

**EVALUATION OF CLASSIFIED, CERTIFICATED,  
AND ADMINISTRATIVE STAFF**

**Evaluation of Non-Administrative Certificated Staff**

The performance of certificated teachers and educational staff associates shall be evaluated at least once per year in accordance with the specific categories for evaluation, except that new staff shall be evaluated within ninety (90) calendar days after commencement of employment. At least one evaluation shall be completed by May 15.

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 15<sup>th</sup>, and shall be given sixty (60) school days to demonstrate improvement in his/her area of deficiency, except for provisional employees for whom probationary status and probable cause for non-renewal are not required.

After a staff member has four (4) years of satisfactory evaluations in the district, the administrator may use a short form of evaluation, the collectively bargained evaluation process emphasizing professional growth, 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 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. All evaluation procedures and requirements shall follow those set forth in the collective bargaining agreement.

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 that school year shall be not less than sixty (60) minutes. Each observation shall be at least thirty (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 (1) thirty (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.

### 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 or designated administrator 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.

### Evaluation Procedures

1. Following each observation or series of observations, the principal or designated administrator shall promptly document the results thereof, using the appropriate report form. The employee shall be provided with a copy of the evaluation report within three (3) working days after such report is prepared.
2. Following the completion of each required evaluation report, a meeting shall be held between the principal or designated administrator and the employee to discuss the report. A copy of the evaluation shall be provided to the employee at this time.
3. The employee shall sign the district's copy of the evaluation report to indicate that he/she has received a copy of the report. The signature of the employee does not necessarily imply that the employee agrees with the contents of the evaluation report.
4. Each required evaluation report shall be promptly forwarded to the district's Human Resources office for filing in the employee's personnel file. Evaluation reports other than those required by the collectively bargained agreement shall not be filed in the employee's personnel file unless the principal, designated administrator, or the employee elects to the contrary.
5. 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 probationary provisions any time after October 15th.

#### Evaluative Criteria

Evaluative criteria shall be incorporated into the evaluation form and based on essential job functions.

#### A. CERTIFICATED TEACHERS

The following categories for evaluation are applicable to all certificated teachers. The specific performance indicators 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 certified classroom teacher demonstrates, in his/her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

Performance indicators to be considered:

- Identifies the learning needs of individual pupils.
- Establishes learning objectives/outcomes consistent with individual pupil learning needs and with district learning objectives and goals.
- Plans and develops a variety of instructional experiences appropriate to specified learning objectives/outcomes.
- Conducts/implements the instructional plan/experience.
- Uses the principles of learning to facilitate the learning of objectives.
- Assesses pupil's learning/achievement of outcomes and uses the resultant data in the design of future instructional experiences.
- Identifies and implements local school district goals, objectives, and policies which effect/influence instructional decisions, curricular outcomes, school and classroom procedures, etc.

##### Category 2: Classroom Management

The certified classroom teacher demonstrates, in his/her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

Performance indicators to be considered:

- Selects/creates and uses curricular/instructional materials and media appropriate to the pupil(s), subject matter, and the outcomes/objectives to be achieved.
- Organizes the physical setting so that it contributes to learning.
- Identifies and appropriately uses instructional resources available throughout the school district and the community.

- Organizes individual, small group, or large group learning experiences as appropriate to the pupil(s), subject matter, and outcomes desired.
- Provides a classroom climate conducive to student learning.

### Category 3: Professional Preparation and Scholarship

The certified classroom teacher exhibits in his/her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching.

Performance indicators to be considered:

- Uses instructional strategies/methods appropriate to the pupil(s), subject matter taught, and outcomes desired.
- Relates/uses the principles and methods of teaching theory (learning, motivation, development, personality) as a basis for the design of learning experiences.
- Specifies educational philosophy underlying one's instructional decisions.
- Implements statutes and rules/regulations which have implications for the professional's practice, subject matter specialization, and school policy.
- Demonstrates commitment to the profession and its code of ethics.
- Communicates effectively with staff, students, parents, and community members.

### Category 4: Effort Toward Improvement When Needed

The certified classroom teacher demonstrates an awareness of his/her limitations and strengths and demonstrates continued professional commitment.

Performance indicators to be considered:

- Participates in in-service and career development activities sponsored by the district Educational Service District and professional organizations.
- Commitment to and participation in continuing education and training initiated and selected by the individual.
- Follow-through and response to recommendations included in periodic and annual personnel evaluation.
- Commitment to and participation in goal setting process following self-assessment.

### Category 5: The Handling of Student Discipline and Attendant Problems

The certificated classroom teacher demonstrates the ability to manage the non-instructional human dynamics in the educational setting.

Performance indicators to be considered:

- Recognizes conditions that may lead to disciplinary problems.
- Establishes clear parameters for student "in-classroom" conduct and makes known these expectations.
- Develops appropriate strategies for preventing disciplinary problems.
- Responds appropriately to disciplinary problems when they do occur at school and school-related activities.

- Resolves discipline problems in accordance with law, school board policy, and administrative regulations and policies.
- Assists students toward self-discipline and acceptable standards of student behavior.

#### Category 6: Interest in Teaching Pupils

The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certified classroom teacher demonstrates enthusiasm for, or enjoyment in, working with pupils.

Performance indicators to be considered:

- Enjoys the process of working with students.
- Recognizes characteristics of each student.
- Uses knowledge of individual student(s) to design learning experiences and facilitate learning.

#### Category 7: Knowledge of Subject Matter

The certified classroom teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

Performance indicators to be considered:

- Depth of knowledge in the subject matter area.
- Extent to which the teacher keeps abreast of new developments, ideas, and events in the subject matter area(s).
- Enthusiasm and interest of the teacher in the subject(s) taught as reflected in the teacher's continuing professional development.
- Relationship between one's subject matter field and other disciplines/subjects.
- Breadth of knowledge in education/liberal arts or pursuit of such knowledge.

### B. EDUCATIONAL STAFF ASSOCIATES (ESA)

Educational staff associates (ESA) include counselors, speech/language pathologists, psychologists, nurses, occupational and physical therapists, or any other certificated employee working in a position that requires an ESA certificate. The following categories for evaluation are applicable to ESA staff. The specific criteria under each category may not be applicable to all 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

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 P-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

Performance indicators to be considered:

- Observes Washington State and federal laws, rules, and regulations applicable to the area of specialization.
- Implements district policies and procedures.
- Demonstrates an understanding of learning theory and basic principles of human growth and development.
- Provides rationale for the procedures and processes used in the area of specialty.
- Relates and applies knowledge, research findings, and theory derived from the individual's area(s) of specialty to the development of a program of services.

### Category 2: Specialized Skill

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.

Performance indicators to be considered:

- Designs and conducts a program providing specific and unique services within the individual's specific discipline.
- Demonstrates ability to administer and interpret evaluation instrument(s) and/or instruct others who will administer evaluation instrument(s).
- Assists students, parents, and staff in understanding and using evaluative information consistent with the intended use/limitations of the given data.
- Demonstrates ability to communicate through clear, prompt, and accurate reports.
- Demonstrates awareness of professional and community resources, and makes appropriate referrals.
- Develops goals and objectives that facilitate the implementation of programs and services for students.
- Assists other staff in using information from the area of specialty to support a student's programming throughout the school day.
- Identifies the learning needs of individual and groups of students.
- Uses the principles of learning to facilitate the learning of objectives.
- Plans and develops a variety of instructional experiences appropriate to the specified objectives/outcomes.
- Assesses pupil's learning/achievement of outcomes and uses the resultant data in the design of future instructional experiences.

### Category 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.

Performance indicators to be considered:

- Selects or recommends materials, equipment, and/or evaluation tools consistent with student needs.
- Demonstrates an understanding of the intended use, limitations, and restrictions of materials, procedures, and/or evaluation tools within the area of specialty.
- Organizes, uses, maintains, and evaluates materials, procedures, information, and/or evaluation tools within the area of specialty in accordance with intended purposes.
- Fosters an environment that provides privacy and protects student and family.
- Uses information consistent with federal and state regulations and district policies.
- Establishes learning outcomes/objectives consistent with learning needs of students within the area of specialization.
- Provides a classroom climate conducive to student learning.

#### Category 4: The Support Person as a Professional

Each certificated support person demonstrates awareness of his/her limitations and strengths, and demonstrates continued professional growth.

Performance indicators to be considered:

- Uses self-assessment to identify performance strengths, limitations, and needs.
- Uses information from students, parents, peers, supervisors, and/or district documents to improve performance.
- Responds to suggestions for performance improvement by providing rationale for acceptance or rejection.
- Is responsive to constructive comments or criticisms.
- Participates in professional growth activities.
- Keeps current with changes in the law, new developments, ideas, and events related to the special field(s).
- Communicates effectively with students, staff, parents, and community members.

#### **Evaluation of Classified Staff**

The performance of classified staff shall be evaluated by the appropriate supervisor at least once per year, except that new staff shall be evaluated within ninety (90) calendar days after commencement of employment. The performance criteria for the evaluation shall contain statements of attitudinal characteristics that are true for all classified staff, as well as elements of the staff member's specific essential job functions. At least one evaluation shall take place by June 15. Evaluation procedures and requirements shall follow those set forth in the collective bargaining agreement for classified employees.

Any staff member whose performance does not meet minimum requirements based upon the performance criteria shall be handled in accordance with those procedures and requirements set forth in the collective bargaining agreement

### **Evaluation of Administrative Staff**

The administrative organization plan of the district shall determine lines of responsibility for evaluation. By September 15 of each school year the superintendent shall assign a supervisor to each administrator. Each administrator shall be evaluated on the basis of:

- A. The essential job functions of the administrator.
- B. Established evaluative criteria.
- C. Specific performance indicators, as applicable.
- D. Specific supervisor/administrator-developed performance objectives.

The essential job functions, evaluation criteria, and specific performance indicators shall serve as the focus for a minimum of two (2) conferences held during the school year. By October 15, the administrator shall have initiated a meeting with his/her supervisor to formulate and review the performance objectives to be pursued by the administrator and/or his/her administrative unit during the current year. Additional specific performance objectives may be developed jointly at the conference between the supervisor and the administrator. At the conclusion of this session or a subsequent session, the supervisor and administrator shall reach written concurrence regarding the objectives that the administrator will pursue.

Throughout the year the supervisor and administrator will maintain informal dialogue regarding the established performance objectives.

By May 15 of each year, the supervisor shall meet in an annual evaluation conference with the employee to formally discuss the four (4) areas—essential job functions, evaluation criteria, specific performance indicators, and performance objectives. Prior to this session, the administrator shall have prepared a written report describing the degree to which each performance objective was accomplished.

Supervisors may make additional evaluations during the school year. These sessions may focus on selected areas and may serve to assist the administrator in achieving the year-end objectives.

One copy of the evaluation report shall be retained by the administrator, one copy by the supervisor, and one copy shall be placed in the administrator's personnel file.

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 will be attached to the personnel file copy of the evaluation report, and/or to meet with the evaluating supervisor to discuss these exceptions.

#### 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: Instructional Leadership



The administrator exhibits a theoretical background and knowledge of instructional principles, methods, and strategies. There is a depth and breadth to the administrator's understanding of educational administration.

Performance indicators to be considered:

- Communicates high expectations for staff and students.
- Develops and monitors clearly defined and appropriate instructional leadership goals and objectives.
- Provides leadership for curriculum development and improvement at building and district levels.
- Displays an understanding of contemporary learning theory and instructional best-practices.
- Encourages staff to attempt new ideas, methods, and materials.
- Assists staff in providing for the individual needs and abilities of students.
- Emphasizes the importance of asset and relationship development in the improvement of student performance.
- Articulates and maintains a leadership plan with a focus upon the alignment of curricular/instructional practices, assessment, student learning, and staff development with essential learning requirements and district goals/visions.
- Establishes procedures that encourage interaction and dialogue on school improvement with staff, students, parents, and community.
- Facilitates, at the building level, an identification of student performance indicators and needs.
- Uses authentic assessment and goal setting strategies to address identified student performance indicators and needs.

#### Category 2: School Administration, Management, and Finance

Knowledge and skill are demonstrated in the organization of the physical and human elements within the educational setting. The administrator properly prepares and administers building budgets based on program needs and goals.

Performance indicators to be considered:

- Collaborates with superintendent, board, central office leadership team, and the school's site council in defining and achieving district goals and policies.
- Enforces state and federal laws, policies, and rules fairly and decisively.
- Demonstrates effective utilization and control of physical resources and facilities.
- Displays ability to plan and manage budgetary and financial resources.
- Takes initiative to provide staff members with an understanding of the budget process and utilizes staff members to help establish budget priorities.
- Seeks to provide for a clean, safe, and properly maintained learning environment.
- Organizes staff so that authority, role, and responsibilities are clearly understood.
- Has prepared and communicated a plan for the handling of emergencies.
- Demonstrates effective time management and delegates tasks and responsibilities appropriately.

- Displays careful planning before actions and programs are initiated.
- Follows through in areas of responsibility and pursues projects to completion.
- Is resourceful and effective in solving problems.
- Demonstrates knowledge and consistent leadership in the purposeful application of the basic principles and guidelines for site based decision-making.
- Assures the integration of technology, special education, vocational education, and other support/ancillary services into the building's planning and decision-making activities.

### Category 3: Professional Preparation, Scholarship, and Efforts Toward Improvement

The administrator demonstrates (a) theoretical background and knowledge of the principles and methods of education and management; (b) commitment to education as a professional; (c) awareness of own limitations and strengths; and (d) orientation toward continued professional growth.

Performance indicators to be considered:

- Is receptive to supervisor's evaluative feedback.
- Solicits evaluative feedback from colleagues, staff, parents, and students.
- Monitors and evaluates own performance.
- Formulates goals, objectives, and a professional growth plan based on evaluative feedback.
- Is receptive to change and works toward improvement.
- Models a commitment to education and professional growth by fully participating in district and building improvement efforts.
- Takes course work, attends in-services, participates in professional organizations, and serves on special committees.
- Emphasizes own professional strengths in leadership role and appropriately balances limitations with the contributions of others.

### Category 4: Personnel Supervision and Evaluation

The administrator is able to unify organizational goals through the effective coordination of functions, activities, interests, and assignments. Classified and certificated staff are evaluated in accordance with statutory requirements, established evaluation procedures, and ethical professional standards.

Performance indicators to be considered:

- Demonstrates the ability to select, organize, and assign personnel for optimum use.
- Promotes high staff morale and positive school climate.
- Is accessible and responsive to staff.
- Respects individual judgment and diversity of opinion.
- Establishes procedures to provide appropriate staff involvement in decisions that affect them.
- Assists others in achievement of their goals through individual support, encouragement, and affirmation.
- Conducts evaluations based upon district performance criteria, policy, and timelines.
- Appraises staff performance accurately, systematically, and effectively.

- Assists evaluatees to overcome observed deficiencies.
- Initiates and implements appropriate pre-probation and due process requirements when necessary.
- Is insightful and authentic in the appraisal of the performance of evaluatees and communicates this information in a positive and direct manner.
- Supervises other building staff conducting performance evaluations to assure these processes are accurately and thoroughly completed.
- Assures established hiring procedures are properly completed, making certain only the best candidates are employed and/or promoted.

Category 5: Interest in Pupils, Employees, Patrons, Educational Programs, and Subjects Taught in Schools

Understanding of and commitment to students are evident. The administrator supports and builds productive relationships with staff. Parents and patrons are given meaningful opportunities to participate in the education process. There is a critical awareness of and respect for the importance of subjects taught and the educational programs of the district.

Performance indicators to be considered:

- Works closely and collaboratively with the school's site council and parent-teacher organization.
- Demonstrates the ability and willingness to develop favorable relationships with students, staff, parents, and patrons.
- Actively promotes building-level strategies for asset development and a school climate of caring relationship building.
- Encourages students to accept responsibility for the civility of their conduct, as well as for their civic responsibilities.
- Shows optimism, zeal, enjoyment, and enthusiasm for education.
- Communicates clearly, logically, and effectively in both oral and written expression.
- Models professional behavior, dress, appearance, and courtesy.
- Is punctual to meetings and timely in response to inquiries.
- Demonstrates the ability to form opinions and objectively make and execute decisions.
- Deals constructively with interpersonal relationships and conflicts.
- Accepts a reasonable share of school and district responsibilities.
- Facilitates and/or makes decisions in the best interest of students.
- Maintains a presence in the classrooms and other educational settings.
- Regularly reviews and communicates with staff, students, and parents on issues of individual safety, security, respect for diversity, and the school's intolerance for harassment of any/all kinds.