

E5240P**Evaluation of Staff**Evaluation of Certificated Classroom Teachers and Certificated Support Personnel~~1. Evaluation of Non-Administrative Certificated Staff~~

The performance of certificated classroom teachers and certificated support personnel shall will be evaluated at least once per year in accordance with state law. ~~the specific categories for evaluation, except that new staff shall be evaluated within ninety calendar days after commencement of employment. At least one evaluation shall be completed by May 15.~~

Procedures for such evaluations will be bargained, as necessary, with the exclusive bargaining representative of the district's nonsupervisory certificated staff and shall include the minimum observations, evidence and meetings required by law. Such procedures shall be presented to the board of directors for ratification in a collectively bargained agreement.

Evaluation of Certificated Principals and Assistant Principals

~~Any staff member whose performance does not meet minimum requirements based upon the specific categories for evaluation shall be placed in a probationary status any time after October 15th and shall be given sixty school days to demonstrate improvement in his/her area of deficiency. (See policy 5280 – Termination of Employment.)~~

The performance of certificated principals and assistant principals will be evaluated at least once per year in accordance with the requirements of state law.

If the administrator is dissatisfied with the complete evaluation report, he/she shall have the right to a conference involving his/her evaluator and the evaluator's supervisor. The decision of the evaluator's supervisor shall determine the final content of the evaluation report. The administrator shall have the right to submit a written statement detailing any exceptions he/she may have to the final content of the evaluation report, which statement will be attached to the personnel file copy of the evaluation report.

Evaluation of Other Administrative Staff

The performance of administrative staff other than certificated principals and assistant principals as referenced in the section above will be evaluated at least once per year.

If the administrator is dissatisfied with the complete evaluation report, he/she shall have the right to a conference involving his/her evaluator and the evaluator's supervisor. The decision of the evaluator's supervisor shall determine the final content of the evaluation report. The administrator shall have the right to submit a written statement detailing any exceptions he/she may have to the final content of the evaluation report, which statement will be attached to the personnel file copy of the evaluation report.

Evaluation of Classified Staff

~~After a staff member has four (4) years of satisfactory evaluations in the district, the administrator may use a short form of evaluation, the locally bargained evaluation process emphasizing professional growth, if any, a regular evaluation or any combination thereof. A short form evaluation includes either a thirty (30) minute observation during the school year with a written summary or a final annual written evaluation based on established criteria and based on at least two (2) observation periods totaling at least sixty (60) minutes without a written summary of such observations. At least once every three (3) years, unless extended by the local collective bargaining agreement, a regular evaluation shall be conducted except that in any given year the staff member or the supervisor may elect to conduct a regular evaluation. Only a regular evaluation may be used as a basis for determining that a staff member's work is unsatisfactory or serve as the basis for determining that there is probable cause for non-renewal, unless the locally bargained evaluation process provides otherwise.~~

Observations

~~During each school year staff shall be observed at least twice for the purpose of evaluating the performance of their assigned duties. Total observation time for each staff member for each school year shall be not less than 60 minutes. Each observation shall be at least 30 minutes in length. For long form evaluations, staff shall be observed at least twice during each school year. For short form evaluations the observation may be limited to one 30 minute observation, with a written summary, per year.~~

Required Evaluations

- ~~1. Staff shall be evaluated for at least thirty (30) minutes during the first 90 calendar days after commencement of employment.~~
- ~~2. Staff shall be evaluated at least once per year. At least one evaluation shall be completed by May 15.~~
- ~~3.~~

Use of Evaluation Results

Evaluation results shall be used to:

- ~~1. acknowledge, recognize, and encourage excellence in professional performance.~~
- ~~2. document the satisfactory performance by a staff member of his/her assigned duties.~~
- ~~3. identify discrete areas according to the criteria included on the evaluation instrument in which the staff member may need improvement.~~

- ~~4. document performance by a staff member judged unsatisfactory based on the district evaluation criteria.~~

~~Written and oral comment by the certificated staff member being evaluated are encouraged.~~

Additional Evaluations

~~In addition to the required evaluations, the principal may make additional evaluations at any time during the school year. These evaluations may cover individual observations or such periods of time identified in the evaluation report.~~

Observation and Evaluation Procedures

- ~~1. The evaluator shall meet with the staff member in a pre-conference within 10 working days of an observation. During the conference the evaluator and the staff member shall discuss lesson plans and identify items to be observed. The conference may include dialogue about any categories for evaluation identified as applicable to the staff member's position and/or assignment.~~
- ~~2. The evaluator shall record his/her observations using the proper form.~~
- ~~3. A written evaluation report shall be provided to the staff member within 3 days of an observation. The staff member shall have the opportunity for a minimum of two confidential conferences following receipt of the evaluation report. During the post-conference, the staff member and the evaluator shall identify strengths and areas where improvement is needed. The staff member shall receive a copy of the summary report of each conference and the evaluator shall retain the other copy as a working record for preparing the annual evaluation report.~~
- ~~4. The staff member shall receive a copy of the evaluation report.~~
- ~~5. The staff member shall sign the district's copy of the evaluation report to indicate that he/she has received a copy. The signature of the staff member does not, however, necessarily imply that the staff member agrees with the contents of the evaluation report.~~

- ~~6. Each required evaluation report shall be incorporated into the staff member's personnel file.~~
- ~~7. When an evaluation report indicates that the staff member does not meet minimum requirements based upon the specific categories for evaluation, the evaluator and the staff member shall meet to discuss the report and develop a specific and reasonable plan for improvement.~~

Probationary Action

~~When a superintendent determines on the basis of the specific categories for evaluation that the performance of a staff member does not meet minimum requirements, the superintendent will implement the provisions any time after October 15th. (see policy 5280—Termination of Employment)~~

Evaluative Criteria

~~Evaluative criteria shall be incorporated into the evaluation form and based on job description.~~

A. ~~Certificated Teachers~~

~~The following categories for evaluation are applicable to all certificated teachers. The specific criteria under each category may not be applicable to all certificated teachers.~~

~~These categories are designed to assist the teacher and the evaluator in defining the goals of teaching as well as to evaluate performance. Goals are to be established from the following categories:~~

Category 1: Instructional Skill

~~The teacher demonstrates competency (knowledge and skill) in designing and conducting an instructional experience and in carrying out the act of teaching.~~

Category 2: Classroom Management

Category 3: Professional Preparation and Scholarship

~~The teacher exhibits in his or her performance evidence of having a theoretical background and knowledge of the principles and methods of teaching; and a commitment to education as a profession.~~

Category 4: Effort Toward Improvement When Needed

~~The teacher demonstrates an awareness of his/her limitations and strengths by efforts to improve or enhance competence.~~

Category 5: Student Control and Attendant Problems

The teacher demonstrates the ability to manage the dynamics occurring among students in the educational setting.

Category 6: Interest in Teaching Students

The teacher recognizes each student's unique background and characteristics and reflects concern for his/her growth.

Category 7: 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.

B. Educational Staff Associates (ESA)

Educational staff associates (ESA) include counselors, home school counselors, speech/language pathologists, audiologists, psychologists, nurses, social workers and therapists. The following categories for evaluation are applicable to ESA staff. The specific criteria under each category may not be applicable to ESA staff.

These categories are designed to assist the superintendent in defining the goals of an ESA staff member as well as to understand expected roles. Expectations are to be established from the following categories:

Category 1: Knowledge and Scholarship in Special Field

The ESA staff member 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.

Category 2: Specialized Skills

The ESA staff member demonstrates competency (knowledge and skill) in designing and providing specialized services.

Category 3: Management of Special and Technical Environment

The ESA staff member demonstrates competency (knowledge and skill) in organizing the elements necessary to deliver specialized services.

Category 4: Professional Preparation and Scholarship

~~The ESA staff member demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.~~

Category 5: Involvement in Assisting Students, Parents and Staff

~~The ESA member develops and maintains effective relationships with other staff, students, parents and the community.~~

C. Classified Staff

The performance of classified staff shall be evaluated at least once per year, ~~except~~ Except as otherwise developed in accordance with the duty to bargain in chapter 41.56 RCW, that new staff shall be evaluated within 90 calendar days after commencement of employment and the evaluative criteria for classified staff will. ~~The performance criteria for the evaluation shall be based upon the job description of the specific assignment and the evaluation instrument. Procedures negotiated for the evaluation of classified staff represented by an exclusive bargaining representative will be presented to the board of directors for ratification in a collectively bargained agreement.~~

~~At least one evaluation shall take place by July 1.~~

~~Revision Date: 12/15/14 Any staff member whose performance does not meet minimum requirements based upon the performance criteria shall be handled in accordance with policy 5280 Termination of Employment.~~

2. Evaluation of Administrative Staff

~~If the administrator is dissatisfied with the complete evaluation report, he/she shall have the right to a conference involving his/her evaluator and the evaluator's supervisor. The decision of the evaluator's supervisor shall determine the final content of the evaluation report. The administrator shall have the right to submit a written statement detailing any exceptions he/she may have to the final content of the evaluation report, which statement will be attached to the personnel file copy of the evaluation report.~~

Evaluative Criteria

~~As related to the administrator's assignment, the following criteria, when applicable, shall be used in the evaluation of administrative staff:~~

Category 1: Personnel Development (Supervision/Evaluation/and Staff Development)

The administrator applies knowledge and skills of supervision to programs and staff and demonstrates the ability to inspire subordinates to grow and develop as professionals.

Category 2: Curriculum & Instruction

The administrator is knowledgeable regarding the existing curriculum and is current in his/her knowledge of new curriculum and instructional practices.

Category 3: Educational Climate

The administrator develops an educational climate in the building that encourages students and staff to maximize their talents and abilities. This climate fosters trust, cooperation and communication.

Category 4: Pupil Support Services

The administrator is knowledgeable and insures delivery of effective counseling, special education and other support services.

Category 5: Management of Finances

The administrator uses sound financial decisions and practices to stay within the allotted budgets. He/She provides staff members with an understanding of the budget process and utilizes staff members to help establish budget priorities.

Category 6: Management of Plant

The administrator works effectively with custodial, maintenance and teaching staff to maximize the effectiveness of the school and its care and upkeep. He/She also assures that the building is a safe and healthy learning environment.

Category 7: Communication Skills

The administrator's oral and written communications are effective with students, staff, parents, colleagues and the general public.

Category 8: Problem Solving/Decision Making

~~The administrator is proactive in identifying potential problems and resolves them at their early stages. When there are problems he/she gathers relevant information and makes fair decisions that are in the best interest of students and the district.~~

~~Category 9: Application of District Goals and Policies~~

~~The administrator maintains poise and emotional stability in the full range of his/her professional activities.~~

~~Category 10: Personal Qualities~~

~~The administrator maintains poise and emotional stability in the full range of his/her professional activities.~~

~~Category 11: Interpersonal Relationships~~

~~The administrator has developed positive interpersonal relationships with students, parents, staff, colleagues, board members and the general public.~~

~~Category 12: Goal Setting~~

~~The administrator sets personal and building goals based on district goals and policies and makes satisfactory progress towards the accomplishment of these goals.~~