

ARTICLE 10.00 - EVALUATION PROCEDURES

SECTION 10.01 - INTRODUCTION TO THE EVALUATION PROCESS

The evaluation procedure set forth herein shall provide for a positive attitude to be maintained by all parties toward the development and improvement of the instructional program of the District. The evaluation procedure shall recognize various levels of performance and encourage improvement in specific, identifiable areas through the systematic assessment of the instructional program. It shall be understood by the parties that the purpose of this evaluation procedure is to improve the instructional program being offered by the District, as well as meet state requirements for the evaluation of certificated personnel.

The evaluation procedures shall be used in a spirit of continuous improvement, not as harassment of an employee or groups of employees. The District will not tolerate evaluator behavior that treats an employee in an abusive, demeaning or rude manner.

SECTION 10.02 - EVALUATION

A. Performance Evaluation Analysis

1. Responsibility for Evaluation

Within each school the principal shall be responsible for the evaluation of employees assigned to that school. An employee assigned to more than one (1) school shall be evaluated by one (1) principal considering information provided by principals of each school. The administrative organization plan of the District shall be used to determine lines of responsibility for evaluation of any employee who is not regularly assigned to any school. Any principal or administrator may designate other administrators to assist in the observation and evaluation process. An employee who has not been recommended for probation may make a written request before November 15 that an alternate evaluator be appointed. If the Association concurs with the request, the principal will then designate another individual to perform the evaluation which may include input from the principal.

2. Evaluation Criteria

All employees shall be evaluated in accordance with the criteria set forth in the appropriate "Criteria for Analysis" section below (10.03 or 10.04).

3. Required Evaluations

- a. All employees, including new employees, shall be evaluated annually, such evaluations to be completed no later than two (2) weeks prior to the last student day.
- b. If an employee is transferred to another position not under the administrator's jurisdiction, an evaluation may be made at the time of such transfer.
- c. If the administrator contemplates recommending that an employee be placed on probation, an evaluation shall be made on or before January 15.
- d. The evaluation of an employee shall be based upon the observations of the employee's performance as provided in paragraph B below together with such other sources of information as may be pertinent to the specific criteria, provided that when any evaluation is to be based upon information other than observations and evaluator-employee contacts, the employee shall be informed (of the source

and nature of such information) orally within ten (10) working days or in writing within fifteen (15) working days after such information came to the evaluator's attention.

- e. Evaluations may make suggestions or recommendations for changes and improvements in subsequent school years, however, evaluation judgments and conclusions shall be based on the employee's performance during the school year in question.
- f. The judgments reflected in employee evaluations and observation documents will be based on the professional performance of the employee (as reflected in the criteria for analysis in Sections 10.03 and 10.04) and not the standardized test or performance assessment scores of the students taught by that employee.

B. Observations

1. As early as possible in each school year, the building principal or other evaluator will hold a conference with each employee prior to any observations. During the conference the evaluator should ask about planning for instruction and discuss goals with the employee. The employee shall have the opportunity to suggest specific items to be observed. Specific items may include, but not be limited to, the appropriate "Criteria for Analysis".
2. During each school year each employee (including new employees) shall be observed for the purpose of evaluation at least twice in the performance of his or her assigned duties. For those employees under contract by October 15 of each year, the first observation shall be no later than the end of the first semester. Total observation time for each employee shall be not less than sixty (60) minutes; at least one (1) observation shall be at least thirty (30) minutes in length. The first observation for new employees shall occur within the first ninety (90) calendar days of employment and shall be of at least thirty (30) minutes in length. An employee in the third year of provisional status shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes. The evaluator shall give at least three (3) work days prior notice of a required observation, such notice to specify the specific time or class period for the observation. If possible, the time for the observation shall be mutually worked out between the evaluator and employee.
3. In addition to the observations required under paragraph B.2 above, the evaluator may make informal observations at any time during the school year. If information obtained during an informal observation may result in a negative evaluation or be utilized in any such fashion then the evaluator will promptly notify the employee, provide an observation report and conference with the employee, at his/her request, to obtain additional information and understanding regarding the informal observation.
4. The supervisor or other designated evaluator shall promptly document each formal observation and shall provide the employee with a copy thereof within three (3) days after each report is prepared. A series of observations conducted within a period of twenty (20) working days may be considered to be a single observation for documentation purposes. A post-observation conference between the evaluator and employee shall be held if either person requests. The employee shall sign the school district's copy of the observation report to indicate that he/she has seen the report and has been given a copy thereof. The employee's signature on the observation report does not necessarily imply agreement with the contents thereof.
5. In the event that any observation report indicates that the employee has performance deficiencies in one (1) or more areas defined in the evaluation criteria, the evaluator and

the employee shall have a post-observation conference which shall include discussion of the deficient area(s) and recommendations for improvement.

6. Observations shall be documented on the form attached hereto as Appendix 5A.

C. Evaluation Documentation

1. Evaluations required under paragraph A.3 above shall be documented using the appropriate evaluation report form attached hereto as Appendices 5B and 6. Categories entitled "Factors Influencing Teacher Performance Adversely" and "Optional Teacher Comment" on Appendices 5B and 6 may be completed only by the employee. In addition to documenting each employee's performance in each major performance category as set forth in the appropriate evaluation criteria, the evaluator shall rate the overall performance of the employee as satisfactory or unsatisfactory on the evaluation report form. Such overall performance rating shall reflect the evaluator's judgment as to the overall performance of the employee.
2. Each employee shall be provided with a copy of his or her evaluation report within three (3) days after such report is prepared. The employee shall sign the District's copy of the evaluation report to indicate that he or she has seen the report and has been given a copy thereof. The employee's signature on the evaluation report does not necessarily imply agreement with the evaluation.
3. Following the completion of each evaluation report, a meeting shall be held between the evaluator and the employee to discuss the contents thereof, if either party so requests.
4. The District's copy of each evaluation report shall be forwarded to the District Human Resources Department for filing in the employee's personnel file.

D. Probation

Paragraphs 1-6 below apply to all employees of the Association bargaining unit except for any provisional employee in his/her first (or if applicable second or third) year of employment with the District. Paragraph 7 applies to any provisional employee with a provisional contract in his/her first (or if applicable second or third) year of employment with the District.

1. Evaluator's Report

In the event that an evaluator determines that the performance of an employee under his or her supervision is unsatisfactory, the evaluator shall report the same in writing to the Superintendent on or before January 20. The report shall include the following:

- a. The evaluation report prepared pursuant to the provisions of paragraphs A.3.d and C.1 above, and
- b. A recommended specific and reasonable program designed to assist the employee in improving his or her performance.

2. Establishment of Probationary Period

If the Superintendent concurs with the administrator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the employee in a probationary status for a period of not less than sixty (60) school days anytime after October 15 and ending on May 1. Before being placed on probation, the Association and the employee shall be given written notice of action of the Superintendent which notice shall contain the following information:

- a. Specific areas of performance deficiencies;
- b. A suggested specific and reasonable program for improvement;
- c. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in his or her area or areas of deficiency.

3. Evaluation During the Probationary Period

- a. At or about the time of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary employee to discuss performance deficiencies and the remedial measures to be taken. The District, the Association or the probationer may request an independent observer to assist during the probationary period. If the District and the Association concur on the use of an observer, the fees and expenses shall be jointly shared.
- b. During the probationary period the evaluator shall meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee. The provisions of paragraphs B.4 and B.6 above shall apply to the documentation of observation reports during the probationary period.
- c. The probationary employee may be removed from probation at any time if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his or her notice of probation.

4. Evaluator's Post-Probation Report

Unless the probationary employee has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall identify whether the performance of the probationary employee has improved and which shall set forth one (1) of the following recommendations for further action:

- a. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
- b. That the employee has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
- c. That the employee has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to nonrenew the employment contract of the employee.

5. Action by the Superintendent

Following a review of any report submitted pursuant to paragraph D.4 above, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

6. Records

Records of probation and supporting documentation for an unsatisfactory evaluation exclusive of the Annual Evaluation Form will be maintained in the employee's file for three (3) years and will, if no further unsatisfactory analyses are made in the interim, be removed and destroyed.

7. Provisional Employees

Before nonrenewing a first (or if applicable second or third) year provisional employee, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the employee in making satisfactory progress toward remediating any deficiencies. These efforts shall include:

- a. An evaluation conducted in accordance with each provision of Section 10.02, Paragraphs A, B and C;
- b. Written notice to the Association and employee prior to March 1, or thirty calendar days after the employee began work, whichever is later;
- c. A specific and reasonable program designed to assist the employee in making satisfactory progress in improving his/her performance;
- d. A description of the assistance and services the District will provide to the employee to improve his/her performance;
- e. Periodic reports to inform the employee of the evaluator's judgment on the employee's progress toward remediating deficiencies.

E. Short Form Evaluation

After an employee has four (4) years of satisfactory evaluations under the regular process, an administrator may use a short form of evaluation, as allowed by RCW 28A.405.100(5), in lieu of the process set forth in paragraphs A. through D. above.

The regular evaluation process shall be followed at least once every four (4) years and an employee or evaluator may request that the regular evaluation process be conducted in any given school year. No less than fifty percent (50%) of the employees with four satisfactory years on the regular evaluation process at each school shall each year be offered an evaluation option in accordance with the Short Form or Professional Growth process herein. The District shall provide to the Association within sixty (60) calendar days after the first day of school each year a list, by each school or program, identifying the employees to be evaluated through the regular evaluation process, the short form process option a. or b. below, and the Professional Growth Program.

The short form of evaluation shall be consistent with the following:

1. If an evaluator intends to use the short form process, the evaluatee shall be notified in writing prior to the beginning of the process, said notice to include a list of the three (3) options allowed by paragraph two (2) below. The evaluatee may request the regular process at that time.
2. The evaluator and evaluatee shall choose one (1) of the three (3) options below for the short form process:
 - a. One (1) thirty (30) minute observation during the school year with a written observation report.

- b. A final annual written evaluation based on the criteria in Section 10.03 or 10.04, as applicable, with two (2) observations during the school year totaling sixty (60) minutes without a written summary of such observations.
 - c. Professional Growth Program outlined in F. below. The Professional Growth Program may be established for up to a two (2) year period of time.
3. The following procedural requirements of the regular evaluation process shall apply:
- a. Responsibility for Evaluation (See 10.02 A.1.).
 - b. Time limit on the delivery of an observation report(s) (See 10.02.B.4).
 - c. Prior notice of required observations (See 10.02 B.2.).
4. The short form evaluation process shall not be used as a basis for determining that an employee's work is unsatisfactory, nor as probable cause for the nonrenewal of an employee's contract under RCW 28A.405.210.

F. Professional Growth Program

The Professional Growth Program is a form of personal evaluation in which the emphasis is on enhancements and improvements in job related skills, techniques, and abilities.

The employee, with the aid of his/her supervisor, shall seek to develop a professional growth plan. The plan can cover up to a two (2) year period while the employee is on the short form process. The employee is encouraged to set goals as a part of the plan. The professional growth activity conducted by a certificated classroom teacher shall be specifically linked to one or more of the certificated classroom teacher evaluation criteria. One (1) or more of the following sources of information shall be used by the employee in developing a professional growth plan:

- 1. Peer review and evaluation;
- 2. Input by parents;
- 3. Input by students;
- 4. Personal and/or professional goals;
- 5. School district goals;
- 6. Building goals;
- 7. Self-assessment;
- 8. Personal academic records; and
- 9. School district observations and evaluations.

The role of the supervisor is to assist the employee in developing the professional growth plan and then to assist in its implementation, particularly by making reasonable efforts to provide the resources necessary to implement it.

The In-Service Committee (Section 9.04) shall serve as the Professional Growth Committee (as provided in WAC 392-192) and shall seek to enhance the District's professional growth program, particularly by linking identified professional needs with appropriate in-service, staff development, and other appropriate professional growth and instructional improvement opportunities.

Materials/records/portfolios expressly developed as a result of the individual's participation in the professional growth program shall be the property of the certificated staff member participating in the program and shall not be retained in the employee's personnel file or used by the District in its formal evaluation criteria.

SECTION 10.03 - CRITERIA FOR ANALYSIS - TEACHING STAFF

It is understood that the categories for evaluation outlined below are applicable to all teaching situations but all of the specific criteria thereunder may not be applicable to all teaching situations.

These criteria for analysis are designed to assist the staff members and evaluators in defining the skills of teaching as well as to evaluate performance as required by law.

- I. Instruction Skill - The teacher demonstrates competency (knowledge and skill) in designing and conducting an instructional experience; carrying out the teaching act.
 - A. Preparation for Instruction
 1. Develops behavioral objectives:
 - a. Meaningful for student growth;
 - b. Recognizing different levels of student achievement;
 - c. Encouraging learners to set individual personal goals whenever possible;
 - d. Within framework of District objectives.
 2. Plans for effective and continuing motivation which:
 - a. Utilizes variety of classroom activities and teaching strategies;
 - b. Delegates activities to students;
 - c. Organizes in accord with accepted principles of learning;
 - d. Develops activities from an understanding of individual students;
 - e. Defines clearly who does what, when, and why.
 3. Plans for utilization of:
 - a. Student talents and abilities as teaching resources;
 - b. Appropriate staff support;
 - c. Media to motivate;
 - d. Resources and learning centers.
 - B. Action Phase of Teaching Process
 1. Achieves a positive climate for learning:
 - a. In an atmosphere of agreement so that the teacher and the pupil respect opinions of each other;
 - b. With understanding and consideration of personal problems and individuals;
 - c. With perception and concern about all kinds of behavior;
 - d. By establishing a positive climate that is fair and impartial;
 - e. With open and natural acceptance of errors by both teacher and students;
 - f. Using physical arrangement of environment to facilitate interaction;
 - g. By maintaining reasonable control with a minimum of tension and strain; anticipated difficulties; and encouraging creativity and enthusiasm while providing balance between freedom and control;
 - h. By helping the students to direct their own learning and assume responsibility;
 - i. Initiating effective classroom procedures.
 2. Controls the interaction through:
 - a. Ground rules established by teacher and/or class;
 - b. Instructions and demonstrations which are interesting and lively;
 - c. Materials pre-prepared and ready when needed.
 3. Achieves student participation by:
 - a. Understanding student behavior, being equitable and consistent and showing tolerance for sincere student error;
 - b. Group discussions conducted skillfully, maximizing group ideas and conclusions rather than teacher's;
 - c. Questions selected to indicate relationships and analogies;

- d. Encouragement for students to examine thoroughly and use objective evidence;
 - e. Leading students to discover and inquire;
 - f. Emphasis on the process of finding answers as well as the answer itself;
 - g. Opportunities for guessing, hypothesizing, supporting and forecasting without fear that wrong answers will be penalized;
 - h. Reward of originality and acceptance of pupil ideas as having value;
 - i. Balance of teacher direction and student leadership.
4. Individualized lessons by:
- a. Selecting questions based on individual level of ability;
 - b. Pacing lessons according to needs of individuals;
 - c. Selecting tasks to permit each student to succeed at his/her own level;
 - d. Encouraging independent thinking;
 - e. Using variety of tasks so that all students may participate in some learning activity;
 - f. Encouraging students to self-initiate learning modes and extended limits of tasks;
 - g. Judging promptly the kind and mode of subject matter which the pupil needs at a given moment.
- C. Evaluation Phase of the Teaching Process
- 1. Measures the results from evaluation procedures, formal and informal;
 - a. To make them an integral part of all phases of instruction;
 - b. To determine if behavioral objectives have been accomplished;
 - c. To lead the learner to assume an important role in the evaluation of his/her own growth and development.
 - 2. Uses the results of formal and informal evaluation:
 - a. To determine next step of the interaction;
 - b. To provide a guide for future planning;
 - c. To judge student performance, but not as a way to label students with a grade;
 - d. To determine success of instruction.
- II. Classroom Management - The teacher demonstrates competency (knowledge and skill) in organizing the physical elements in the educational setting. The evaluation procedure assesses such teacher abilities and practices as:
- A. Selecting/creating and using curricular/instructional materials and media appropriate to the pupil(s), subject matter, and the outcome/objective to be achieved;
 - B. Organizing the physical setting so that it contributes to learning;
 - C. Identifying and appropriately using instruction resources available throughout the District and community;
 - D. Organizing individual, small group, or large group learning experiences as appropriate to the pupil(s), subject matter, and outcome desired;
 - E. Providing an emotional climate conducive to student learning;
 - F. Developing plans to assist substitute teachers in conducting learning experiences appropriate to subject and instructional goals.
- III. Professional Preparation and Scholarship - The teacher exhibits evidence of having a theoretical background and knowledge in pedagogy and a commitment to education as a profession.
- A. Extent and quality of basic preparation;
 - B. Possesses and maintains appropriate academic background in subject area.
- IV. Effort Toward Improvement When Needed - The teacher demonstrates an awareness of his/her limitations and strengths by efforts to improve or enhance competence. The teacher is committed to and participates in:

- A. In-service and career development activities sponsored by the District, educational service district and professional organizations;
 - B. Continuing education and training initiated and selected by the individual;
 - C. Follow-through and response to recommendations included in periodic and annual personnel evaluations:
 - 1. Is responsive to suggestions for improvement;
 - 2. Attempts to implement suggestions for improvement.
- V. Handling of Student Discipline and Attendant Problems - The teacher demonstrates to manage the noninstructional, human elements/dynamics occurring among in the educational setting.
- A. Recognizing conditions which may lead to disciplinary problems;
 - B. Establishing clear parameters for student "in-classroom" conduct and make known these expectations;
 - C. Developing appropriate strategies for preventing disciplinary problems;
 - D. Responding appropriately to disciplinary problems when they do occur;
 - E. Resolving disciplinary problems in accordance with law, school board policy, and administrative regulations and policies;
 - F. Assisting students toward self-discipline;
 - G. Shows consistency and fairness in dealing with student behavior;
 - H. Disciplines students in a firm but controlled manner;
 - I. Encourages students to develop courtesy, self-control, respect and responsibility;
 - J. Enlists the assistance of counselors, vice-principals, principals and other supportive personnel when appropriate;
 - K. Assists in maintaining control and enforcing rules throughout the school.
- VI. Interest in Teaching Pupils - The teacher demonstrates commitment to each pupil's unique background and characteristics, and enthusiasm or enjoyment in working with pupils.
- The evaluation procedure assesses the extent to which the teacher:
- A. Enjoys the process of working with students;
 - B. Recognizes the characteristics of each student;
 - C. Uses knowledge of individual student(s) to design learning experiences and facilitate learning;
 - D. Provides guidance and assistance for students;
 - E. Recognizes as valid the interests, questions, and concerns of students.
- VII. Knowledge of Subject Matter - The teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) at the elementary and/or secondary levels.
- A. The instructional responsibility of the staff member is of prime significance in consideration of his/her total job performance. Effectiveness should be judged with reference to the following factors:
 - 1. Extent and quality of basic preparation;
 - 2. Degree to which knowledge is current and abreast with developments;
 - 3. Evidence of planning and good organization;
 - 4. Recognition of difference in capacities and interest of pupils;
 - 5. Instructional techniques which are resourceful and challenging.
 - B. Continues professional preparation and growth through:
 - 1. Keeping informed on current trends, tendencies and practices in his/her field, using professional organizations as sources;
 - 2. Participating in and utilizing conferences, workshops and other in service training offerings;