

New Evaluation Frequently Asked Questions

Questions	Answers	Follow Up
<p>Who is expected to participate in the new evaluation?</p>	<p>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 <u>WAC 181-79A-140</u></p> <p>Instructional Certificated Staff (CTE, content teachers, K-6 teachers, Music, PE, SpEd, Elective specialists, MAY include Teacher-Librarians and Instructional Coaches.</p> <p>NOT Certificated Support Staff (nurse, counselor, SLP, OT, PT, ESA).</p>	
<p>Who is expected to participate in comprehensive evaluation?</p>	<p>1) Notwithstanding the provisions of RCW 28A.405.210, every person employed by a school district in a teaching or other nonsupervisory certificated position shall be subject to nonrenewal of employment contract as provided in this section during the first three years of employment by such district, unless: (a) The employee has previously completed at least two years of certificated employment in another school district in the state of Washington, in which case the employee shall be subject to nonrenewal of employment contract pursuant to this section during the first year of employment with the new district; or (b) the employee has received an evaluation rating below level 2 on the four-level rating system established under RCW 28A.405.100 during the third year of employment, in which case the employee shall remain subject to the nonrenewal of the employment contract until the employee receives a level 2 rating; or (c) the school district superintendent may make a determination to remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district.employees. Employees as defined in this section shall hereinafter be referred to as "provisional</p> <p>Provisional-Certificated teachers within their <u>first three years</u> of the profession. Law requires they participate successfully in the <u>comprehensive evaluation</u> for a <u>minimum of three years</u>.</p> <p>Out of State New Hires - Previous years of experience in other states does not apply to their evaluation status in WA state. The state views them similar to a <u>provisional teacher</u>. Therefore the law requires they participate successfully in the <u>comprehensive evaluation</u> for a <u>minimum of three years</u>.</p> <p>In State New Hires - Defined as new to the district but have taught in the state for three or more years. Law requires them to participate</p>	<p>Seeking confirmation of our understanding (yellow text).</p>

	<p>in the <u>comprehensive evaluation for at least 1 year</u> (3 consec. years of comprehensive evals is NOT required of these staff).</p> <p>Probationary - Any teacher who has previously received Basic or Unsatisfactory the previous year.</p>	
<p>When must we fully implement the new evaluation law?</p>	<p>2015-2016 - All Staff must be participating in either the Focused or Comprehensive Evaluation as articulated by the new law.</p> <p>Woodland schools has a three year implementation plan in which a third of staff will receive training and use the new evaluation each consecutive year until all staff are on board in the third year.</p>	
<p>What is the expectation regarding meetings between the principal and teacher?</p>	<p>RCW 28A.405.100 (4) (b) The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. <u>During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.</u></p> <p>(9) Each certificated classroom teacher and certificated support personnel <u>shall have the opportunity for confidential conferences with his or her immediate supervisor on no less than two occasions in each school year.</u> Such confidential conference shall have <u>as its sole purpose the aiding of the administrator in his or her assessment of the employee's professional performance.</u></p> <p>Teachers in their probabtionary period should mee with their administrator at least <u>twice monthly</u> during the probationary period.</p> <p><u>All teachers</u> receiving Focused or Comprehensive evaluations <u>must receive a minimum of two confidential meetings.</u> There is no text in the RCW or WAC regarding "pre" or "post" observation conferences. Instead the law defines the purpose of the meetings is to aide the administrator in his or her assessment of the employee.</p>	
<p>How long and how often must observations take place?</p>	<p>In the most recent iteration of information (RCW -WACs effective 3-10-13) the language regarding time spent observing no longer defines set periods of time required, only total time spent observing over the course of the year for a total of 60 minutes (applicabale to Comprehensive and Focused Evals) and 90 minutes for "beginning" teachers in their third year of their career.</p>	
<p>What is the expectation for communicating the collected evidence after an observation?</p>	<p>RCW 28A.405.100 Following each observation, or series of observations, the principal or other evaluator shall <u>promptly document the results of the observation in writing, and shall provide the employee with a copy thereof within three days</u> after such report is prepared.</p>	

<p>How will each criteria be scored?</p>	<p>The law does not define how we calculate the components within the criteria to determine the criteria score. It only defines how to calculate the summative score of all the criteria. As a result we will be scoring each criteria (not subcomponents).</p> <p>Each criteria has a rubric that explicitly defines levels of performance. Evidence will be collected and compared the rubric to determine a final rating of performance. Best practice recommends a preponderance of evidence be used to inform the evaluators judgment of practice.</p>	<p>Criteria Rubrics and Scoring information can be found on the distict web page.</p> <p>WSD New Evaluation Webpage</p>
<p>How many student growth goals are required?</p>	<p>Three types of goals are described in Criteria 3, 6, 8</p> <p>3.1 Student growth goal for subgroups of students 6.1 Student growth goal for whole class group of students 8.1 Student growth goal established by a team</p> <p>A singular content area can be the target of all three goals to facilitate strategic improvement of a wide range of students in a key learning target. That being said, a minimum of three goals would need to be written defining each type of groups expected progress and how that progress will be monitored and measured.</p>	

<p>What is eVal?</p>	<p>eVal is a data management system developed by the state to support the new evaluation. It is optional and many districts are using eVal.</p> <p>In Woodland we have determined eVal is not a resources that is easy to learn or support, nor does any time invested in training benefit classroom instruction as the tool has the singular purpose of supporting the evaluation process. As a district we have more knowledge and capacity with google tools like google drive. The added benefit of using google drive functions is that once learned these tools can be implemented in classroom instruction with students sharing writing documents with teachers, etc. Therefore, we have chosen to invest in training staff on how to use google tools to manage the evaluation process, collect evidences, plan observations, and communicate throughout the year.</p> <p>With the support of our amazing tech dept. each teacher will have a google folder that will replicate the functions of eVal. In each folder...</p> <ul style="list-style-type: none"> ● Staff may share evidences with their evaluator and evaluators may share evidence with staff. ● A log is available for staff to correlate their evidence to each criteria they feel it supports ● A initial inventory/reflection tool is available for use prior to goal setting. ● A folder of resources including the rubrics, a copy of the final evaluation template, the year long timeline, and the criteria handbook (to support professional growth with research and reflective questions) 	
<p>How will staff performance result in a final Summative Rating?</p>	<p>A Summative Rating is not numeric but labels overall performance as on of the following.</p> <ol style="list-style-type: none"> 1. Unsatisfactory 2. Basic 3. Proficient 4. Distinguished <p>The Summative Rating is based on two rubrics outlining two types of components. Both rubrics are accessible on the district webpage.</p> <ul style="list-style-type: none"> ● Student Growth Components (5 student growth rubrics) ● Criteria Components (8 criteria rubrics) <p>See the link to the right to better understand HOW these rubrics result in a final Summative Rating.</p>	<p>WSD Comprehensive Evaluation Scoring Explanation</p> <p>WSD New Evaluation Webpage</p>
<p>What data can be used as supporting evidence of achievement of student growth</p>	<p>The law as well as the rubrics define supporting evidence as....</p> <p>“Multiple, high-quality sources of data”</p> <p>“Multiple sources of growth or achievement from at least two points in time that show clear evidence of growth for students”</p> <p>The best reference regarding the type of data and sources that will provide supporting evidence of proficient performance can be found in the recently released student growth rubrics that include “critical attributes. Student Growth Rubrics with Critical Attributes</p>	<p>A specific training on goal setting and data selection in the Fall of 2013</p>

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