

Bill 6696

Summary

This act addresses school and school district accountability, educator preparation, teacher and principal evaluations, academic standards, and parent and community involvement in schools.

Evaluations

Each school district must establish performance criteria and an evaluation process for all staff and establish a four-level rating system for evaluating classroom teachers and principals with revised evaluation criteria. Minimum criteria is specified. The new rating system must describe performance on a continuum that indicates the extent the criteria have been met or exceeded. *When student growth data (showing a change in student achievement between two points in time) is available for principals and available and relevant to the teacher and subject matter it must be based on multiple measures if referenced in the evaluation.*

Classroom Teachers. The revised evaluation criteria must include:

- 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 and collaborating with parents and the school community;
- exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

The locally bargained short-form may also be used for certificated support staff or for teachers who have received one of the top two ratings for four years. The short-form evaluations must be specifically linked to one or more of the evaluation criteria.

Principals. The revised evaluation criteria must include:

- creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff;
- demonstrable commitment to closing the achievement gap;
- 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;
- partnering with the school community to promote student learning.

Pilot and Implementation. The SPI, with stakeholders and experts, must create models for implementing the revised evaluation system criteria, student growth measurement tools, professional development programs, and evaluator training. Beginning in the 2010-11 school year, SPI must select school districts that, among other things, have the agreement of the local associations representing teachers and principals to collaborate with the district, will pilot the new teacher and principal evaluation systems. If funds are provided for beginning teacher support programs, school districts participating in the phase-in of the new evaluation systems receive first priority for funds during the phase-in period. The school districts participating in the pilot must submit student data to OSPI. OSPI must analyze the extent student data is used in the evaluations. The new evaluation systems must be implemented in all school districts beginning in 2013-14