criterion must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.

- The evaluation must include an assessment of the criterion using the instructional framework rubrics and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring student growth rubrics.
- The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3 or 6 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, 7 or 8 is selected, evaluators will use criterion 3 or 6 student growth rubrics.
- A summative score is calculated through the scoring of the instructional and student growth rubrics for the criterion selected.

A certificated classroom teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at his/her request or at the direction of his/her evaluator.

8. Notice of deficiency and reasonable program for improvement

At any time after October 15, a certificated classroom teacher whose work is not judged satisfactory based on district evaluation criteria will be given a written notice of deficiency that lists specific areas of deficiencies and provides a reasonable program for improvement. For certificated classroom teachers who have been transitioned to the revised evaluation system, the following summative performance ratings mean that his/her work is not judged satisfactory:

- Level 1
- Level 2 if the classroom teacher is a continuing contract employee under RCW 28A.405.210 with more than five years of teaching experience and if the Level 2 rating has been received for two consecutive years or for two years within a consecutive three-year time period.

9. Probation

A probationary period of 60 school days will be established for those certificated classroom teachers whose work is not judged satisfactory. This period may be extended if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probation period is concluded before May 15 of the same school year. The probation period may be extended to the following school year if the probationer has five or more years of teaching experience and a comprehensive summative evaluation performance rating as of May 15 of Level 1.

The superintendent will establish the probationary period and provide the notice of deficiency to the probationer. The purpose of the probation period is to give the probationer the opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of a probationary period does not adversely affect the probationer's contract status within the meaning of RCW 28A.405.300.

During the period of probation, the probationer may not be transferred from the supervision of the original evaluator. During the probation period, the evaluator will meet with the probationer at least twice monthly to supervise and make a written evaluation of progress, if any, made by the probationer.

10. Removal from probation

The probationer will be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in the specific areas detailed in the notice of deficiency and in the program for improvement. A certificated classroom teacher who has been transitioned to the revised evaluation system must be removed from probation if he or she has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of Level 3 or above for a provisional employee or for a continuing

contract employee with five or fewer years of experience. Level 3 or above for a continuing contract employee with more than five years of experience.

11. Nonrenewal and discharge

If a probationer does not show necessary improvement during the probation period, the evaluator will document the lack of necessary improvement and the superintendent will notify the probationer in writing that this constitutes grounds for a finding of probable cause for non-renewal.

When a continuing contract employee with five or more years of experience receives a comprehensive summative evaluation performance rating at or below Level 2 for two consecutive years, the district will implement the employee notification of discharge within ten days of the second summative comprehensive evaluation or May 15, whichever occurs first.

Evaluation of Certificated Principals and Assistant Principals

The board has adopted the Danielson leadership framework and the evaluative criteria and procedures with which to evaluate all certificated principals and assistant principals and posted the selection of the Danielson leadership framework on its website. The superintendent or his or her designee will evaluate certificated principals and assistant principals (hereafter collectively referred to as “principals” using the Board-adopted leadership framework.

Annual, comprehensive summative evaluation All principals will receive a comprehensive summative evaluation at least once every year. A comprehensive summative evaluation assesses all eight evaluation criteria applicable to that principal and all criteria contribute to the comprehensive summative evaluation performance rating. Student growth data that is relevant to the principal must be a substantial factor in evaluating the summative performance of the principal for at least three of the criteria. Input from building staff may also be included in the evaluation process.

1. Analysis of evidence

- The evaluator will analyze the evidence observed according to all eight criteria, the leadership framework rubric and the OSPI-approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics. Input from building staff may be included in the analysis.
- The evaluator will calculate all criterion scores to derive an overall summative score and then determine the final four-level rating (summative performance rating) based on the OSPI-determined summative evaluation scoring band.
- Upon completing the overall summative scoring process, the evaluator will combine the student growth rubric scores to assess the principal’s student growth impact rating. The student growth impact rating will be determined by OSPI’s student impact rating scoring band.
- A student growth score of “1” in any of the rubric rows will result in an overall low student growth impact rating.

2. Summative performance ratings

- Level 1: Unsatisfactory. Professional practice shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual leading practice. This level requires immediate intervention.

- Level 2: Basic. Professional practice shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for principals early in their careers but insufficient for more experienced principals. This level requires specific support.
- Level 3: Proficient. Professional practice at shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, leading a school is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- Level 4: Distinguished. Professional practice is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a principal would need to have received a majority of distinguished ratings on the criterion scores. A principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth and collaborative practice.

3. Student growth rating outcomes

- Principals with a preliminary rating of Distinguished with low student growth rating will receive an overall Proficient rating.
- Principals with a low student growth rating will engage with their evaluator in a Student Growth Inquiry focused on specific areas of weak student impact.
- Principals with a preliminary rating of Distinguished with average or high student growth rating will receive an overall Distinguished rating and will be formally recognized.

4. Comprehensive summative performance ratings

For principals who have been transitioned to the revised evaluation system, the following comprehensive summative evaluation performance ratings mean a principal's work is not judged satisfactory:

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

Evaluation of Certificated Support Personnel

1. Observation

Certificated support personnel will be observed in the performance of their duties at least twice each school year. At least one observation will be for no less than 30 minutes. Total observation time for each employee for each school year will not be less than 60 minutes. A certificated support person who has four years of satisfactory evaluations in the District may be evaluated using a short form evaluation pursuant to RCW 28A.405.100(11).

New employees will be observed in the performance of their duties at least once during the first 90 calendar days of their employment for a total observation time of no less than 30 minutes.

Employees in the third year of provisional status will be observed in the performance of their duties at least three times during the school year for a total observation time of no less than 90 minutes.

Certificated support personnel shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year. Such confidential conference shall have as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.

2. Minimum criteria for evaluation of certificated support personnel:

- Knowledge and scholarship in special field: The certificated support person demonstrates a depth and breadth of theory and content in his/her specialized field. He/she demonstrates an understanding of and knowledge about common school education, and demonstrates the ability to integrate the area of specialty into the school environment.
- Specialized skills: The certificated support person demonstrates a competent level of skill and knowledge in designing and conducting specialized programs of prevention, intervention, remediation and evaluation.
- Management of special and technical environment: The certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.
- Professionalism: The certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.
- Involvement in assisting students, parents and staff: The certificated support person demonstrates an acceptable level of performance in identifying those needing specialized programs.

3. Evaluation report

The certificated support personnel will sign the district's original evaluation report to indicate that he/she has received a copy, although the signature does not necessarily imply agreement with the contents of the evaluation report. The evaluator will provide the certificated support personnel the opportunity to attach written comments to his/her report, and then ensure each evaluation report is placed in that individual's personnel file.

4. Evaluation results for certificated support personnel

Evaluation results for certificated support personnel will be used to:

- Acknowledge, recognize and encourage excellence in the certificated support person's professional performance;
- Document the level of performance by an employee of his/her assigned duties;
- Identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement;
- Document performance by an employee judged unsatisfactory based on the district evaluation criteria.

5. Notice of deficiency and reasonable program for improvement

At any time after October 15, certificated support personnel whose work is not judged satisfactory based on District evaluation criteria will be given a written notice of deficiency that lists specific areas of deficiencies and provides a reasonable program for improvement.

6. Probation

A probationary period of 60 school days will be established for those certificated support personnel whose work is not judged satisfactory. This period may be extended if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probation period is concluded before May 15 of the same school year. The probation period may be extended to the following school year if the probationer

has five or more years of certificated experience and has a comprehensive summative evaluation performance rating as of May 15 of Level 1.

The superintendent will establish the probationary period and provide the notice of deficiency to the probationer. The purpose of the probation period is to give the probationer the opportunity to demonstrate improvements in his or her area of deficiency. The establishment of a probationary period does not adversely affect the probationer's contract status within the meaning of RCW 28A.405.300.

During the period of probation, the probationer may not be transferred from the supervision of the original evaluator. During the probation period, the evaluator will meet with the probationer at least twice monthly to supervise and make a written evaluation of progress, if any, made by the probationer. The evaluator may authorize one additional certificated staff member to evaluate the probationer and to aid them in improving their area of deficiency.

7. Removal from probation

The probationer will be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in the specific areas detailed in the notice of deficiency and in the program for improvement.

8. Lack of improvement while on probation

If a probationer does not show necessary improvement during the probation period, the evaluator will document the lack of necessary improvement and the superintendent will notify the probationer in writing that this constitutes grounds for a finding of probable cause for non-renewal.

Evaluation of Other Administrative Staff

The evaluative criteria for other administrative staff other than principals and assistant principals, where applicable, will be:

- 1) Leadership;
- 2) Administration and management;
- 3) School finance;
- 4) Professional preparation and scholarship;
- 5) Effort toward improvement when needed;
- 6) Interest in students, staff, patrons and subjects taught in schools;
- 7) Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development; and
- 7) Evaluation of staff.

Administrative staff will be evaluated annually.

Evaluation of Classified Staff

Classified staff will be evaluated annually based upon the job description of the specific assignment and any additional criteria set forth in the employee's collective bargaining agreement, if any.