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SENATE BILL 6317

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State of Washington

62nd Legislature

2012 Regular Session

By Senators Frockt, McAuliffe, Keiser, Rolfes, and Harper

Read first time 01/17/12. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to establishing a statewide plan for implementing  
2 revised teacher and principal evaluation systems to support continuous  
3 professional growth based on the development work of pilot school  
4 districts; amending RCW 28A.405.100, 28A.405.120, and 28A.405.130;  
5 adding a new section to chapter 28A.405 RCW; adding a new section to  
6 chapter 28A.410 RCW; adding a new section to chapter 28A.300 RCW; and  
7 creating a new section.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

9 NEW SECTION. **Sec. 1.** The legislature affirms its continued  
10 support for transforming the way that teacher and principal performance  
11 is evaluated by moving to a research-based system of clear  
12 expectations, common standards and benchmarks, and multiple meaningful  
13 measures of both professional growth and student growth. In order to  
14 ensure that the revised evaluation systems are implemented with full  
15 fidelity across the state, the legislature intends to establish a  
16 statewide implementation plan with common definitions and performance  
17 descriptions, professional development opportunities, and an evaluation  
18 schedule whereby all teachers and principals in the state receive a  
19 comprehensive new evaluation no later than the 2016-17 school year.

1           **Sec. 2.** RCW 28A.405.100 and 2010 c 235 s 202 are each amended to  
2 read as follows:

3           (1)(a) Except as provided in subsection (2) of this section, the  
4 superintendent of public instruction shall establish and may amend from  
5 time to time minimum criteria for the evaluation of the professional  
6 performance capabilities and development of certificated classroom  
7 teachers and certificated support personnel. For classroom teachers  
8 the criteria shall be developed in the following categories:  
9 Instructional skill; classroom management, professional preparation and  
10 scholarship; effort toward improvement when needed; the handling of  
11 student discipline and attendant problems; and interest in teaching  
12 pupils and knowledge of subject matter.

13           (b) Every board of directors shall, in accordance with procedure  
14 provided in RCW 41.59.010 through 41.59.170, 41.59.910, and 41.59.920,  
15 establish evaluative criteria and procedures for all certificated  
16 classroom teachers and certificated support personnel. The evaluative  
17 criteria must contain as a minimum the criteria established by the  
18 superintendent of public instruction pursuant to this section and must  
19 be prepared within six months following adoption of the superintendent  
20 of public instruction's minimum criteria. The district must certify to  
21 the superintendent of public instruction that evaluative criteria have  
22 been so prepared by the district.

23           (2)(a) Pursuant to the implementation schedule established in  
24 subsection (7)(b) of this section, every board of directors shall, in  
25 accordance with procedures provided in RCW 41.59.010 through 41.59.170,  
26 41.59.910, and 41.59.920, establish revised evaluative criteria and a  
27 four-level rating system for all certificated classroom teachers.

28           (b) The minimum criteria shall include: (i) Centering instruction  
29 on high expectations for student achievement; (ii) demonstrating  
30 effective teaching practices; (iii) recognizing individual student  
31 learning needs and developing strategies to address those needs; (iv)  
32 providing clear and intentional focus on subject matter content and  
33 curriculum; (v) fostering and managing a safe, positive learning  
34 environment; (vi) using multiple student data elements to modify  
35 instruction and improve student learning; (vii) communicating and  
36 collaborating with parents and ~~((the))~~ the school community; and  
37 (viii) exhibiting collaborative and collegial practices focused on  
38 improving instructional practice and student learning.

1 (c) The four-level rating system used to evaluate the certificated  
2 classroom teacher must describe performance along a continuum that  
3 indicates the extent to which the criteria have been met or exceeded.  
4 The summative performance ratings shall be as follows: Level 1 -  
5 unsatisfactory; level 2 - basic; level 3 - proficient; and level 4 -  
6 distinguished. A classroom teacher shall receive one of the four  
7 summative performance ratings for each of the minimum criteria in (b)  
8 of this subsection and one of the four summative performance ratings  
9 for the evaluation as a whole, which shall be the comprehensive  
10 summative evaluation performance rating.

11 (d) By December 1, 2012, the superintendent of public instruction  
12 shall adopt rules that provide descriptors for each of the summative  
13 performance ratings, based on the development work of pilot school  
14 districts under subsection (7) of this section. Any subsequent changes  
15 to the descriptors by the superintendent may only be made following  
16 consultation with a group broadly reflective of the parties represented  
17 in subsection (7)(a) of this section.

18 (e) By September 1, 2012, the superintendent of public instruction  
19 shall identify up to three preferred instructional frameworks that  
20 support the revised evaluation system. The instructional frameworks  
21 shall be research-based and establish definitions or rubrics for each  
22 of the four summative performance ratings for each evaluation criteria.  
23 Each school district must adopt one of the preferred instructional  
24 frameworks and post the selection on the district's web site. The  
25 superintendent of public instruction shall establish a process for  
26 approving minor modifications or adaptations to a preferred  
27 instructional framework that may be proposed by a school district.

28 (f) When student growth data, if available and relevant to the  
29 teacher and subject matter, is referenced in the evaluation process it  
30 must be based on multiple measures that can include classroom-based,  
31 school-based, district-based, and state-based tools. As used in this  
32 subsection, "student growth" means the change in student achievement  
33 between two points in time.

34 (3)(a) Except as provided in subsection (10) of this section, it  
35 shall be the responsibility of a principal or his or her designee to  
36 evaluate all certificated personnel in his or her school. During each  
37 school year all classroom teachers and certificated support personnel  
38 shall be observed for the purposes of evaluation at least twice in the

1 performance of their assigned duties. Total observation time for each  
2 employee for each school year shall be not less than sixty minutes. An  
3 employee in the third year of provisional status as defined in RCW  
4 28A.405.220 shall be observed at least three times in the performance  
5 of his or her duties and the total observation time for the school year  
6 shall not be less than ninety minutes. Following each observation, or  
7 series of observations, the principal or other evaluator shall promptly  
8 document the results of the observation in writing, and shall provide  
9 the employee with a copy thereof within three days after such report is  
10 prepared. New employees shall be observed at least once for a total  
11 observation time of thirty minutes during the first ninety calendar  
12 days of their employment period.

13 (b) As used in this subsection and subsection (4) of this section,  
14 "employees" means classroom teachers and certificated support personnel  
15 except where otherwise specified.

16 (4)(a) At any time after October 15th, an employee whose work is  
17 not judged satisfactory based on district evaluation criteria shall be  
18 notified in writing of the specific areas of deficiencies along with a  
19 reasonable program for improvement. For classroom teachers who have  
20 been transitioned to the revised evaluation system pursuant to the  
21 district implementation schedule adopted under subsection (7)(c) of  
22 this section, the following comprehensive summative evaluation  
23 performance ratings based on the evaluation criteria in subsection  
24 (2)(b) of this section mean a classroom teacher's work is not judged  
25 satisfactory:

26 (i) Level 1; or

27 (ii) Level 2 if the classroom teacher is a continuing contract  
28 employee under RCW 28A.405.210 with more than five years of teaching  
29 experience and if the level 2 comprehensive summative evaluation  
30 performance rating has been received for two consecutive years or for  
31 two years within a consecutive three-year time period.

32 (b) During the period of probation, the employee may not be  
33 transferred from the supervision of the original evaluator.  
34 Improvement of performance or probable cause for nonrenewal must occur  
35 and be documented by the original evaluator before any consideration of  
36 a request for transfer or reassignment as contemplated by either the  
37 individual or the school district. A probationary period of sixty  
38 school days shall be established. Days may be added if deemed

1 necessary to complete a program for improvement and evaluate the  
2 probationer's performance, as long as the probationary period is  
3 concluded before May 15th of the same school year. The establishment  
4 of a probationary period does not adversely affect the contract status  
5 of an employee within the meaning of RCW 28A.405.300. The purpose of  
6 the probationary period is to give the employee opportunity to  
7 demonstrate improvements in his or her areas of deficiency. The  
8 establishment of the probationary period and the giving of the notice  
9 to the employee of deficiency shall be by the school district  
10 superintendent and need not be submitted to the board of directors for  
11 approval. During the probationary period the evaluator shall meet with  
12 the employee at least twice monthly to supervise and make a written  
13 evaluation of the progress, if any, made by the employee. The  
14 evaluator may authorize one additional certificated employee to  
15 evaluate the probationer and to aid the employee in improving his or  
16 her areas of deficiency; such additional certificated employee shall be  
17 immune from any civil liability that might otherwise be incurred or  
18 imposed with regard to the good faith performance of such evaluation.  
19 If a procedural error occurs in the implementation of a program for  
20 improvement, the error does not invalidate the probationer's plan for  
21 improvement or evaluation activities unless the error materially  
22 affects the effectiveness of the plan or the ability to evaluate the  
23 probationer's performance. The probationer may be removed from  
24 probation if he or she has demonstrated improvement to the satisfaction  
25 of the principal in those areas specifically detailed in his or her  
26 initial notice of deficiency and subsequently detailed in his or her  
27 improvement program. A classroom teacher who has been transitioned to  
28 the revised evaluation system pursuant to the district implementation  
29 schedule adopted under subsection (7)(c) of this section may be removed  
30 from probation if he or she has demonstrated improvement that results  
31 in a new comprehensive summative evaluation performance rating of level  
32 2 or above for a provisional employee or a continuing contract employee  
33 with five or fewer years of experience, or of level 3 or above for a  
34 continuing contract employee with more than five years of experience.  
35 Lack of necessary improvement during the established probationary  
36 period, as specifically documented in writing with notification to the  
37 probationer (~~and shall~~) constitutes grounds for a finding of probable  
38 cause under RCW 28A.405.300 or 28A.405.210.

1        ~~((b))~~ (c) Immediately following the completion of a probationary  
2 period that does not produce performance changes detailed in the  
3 initial notice of deficiencies and improvement program, the employee  
4 may be removed from his or her assignment and placed into an  
5 alternative assignment for the remainder of the school year. This  
6 reassignment may not displace another employee nor may it adversely  
7 affect the probationary employee's compensation or benefits for the  
8 remainder of the employee's contract year. If such reassignment is not  
9 possible, the district may, at its option, place the employee on paid  
10 leave for the balance of the contract term.

11        (5) Every board of directors shall establish evaluative criteria  
12 and procedures for all superintendents, principals, and other  
13 administrators. It shall be the responsibility of the district  
14 superintendent or his or her designee to evaluate all administrators.  
15 Except as provided in subsection (6) of this section, such evaluation  
16 shall be based on the administrative position job description. Such  
17 criteria, when applicable, shall include at least the following  
18 categories: Knowledge of, experience in, and training in recognizing  
19 good professional performance, capabilities and development; school  
20 administration and management; school finance; professional preparation  
21 and scholarship; effort toward improvement when needed; interest in  
22 pupils, employees, patrons and subjects taught in school; leadership;  
23 and ability and performance of evaluation of school personnel.

24        (6)(a) Pursuant to the implementation schedule established by  
25 subsection (7)(b) of this section, every board of directors shall  
26 establish revised evaluative criteria and a four-level rating system  
27 for principals.

28        (b) The minimum criteria shall include: (i) Creating a school  
29 culture that promotes the ongoing improvement of learning and teaching  
30 for students and staff; (ii) demonstrating commitment to closing the  
31 achievement gap; (iii) providing for school safety; (iv) leading the  
32 development, implementation, and evaluation of a data-driven plan for  
33 increasing student achievement, including the use of multiple student  
34 data elements; (v) assisting instructional staff with alignment of  
35 curriculum, instruction, and assessment with state and local district  
36 learning goals; (vi) monitoring, assisting, and evaluating effective  
37 instruction and assessment practices; (vii) managing both staff and

1 fiscal resources to support student achievement and legal  
2 responsibilities; and (viii) partnering with the school community to  
3 promote student learning.

4 (c) The four-level rating system used to evaluate the principal  
5 must describe performance along a continuum that indicates the extent  
6 to which the criteria have been met or exceeded. The summative  
7 performance ratings shall be as follows: Level 1 - unsatisfactory;  
8 level 2 - basic; level 3 - proficient; and level 4 - distinguished. A  
9 principal shall receive one of the four summative performance ratings  
10 for each of the minimum criteria in (b) of this subsection and one of  
11 the four summative performance ratings for the evaluation as a whole,  
12 which shall be the comprehensive summative evaluation performance  
13 rating.

14 (d) By December 1, 2012, the superintendent of public instruction  
15 shall adopt rules that provide descriptors for each of the summative  
16 performance ratings, based on the development work of pilot school  
17 districts under subsection (7) of this section. Any subsequent changes  
18 to the descriptors by the superintendent may only be made following  
19 consultation with a group broadly reflective of the parties represented  
20 in subsection (7)(a) of this section.

21 (e) By September 1, 2012, the superintendent of public instruction  
22 shall identify up to three preferred leadership frameworks that support  
23 the revised evaluation system. The leadership frameworks shall be  
24 research-based and establish definitions or rubrics for each of the  
25 four performance ratings for each evaluation criteria. Each school  
26 district shall adopt one of the preferred leadership frameworks and  
27 post the selection on the district's web site. The superintendent of  
28 public instruction shall establish a process for approving minor  
29 modifications or adaptations to a preferred leadership framework that  
30 may be proposed by a school district.

31 (f) When available, student growth data that is referenced in the  
32 evaluation process must be based on multiple measures that can include  
33 classroom-based, school-based, district-based, and state-based tools.  
34 As used in this subsection, "student growth" means the change in  
35 student achievement between two points in time.

36 (g) For principals who have been transitioned to the revised  
37 evaluation system pursuant to the district implementation schedule

1 adopted under subsection (7)(c) of this section, the following  
2 comprehensive summative evaluation performance ratings mean a  
3 principal's work is not judged satisfactory:

4 (i) Level 1; or

5 (ii) Level 2 if the principal has more than five years of  
6 experience in the principal role and if the level 2 comprehensive  
7 summative evaluation performance rating has been received for two  
8 consecutive years or for two years within a consecutive three-year time  
9 period.

10 (7)(a) The superintendent of public instruction, in collaboration  
11 with state associations representing teachers, principals,  
12 administrators, and parents, shall create models for implementing the  
13 evaluation system criteria, student growth tools, professional  
14 development programs, and evaluator training for certificated classroom  
15 teachers and principals. Human resources specialists, professional  
16 development experts, and assessment experts must also be consulted.  
17 Due to the diversity of teaching assignments and the many developmental  
18 levels of students, classroom teachers and principals must be  
19 prominently represented in this work. The models must be available for  
20 use in the 2011-12 school year.

21 (b) A new certificated classroom teacher evaluation system that  
22 implements the provisions of subsection (2) of this section and a new  
23 principal evaluation system that implements the provisions of  
24 subsection (6) of this section shall be phased-in beginning with the  
25 2010-11 school year by districts identified in ~~((e))~~ (d) of this  
26 subsection and implemented in all school districts beginning with the  
27 2013-14 school year.

28 (c) Each school district board of directors shall adopt a schedule  
29 for implementation of the revised evaluation systems that transitions  
30 a portion of classroom teachers and principals in the district to the  
31 revised evaluation systems each year beginning no later than the 2013-  
32 14 school year, until all classroom teachers and principals are being  
33 evaluated under the revised evaluation systems no later than the 2016-  
34 17 school year. A school district is not precluded from completing the  
35 transition of all classroom teachers and principals to the revised  
36 evaluation systems before the 2016-17 school year. The schedule  
37 adopted under this subsection (7)(c) must provide that the following



1 employees are transitioned to the revised evaluation systems beginning  
2 in the 2013-14 school year:

3 (i) Classroom teachers who are provisional employees under RCW  
4 28A.405.220;

5 (ii) Classroom teachers who are on probation under subsection (4)  
6 of this section;

7 (iii) Principals in the first three consecutive school years of  
8 employment as a principal; and

9 (iv) Principals previously employed as a principal by another  
10 school district in the state of Washington for three or more  
11 consecutive school years and in the first full year as a principal in  
12 the school district.

13 (d) A set of school districts shall be selected by the  
14 superintendent of public instruction to participate in a collaborative  
15 process resulting in the development and piloting of new certificated  
16 classroom teacher and principal evaluation systems during the 2010-11  
17 and 2011-12 school years. These school districts must be selected  
18 based on: (i) The agreement of the local associations representing  
19 classroom teachers and principals to collaborate with the district in  
20 this developmental work and (ii) the agreement to participate in the  
21 full range of development and implementation activities, including:  
22 Development of rubrics for the evaluation criteria and ratings in  
23 subsections (2) and (6) of this section; identification of or  
24 development of appropriate multiple measures of student growth in  
25 subsections (2) and (6) of this section; development of appropriate  
26 evaluation system forms; participation in professional development for  
27 principals and classroom teachers regarding the content of the new  
28 evaluation system; participation in evaluator training; and  
29 participation in activities to evaluate the effectiveness of the new  
30 systems and support programs. The school districts must submit to the  
31 office of the superintendent of public instruction data that is used in  
32 evaluations and all district-collected student achievement, aptitude,  
33 and growth data regardless of whether the data is used in evaluations.  
34 If the data is not available electronically, the district may submit it  
35 in nonelectronic form. The superintendent of public instruction must  
36 analyze the districts' use of student data in evaluations, including  
37 examining the extent that student data is not used or is underutilized.  
38 The superintendent of public instruction must also consult with

1 participating districts and stakeholders, recommend appropriate  
2 changes, and address statewide implementation issues. The  
3 superintendent of public instruction shall report evaluation system  
4 implementation status, evaluation data, and recommendations to  
5 appropriate committees of the legislature and governor by July 1, 2011,  
6 and at the conclusion of the development phase by July 1, 2012. In the  
7 July 1, 2011, report, the superintendent shall include recommendations  
8 for whether a single statewide evaluation model should be adopted,  
9 whether modified versions developed by school districts should be  
10 subject to state approval, and what the criteria would be for  
11 determining if a school district's evaluation model meets or exceeds a  
12 statewide model. The report shall also identify challenges posed by  
13 requiring a state approval process.

14 (8) Each certificated classroom teacher and certificated support  
15 personnel shall have the opportunity for confidential conferences with  
16 his or her immediate supervisor on no less than two occasions in each  
17 school year. Such confidential conference shall have as its sole  
18 purpose the aiding of the administrator in his or her assessment of the  
19 employee's professional performance.

20 (9) The failure of any evaluator to evaluate or supervise or cause  
21 the evaluation or supervision of certificated classroom teachers and  
22 certificated support personnel or administrators in accordance with  
23 this section, as now or hereafter amended, when it is his or her  
24 specific assigned or delegated responsibility to do so, shall be  
25 sufficient cause for the nonrenewal of any such evaluator's contract  
26 under RCW 28A.405.210, or the discharge of such evaluator under RCW  
27 28A.405.300.

28 (10) After a certificated classroom teacher or certificated support  
29 personnel has four years of satisfactory evaluations under subsection  
30 (1) of this section (~~(or has received one of the two top ratings for~~  
31 ~~four years under subsection (2) of this section)), a school district~~  
32 may use a short form of evaluation, a locally bargained evaluation  
33 emphasizing professional growth, an evaluation under subsection (1) or  
34 (2) of this section, or any combination thereof. The short form of  
35 evaluation shall include either a thirty minute observation during the  
36 school year with a written summary or a final annual written evaluation  
37 based on the criteria in subsection (1) or (2) of this section and  
38 based on at least two observation periods during the school year

1 totaling at least sixty minutes without a written summary of such  
2 observations being prepared. A locally bargained short-form evaluation  
3 emphasizing professional growth must provide that the professional  
4 growth activity conducted by the certificated classroom teacher be  
5 specifically linked to one or more of the certificated classroom  
6 teacher evaluation criteria. However, the evaluation process set forth  
7 in subsection (1) or (2) of this section shall be followed at least  
8 once every three years unless this time is extended by a local school  
9 district under the bargaining process set forth in chapter 41.59 RCW.  
10 The employee or evaluator may require that the evaluation process set  
11 forth in subsection (1) or (2) of this section be conducted in any  
12 given school year. No evaluation other than the evaluation authorized  
13 under subsection (1) or (2) of this section may be used as a basis for  
14 determining that an employee's work is not satisfactory under  
15 subsection (1) or (2) of this section or as probable cause for the  
16 nonrenewal of an employee's contract under RCW 28A.405.210 unless an  
17 evaluation process developed under chapter 41.59 RCW determines  
18 otherwise. The provisions of this subsection apply to certificated  
19 classroom teachers only until the teacher has been transitioned to the  
20 revised evaluation system pursuant to the district implementation  
21 schedule adopted under subsection (7)(c) of this section.

22 (11) All certificated classroom teachers and principals who have  
23 been transitioned to the revised evaluation systems pursuant to the  
24 district implementation schedule adopted under subsection (7)(c) of  
25 this section must receive performance evaluations as provided in this  
26 subsection:

27 (a) Except for classroom teachers and principals under (c) of this  
28 subsection, classroom teachers and principals shall receive an annual  
29 comprehensive summative evaluation. A comprehensive summative  
30 evaluation assesses all eight evaluation criteria and all criteria  
31 contribute to the comprehensive summative evaluation performance  
32 rating.

33 (b) Classroom teachers who are on probationary status shall receive  
34 comprehensive summative evaluations as provided under subsection (4) of  
35 this section.

36 (c)(i) Classroom teachers and principals who have received  
37 comprehensive summative evaluation performance ratings of level 3 or  
38 above for four consecutive years are eligible to receive an annual

1 focused evaluation. A focused evaluation includes an assessment of one  
2 of the eight criteria selected for a performance rating plus  
3 professional growth activities specifically linked to the selected  
4 criteria. However, each classroom teacher and principal under this  
5 subsection (11)(c) must receive a comprehensive summative evaluation at  
6 least once every three years. The provisions of this subsection  
7 (11)(c) do not apply to a classroom teacher or principal in their first  
8 full year of employment in a school district.

9 (ii) The selected criteria must be approved by the teacher's or  
10 principal's evaluator and may have been identified in a previous  
11 comprehensive summative evaluation as benefitting from additional  
12 attention. A group of teachers may focus on the same evaluation  
13 criteria and share professional growth activities. A group of  
14 principals may focus on the same evaluation criteria and share  
15 professional growth activities.

16 (iii) The evaluator must assign a summative performance rating to  
17 the selected evaluation criteria and this rating, combined with the  
18 previously assigned summative performance ratings for the other seven  
19 criteria, comprise the comprehensive summative evaluation performance  
20 rating.

21 (iv) A teacher or principal may be transferred from a focused  
22 evaluation to a comprehensive summative evaluation at the request of  
23 the teacher or principal, or at the direction of the teacher's or  
24 principal's evaluator.

25 (v) A classroom teacher or principal may apply the focused  
26 evaluation professional growth activities toward the professional  
27 growth plan for professional certificate renewal as required by the  
28 professional educator standards board.

29 (12) Each school district is encouraged to acknowledge and  
30 recognize classroom teachers and principals who have attained level 4 -  
31 distinguished performance ratings.

32 **Sec. 3.** RCW 28A.405.120 and 1995 c 335 s 401 are each amended to  
33 read as follows:

34 (1) School districts shall require each administrator, each  
35 principal, or other supervisory personnel who has responsibility for  
36 evaluating classroom teachers or principals to have training in  
37 evaluation procedures.

1       (2) Before school district implementation of the revised evaluation  
2 systems required under RCW 28A.405.100, principals and administrators  
3 who have evaluation responsibilities must engage in professional  
4 development designed to implement the revised systems and maximize  
5 rater agreement.

6       **Sec. 4.** RCW 28A.405.130 and 1985 c 420 s 4 are each amended to  
7 read as follows:

8       (1) No administrator, principal, or other supervisory personnel may  
9 evaluate a teacher without having received training in evaluation  
10 procedures.

11       (2) Before evaluating classroom teachers using the revised  
12 evaluation systems required under RCW 28A.405.100, principals and  
13 administrators who have evaluation responsibilities must engage in  
14 professional development designed to implement the revised systems and  
15 maximize rater agreement.

16       NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.405  
17 RCW to read as follows:

18       (1) The office of the superintendent of public instruction shall  
19 develop and make available a professional development program to  
20 support the implementation of the revised evaluation systems required  
21 under RCW 28A.405.100. The program components may be organized into  
22 professional development strands for principals, administrators, and  
23 classroom teachers.

24       (2) The professional development program shall include the  
25 following components:

26       (a) Examination of Washington evaluation criteria, the four-tiered  
27 performance rating system, and the preferred instructional and  
28 leadership frameworks used to describe the evaluation criteria;

29       (b) The use of student growth data and multiple measures of  
30 performance;

31       (c) Evaluation conferencing;

32       (d) Development of classroom teacher and principal support plans  
33 resulting from an evaluation;

34       (e) Use of an online tool to manage the collection of observation  
35 notes, teacher and principal-submitted materials, and other information  
36 related to the conduct of the evaluation; and

1 (f) Other components resulting from the model development process  
2 in RCW 28A.405.100(7).

3 (3) To the extent possible, professional development materials  
4 shall be made available online and make use of appropriate existing  
5 web-based tools and other web-based tools that may be developed.

6 (4) The professional development materials described in this  
7 section shall also be made available to teacher and principal  
8 preparation programs in the state.

9 NEW SECTION. **Sec. 6.** A new section is added to chapter 28A.410  
10 RCW to read as follows:

11 (1) After August 31, 2013, candidates for a residency principal  
12 certificate must have demonstrated knowledge of teacher evaluation  
13 research and Washington's evaluation requirements and successfully  
14 completed opportunities to practice teacher evaluation skills.

15 (2) At a minimum, principal preparation programs must address the  
16 following knowledge and skills related to evaluations:

17 (a) Examination of Washington teacher and principal evaluation  
18 criteria, the four-tiered performance rating system, and the preferred  
19 instructional and leadership frameworks used to describe the evaluation  
20 criteria;

21 (b) Classroom observations;

22 (c) The use of student growth data and multiple measures of  
23 performance;

24 (d) Evaluation conferencing;

25 (e) Development of classroom teacher and principal support plans  
26 resulting from an evaluation;

27 (f) Use of an online tool to manage the collection of observation  
28 notes, teacher and principal-submitted materials, and other information  
29 related to the conduct of the evaluation; and

30 (g) Development of classroom teacher support plans resulting from  
31 an evaluation.

32 NEW SECTION. **Sec. 7.** A new section is added to chapter 28A.300  
33 RCW to read as follows:

34 (1) The office of the superintendent of public instruction shall  
35 monitor the statewide implementation of revised teacher and principal  
36 evaluation systems using data reported under RCW 28A.150.230 as well as

1 periodic input from focus groups of administrators, principals, and  
2 teachers. The office shall modify the professional development  
3 materials developed under section 5 of this act as appropriate to  
4 improve understanding, enhance rater agreement, and assure fidelity of  
5 implementation of the new systems statewide.

6 (2) The office of the superintendent of public instruction shall  
7 submit a report detailing findings, emergent issues or trends, and any  
8 recommendations to enhance implementation and continuous improvement of  
9 the revised evaluation systems to the education committees of the  
10 legislature by December 1, 2016.

--- END ---