

**Considerations for Alignment with WAC 392-191A (Certificated Classroom Teachers)**  
**Student Growth Components in Bold**

WAC	To Consider	Considerations/Decisions
<p><b>WAC 392-191A-050</b> – The purposes of evaluations of certificated classroom teachers, certificated principals, and assistant principals will be, at a minimum:</p> <p>(1) To acknowledge the critical importance of teacher and leadership quality in impacting student growth and <b>support professional learning</b> as the underpinning of the new evaluation system.</p>	<p>What are you doing to ensure that the new system is a professional learning system, tied to professional development and improving teaching and learning?</p>	
<p><b>WAC 392-191A-070</b> – School districts must observe:</p> <p>(1) All classroom teachers for the purpose of a comprehensive evaluation at least twice each school year in the performance their assigned duties. ...must observe all employees on comprehensive evaluation for a period of no less than sixty minutes during each school year.</p>	<p>How does your Evaluation Cycle indicate how/when this will be done?</p>	
<p>(2) New employees at least once for a total of 30 minutes during the first ninety calendar days of the employment period.</p>	<p>How will this be tracked?  District office level?  School level?  How will principals document 90-day observations?</p>	
<p>(3) Employees in the third year of provisional status at least three times in the performance of the employee. The total observation time for the school year must not be less than ninety minutes for such employees.</p>	<p>How will this be tracked?  District office level?  School level?</p>	
<p><b>WAC 392-191A-080</b> – The conduct of the evaluation (comprehensive) of classroom teachers must include, at a minimum, the following:</p> <p>(1) All eight criteria must contribute to the overall score.</p>	<p>What process will your district use to determine the criterion scores?</p>	

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<p>(2) Assessment of the criteria using the instructional framework rubric and the <b>OSPI student growth rubrics. More than one measure of student growth must be used.</b></p>	<p>How will your district define high quality sources of student learning data?</p> <p>How will you support your teachers in writing “high quality” student learning goals?</p> <p>How will you support teachers to assure that multiple measures are utilized?</p> <p>Which, if any, common assessments does the school or district want to require or encourage teachers to use when applicable and appropriate to their context?</p> <p>What training does your district need to provide teachers on assessment?</p>	
<p>(3) Principal or designee at the teacher’s assigned school must make observations and written comments.</p>		
<p>(4) Opportunity for the employee to attach written comments</p>		
<p>(5) Criterion scores, including instructional and <b>student growth rubrics</b>, must be determined by an analysis of evidence.</p>	<p>What is your district thinking around “an analysis of evidence?”</p> <p>What process will you use to collect evidence? Portfolio, eVal, other?</p> <p>What training do you need to do to help teachers collect evidence?</p> <p>How will you ensure rater agreement around what evidence is “enough”, “appropriate” and “high quality”?</p> <p>What district or school-level data is available to help teachers define student subgroups for C3?</p>	

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<p>(6) An overall summative score shall be derived by a calculation of all criterion scores and determining the final four-level rating based on the OSPI determined summative evaluation scoring band.</p>	<p>How will your district determine the preliminary/criterion scores that will be used on the scoring band?</p>	
<p>(7) Upon completion of the overall summative scoring process, <b><i>the evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher's student growth impact rating.</i></b></p> <p>(8) <b><i>The student growth impact rating will be determined by OSPI's student impact rating scoring band.</i></b></p>	<p>How are you making sure that your principals are trained on this process?</p> <p>Have you defined the operational terms for the student growth rubrics?</p> <p>How will you define high quality student learning goals?</p> <p>Has your district identified a preferred or required process/timeline for teachers to complete goal setting?</p> <p>Will individual teacher's student growth goals connect to school or district SIP goals, PLC efforts or other initiatives (preferred, required, no position)?</p> <p>What opportunities and processes will teachers and principals use to calibrate goals?</p> <p>Will you develop a common format for goal setting?</p> <p>What will it look like?</p> <p>Use the templates on the TPEP website?</p> <p>Use a locally developed format?</p> <p>What process is being used to ensure high levels of rater agreement amongst evaluators in the district?</p>	
<p>(9) <b><i>A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.</i></b></p>	<p>See WAC 392-191A-090</p>	

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(10) <i>Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes.</i>		
<p>WAC 392-191A-090 – <i>Outcomes of the student growth rating will apply:</i></p> <p>(2) <i>Certificated classroom teachers with low student growth rating will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191-010.</i></p>	<p>What is the process for the “student growth inquiry”?</p> <p>How will this be tracked?</p> <p>What training is available for administrators on what this conversation will look like?</p>	
(3) <i>Certificated classroom teachers with a preliminary rating of distinguished with <b>average or high student growth rating</b> will receive an overall distinguished rating and will be formally recognized and/or rewarded.</i>	<p>What will the recognition or reward program look like?</p> <p>Is it building generated or district generated?</p>	
(4) <i>The evaluations of certificated classroom teachers with a preliminary rating of unsatisfactory and <b>high student growth rating</b> will be reviewed by the evaluator’s supervisor.</i>	<p>What will this process look like?</p>	
<p>WAC 392-191A-100 – <i>Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:</i></p> <ul style="list-style-type: none"> <li>• <i>Examine student growth data in conjunction with other evidence...</i></li> <li>• <i>Examine extenuating circumstances...</i></li> <li>• <i>Schedule monthly conferences focused on improving student growth...</i></li> <li>• <i>Create and implement a professional development plan to address student growth areas.</i></li> </ul>	<p>Will administrators be directed to complete this within the two months or the next school year?</p> <p>How will the principal report and/or share this information?</p> <p>Will you develop a process/format by which this will happen?</p>	

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<p><b>WAC 392-191A-110</b> – If the evaluation (focused) of the certificated classroom teacher includes an assessment of a criterion that requires observation the following shall apply:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• School districts must observe all employees who are subject to a focused evaluation for a period of ne less than sixty minutes during each school year.</li> </ul>	<p>How does your Evaluation Cycle indicate how/when this will be done?</p> <p>Guidance of OSPI is if they pick Criteria 7 (Communication with Parents) or 8 (Collaboration) you will still require an observation of PLC or parent meeting.</p>	
<p><b>WAC 392-191A-120-</b> The conduct of the (focused) evaluation of classroom teachers must include, at a minimum, the following:</p> <p>(1) One of the eight criterion for the certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required.</p>	<p>How will teachers select the criterion for the focused evaluation?</p>	
<p>(2) The selected criterion must be approved by the teacher’s evaluator and may have been identified in a previous comprehensive summative evaluation as benefitting from additional attention.</p>		
<p>(3) The evaluation must include an assessment of the criterion using the instructional framework rubrics and the <b><i>OSPI approved student growth rubrics. More than one measure of student growth data must be used in the scoring of student growth rubrics.</i></b></p>	<p>What will principals do if they do not have multiple measures?</p> <p>What measures/assessments, if any, will the district require?</p> <p>What are the districts plans to make sure the teachers have access to appropriate high quality measures? (e.g. MAP tests, provide time for PLC’s to make common assessments, etc.)</p>	

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<p><b>(4) <i>The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6, or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics.</i></b></p>		
<p><b>WAC 392-191A-130</b> – The following procedures must be used in making evaluations:  (1) Following each observation, or series of observations, the principal or his/her designee must:</p> <ul style="list-style-type: none"> <li>a) Promptly document the results of the observation in writing; and</li> <li>b) Provide the employee with a copy of the written observation report within three days after such report is prepared.</li> </ul>	<p>How will you define promptly?   How will you combine the WAC with the framework author’s suggested Evaluation Cycle?</p>	
<p>(2) Each classroom teacher will have the opportunity for a minimum of two confidential conferences during each school year with his/her principal or principal’s designee either:</p> <ul style="list-style-type: none"> <li>a) Following the receipt of the written evaluation results; or</li> <li>b) At a time mutually satisfactory to the participants.</li> </ul>	<p>How will you combine the WAC with the framework author’s suggested Evaluation Cycle?</p>	
<p>(3) The purpose of each such conference will be to provide additional evidence by either the evaluator or certificated classroom teacher to aid in the assessment of the certificated classroom teacher’s professional performance against the instructional framework rubrics.</p>		

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(4) If other evaluators are used, additional procedures may be adopted pursuant to local policy.	<p>What is your district policy for teachers who teach in more than one building?</p> <p>What is the policy if a teacher requests a second evaluator?</p>	
<p><b>WAC 392-191A-240</b> – Evaluation results will be used:</p> <p>(1) To acknowledge, recognize, and encourage excellence in professional performance.</p> <p>(2) To document the level of performance by an employee of her/her assigned duties.</p> <p>(3) To identify discrete areas according to the criteria included on the evaluation instrument in which the employee may need improvement.</p> <p>(4) To document performance by an employee judged unsatisfactory based on the district evaluation criteria.</p> <p>(5) Beginning with the 2015-16 school year, evaluation results for certificated classroom teachers and principals must be used as one of multiple factors in making human resource decisions.</p>	<p>What will this process look like?</p>	