

Summary of HB 3035

<p>Sec. 101 District school directors' responsibilities</p>	<p>Each board of directors will establish performance criteria and an evaluation process for its superintendent and classified staff in addition to the certificated and administrative staff which are currently required. Districts will report to OSPI on the criteria, rubrics, description of ratings, and number of staff in each rating for all groups of staff annually.</p> <p>Determines final assignment of staff based on a plan that supports the learning needs of all students with specific attention to high-need schools and classrooms.</p> <p>Adds a requirement that the district provide to the local community and its electorate information about policies concerning hiring, assignments, termination, and evaluations of staff.</p>
<p>Sec. 102 - Establishing revised evaluative criteria and a four-level rating system</p>	<p>Local school boards will establish revised evaluative criteria and a four-level rating system describing performance along a continuum for all certificated classroom teachers. The minimum criteria shall include:</p> <ul style="list-style-type: none">• centering instruction on high expectations for student achievement;• demonstrating effective teaching practices;• recognizing individual student learning needs and developing strategies to address those needs;• 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;• communicating with parents and school community; and• exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. <p>When student growth data, if available and appropriate, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state- based tools. "Student growth" means the change in student achievement between two points in time.</p> <p>Defines that an employee in the third year of provisional status shall be observed at least three times and the total observation</p>

time will not be less than 90 minutes.

Local school boards shall also establish revised evaluative criteria and a four-level rating system for principals that describes performance along a continuum. When student growth data, if available and appropriate, is referenced in the evaluation process it must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth is defined the same as for certificated staff. The minimum criteria shall include:

- creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff;
- providing for school safety;
- leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements;
- assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals;
- monitoring, assisting, and evaluating effective instruction and assessment practices;
- managing both staff and fiscal resources to support student achievement and legal responsibilities; and
- partnering with the school community to promote student learning.

OSPI, in collaboration with state professional associations representing teachers, principals, and administrators, shall create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. The models must be available for use in the 2011-12 school year.

A new certificated classroom teacher evaluation system and a new principal evaluation system shall be phased-in beginning with the 2010-11 school year by a set of school districts selected by OSPI to participate and then implemented in all school districts beginning with the 2013-14 school year.

OSPI will select the set of school districts to participate as a pilot in the 2010-11 school year based on agreements by local associations for classroom teachers and principals to collaborate and agreements from the districts to participate in the full range of development and implementation activities. As a part of the

	<p>process, OSPI will consult with participating districts and stakeholders.</p> <p>Locally bargained evaluations emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher will be specifically linked to one or more of the certificated classroom teacher evaluation criteria.</p> <p>OSPI must analyze the districts' evaluative data, consult with participating districts and stakeholders, recommend appropriate changes, and address statewide implementation issues to the legislature and Governor by July 1, 2011, and at the conclusion of the development phase by July 1, 2012.</p>
<p>Sec. 103 - Conditions and contracts of employment — Nonrenewal of provisional employees — Notice — Procedure</p>	<p>The length of time that certificated employee is subject to nonrenewal of employment contract is increased from two years to three years.</p> <p>A district superintendent may remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district.</p>
<p>Sec. 104 – Analysis of the evaluation systems</p>	<p>OSPI and representatives of associations representing administrators, principals, human resources specialists, and certificated classroom teachers will analyze the evaluation systems in each of the phase-in years. The analysis will include procedures, timelines, probationary periods, appeal procedures, and other items related to the timely exercise of employment decisions and due process provisions for certificated classroom teachers and principals.</p>
<p>Sec. 201 – Distribution of funds for professional development activities for first through third-year teachers</p> <p>Sec. 201 - Salaries and compensation for employees — Minimum amounts — Limitations — Supplemental contracts</p>	<p>If funds are provided for professional development activities designed specifically for first through third-year teachers, the funds shall be allocated first to districts participating in establishing revised evaluative criteria and a four-level rating system evaluation systems outlined in section 201 of this bill before the required implementation date under that section.</p> <p>Innovative activities are added to part of “TRI” (time, responsibilities, and incentives) as items that can be included in separate contracts to increase the salaries and benefits of certificated instructional staff beyond the limitations of the district's average certificated instructional staff salary used for the state basic education allocations.</p>

	<p>The salaries and benefits may be increased for the implementation of specific measurable innovative activities specified by the school district to:</p> <ul style="list-style-type: none">• close one or more achievement gaps or focus on development of science, technology, engineering, and mathematics (STEM) learning opportunities to include professional development.
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