

TPEP Evaluation Contract

2021-2022



College Place School District

No. 250

&



Walla Walla Valley Educational Association

**The teacher evaluation process is a growth model that focuses on the quality
and effectiveness of Washington State educators.**

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I. Classroom Teachers

A. Who is a Classroom Teacher?

This employee group includes specifically those certificated staff with an assigned group of students for whom they provide academically focused instruction and grades.

Classroom teachers will be evaluated on either a focused or comprehensive evaluation.

Comprehensive includes those that are provisional (first 3 years in the profession or first year in district) and all classroom teachers at least once every six years.

B. Teacher Principal Evaluation Project (TPEP) Overview

When ESSB 5895 was signed into legislation, revisions were made to the original law (E2SSB 6696) establishing the requirements and details for evaluating teachers and principals. The law requires Washington school districts to begin implementing this evaluation system the fall of 2013 with all classroom teachers, principals, and assistant principals evaluated with this system by the 2015-2016 school year.

The teacher evaluation system consists of five major components:

1. A four-tiered rating system indicating performance levels of distinguished, proficient, basic, or unsatisfactory.
2. Eight Washington State Criteria which provide the content for evaluation.
3. A district chosen instructional framework which provides the language descriptors for the performance levels of each criterion. College Place has chosen the work of Charlotte Danielson.
4. Student Growth Data based on the OSPI rubrics developed to support Washington State criteria 3, 6, and 8.
5. A collection of evidence by the teacher using multiple ways to demonstrate instructional, professional, or leadership effectiveness related to the Washington State Criteria.

The College Place Public Schools contractual agreement with the Walla Walla Valley Education Association uses the language of ESSB 5895 legislation to guide the evaluation cycle.

The certified administrator, or their designee, shall be responsible for the evaluation of employees assigned to them.

The evaluation criteria and procedure shall be distributed and explained at a building meeting of all employees to be held during the first month of the school year. For new employees hired after September 15, the evaluating administrator or his supervisory designee shall explain the criteria and procedure in a personal conference held prior to the first observation.

By October 1st the employee will know which type of evaluation he/she will be receiving for the school year.

The law requires two categories for evaluation:

A **Comprehensive** evaluation is when all of the eight Washington State criteria contribute to the overall summative evaluation. This type of evaluation must be completed for:

1. Classroom teachers who are provisional (Provisional status is defined in [RCW 28A.405.220](#))
 - a. Teachers new to the profession or new to Washington public school teaching generally remain in provisional status for the first three years of their employment. Teachers new to the profession may be granted continuing status at the end of their second year.
 - b. If a new teacher with less than two years in one district in the Washington public school system moves to another district, the provisional “clock” starts again.
 - c. Teachers on continuing status in Washington public schools who move into a new district revert to provisional status for the first year of employment in the new district.
2. Classroom teachers who received a summative evaluation performance rating of unsatisfactory or basic in the previous year ([RCW 28A. 405.100](#))
3. Classroom teachers who have more than 5 years of teaching experience and have received a Basic (Level 2) performance rating for two consecutive years or for two years within a consecutive 3 year time period
4. All other classroom teachers at least once every six years

A **Focused** evaluation is when one of the eight Washington State Criteria is evaluated, unless you select a criterion other than 3, 6, or 8. In that case you must select a student growth goal in criterion 3, 6, or 8. This type of evaluation must be completed for:

1. All other teachers not listed in the comprehensive requirements

C. Four Tiered Rating System ([WAC 392-191A-140](#))

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 (For more information, see the Probation section of this document).
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 (For more information, see the Probation section of this document).
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

D. Washington State Eight Criteria for Teacher Evaluation

1. Centering instruction on high expectations for student achievement.

Descriptor: The teacher communicates high expectations for student learning.

2. Demonstrating effective teaching practices.

Descriptor: 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.

Descriptor: 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.

4. Providing clear and intentional focus on subject matter content and curriculum.

Descriptor: 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.

Descriptor: The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

6. Using multiple student data elements to modify instruction and improve student learning.

Descriptor: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

7. Communicating with parents and school community.

Descriptor: 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 focus on improving instructional practice and student learning.

Descriptor: 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.

E. Instructional Framework

College Place Public Schools and the Walla Walla Valley Education Association have agreed to utilize the Charlotte Danielson Instructional Framework.

The Danielson Framework: Correlating the Washington State Eight Criteria with the Framework

WA State Criterion 1	WA State Criterion 2	WA State Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
Domain 2: The Classroom Environment 2b: Establishing a culture for learning Domain 3: Instruction 3a: Communicating with students 3c: Engaging students in learning	Domain 3: Instruction 3b: Using questioning and discussion techniques Domain 4: Professional Responsibilities 4a: Reflecting on teaching	Domain 1: Planning and Preparation 1b: Demonstrating knowledge of students Domain 3: Instruction 3e: Demonstrating flexibility and responsiveness
		Student Growth SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)
WA State Criterion 4	WA State Criterion 5	WA State Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
Domain 1: Planning and Preparation 1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction	Domain 2: The Classroom Environment 2a: Creating an environment of respect and rapport 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space	Domain 1: Planning and Preparation 1f: Designing student assessments Domain 3: Instruction 3d: Using assessment in instruction Domain 4: Professional Responsibilities 4b: Maintaining accurate records
		Student Growth SG 6.1: Establish Student Growth Goal(s) SG 6.2: Achievement of Student Growth Goal(s)
WA State Criterion 7	WA State Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
Domain 4: Professional Responsibilities 4c: Communicating with families	Domain 4: Professional Responsibilities 4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism	Student Growth SG 8.1: Establish Team Student Growth Goal(s)

F. Student Growth Goals

Prior to November 1st, (or as soon as practical for teachers hired after October 1), the teacher and evaluator shall discuss professional goals, student growth measures and student growth goals to be reviewed for the year.

What is a student growth goal?

A description of what students will know and be able to do at the end of an instructional period based on course or grade-level content standards and curriculum.

The ESSB5895 requires all teachers to set goals in the student growth portion of the evaluation system. For a *comprehensive evaluation*, teachers are required to have goals set in three areas:

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs. (Sub-group)

Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Whole class)

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. (Team focus)

For the *focused evaluation*, if a teacher chooses to focus on criteria 3, 6, or 8, the teacher sets student growth goals related to those criteria. If the teacher chooses one of the criteria from 1, 2, 4, 5, 7 for their focused evaluation, the teacher must set a goal related to student growth from criteria 3 or 6.

The annual evaluation cycle requires teachers to establish student growth goals and report student growth based on multiple measures during the course of the year or semester. The student growth rubrics were created by OSPI and are an addition to the instructional frameworks for Washington State Criterion 3, 6, and 8.

Washington State Criteria Student Growth Goal Rubrics can be found on the OSPI website [here](#) as well as on the Teacher Evidence Criterion 3, 6, and 8 forms. See the Sample of Student Growth Impact Rating chart below to understand how a teacher achieves a low, average or high student growth impact rating.

To assist you in the process of creating student growth goals the District and the Association have created forms for you to use. These can be found in this document and also in the eVal system. The Student Growth Goal Setting Template is due November 1st.

Sample of Student Growth Impact Rating

Student Growth	Goal-Setting Score Based on Rubric	Student Growth* Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3	3	2**	5
Criterion 6	2	2**	4
Criterion 8	2	N/A	2
Student Growth Score	7	4	11

Evaluators place teachers into summative rating categories based on score bands.

As shown here, this teacher would receive a low student growth rating.

OSPI-Approved Student Growth Impact Rating		
Scoring Band		
5 – 12 Low	13 – 17 Average	18 – 20 High

*Must include a minimum of two student growth measures (i.e., District-, School-, and Classroom-based measures).

**A student growth score of “1” in any of the student growth rubrics will result in a low growth rating.

Student Growth Goal Setting Template

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Identified academic area	
Identify the subgroup of students	
What is the student growth goal for this subgroup of students?	
What is your first high quality source of data to measure student growth?	
What is your second high quality source of data to measure student growth?	
How will you monitor progress toward the student growth goal?	
Describe collaboration of students, parents and other school staff if appropriate.	
Final results: (To be inserted end of the year)	

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning.

Identified academic area	
Identify the class of students	
What is your first high quality source of data to measure student growth?	
What is your second high quality source of data to measure student growth?	
How will you monitor achievement of the student growth goal?	
Describe collaboration of students and parents if appropriate.	
Final results: (To be inserted end of the year)	

Student Growth Criterion 8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.

Identify grade, school or district team members with whom you are collaborating:	
What is the student growth goal(s)?	
What is your first high-quality source of data to measure student growth?	
What is your second high-quality source of data to measure student growth?	
How will you consistently and actively develop and implement the measures to monitor the growth and achievement during the year?	
Describe your role on the team in the development and implementation of the goal(s): (leader, collaborator, participant, etc.)	

G. Teacher Observation/Evaluation Process

After the employee has been identified as being on a focused or comprehensive evaluation, please refer to the Focused or Comprehensive TPEP Organizational Charts that follow. These indicate the frequency, duration, and procedures for the observations. If more observations are needed, it is incumbent on both the principal and the teacher to assure that plentiful observation opportunities have existed before drawing any conclusion about a lack of evidence. Should an evaluator determine that a teacher on a focused evaluation should be moved to a comprehensive evaluation for that school year, the teacher must be informed of this decision in writing at any time on or before December 15th.

Those teachers on provisional status require an observation within the first 50 school days, and teachers in the third year of provisional status require a third formal observation.

Teachers on continuing status in Washington public schools who move into a new district revert to provisional status for the first year of employment in the new district. These teachers will have a minimum of two (2) observations, for a period of no less than sixty (60) minutes total, their first year in the District.

In addition to the required observations, the evaluating administrator or his supervisory designee may make additional observations. All these observations must be conducted with the knowledge of the employee concerned.

Observation Procedures: Within seven (7) business days

- a. The employee completes the forms/questions assigned in eVal. Those teachers on comprehensive evaluations will complete a pre-conference, post-conference, and student growth goal forms. Those teachers on a focused evaluation will have a collaborative conversation with his/her evaluator to determine which forms, if any, are necessary.
- b. Following the completion of an observation, a meeting shall be held between the evaluating administrator or other supervisor and the employee to discuss the observation at a time arranged between the parties.
- c. The employee shall sign the observation report form to indicate that the employee has received a copy of the form. The signature does not, however, necessarily imply that the employee agrees with the contents. The employee has the right to attach a written statement to the observation report.

Final Summative Evaluation

- a. All preliminary evidence is uploaded by the employee into eVal by May 1st. This is the evidence that the employee wants included in the final evaluation due by May 15th.
- b. The employee and his/her evaluator will meet in April/May to determine the final summative rating. A summative rating as established by the OSPI is determined using the level of performance for each criteria (comprehensive evaluation) or the level of performance on the chosen criteria (focused evaluation) PLUS the rating on the student growth rubrics. (See the Summative Rating and Impact on Student Learning Matrix)

- c. The employee shall sign the final summative evaluation report form to indicate that the employee has received a copy of the form. The signature does not, however, necessarily imply that the employee agrees with the contents. The employee has the right to attach a written statement to the observation report.
- d. Three (3) copies of the final summative evaluation report shall be distributed as follows: 1 copy to the employee, 1 copy to the evaluator, and 1 copy to your personnel file.

Carrying Comprehensive Score into Focused Evaluation Years

Per [WAC 392-191A-120](#), a summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator. The Focused evaluation does not have a separate student growth impact rating; however, a student growth goal is still determined and growth is measured.

Hiring Practices- Evaluations will be a factor in human resources decisions including, but not limited to: staff assignment, including the consideration of an agreement to an assignment by an appropriate teacher, principal, and superintendent; and reduction in force.

FOCUSED TPEP ORGANIZATIONAL CHART

	Focus
Self-Assessment	Completed in eVAL= does NOT have to be shared with your principal
Student Growth Goals	<p>Using the Student Growth Goal Setting Template you will set 1 goal in either 3, 6, or 8 of the state criterion. This will be given to you by your administrator or can be found in eVAL resources.</p> <p>Email completed template to your administrator by November 1st</p>
Observations & Evaluations	<p>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. The first observation shall be completed prior to December 31 and the second observation shall be completed between January 1-May 10.</p> <p><i>ALL preliminary evidence uploaded in eVAL by May 1st</i> <i>(This is your evidence that you would like to have included in your final evaluation)</i> <i>Final evaluation due by May 15th</i></p>
Formal Observation Cycle (if another criterion other than 8 is selected)	<p style="text-align: center;"><u>Pre-Observation</u></p> <p>Principal will schedule the cycle: pre-conference/observation/post-conference with teacher (Principal & Teacher)</p> <p>Answer pre-observation questions and provide 2 copies for the pre-observation conference [found under 'Resources' in eVAL (Teacher)]</p> <p>Attend pre-observation conference in classroom (Have lesson plan ready to discuss) (Principal & Teacher)</p> <p style="text-align: center;"><u>Observation</u></p> <p>Notes will be collected that consists of observable evidence: classroom appearance, actions, and statements of students and teachers</p> <p>[The purpose of the observation is to only gather evidence not to consider a teacher's level of performance in relation to the framework (Principal)]</p> <p style="text-align: center;"><u>Post-Observation</u></p> <p>Observation notes will be considered in light of the framework (coded) and submitted to the teacher (Principal)</p> <p>Using the notes, the teacher will highlight the rubric that indicates the level of performance that the evidence best captures individually (Teacher)</p> <p>Post-observation questions are answered by the teacher in eVAL (Teacher)</p> <p>Post observation conference is held within 7 days of the observation. The conference may include student work samples. The conference will include a discussion around the strengths of the lesson, areas of growth, and next steps. The goal of the post-observation is to engage in a discussion that will facilitate in-depth reflection. (Principal & Teacher)</p>
In-formal Observation	<p>Feedback provided either through paper, email or in eVAL (Principal)</p> <p>Date and Time logged into eVAL (Principal)</p>
Evidence Gathering	<p>Evidence for non-observable components is collected by the teacher.</p> <p>Three pieces of evidence are required for a teacher on a focused evaluation.</p>

COMPREHENSIVE TPEP ORGANIZATIONAL CHART

Comprehensive	
	<div>Provisional (1ST 3 Years in the Profession ORIst year in District)</div> <div>Non-Provisional (all staff must do once every 6 years)</div>
Self-Assessment	Completed in eVAL = does NOT have to be shared with your principal
Student Growth Goals	<p>Using the Student Growth Goal Setting Template you will set 3 goals in the state criterion of 3, 6, and 8. This will be given to you by your administrator or can be found in eVAL resources</p> <p>Email completed template to your administrator by November 1st</p>
Observations & Evaluations	<div> <p>1st year: 2 observations for the year. Total observation time shall not be less than 60 minutes for the year. 1 observation must occur within the first 50 days.</p> <p>2nd year: 2 observations for the year. Total observation time shall not be less than 60 minutes for the year.</p> <p>3rd year: 3 observations for the year. Total observation time shall not be less than 90 minutes for the year.</p> <p><i>ALL preliminary evidence uploaded in eVAL by May 1st(This is evidence that you would like to have included in your final evaluation)</i> <i>Final evaluation due by May 15th</i></p> </div> <div> <p>2 observations for the year. Total observation time shall not be less than 60 minutes for the year.</p> <p><i>ALL evidence uploaded in eVAL by May 1st</i> <i>Final evaluation due by May 15th</i></p> </div> <p>The first observation shall be completed prior to December 31 and the second observation shall be completed between January 1-May 10.</p>
Formal Observation Cycle	<p style="text-align: center;">Pre-Observation</p> <p>Principal will schedule the cycle: pre-conference/observation/post-conference with teacher (Principal &Teacher)</p> <p>Answer pre-observation questions and provide 2 copies for the pre-observation conference [found under ‘Resources’ in eVAL (Teacher)]</p> <p>Attend pre-observation conference in classroom (Have lesson plan ready to discuss) (Principal &Teacher)</p> <p style="text-align: center;">Observation</p> <p>Notes will be collected that consists of observable evidence: classroom appearance, actions, and statements of students and teachers.</p> <p>[The purpose of the observation is to only gather evidence not to consider a teacher’s level of performance in relation to the framework (Principal)]</p> <p style="text-align: center;">Post-Observation</p> <p>Observation notes will be considered in light of the framework (coded) and submitted to the teacher (Principal)</p> <p>Using the notes, the teacher will highlight the rubric that indicates the level of performance that the evidence best captures individually (Teacher)</p> <p>Post-observation questions are answered by the teacher in eVAL (Teacher)</p> <p>Post observation conference is held within 7 days of the observation. The conference may include student work samples. The conference will include a discussion around the strengths of the lesson, areas of growth, and next steps. The goal of the post-observation is to engage in a discussion that will facilitate in-depth reflection. (Principal & Teacher)</p>
In-formal Observation	<p>Feedback provided either through paper, email or in eVAL (Principal)</p> <p>Date and Time logged into eVAL (Principal)</p>
Evidence Gathering	<p>Evidence for non-observable components is collected by the teacher.</p> <p>Three pieces of evidence are required for a teacher on a focused evaluation.</p>

Summative Rating & Impact on Student Learning Matrix

Criteria Summative Rating = Distinguished	Distinguished	Proficient Rating Student Growth Inquiry	Distinguished Rating		
	Proficient	Proficient Rating Student Growth Inquiry	Proficient Rating		
	Basic	Basic Rating Student Growth Inquiry	Basic Rating		
	Unsatisfactory	Unsatisfactory Rating Plan of Improvement			
Intersection on Criteria Summative Rating and Impact on Student Growth Rating		Low	Average	High	
		Impact on Student Growth Rating			

Example 1: If the teacher scored Distinguished on the criteria summative rating, an average or high on the impact on student growth rating, the teacher will be Distinguished.

Example 2: If the teacher scored Proficient on the criteria summative rating, and low, average or high on the impact on student growth rating, the teacher will be Proficient.

Example 3: If the teacher scored Distinguished on the criteria summative rating, and low on the impact on student growth rating, the teacher will be Proficient

Example 4: If the teacher scored Unsatisfactory on the criteria summative rating with a high impact on student growth rating, then the evaluator's supervisor will review the evidence

eVal Final Report

College Place SD 2018 - 2019
Teacher A , College Place SD School 1

Please Note: This is draft version of the report, and should be used for informational purposes only. Once the official report is complete/locked this message will no longer be displayed.

Current Year Evaluation Cycle: Comprehensive: **C1-C8**

Proposed Evaluation Cycle for Next Year: N/A

Report Date: Aug 9, 2018

Evaluator: Principal A

Teacher: Teacher A

Criteria Score	Student Growth Impact Rating	Final Score
N/A (0/32)		N/A

STATE SUMMARY VIEW

C1	Centering instruction on high expectations for student achievement.	U	B	P	D
2b	Establishing a Culture for Learning	U	B	P	D
3a	Communicating with Students	U	B	P	D
3c	Engaging Students in Learning	U	B	P	D
C2	Demonstrating effective teaching practices.	U	B	P	D
3b	Using Questions and Discussion Techniques	U	B	P	D
4a	Reflecting on Teaching	U	B	P	D
C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	B	P	D
1b	Demonstrating Knowledge of Students	U	B	P	D
3e	Demonstrating Flexibility and Responsiveness	U	B	P	D
SG 3.1	Establish Student Growth Goal(s)	U	B	P	D
SG 3.2	Achievement of Student Growth Goal(s)	U	B	P	D
C4	Providing clear and intentional focus on subject matter content and curriculum.	U	B	P	D
1a	Demonstrating Knowledge of Content and Pedagogy	U	B	P	D
1c	Setting Instructional Outcomes	U	B	P	D
1d	Demonstrating Knowledge of Resources	U	B	P	D

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1e	Designing Coherent Instruction	U	B	P	D
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C5	Fostering and managing a safe, positive learning environment.	U	B	P	D
2a	Creating an Environment of Respect and Rapport	U	B	P	D
2c	Managing Classroom Procedures	U	B	P	D
2d	Managing Student Behavior	U	B	P	D
2e	Organizing Physical Space	U	B	P	D

C6	Using multiple student data elements to modify instruction and improve student learning.	U	B	P	D
1f	Designing Student Assessments	U	B	P	D
3d	Using Assessment in Instruction	U	B	P	D
4b	Maintaining Accurate Records	U	B	P	D
SG 6.1	Establish Student Growth Goal(s)	U	B	P	D
SG 6.2	Achievement of Student Growth Goal(s)	U	B	P	D

C7	Communicating and collaborating with parents and the school community.	U	B	P	D
4c	Communicating with Families	U	B	P	D

C8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	U	B	P	D
4d	Participating in a Professional Community	U	B	P	D
4e	Growing and Developing Professionally	U	B	P	D
4f	Showing Professionalism	U	B	P	D
SG 8.1	Establish Team Student Growth Goal(s)	U	B	P	D

FINAL REPORT SIGNATURES

Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

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H. Probation

RCW 28A.405.100

Not Satisfactory shall refer to:

Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory performance for a teacher.

Level 2: Basic – If the classroom teacher is on a continuing contract with more than five years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a written reasonable plan of improvement. Teachers may only be placed on probation from the Comprehensive Evaluation Process. Should an evaluator determine that a teacher on a focused evaluation should be moved to a comprehensive evaluation for that school year, the teacher must be informed of this decision in writing anytime on or before December 15th. Teachers on continuing contracts who have been assigned to teach outside of their endorsements shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments in accordance with WAC 181-82-110.

The probationary process is as follows:

1. If a classroom teacher's work is not judged satisfactory, and therefore shall be placed on probation, when the overall comprehensive score is Unsatisfactory (1). A continuing contract teacher under RCW 28A.405.210 with more than five (5) years of teaching experience whose comprehensive summative evaluation score is below Proficient (3) for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period shall also be placed on probation. The establishment of the probationary period and the giving of notice to the employee of the deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. The Superintendent shall review the evaluation report and evidence and make a determination for probation. Before being placed on probation, the Association and the teacher shall be given notice of action of the Superintendent which notice shall contain the following information:

- Specific areas of performance deficiencies identified from the instructional framework;
- A suggested specific and reasonable plan for improvement
- A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the teacher the

opportunity to demonstrate improvement in his/her area or areas of deficiency.

2. The probationary period shall be 60 days or may be extended into the following school year if the teacher has 5 or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of less than Level 2.

3. A reasonable plan of improvement will be developed and will include the specific evaluative criteria which must be met and the measures and benchmarks which will be used to determine the teacher's success or failure. The plan will include a system for periodic feedback during the term of probation will include supports provided and funded by the district, and the dates those supports will be put in place. Any of these support activities shall be compensated at the employee's per diem rate of pay for any time that occurs outside the normal work day /year.

4. Evaluation During the Probationary Period ([RCW 28A.405.100](#))

- Within 7 business days of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
- During the probationary period the evaluator shall meet with the probationary teacher at least twice a month to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of this agreement shall apply to the documentation of observation reports and evaluation reports during the probationary period.
- The probationary teacher may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
- The probationary teacher may request that an additional certificated evaluator be included as a member of the probationary process and this request must be granted. This evaluator may be assigned by the ESD and will be jointly selected by the district and the Association from a list of evaluation specialists compiled by the ESD.

5. A teacher who is on a plan of improvement must be removed from probation if he/she has demonstrated improvement in the areas prescribed as deficient. A teacher must be removed from probation if a teacher with five (5) or fewer years of experience scores at Basic (2) or above or a teacher of more than five (5) years of experience scores at Proficient (3) or above. A written notice will be provided to the teacher at the time this decision is made.

6. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW [28A.405.300](#) or [28A.405.210](#).

7. Evaluator's Post-Probation Report

Unless the probationary teacher 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 teacher has improved and which shall set forth one (1) of the following recommendations for further action:

- That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
- That the teacher 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
- That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.

8. Action by the Superintendent:

The Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

9. A teacher who fails to successfully complete the probation process, as outlined above, may have their probationary period extended or may be recommended for non-renewal.

I. Non-Renewal (Discharge) [RCW 28A.405.210](#) and [RCW 28A.405.100](#)

In the event it is determined that there is probable cause or causes that the employment contract of an employee should not be renewed by the district for the next ensuing term such employee shall be notified in writing on or before May 15th preceding the commencement of such term of that determination, or if the omnibus appropriations act has not passed the legislature by the end of the regular legislative session for that year, then notification shall be no later than June 15th, which notification shall specify the cause or causes for nonrenewal of contract. If probable cause for non-renewal of the employee's contract is determined, such notification shall be action of the Board in accordance with [RCW 28A.405.300](#) or

When a continuing contract employee with five or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the school district shall, within ten days of the completion of the second summative comprehensive [comprehensive summative] evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300.

II. Educational Staff Associates (ESA) and Other Certificated Staff:

A. Who Are ESA's and Other Certificated Staff?

ESA: This employee group includes school counselors, psychologists, social worker, nurse, physical therapist, occupational therapist, and speech and language pathologist or audiologist.

Specialists: This employee group includes librarians, media specialists, teachers on special assignment, instructional coaches, curriculum specialist, and other bargaining unit members who do not meet the above definition of classroom teacher.

B. Quality Standards and Performance Indicators

The following eight categories are ESA and Other Certificated teaching staff standards of quality instructional leadership. Along with these categories are sub categories and standards are performance indicators that serve as signals for obtaining these standards.

1. Instructional Skill: Planning and Instruction
2. Classroom Management
3. Professional Preparation and Scholarship
4. Effort Toward Improvement When Needed
5. Student Discipline
6. Interest in Teaching Students
7. Knowledge of Subject Matter
8. Communication with Parents

College Place Public Schools and the Walla Walla Valley Education Association have agreed to utilize the following framework:

Note: Numbers identify standard categories and sub-categories. Letters identify performance indicators.

1. **INSTRUCTIONAL SKILL: PLANNING**

1.1 **Identifies the learning needs** of individual students;

- A. Engages students in projects requiring knowledge and skills across several content area.
- B. Plans the use of appropriate diagnostic assessment tools.
- C. Demonstrates ability to develop “rubrics.”
- D. Plans “developmentally appropriate” activities.
- E. Degree of difficulty of the task appropriate for the individual learning need of the student.
- F. Makes effective use of questioning in lessons.
- G. Integrates curriculum to make it interesting and meaningful to students.
- H. Uses thematic units as organizing principles.
- I. Integrates workplace readiness skills into content instruction.

1.2 Plans and develops a **variety of instructional experiences and strategies**;

- A. Active learner participation and involvement planned.
- B. If seat work is used, active supervision/assistance provided to insure productivity.
- C. Variety of grouping strategies planned (cooperative, competitive, individual).
- D. Higher level thinking required (inductive and deductive reasoning).
- E. Fun, stimulating, motivating activities, games, simulations.
- F. Engages students in intellectual conversations.
- G. Concrete/manipulative experiences incorporated.
- H. Utilizes various sensory intelligences (visual, auditory, kinesthetic, spatial, musical, physical, interpersonal, intra-personal).
- I. Provides “creative” learning opportunities.

1.3 Evaluates and **selects from available materials** to meet varied student needs and abilities;

- A. Uses a variety of resources, including “hands-on” in addition to the textbook.
- B. Materials and activities match objectives and student developmental levels.
- C. Identifies alternative resources.
- D. Different materials for different learners (re-teaching, remedial, enrichment).
- E. Plans experiences which incorporate adult volunteers and community resources.
- F. Makes effective use of district resources.
- G. Works to incorporate “real life” materials and applications of learning.

1.4 Demonstrates an ability to **differentiate curriculum and/or modify lessons to meet a wide range of student abilities; (strategies and content)**

- A. Learning strategies appropriate for different learning styles in the classroom; provides “multiple intelligence” learning opportunities.
- B. Lessons are neither too difficult nor too easy on an *individual student* basis.
- C. Makes provisions for remedial and enrichment need of students.
- D. Uses different materials and examples to re-teach.
- E. Provides additional time for high need students; re-teaches priority content; reviews throughout the year.
- F. Makes use of tutoring.

- G. Provides options for students in demonstrating knowledge.
- H. Adjusts amount/type of material and type of instruction.

1.5 Plans **assessment aligned with lessons and units; utilizes assessment results in subsequent planning;**

- A. Teaches students scoring systems and how to evaluate their own work
- B. Diagnosis which skills each student has/needs relative to a lesson or unit.
- C. Feedback from students is used for future lesson design.
- D. Returns student assessments in a timely manner.
- E. Modifies resources and activities to increase effectiveness.
- F. Makes use of alternative assessments (variety of evaluation measures).
- G. Creates content rubrics.
- H. Utilizes effective questions strategies; checks for student understanding.
- I. Overt behaviors are measured and recorded.
- J. Checks for student understanding throughout lessons.
- K. Makes use of pre/post tests.

1.6 Takes into consideration the **cultural background** of students when planning learning experiences;

- A. Maintains high expectations for all learners.
- B. Integrates multi-cultural activities throughout the year.
- C. Forms culturally heterogeneous cooperative learning structures.
- D. Conducts activities designed to reduce prejudice and increase empathy among cultures, race, gender, socioeconomic level.
- E. Reviews assessment instruments and methods for cultural, gender, and other biases and makes changes as needed.
- F. Avoids practices detrimental to intercultural relations.
- G. Body language.
- H. Competitive vs. cooperative.
- I. Family values/student contact.

1.7 Applies **consistent grading standards;**

- A. Teachers clearly know what they want students to learn, how they want to assess and set a standard for performance.
- B. Teachers can demonstrate “how” grades are earned.
- C. Teachers are consistent in their application of standards for performance
- D. Teachers create a standard that fit the goal.

INSTRUCTIONAL SKILL: INSTRUCTION

1.8 **Implements an instructional plan:**

- A. Clearly states objective(s) of each lesson to students (states why it is useful, ties new to old learning).
- B. Orients student to lesson (advanced organizer, study questions, prediction).
- C. Clear, focused instruction, avoids digression.
- D. Models expectations for students, uses relevant examples.
- E. Continuously checks for students understanding and modifies instruction accordingly.
- F. Paces lesson appropriately.

- G. Expects students to participate
- H. Uses appropriate guided and independent practice.
- I. Provides clear, specific directions to students and checks understanding of directions.
- J. Circulates to provide assistance, immediate feedback for oral and written work and helps students understand and correct errors.
- K. Makes effective use of homework
- L. Independent work and homework checked for accuracy.

1.9 Uses **principles of learning** to facilitate learning of objectives;

Developmentally appropriate practices:

- A. Task matched to cognitive levels of students.

Motivation:

- A. Active participation by students in the classroom.
- B. Uses students input when determining themes for organizing instruction.
- C. Challenges students/gives students something worth learning.
- D. Relates to things of personal relevance.
- E. Immediate knowledge of results.
- F. Raises/lowers “level of concern.”
- G. Degree of difficulty of task/level of success
- H. Positive feeling tone/students are given choices.
- I. Sense of community/cooperative learning/safe environment.
- J. Meaning and/or interest through novelty or relevancy.
- K. Contingent praise (reinforcement):
 - positive reinforcement
 - feedback related to goals and objectives
 - specific and descriptive
 - avoid unmerited/random praise
 - incentive and rewards appropriate

Retention:

- A. Application of information.
- B. Relevance, meaning.
- C. Degree of original learning, modeling.
- D. Feeling tone.
- E. Schedules of reinforcement, practice, review.

Transfer:

- A. Linking new learning to past learning and experience.
- B. Similarity.
- C. Association of two learning.
- D. Critical attributes.
- E. Test meaningfulness by students generating own examples.
- F. Positive and negative examples.

Rate and degree of learning:

- A. Efficient use of class time/time on task.
- B. Monitor and adjust for individual differences; proper level of difficulty.
- C. Student accountability for assigned work.
- D. Practice
- E. Pacing is appropriate for developmental age of students
- F. Expectations.

1.10 Motivates students to **attend to daily lessons** and utilizes strategies that **actively engage students in learning**:

- A. Integrates technology.
- B. Pre-planned questions are asked, provides think time, then randomly calls on a student to respond.
- C. Tasks are matched to the content; success is high.
- D. Makes content interesting, novel, fun (use of humor, body language).
- E. Plans a variety of activities in which students participate.
- F. Plans “hands-on” activities/projects that are shared or used to teach beyond the walls of the classroom.
- G. Seat work is challenging.
- H. Students take responsibility for their own learning.
- I. Cooperative learning structures.
- J. Teaches attending behaviors (eye contact, face speaker, body language, no distractions, etc.).
- K. Moves about room.
- L. Immediate feedback.
- M. Monitors work.

1.11 Organizes and instructs to **maximize student time on task**:

- A. Begins and ends instruction on time.
- B. Circulates, uses proximity.
- C. Transitions are short.
- D. Establishes a process, sets routines.
- E. Avoids “birdwalks.”
- F. Keeps all students on task when working with a small group.
- G. Lessons are well planned, maintains pace.
- H. Holds students accountable for behavioral and academic expectations.
- I. Materials ready.

1.12 Uses strategies to **develop higher order thinking skills; uses effective questions** techniques, allowing **“think time”** when questioning students;

- A. Allows students opportunities to use information in diverse ways.
- B. Allows for student “risks.”
- C. Probes, redirects, reinforces to improve quality of student response.
- D. Structures questions to focus on key concepts.
- E. Incorporates higher cognitive questions 50% or more of the time above elementary level.
- F. Makes sure low and high achieving students have equal opportunities to respond and equal “wait time.” (3 seconds for lower level questions, 5 for higher).

- G. Incorporates critical and creative thinking questions.
- H. *Avoids*:
 - yes – no questions
 - multiple questions, ambiguous questions
 - leading questions (Wouldn't you say...)
 - questions out of statements (The slope of this line is what?)
 - teacher centered questions (Can someone give me the answer?)
 - answering your own question
- I. Prepare questions in advance and logically sequenced.
- J. Asks direct questions to which all students respond individually (on paper, in their minds, to one another signal to the teacher).
- K. Allows student to student dialogues.
- L. Asks "open ended" questions.
- M. Asks questions that allow student self-reflection.
- N. Uses questions to get feedback on student learning.

2. **CLASSROOM MANAGEMENT:**

- 2.1 **Organizing the physical setting** so that it contributes to learning;
 - A. Seating arrangements/material distribution and collection contributes to higher level of engaged learning time.
 - B. Seating arrangement aligned with lesson design, materials and equipment.
 - C. Movement about the room for grouping structure planned.
 - D. Intentional placement of students (homogeneous, heterogeneous, ability).
- 2.2 Maintains **orderly, efficient and clean classroom environment** conducive to learning;
 - A. Verbal and visual signals utilized.
 - B. Routines and procedures are taught, practiced, and monitored.
 - C. Transitions time minimized.
 - D. Students make efficient use of instructional time.
 - E. Pacing aligned with developmental level of students.
 - F. Students are taught routines that reinforce cleanliness and organization expectations.
- 2.3 Organizes **individual, small group and large group** learning experiences as appropriate to the student(s), subject matter, and outcomes desired, such as;
 - A. Cooperative learning groups (group rewards, individual rewards, and individual accountability).
 - B. Peer tutoring (train students to give feedback to one another).
 - C. Cross-age tutoring.
 - D. Competitive.
 - E. Individualized.
 - F. Whole group direct instruction:
 - review and adjust groups when achievement changes
 - different learning rates accounted for in planning and grouping
 - maximum participation opportunities planned
 - variety of group opportunities planned and monitored

- Interaction restricted to content.
- Lesson formatted for student need rather than teacher need.

3. PROFESSIONAL PREPARATION AND SCHOLARSHIP:

- 3.1 Demonstrates **commitment to school** by working toward continuous school improvement; work productively with colleagues; shares responsibility;
- A. Teams with other teachers to plan and deliver instruction.
 - B. Shares responsibility for making school wide decisions, demonstrates commitment to shared decisions and goals.
 - C. Supports school decision even when personally hesitant.
 - D. Participates on building level committees.
 - E. Engages in peer coaching /mentoring.
 - F. Tries new strategies/materials in the classroom.
 - G. Voices opinions in professional and constructive manner.
 - H. Suspends criticism (impulsive negativity).
- 3.2 Demonstrates commitment to profession by engaging in professional improvement activities;
- A. Develops professional improvement goals.
 - B. Takes part in district, ESD, University, Professional Organization training.
 - C. Shares information with staff.
 - D. Growth oriented individual.
- 3.2 Demonstrates **commitment to the profession and its code of ethics;**
- A. Treats all individuals with respect and dignity.
 - B. Keeps students and student learning as the focus of decision making.
 - C. Resolves conflicts in a mature and responsible manner.
 - D. Participation in district level committees.
 - E. Assists in becoming a “self-regulatory” organization.
 - F. Gives back to the profession in terms of teaching or assisting others.

4. EFFORT TOWARD IMPROVEMENT WHEN NEEDED:

- 4.1 Shows professional **growth to the profession and its code of ethics;**
- A. Data collected by teacher is evidence of growth.
 - B. Instruction is perceptively changed (style, delivery, content).
 - C. Makes use of information gained in the classroom.
 - D. Willingness to take “researched” risks.
 - E. Teacher artifacts and materials reflect best practice.
 - F. Verbalize/explain their level of growth.
- 4.2 **Responds to recommendations** included in periodic and annual personnel evaluations;

- A. Seeks out and accepts recommendations.
- B. Understands “performance bar” is always rising.

- 4.3 **Uses self-assessment** to identify strengths, needs, and limitations and takes appropriate actions to facilitate growth;
- A. Writes and works toward yearly improvement goals.
 - B. Works toward increased level of teacher reflection.

5. **STUDENT DISCIPLINE:**

- 5.1 **Recognizes conditions that may lead to disciplinary problems:**
- A. Teaches smooth efficient routines, procedures, rules described in leadership plan.
 - B. Provides sound instructional planning.
 - C. Transitions smooth.
 - D. Gives clear, concise directions, checks understanding.
 - E. Avoids interrupting students.
 - F. Purposeful assignments, activities, materials.
 - G. Students have necessary materials.
 - H. Teacher has all materials readily available.
 - I. Handles administrative routines quickly.
 - J. Teaches social skills and self control skills.
 - K. Dignifies students.
 - L. Stops misconduct before it spreads.
 - M. Demonstrates ability attend to two or more tasks at one time.
- 5.2 **Establishes clear parameters for student conduct** and makes known expectations;
- A. Establishes and uses a positive classroom leadership plan.
 - B. Reviews expectations, practices, re-teaches and monitor.
 - C. Establishes standards consistent with the district expectations.
 - D. Displays written behavioral standards.
 - E. Standards are clear and specific.
 - F. Reinforces productive behavior.
 - G. Consistent response to rule infractions.
 - H. Alerts non-performers in a positive manner.
 - I. Makes known leadership plan and the expectations therein to parents.
 - J. Monitors behavior and reinforces expectations outside of classroom throughout the district
- 5.3 **Holds students accountable** for expectations;
- A. Establishes expectations for completing assignments, turning in assignments, extra credit, participation in class, etc., within classroom leadership plan.
 - B. Holds high expectations for ALL students learning and behavior.
 - C. Consistent teacher response.
- 5.4 **Develops appropriate strategies for preventing disciplinary problems:**
- A. Utilizes proximity, circulation, eye contact.
 - B. Checks understanding of expectation of leadership plan.
 - C. Involves students in development of behavioral standards.

- D. Uses low profile controls direct students to task at hand (pull students back in).
- E. Establishes routines, procedures, and verbal and visual signals.
- F. Stops misconduct before it spreads.
- G. Consistently recognizes student's academic achievement and excellent behavior.
- H. Plans participation opportunities for students.
- I. Seating arrangements.
- J. Teaches student responsibility.
- K. Holds students accountable for behavioral expectations.
- L. Asks questions, provides thinking time, then calls for a response.
- M. Avoids "birdwalks", minimum time spent on "transitions."

5.5 **Responds appropriately to disciplinary problems** when they do occur;

- A. Follows leadership plan and building discipline expectations.
- B. Consistent, equitable sanctions congruent to leadership plan clearly linked to student inappropriate behavior.
- C. Focus on specific inappropriate behavior, not on past history.
- D. Consequences match infraction.
- E. Private reprimands.
- F. Progressive discipline.
- G. Suggests alternative behaviors.
- H. Parents contacted and involved in the solution.
- I. Minimal use of class time for management concerns.

5.6 **Resolves discipline problems in accordance with law,** school board policy, and administrative regulations and policies;

- A. Supports and implements the building and individual classroom leadership plan.
- B. Handles most disruptions in regular classroom.

5.7 Assists students toward **self-discipline and acceptable standards;**

- A. Helps students solve their own problems (identify problem, expectations, alternatives consequences, reinforcements).
- B. Works with students to develop an internal focus of control (focuses attention on relationship between effort and achievement).
- C. Serves as a role model for students.
- D. Systematically teaches appropriate social skills.
- E. Provides structured, motivating, reinforcing environment.

5.8 Facilitates a **positive classroom climate;**

- A. Attends to the psychological needs of students (belonging, power, freedom, and fun) in pursuit of the learning objectives.
- B. Insures mutual respect is demonstrated by students and modeled by the teacher.
- C. Grading practices and rules are fair, objective, and consistent with leadership plan and explained.
- D. Builds/maintains a supportive classroom environment.
- E. Students feel safe (physically and emotionally).
- F. Shows warmth and caring for all students regardless of ability.
- G. Honors different student strengths by sharing different products and processes.
- H. Excellence is determined by standards, not peer comparisons.

- I. Compare students with past performances, not always with other students.
- J. Praise is earned.
- K. Learning is challenging, fun, stimulation, and successful.
- L. Students are treated with dignity, dignifies errors.
- M. Teacher communicates high expectations for all students.
- N. Divergent views encouraged.
- O. Extended teacher student contact.
- P. Validation of feedings (good listening skills).
- Q. Display of student work within the classroom and in common areas of the school.

6. INTEREST IN TEACHING STUDENTS:

6.1 Enjoys the process of working with students;

- A. Demonstrates a high degree of teacher/student interactions.
- B. Attends to student's interest, problems and accomplishments.
- C. Encourages student effort.
- D. Makes eye contact, smiles, gives nonverbal recognition.
- E. Builds rapport with students.
- F. Makes positive comments about student to others.
- G. Works to meet individual student needs.
- H. Demonstrates a positive attitude toward students and teaching.
- I. Volunteers for committees.

6.2 Listens and responds to student concerns;

- A. Active listening.
- B. Seeks help for student assistance.
- C. Questions students.

7. KNOWLEDGE OF SUBJECT MATTER:

7.1 Uses state essential learnings and district curriculum standards as the foundation for subject matter;

- A. Focuses on learner outcome during the lesson design process.
- B. Implements district goals, objectives and policies.
- C. Prioritizes learning with district curriculum standards and performance indicators as the foundation.
- D. Sequences learning in line with district curriculum standards and performance indicators.
- E. Allocates time based on district curriculum standards and performance indicators.

7.2 Shows enthusiasm and interest in subject(s) taught;

- A. Uses district curriculum standards and performance indicators as the foundation for all instruction.
- B. Works with colleagues to improve instruction and content areas district wide.
- C. Provides a variety of experiences for students.

- D. Classroom displays.
- E. Extent and quality of courses taken and professional material read.\
- F. Shares professional knowledge with other staff.
- G. Animation, tone of voice, gestures, smiles, laughs are sincere and trust building.
- H. Calls parents for positive as well as areas of concern.
- I. Materials Sought, developed, acquired.

7.3 **Presents content accurately;**

- A. Is able to relate ones subject matter to other disciplines.
- B. Sequential presentations.
- C. Uses other resources to affirm.
- D. Demonstrates ways to verify content (indicates sources).
- E. Does not “cover up” lack of information.

7.4 **Teaches process and skills** appropriate to the **subject** area and to the student **interests and abilities;**

- A. Involves students in meaningful activities.
- B. Assess individual knowledge of students.
- C. Recognizes and teaches to individual differences of students.
- D. Evidence of inductive and deductive reasoning.
- E. Higher level thinking skills embedded in subject.
- F. Identifies and teaches “*study skills*” associated with a subject.
- G. Identifies and teaches “*instructional strategies*” for learning and remembering subject content: particularly to high need students.
- H. Identifies and teaches “*test taking*” skills relative to a subject.
- I. Identifies and teaches “*problem solving strategies*” (examining our own thinking) relative to specific subject.
- J. Identifies and teaches “*problem solving strategies*” and real life applications.
- K. Draws on experiences of students.

8. **COMMUNICATION WITH PARENTS:**

8.1 “Attempts” to **communicate effectively with parents;**

- A. Involve parents in giving presentations, serving as an audience for student work/presentations, serving as information resources, etc.
- B. Classroom/district newsletters.
- C. Notes home.
- D. Documented calls.
- E. Parent conferences.
- F. Parent feedback.
- G. Parent surveys.
- H. Offer parents several different options for involvement.
- I. Provide parents with information and techniques for helping students learn.
- J. Encourage parents of ‘high needs’ students to express high expectations for academic achievement and behavior.

8.2 **Reports regularly (following district guidelines) to parents** regarding student course of study and student progress;

- A. Weekly communication/notes home.

- B. Work samples sent home frequently.
- C. Weekly progress reports sent home and checked for return.
- D. Conference reports.
- E. Alerts parents to difficulties students are having.
- F. Alerts parents to attendance problems.
- G. Encourages parents to keep track of student progress.
- H. Calls parents for positive as well as areas of concerns.

8.3 **Addresses parental concerns in a positive and professional manner;**

- A. Maintains a “customer service” attitude.
- B. Parent/Teacher meetings.
- C. Informal observations.
- D. Interactions with volunteers.
- E. Parent feedback (verbal or written).

C. **ESA and Other Certificated Staff Observation/Evaluation Process**

The certified administrator, or their designee, shall be responsible for the evaluation of employees assigned to them.

The evaluation criteria and procedure shall be distributed and explained at a building meeting of all employees to be held during the first month of the school year. For new employees hired after September 15, the evaluating administrator or his supervisory designee shall explain the criteria and procedure in a personal conference held prior to the first observation.

Each employee shall become familiar with Performance Indicators. Each principal will hold a collaboration meeting with their staff for the sole purpose of establishing which three (3) of the “Performance Indicators” listed on the evaluation form will be points of focus for evaluation for the coming year. Each employee shall be evaluated in all eight (8) areas annually, but all eight (8) will not be a point of focus. Specific “Performance Indicator” language from Appendix (F) will be used in the final evaluation write-up. This meeting will occur prior to any evaluation and within 30 calendar days after the start of the school year.

The District and the Association agree that all ESA or Other Certificated Staff will have a minimum of two observations for a period of no less than sixty minutes per school year. One observation shall be completed prior to December 31 and the second observation shall be completed between January 1 – May 10. Those staff in their first year of employment with the District require an observation within the first 50 school days. In addition to the two observations, those staff in their third year of employment with the District require a third formal observation, with total observation time no less than 90 minutes. If an employee resigns during the school year, a final evaluation shall be completed prior to the resignation date whenever possible.

After 4 years of satisfactory evaluations under the regular College Place School

District evaluation procedures, an alternate form of evaluation may be used. The regular evaluation procedures shall be used at least once every three (3) years and employee or an evaluator may request that the regular evaluation process be conducted in any given school year. This alternate evaluation procedure shall include a 30 minute observation as a minimum criteria for evaluation. The alternate evaluation procedure may not be used as a basis for determining that an employee's work is unsatisfactory, as under the regular evaluation procedures nor as probable cause for non-renewal of the employee's contract.

Example: 1st year= 1 evaluation
2nd year= 1 evaluation
3rd year= 2 evaluations
4th year= start at year one again

In addition to the required observations, the evaluating administrator or his supervisory designee may make additional observations. All these observations must be conducted with the knowledge of the employee concerned.

Observation Procedures: Within seven (7) business days

- a. Prior to their observation, ESA's and Other Certificated Teachers will have a collaborative conversation about what will be seen in the upcoming observation...
- b. Following the completion of an observation, a meeting shall be held between the evaluating administrator or other supervisor and the employee to discuss the observation at a time arranged between the parties.
- c. The employee shall sign the observation report form to indicate that the employee has received a copy of the form. The signature does not, however, necessarily imply that the employee agrees with the contents. The employee has the right to attach a written statement to the observation report.

Final Summative Evaluation

- a. The employee and his/her evaluator will meet in April/May to determine the final evaluation score report.
- b. The employee shall sign the final evaluation score report form to indicate that the employee has received a copy of the form. The signature does not, however, necessarily imply that the employee agrees with the contents. The employee has the right to attach a written statement to the observation report.
- c. Three (3) copies of the final evaluation score report shall be distributed as follows: 1 copy to the employee, 1 copy to the evaluator, 1 copy to your personnel file.

The ESA and Other Certificated Staff Evaluation form is as follows:

College Place Public Schools
ESA and Other Certificated Staff Evaluation Form

Employee: _____

Evaluator: _____

Date: _____

Time: _____

EVALUATIVE CRITERIA- In each box below please place either an E for “Effective” or R for “Requires Improvement”

I. Instructional Skill

- ☐ Demonstrates appropriate selection, administration and interpretation of assessment measures.
- ☐ Develops appropriate individual goals based upon the recommendations of the assessment summary.
- ☐ Designs and implements appropriate programs of prevention, evaluation and instruction.
- ☐ Assigns appropriate tasks and trains paraprofessional staff.
- ☐ Demonstrates effective use of specialized equipment.
- ☐ Selects/designs appropriate materials for program.

II. Classroom Management

- ☐ Complies with all federal, state regulations and district guidelines of special education.
- ☐ Meets required timelines for procedures and documentation.
- ☐ Provides written information in a timely manner that is meaningful to the intended audience.
- ☐ Utilizes effective time management practices.
- ☐ Provides organized and accessible materials.
- ☐ Manages and utilizes workspace appropriately.

III. Professional Preparation, Scholarship in Special Field

- ☐ Demonstrates depth and breadth of knowledge of content and theory in area of specialization.
- ☐ Demonstrates working knowledge of contemporary educational practices.
- ☐ Reviewed progress toward evaluation goal attainment
- ☐ Demonstrates working knowledge of state and federal requirements governing special education as well as area of specialty.
- ☐ Integrates the area of specialty into the total school environment.

IV. Support Person as a Professional

- ☐ Exhibits an awareness of personal strengths and limitations.
- ☐ Makes effort toward improvement.
- ☐ Establishes professional growth.
- ☐ Demonstrates continued professional growth.
- ☐ Operates within professional standards for the field of specialization.

V. Involvement in Assisting Pupils, Parents, and Educational Personnel

- ☐ Demonstrates positive relationships with students, staff, administrators, parents and community.
- ☐ Contributes positively to the total school environment.
- ☐ Collaborates effectively with other educational and agency staff.
- ☐ Establishes linkage with appropriate agencies.
- ☐ Maintains appropriate confidentiality.
- ☐ Provides specialized assistance in identification and program implementation and ongoing support for students.
- ☐ Demonstrates effective communications skills with staff, parents, administrators and agency representatives.

Staff Member's Comments, if any, are attached.

Staff Member's

Signature: _____ Date: _____

Evaluator's

Signature: _____ Date: _____

Employee's signature does not necessarily mean agreement.

One copy for the staff member, evaluator, and personnel file.

If a “Requires Improvement” is given, the evaluator must include specific deficiency(s) and recommendation(s) for improvement.

D. Probation

1. Purpose

The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The building administrator or his supervisory designee shall meet with the certificated employee in an attempt to resolve a matter relating to performance before probation is recommended by November 1st. The certificated employee may have an Association representative at the conference.

2. Supervisor's Report

In the event the evaluating supervisor determines that, based on the evaluation criteria, the performance of an employee is unsatisfactory, the building administrator or his supervisory designee shall report the same to the Superintendent on or before November 1st. The report shall include:

- The evaluation report on which unsatisfactory performance has been based.
- Identification of specific areas of deficiency.
- A specific and reasonable program designed to assist the employee in improving his performance and remedying his deficiencies.

3. Probationary Period

If the Superintendent concurs with the supervisor's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the employee in a probationary status beginning on or before November 15 and ending no later than April 15. On or before November 15, the employee shall be given written notice of the action of the Superintendent, which notice shall contain the following information:

- Specific areas of performance deficiencies.
- A suggested specific and reasonable program for improvement.
- 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.

4. Evaluation During the Probationary Period ([RCW 28A.405.100](#))

- Within 7 business days of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
- During the probationary period the evaluator shall meet with the probationary teacher at least twice a month to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of this agreement shall apply to the documentation of observation reports and evaluation reports during the probationary period.
- The probationary teacher may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
- The probationary teacher may request that an additional certificated evaluator be included as a member of the probationary process and this request must be granted. This evaluator may be assigned by the ESD and will be jointly selected by the district and the Association from a list of evaluation specialists compiled by the ESD.

5. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW [28A.405.300](#) or [28A.405.210](#).

6. Evaluator's Post-Probation Report

Unless the probationary teacher 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 teacher has improved and which shall set forth one (1) of the following recommendations for further action:

- That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
- That the teacher 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
- That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.

7. Action by the Superintendent:

The Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

8. A teacher who fails to successfully complete the probation process, as outlined above, may have their probationary period extended or may be recommended for non-renewal.

E. Non-Renewal (Discharge) [RCW 28A.405.210](#) and [RCW 28A.405.100](#)

In the event it is determined that there is probable cause or causes that the employment contract of an employee should not be renewed by the district for the next ensuing term such employee shall be notified in writing on or before May 15th preceding the commencement of such term of that determination, or if the omnibus appropriations act has not passed the legislature by the end of the regular legislative session for that year, then notification shall be no later than June 15th, which notification shall specify the cause or causes for nonrenewal of contract. If probable cause for non-renewal of the employee's contract is determined, such notification shall be action of the Board in accordance with [RCW 28A.405.300](#) or [RCW 28A.405.210](#).

When a continuing contract employee with five or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the school district shall, within ten days of the completion of the second summative comprehensive [comprehensive summative] evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in [RCW 28A.405.300](#).