

## Chapter 392-191A WAC

Last Update: 2/7/13

## PROFESSIONAL GROWTH AND EVALUATION OF SCHOOL PERSONNEL

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## 392-191A-010

## Authority.

The general authority for this chapter is RCW

[28A.405.100](#) which authorizes the superintendent of public instruction to adopt minimum criteria for the evaluation by school districts of professional educators.

[Statutory Authority: RCW [28A.405.100](#). WSR 13-05-009, § 392-191A-010, filed 2/7/13, effective 3/10/13.]

## 392-191A-020

## Purpose.

The purpose of this chapter is to establish the minimum criteria, minimum procedural standards, summative methodology and summative descriptors to be adopted in accordance with chapter

[41.59](#) RCW by school districts for the evaluation of the professional performance capabilities and development of certificated classroom teachers, principals, assistant principals, and certificated support personnel.

[Statutory Authority: RCW [28A.405.100](#). WSR 13-05-009, § 392-191A-020, filed 2/7/13, effective 3/10/13.]

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392-191A-030

Definitions.

The following definitions apply to the terms used in this chapter:

"Certificated classroom teacher" and "teacher" mean a certificated employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140 (1) through (3) and (6)(a) through (e) and (g).

"Certificated principal," "principal" and "assistant principal" mean a person who is employed to supervise the operation and management of a school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140 (4)(a) or (6)(h).

"Certificated support personnel" and "certificate support person" mean a certificated employee who provides services to students and holds one or more of the educational staff associate certificates pursuant to WAC 181-79A-140(5).

"Evaluation" shall mean the ongoing process of identifying, gathering and using information to improve professional performance, assess total job effectiveness, and make personnel decisions.

"Evaluation criteria" means minimum evaluation criteria for classroom teachers specified in WAC 392-191-006, the minimum evaluation criteria for principals specified in WAC 392-191-014 and the minimum evaluation criteria for certificated support personnel specified in WAC 392-191-020.

"Evidence" means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system.

"Four-level rating system" means the continuum of performance that indicates the extent to which the criteria have been met or exceeded.

"Instructional framework" means one of the approved instructional frameworks adopted by the superintendent of public instruction to support the four-level rating system pursuant to RCW 28A.405.100.

"Leadership framework" means one of the approved leadership frameworks adopted by the superintendent of public instruction to support the four-level rating system pursuant to RCW 28A.405.100.

"Observe" or "observation" means the gathering of evidence made through classroom or worksite visits for the purpose of examining evidence over time against the instructional or leadership framework rubrics pursuant to this section.

"Rubrics" or "rubric row" means the descriptions of practice used to capture evidence and data and classify teaching or leadership performance and student growth using the evaluation criteria and the four-level rating system.

"Scoring band" means the adopted range of scores used to determine the final summative score for a certificated classroom teacher or principal.

"Student growth" means the change in student achievement between two points in time.

"Student growth data" means relevant multiple measures that can include classroom-based, school-based, school district-based, and state-based tools.

"Summative performance ratings" means the four performance levels applied using the four-level rating system: Level 1 - Unsatisfactory; Level 2 - Basic; Level 3 - Proficient; Level 4 - Distinguished.

[Statutory Authority: RCW 28A.405.100. WSR 13-05-009, § 392-191A-030, filed 2/7/13, effective 3/10/13.]

392-191A-040

Evaluation requirements.

Local school districts must establish and implement on or before September 1, 2013, an evaluation program consisting of the following:

- (1) Evaluation criteria meeting the minimum standards specified in WAC [392-191-010](#) and [392-191-020](#);
- (2) Evaluation procedures meeting the minimum standards specified in this chapter;
- (3) Evaluation criteria and procedures as specified in RCW [28A.405.100](#).

[Statutory Authority: RCW [28A.405.100](#). WSR 13-05-009, § 392-191A-040, filed 2/7/13, effective 3/10/13.]

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392-191A-050

Minimum procedural standards—Purposes of evaluation.

The purposes of evaluations of certificated classroom teachers, certificated principals, and assistant principals will be, at a minimum:

- (1) To acknowledge the critical importance of teacher and leadership quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.
- (2) To identify, in consultation with classroom teachers, principals, and assistant principals, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his/her performance.
- (3) To assist classroom teachers and certificated principals and assistant principals, who have identified areas needing improvement, in making those improvements.

[Statutory Authority: RCW

[28A.405.100](#). WSR 13-05-009, § 392-191A-050, filed 2/7/13, effective 3/10/13.]

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392-191A-060

Minimum evaluation criteria—Certificated classroom teachers.

The following are the minimum evaluation criteria and accompanying descriptors for certificated classroom teachers:

- (1) Centering instruction on high expectations for student achievement. The related descriptor is: Expectations; the teacher communicates high expectations for student learning.
- (2) Demonstrating effective teaching practices. The related descriptor is: Instruction; the teacher uses research-based instructional practices to meet the needs of all students.
- (3) Recognizing individual student learning needs and developing strategies to address those needs. The related descriptor is: Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
- (4) Providing clear and intentional focus on subject matter content and curriculum. The related descriptor is: Content knowledge; the teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

(5) Fostering and managing a safe, positive learning environment. The related descriptor is: Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.

(6) Using multiple student data elements to modify instruction and improve student learning. The related descriptor is: Assessment; the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(7) Communicating and collaborating with parents and school community. The related descriptor is: Families and community; the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

(8) Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. The related descriptor is: Professional practice; the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

[Statutory Authority: RCW

[28A.405.100](#). WSR 13-05-009, § 392-191A-060, filed 2/7/13, effective 3/10/13.]

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392-191A-070

Minimum procedural standards—Frequency of comprehensive evaluation.

(1) School districts must observe all classroom teachers for the purposes of a comprehensive evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a comprehensive evaluation for a period of no less than sixty minutes during each school year.

(2) School districts must observe new employees at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's employment period.

(3) School districts must observe employees in the third year of provisional status at least three times in the performance of the employee. The total observation time for the school year must not be less than ninety minutes for such employees.

[Statutory Authority: RCW

[28A.405.100](#). WSR 13-05-009, § 392-191A-070, filed 2/7/13, effective 3/10/13.]

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392-191A-080

Minimum procedural standards—Conduct of the comprehensive evaluation.

The conduct of the evaluation of classroom teachers must include, at a minimum, the following:

(1) All eight teaching criteria must contribute to the overall summative evaluation and must be completed at least once every four years.

(2) The evaluation must include an assessment of the criteria using the instructional framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(3) The principal or his/her designee at the school to which the certificated employee is assigned must make observations and written comments pursuant to RCW

[28A.405.100](#).

(4) The opportunity for the employee to attach written comments to his/her evaluation report.

(5) Criterion scores, including instructional and student growth rubrics, must be determined by an analysis of evidence.

(6) An overall summative score shall be derived by a calculation of all criterion scores and determining the final four-level rating based on the superintendent of public instruction's determined summative evaluation scoring band.

(7) Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher's student growth impact rating.

(8) The student growth impact rating will be determined by the superintendent of public instruction's student impact rating scoring band.

(9) A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

(10) Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes.

[Statutory Authority: RCW 28A.405.100. WSR 13-05-009, § 392-191A-080, filed 2/7/13, effective 3/10/13.]

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#### 392-191A-090

Minimum procedural standards—Outcomes of the student growth rating.

The following outcomes of the student growth impact rating analysis will apply:

(1) Certificated classroom teachers with preliminary rating of distinguished with low student growth rating will receive an overall proficient rating.

(2) Certificated classroom teachers with low student growth rating will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191-010.

(3) Certificated classroom teachers with a preliminary rating of distinguished with average or high student growth rating will receive an overall distinguished rating and will be formally recognized and/or rewarded.

(4) The evaluations of certificated classroom teachers with a preliminary rating of unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

[Statutory Authority: RCW 28A.405.100. WSR 13-05-009, § 392-191A-090, filed 2/7/13, effective 3/10/13.]

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#### 392-191A-100

Minimum procedural standards—Conduct of a student growth inquiry.

Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

- Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, 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; 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.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-100, filed 2/7/13, effective 3/10/13.]

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392-191A-110

Minimum procedural standards—Frequency of observation for focused evaluation.

If the evaluation of the certificated classroom teacher includes an assessment of a criterion that requires observation the following shall apply: School districts must observe all classroom teachers for the purposes of focused evaluation at least twice each school year in the performance of their assigned duties. School districts must observe all employees who are subject to a focused evaluation for a period of no less than sixty minutes during each school year.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-110, filed 2/7/13, effective 3/10/13.]

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392-191A-120

Minimum procedural standards—Conduct of the focused evaluation.

The conduct of the evaluation of classroom teachers must include, at a minimum, the following:

(1) One of the eight criterion for certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required.

(2) 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.

(3) The evaluation must include an assessment of the criterion using the instructional framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(4) The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6 or 8 are selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.

(5) A summative score is determined through the scoring of the instructional and student growth rubrics for the criterion selected.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-120, filed 2/7/13, effective 3/10/13.]

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392-191A-130

Minimum procedural standards—Procedures to be used in making evaluations.

The following procedures must be used in making evaluations:

- (1) Following each observation, or series of observations, the principal or his/her designee must:

- (a) Promptly document the results of the observation in writing; and
  - (b) Provide the employee with a copy of the written observation report within three days after such report is prepared.
- (2) Each classroom teacher will have the opportunity for a minimum of two confidential conferences during each school year with his/her principal or principal's designee either:
- (a) Following receipt of the written evaluation results; or
  - (b) At a time mutually satisfactory to the participants.
- (3) The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher's professional performance against the instructional framework rubrics.
- (4) If other evaluators are used, additional procedures may be adopted pursuant to local policy.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-130, filed 2/7/13, effective 3/10/13.]

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392-191A-140

Summative performance ratings—Descriptors.

(1) **Unsatisfactory:** Professional practice at Level 1 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 teaching or leading practice. This level requires immediate intervention.

(2) **Basic:** Professional practice at Level 2 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 teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires specific support.

(3) **Proficient:** Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

(4) **Distinguished:** Professional practice at Level 4 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 teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-140, filed 2/7/13, effective 3/10/13.]

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392-191A-150

Minimum evaluation criteria—Certificated principals and assistant principals.

The following are the minimum evaluation criteria and accompanying descriptors for certificated principals and assistant principals:

(1) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. The related descriptor is: An effective leader advocates, nurtures, and sustains a school culture and instructional program that promote student learning and staff professional growth.

(2) Demonstrating commitment to closing the achievement gap. The related descriptor is: Effective leaders who have a commitment to closing identified gaps in achievement between groups of students, monitor subgroup data and develop and encourage strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(3) Providing for school safety. The related descriptor is: An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.

(4) Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements. The related descriptor is: Effective leaders rely on data to promote improvement through school improvement plans in all aspects of the school and across all of the eight principal evaluation criteria. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(5) Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local school district learning goals. The related descriptor is: An effective leader assumes responsibility to assist staff with the alignment of their teaching and classroom assessments with the state's learning goals and the school district's curriculum.

(6) Monitoring, assisting, and evaluating effective instruction and assessment practices. The related descriptor is: An effective leader monitors teaching and uses the evaluation process and other strategies to support teachers' efforts to strengthen their teaching and learning in classrooms. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

(7) Managing both staff and fiscal resources to support student achievement and legal responsibilities. The related descriptor is: An effective leader manages human and fiscal resources in ways that enhance the likelihood that students will thrive and succeed in achieving the school's goals for them.

(8) Partnering with the school community to promote student learning. The related descriptor is: An effective leader engages families and the community in ways that increase the success of students.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-150, filed 2/7/13, effective 3/10/13.]

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392-191A-160

Minimum procedural standards—Conduct of the comprehensive evaluation.

The conduct of the evaluation of principals and assistant principals must include, at a minimum, the following:

(1) All eight principal criteria must contribute to the overall summative evaluation.

(2) The evaluation cycle must include an assessment of the criteria using the leadership framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(3) Criterion scores, including leadership and student growth rubrics, must be determined by an analysis of evidence.

(4) An overall summative score shall be derived by a calculation of all summative scores and determining the final four level rating based on the superintendent of public instruction's determined summative evaluation scoring band.

(5) Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated principal or assistant principal's student growth impact rating.

(6) The student growth impact rating will be determined by the superintendent of public instruction's student impact rating scoring band.



(7) A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-160, filed 2/7/13, effective 3/10/13.]

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392-191A-170

Minimum procedural standards—Outcomes of the comprehensive evaluation.

The following outcomes of the student growth impact rating analysis will apply:

(1) Certificated principals and assistant principals with preliminary rating of distinguished with low student growth rating will receive an overall proficient rating.

(2) Certificated principals and assistant principals with low student growth rating will engage, with their evaluator, in a student growth inquiry focusing on the specific areas of weak student impact.

(3) Certificated principals and assistant principals with preliminary rating of distinguished with average or high student growth rating will receive an overall distinguished rating and will be formally recognized and/or rewarded.

(4) The evaluations of certificated principals and assistant principals with preliminary rating of unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-170, filed 2/7/13, effective 3/10/13.]

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392-191A-180

Minimum procedural standards—Conduct of a student growth inquiry.

Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

- Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, 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; attendance; 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.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-180, filed 2/7/13, effective 3/10/13.]

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## 392-191A-190

Minimum procedural standards—Conduct of the focused evaluation.

The conduct of the evaluation of principals or assistant principals must include, at a minimum, the following:

(1) One of the eight criterion for certificated principals or assistant principals must be assessed in every year that a comprehensive evaluation is not required.

(2) The selected criterion must be approved by the principal's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.

(3) The evaluation must include an assessment of the criterion using the leadership framework rubrics and the superintendent of public instruction's approved student growth rubrics. More than one measure of student growth data must be used in scoring the student growth rubrics.

(4) The focused evaluation will include the student growth rubrics selected by the principal or assistant principal and approved by the principal's evaluator.

(5) A summative score is determined through the scoring of the leadership and student growth rubrics for the criterion selected.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-190, filed 2/7/13, effective 3/10/13.]

## 392-191A-200

Summative performance ratings—Descriptors.

(1) **Unsatisfactory:** Professional practice at Level 1 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 teaching or leading practice. This level requires immediate intervention.

(2) **Basic:** Professional practice at Level 2 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 teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires specific support.

(3) **Proficient:** Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.

(4) **Distinguished:** Professional practice at Level 4 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 teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

[Statutory Authority: RCW

28A.405.100. WSR 13-05-009, § 392-191A-200, filed 2/7/13, effective 3/10/13.]

392-191A-210

Minimum evaluation criteria—Certificated support personnel.

The following are the minimum criteria for certificated support personnel:

(1) Knowledge and scholarship in special field. Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

(2) Specialized skills. Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

(3) Management of special and technical environment. Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

(4) The support person as a professional. Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

(5) Involvement in assisting pupils, parents, and educational personnel. Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

[Statutory Authority: RCW

[28A.405.100](#). WSR 13-05-009, § 392-191A-210, filed 2/7/13, effective 3/10/13.]

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392-191A-220

Minimum procedural standards—Frequency of evaluation for certificated support personnel.

Each school year the frequency of evaluation must be as follows:

(1) All certificated support personnel must be observed for the purposes of evaluation at least twice in the performance of their assigned duties.

(2) New employees must be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of their employment period.

(3) An employee in the third year of provisional status must be observed at least three times in the performance of his/her duties and the total observation time for the school year must not be less than ninety minutes.

(4) Total observation time for each employee for each school year must be not less than sixty minutes: Provided, that after an employee has four years of satisfactory evaluations, a school district may use a short form evaluation pursuant to RCW

[28A.405.100\(11\)](#).

[Statutory Authority: RCW [28A.405.100](#). WSR 13-05-009, § 392-191A-220, filed 2/7/13, effective 3/10/13.]

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392-191A-230

Minimum procedural standards—Procedures to be used in making evaluations for certificated support personnel.

The following procedures must be used in making evaluations:

(1) The procedures stipulated in RCW

**28A.405.100** must be used by principals or their designees conducting evaluations of certificated support personnel.

(2) Following each observation, or series of observations, the principal or his/her designee must promptly document the results of the observation in writing, and must provide the employee with a copy thereof within three days after such report is prepared.

(3) Each certificated support personnel must have the opportunity for a minimum of two confidential conferences during each school year with his/her principal or principal's designee either following receipt of the written observation results, or at a time mutually satisfactory to the participants. The sole purpose of each such conference must be to provide additional information to aid the principal or his/her designee in evaluating the certificated support person (e.g., providing direction, assistance, guidance, encouragement to the employee).

(4) If other evaluators are used, additional procedures may be adopted pursuant to local policy.

[Statutory Authority: RCW **28A.405.100**. WSR 13-05-009, § 392-191A-230, filed 2/7/13, effective 3/10/13.]

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392-191A-240

Minimum procedural standards—Use of evaluation results.

Evaluation results will be used:

(1) To acknowledge, recognize, and encourage excellence in professional performance.

(2) To document the level of performance by an employee of his/her assigned duties.

(3) To identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement.

(4) To document performance by an employee judged unsatisfactory based on the district evaluation criteria.

(5) Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers and principals must be used as one of multiple factors in making human resource decisions.

[Statutory Authority: RCW

**28A.405.100**. WSR 13-05-009, § 392-191A-240, filed 2/7/13, effective 3/10/13.]