

**Lake Washington School District
Executive Limitation Monitoring Report**

**EL-9 District Staff
August 3, 2015**

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

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| <p>1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:</p> <ul style="list-style-type: none"> a) Attracting and hiring the most highly qualified and best-suited candidates for employment. b) Retaining and nurturing top quality staff. c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources. d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable. | In Compliance | ◀ ▶ |
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Evidence

- a) Attracting and hiring the most highly qualified and best-suited candidates for employment:

One of district's strategic goals is to recruit, hire, and retain highly effective personnel. The district not only attends state recruitment fairs, they continue to work directly with universities and their teacher preparation programs. Staff works to continually works with the universities to identify potential qualified candidates and to promote the district. Lake Washington participated in major career and recruitment events at the following universities:

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| <ul style="list-style-type: none"> • Central Washington University • Pacific Lutheran University • Seattle Pacific University • Seattle University • University of Puget Sound | <ul style="list-style-type: none"> • University of Washington, Bothell • University of Washington, Seattle • Western Washington University • Whitworth University |
|---|---|

In addition to attending these university events, staff participated in the Spokane Career Fair and the Tacoma Career Fair. At all of these recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting event in 2014-15 was the district's own Lake Washington School District Job Fair in March. The event attracted over 150 teaching candidates, 60 interviews were conducted, and resulted in the hiring of 31 teachers.

The district also advertises vacancies with cooperating agencies such as: Washington Association of School Administrators (WASA); Washington School Personnel Association (WSPA); Association of Washington School Principals (AWSP); and, Washington Association of School Business Officials (WASBO). The district has also utilized signage at schools and Craigslist postings for classified positions.

For both certificated and classified positions, the main source of recruitment is the district on-line application system, Searchsoft.

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Evidence {continued}

- In the 2014-15 school year the district attracted 1,703 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....66
 - Secondary Teachers79
 - Special Education Teachers44
 - Specialists18
 - Total new hires.....**207**

- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....86
 - Secondary Teachers78
 - Special Education Teachers13
 - Specialists8
 - Total rehired.....**185**

- In the 2014-2015 school year, the district attracted 1,387 classified applicants from which 117 new staff members were hired.
- In the 2014-2015 school year, the district attracted 235 administrator applicants from which 10 new administrators were hired

Probationary periods are also a means to ensure the highest qualified candidates are retained for employment. For certificated staff, teachers hired by the district into vacant positions are placed on provisional contracts. Teachers new to the profession must serve three (3) years as a provisional teacher. The district may decide to non-renew provisional teachers at the end of each provisional year. Teachers on provisional status must be formally observed twice each year; however, in the last year of provisional service teachers must be formally observed three (3) times.

Teachers new to the district who have served at least two (2) years in another Washington State school district serve only one (1) year in provisional status. The district may decide to non-renew them by May 15 of their provisional year.

- For the 2014-2015 school year, the district had 399 provisional teachers.

Continuing teachers with identified performance concerns, as identified by their supervisor through the district’s teacher professional growth and evaluation system, are placed on Plans of Improvement and provided assistance in the areas of deficiency. If their performance does not rise to proficient levels, they are subject to the probationary process as defined by law and may be subject to non-renewal.

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Evidence {continued}

- During the 2014-2015 school year, ten (10) teachers were identified with performance concerns and placed on Plans of Improvement (POI). Of these teachers:
 - Two (2) resigned or retired prior to being placed on probation;
 - One (1) improved his/her performance deficiencies and was taken off the POI; and,
 - Seven (7) remain on a POI into the 2015-2016 school year; one such teacher is on leave.

Some teachers are hired on a one-year non-continuing contract, as their positions are filling those of continuing contract teachers who have been approved for a leave of absence. Evaluative data on non-continuing contract teachers is used to inform employment decisions should a vacancy become available the following year.

For classified staff, the district establishes defined probationary periods consistent for each classification. During the probationary period, supervisors observe and evaluate staff based on established evaluation criteria and expectations to ensure quality and fit of the selected candidate to the position. Supervisors complete an evaluation form for all new hires prior to the expiration of their probationary period. Supervisors work with Human Resources to determine whether the probationary employee successfully completed the probationary period and should be converted to regular status, or whether the employee has failed to successfully meet established criteria during the probationary period and employment should be terminated.

- For the 2014-2015 school year, eight (8) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

Continuing classified staff members with performance concerns, as identified by their supervisor through the district's classified evaluation system, are placed on Plans of Improvement (POI) and provided assistance in the areas of deficiency. If the employee's performance does not rise to satisfactory/proficient levels by the conclusion of their POI, their employment is terminated due to failure to meet the minimum qualifications for their position.

- For the 2014-2015 school year, three (3) individuals were placed on a POI. One (1) such individual resigned after being placed on the POI and two (2) successfully completed their POIs, improved their performance deficiencies, and were taken off their POIs.

b) Retaining and nurturing top quality staff:

The district has made a significant investment in induction programs intended to nurture new staff and ensure their success. The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in district curriculum, standards, instructional framework, and other expectations. In addition to EIA, teachers in years one and two of their careers participate in the district's New Teacher Support Program (NTSP). The emphasis of NTSP is on enhancing new teachers' skills.

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Evidence {continued}

Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.

Directors of School Support provide a tiered support system, similar to the EIA and NTSP, for principals new to the district. Monthly meetings are held that focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- Annual staff survey results indicate that 72% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 65% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

Turnover data for staff groups is shown below:

2012-2013	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	3	2	0	0	83	88	5%
Certificated	40	108	0	1	1,527	1,676	9%
Classified	24	57	3	5	995	1,084	8%
2013-2014	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	5	6	0	0	94*	105*	10%
Certificated	35	109	0	2	1,518	1,664	9%
Classified	26	61	1	3	993	1,084	8%
2014-2015	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	0	5	0	0	100	105	5%
Certificated	35	125	0	0	1,538	1,698	9%
Classified	47	74	0	8	1,026	1,155	11%

* *NOTE: The increased number in this group is due to a restructuring and consolidation of professional-technical administrators into the administrator group. For teachers, the turnover rate has remained at 9% for the current year.*

- The turnover rate increased for administrators from the 2012-2013 school year. The group was expanded to include Department Administrators who were previously included in the classified staff category.

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|---|---------------|-----|



Evidence {continued}

- c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources:
- During the 2013-2014 school year, the district successfully negotiated compensation packages based on comparable neighboring districts’ packages. The district finalized negotiations with the Lake Washington Educational Support Professionals (LWESP). The managers and theater technicians recently organized through PERC; consequently, the district is currently in collective bargaining agreement negotiations.
 - Benefit changes were implemented for teachers and administrators in accordance with new requirements that all employees pay a portion of their medical premiums. Changes have also been bargained for LWESP and Trades Bargaining Council. This change will be will be bargained with Service Employees International Union (SEIU) in upcoming contract re-openers.
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable:

Provisions have been negotiated with each group to address specific concerns of the bargaining group that are mutually beneficial within available resources. Negotiated provisions for both technology and workload recognition stipends are a part of the teachers’ agreement. The Trades’ agreement provides for required training for para-educators to further develop and enhance their job skills and abilities. Mechanics are eligible to receive merit pay based on demonstrated superior performance on annual bus inspections. Bus drivers who maintain exceptional attendance are eligible to receive a monetary bonus.

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Accordingly, the CEO shall:

<p>2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:</p> <p>a) Assuring an organizational culture that conforms with the following:</p> <ul style="list-style-type: none"> • recognition of the fundamental role played by staff in the achievement and well-being of students; • open and honest communication in all written and interpersonal interaction; • respect for others and their opinions; • focus on common organizational goals as expressed in Board End Results policies; • commitment to the integrity and the positive image of the district, its leaders, and staff. <p>b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions or attitudes by parents or guests that hinders the performance or well-being of staff.</p> <p>c) Having written operating personnel policies which::</p> <ul style="list-style-type: none"> • Clearly state rules and procedures for staff and volunteers; • Provide for effective handling of complaints; • Include adequate job descriptions for all staff positions; • Include an effective personnel performance evaluation system; • Protect against illegal discrimination and harassment; • Provide for appropriate due process. <p>d) Protecting confidential information.</p> <p>e) Making reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers who have unsupervised contact with students.</p> <p>f) Honoring the terms of negotiated agreements with staff.</p> <p>g) Providing staff with an opportunity to become familiar with the provisions of this policy.</p>	<p>In Compliance</p>	
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Evidence

- a) Assuring an organizational culture that conforms with the values of: importance of staffs' role; open and honest communication; respect for others and their opinions; focusing organizational goals on Boards End Results; and, a commitment to integrity and positive image are evidenced as follows:

Recognition of the fundamental role staff plays in the achievement and well-being of students is evidenced by:

Ensuring staff are informed and trained on district expectations through:

- New Employee Orientation - a training held monthly throughout the year that all new staff and substitutes are required to attend to receive training in the areas of:
 - o Risk Management: On the Job Accidents and Injuries, Chemical Hazards, Pest Management
 - o Human Resources: Human Dignity & Harassment Policy, Educators and Touching
 - o Health Services: Child Abuse Reporting, HIV/HBV Presentation
- Buildings and departments' annual review of the district's expectations for employee conduct, which includes expectations for safe interactions with students, mandatory reporting requirements, and the district's harassment policy.

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- 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:
{See page 6 for complete listing.}

In Compliance



Evidence {continued}

Recognition of outstanding staff contributions occur through a variety of means:

- School Board recognition, district publications, the district's website home page, and media coverage;
 - o Listing "Kudos" in the *Focus* internal newsletter;
 - o Providing Years of service recognition program and annual retirement tea;
 - o Honoring new teachers for their efforts at a celebratory dinner;
 - o Acknowledging National Board Certification in the *Connections* newsletter, as well at Board meetings and on the district website; and,
 - o Publicizing recognition for outstanding educator performance from legislators, special interest and service clubs.

Open and honest communication in all written and interpersonal interaction is evidenced by:

- Internal communication vehicles to support open and honest communication:
 - o A bi-weekly newsletter, *Focus*, includes general news, people news, and department news. The goal of this newsletter is to keep employees informed about information that could affect them as well as to build a sense of community.
 - o *District Digest*, a communication vehicle for District Leadership Team members, is a weekly e-newsletter designed to give short, easy-to-read information including announcements, "to do's" and reminders, as well as to communicate about district initiatives and work.
 - o A regular monthly email from the Superintendent, which also includes articles from the deputy and associate superintendents, was started this year to provide regular updates to staff. These emails reinforce a positive organizational culture and the value of district staff.
 - o Periodic superintendent's messages are sent to the entire organization. These emails reinforce a positive organizational culture and the value of district staff.
- The Focus newsletter was redesigned prior to the 2014-15 school year based on feedback from employee focus groups, to provide more of the information staff members want.

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{See page 6 for complete listing.}

In Compliance



Evidence {continued}

Respect for others and their opinions is evidenced by:

- District Leadership Team involvement in strategic planning and budget prioritization process through the Strategic Advisory Leadership Team (SALT).
 - Lake Washington Education Association, principal and central leadership involvement in a strategic planning representative group, which analyzes teacher survey data and provides recommendations to SALT.
 - Staff and parent involvement in providing feedback and input regarding district programs through a annual district program survey.
 - Building level staff involvement in the Continuous Improvement Process.
 - Building level staff involvement in curriculum refinement and materials selection.
 - Staff, parents, and community involvement in development of levy and bond measures.
 - Use of the International Association for Public Participation framework as a tool to enable parent, student, staff, and community voices to be heard in decision-making processes.
- In 2013-14, the district began a new annual district program survey to seek program input and feedback from staff and parents.

Focus on common organizational goals as expressed in Board End Results policies is evidenced by:

- The district internal strategic work plan was updated by the Strategic Advisory Leadership Team. This document articulates work over the next five (5) years to accomplish the district's organizational goals.
- As part of the Lake Washington Education Association (LWEA) bargaining agreement, a new process was agreed to which will provide an opportunity for input on the strategic work plan directly from teachers.

Commitment to the integrity and the positive image of the district, its leaders, and staff is evidenced by:

- Documented Central Leadership Team (CLT) operating principles serve as a guide to how the central administrative team agrees to conduct themselves. These principles include: modeling professional conduct, cultivating healthy interpersonal relationships, practicing clear and purposeful communication, making decisions intentionally, and engaging in creative problem-solving.
- Active efforts to generate positive media attention for the good work occurring in the district. Weekly *News from the Schools* dispatches provide regular items to local weekly newspapers on student and staff achievements.

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- 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:
{See page 5 for complete listing.}

In Compliance



Evidence {continued}

- b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions, or attitudes by parents or guests that hinders the performance or well-being of staff is accomplished through established practice:
- Concerns regarding the behaviors or actions of parents or guests that may hinder the performance or well-being of staff are addressed through building and/or district administrators.
 - If the concern cannot be handled at the building level, the Directors of School Support interface with parents or guests when behaviors may hinder the performance and well-being of staff.
- c) The following written personnel policies, procedures, and guidelines are in place:
- Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
 - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
 - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
 - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
 - The District's non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
 - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
- 80.0% of staff members continue to agree that “schools clearly state rules and procedures for staff and volunteers” according to the annual staff survey.
- d) Staff confidential information is protected under state law (RCW 28A.405, 42, and 49), employee contracts, and Administrative Policy GBL, Personnel Records. Specific practices to protect confidential information include:
- Procedures established by the Human Resources department allow employee files only to be reviewed by the employee, the employee's authorized representative, the employee's supervisor, and those designated as having a specific business need.

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In Compliance



Evidence {continued}

- Files are kept locked in areas with restricted access. Any medical information is filed separately, locked, and access is restricted as required by law.
 - External requests, not made by the individual, are released through the district's attorney to ensure disclosure only as required by law.
- e) Background inquiries are made for all staff and volunteers as required by state law through applicant disclosure forms and a criminal background history as follows:
- All applicants completed a district disclosure form indicating any criminal history or previous terminations of employment.
 - Those indicating serious crimes against children are prohibited from employment pursuant to state law.
 - Other disclosures are reviewed and a determination is made as to whether an applicant will be considered.
 - Background checks are made as follows:
 - o New employees, including substitutes, are fingerprinted and submitted to OSPI for processing through the FBI data banks.
 - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
 - o Background inquiries showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
 - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
- During the 2013-2014 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
 - All other grievances filed were resolved applicable representatives.
- g) The provisions of these policies have been made available to all staff via the district's website.

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence

A variety of strategies are engaged to ensure that all staff members are qualified and trained to fulfill their responsibilities effectively and successfully.

- The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in the curriculum, standards, instructional framework, and other district expectations.
- New Teacher Support Program (NTSP) is designed to enhance new teachers' skills. Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.
- Directors of School Support provide a tiered support system, similar to the EIA and NTSP, for principals new to the district. Monthly meetings are held which focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

Certificated Staff - New Teacher Support Program (NTSP)

The purpose of the NTSP Program is to:

1. Provide teachers in their first and second years of teaching individualized guidance, resources, and support through mentoring and instructional coaching;
2. Accelerate instructional skills of the classroom teacher in order to improve student learning; and,
3. Assist first and second year teachers in their transition to district culture and standards.

Consulting teachers (CTs) serve as mentors and coaches. The sole function of the CT is to assist new teachers as they enter and adjust to the profession. Participation in NTSP is a condition of employment.

Each first and second year teacher is provided a CT. The teacher and CT work together to create a trusting, confidential partnership that promotes the acceleration of instructional practice and student achievement. CTs typically visit/observe first year teachers' classroom weekly to take observational notes, provide feedback, and hold reflective conversations focused on the classroom environment, instruction, planning, and professional responsibilities. Second year teachers are provided with regular support at the start of the second year, followed by a model of "gradual release." Depending on the needs of the individual teacher, CTs spend additional time modeling or co-teaching lessons, in-class coaching, taking video of portions of a lesson, collecting data, and/or taking scripted observation notes. Many times the CT and teacher will meet before school, after school, or during planning time to further work on a teacher's goals and area of focus. In addition, CTs coordinate with each teacher and building administrator to attend the teacher's fall and spring post-observation conference with the principal.

- During the 2014-2015 school year, 108 first year teachers, 60 elementary and 48 secondary, new to the profession and an additional 95 teachers, 57 elementary and 38 secondary, in their second year of teaching were supported.

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Evidence {continued}

- CTs completed more than 450 hours of formal classroom observation, over 4,000 hours of informal observation, and provided in excess of 4,700 hours of curriculum planning and support to new teachers.

Number of Teachers Supported through NTSP

Years of Service	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year*	2009-2010 School Year*
1 st year	109	91	89	67	61	62
2 nd Year	95	82	69	65	57	73
3 rd Year	N/A	N/A	N/A	N/A	72	73
Total	204	173	158	132	190	208

* These two years reflect a 3rd Year program funded through the Washington State Grant which ended mid-year through the 2010-2011 School Year.

Note: 2013-2014 Survey Data will be compiled in August.

Support Survey Results 2012-2013: New Teacher Support Program

Survey Question: <i>Rate the level of support provided in each of the following components</i>	2012-2013 School Year % of the respondents rated this component a 4 or 5 on a 5 point (5 being high) scale
Personal Support – <i>an opportunity to chat, vent, be encouraged, e-mails, phone calls, etc.</i>	94.5%
Informal visits with Consulting Teacher feedback – <i>Observation notes and feedback or face to face discussion</i>	96.3%
Practice Formal Observation by Consulting Teacher – <i>Pre-Observation Conference, Observation, and Post-Observation Conference. A chance for practice before the real thing with your principal.</i>	90.7%
Instructional and/or curriculum assistance – Problem-solving, help with teaching strategies, looking at student work together, unit/lesson/curriculum planning	88.9%
In-depth reflective discussions with my CT	94.4%
Visiting Exemplary Teachers with my Consulting Teacher	92.6%
CT support with PGE system	90.8%

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Evidence {continued}

National Board Certification Candidates

Every year, the district provides support for teachers pursuing National Board Certification. The district's Professional Learning Department provides six National Board Certified and trained facilitators to support candidates. Facilitators meet with candidates on a monthly basis at the Resource Center. In addition, each candidate receives three release days, which are organized and coordinated through Professional Development. The support program is open to all teachers within the Lake Washington School district. Support continues for teacher candidates for up to three years.

The purpose of the National Board Certification Program is to:

1. Support teachers who pursue National Board certification candidacy in *Advanced*, *First Time*, and/or *Renewal*;
2. Facilitate National Board candidates to describe, analyze, and reflect upon their teaching practices using student learning as evidence to implement effective instruction;
3. Provide ongoing support for teachers who choose to continue the National Board process for up to three years;
4. Provide reflection for teachers to improve student learning.

National Board Candidate Support Program Participation

	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year	2010-2011 School Year	2009-2010 School Year
Candidates	28	32	23	20	34	33
Advanced	10	7	2	11	11	5
Take One	0	0	3			
Renewal	4	9	5			

Washington State Professional Certification (Pro Teach) Program

Teachers are required to begin the process to earn their Professional Certification within five years of entering the profession or moving to Washington State from another state. The *ProTeach* assessment is composed of three portfolio entries designed to demonstrate proficiency of the Washington State Teaching Standards. The district's Professional Learning Department assists teachers working on their Professional Certification. Teachers receive three release days a year to complete these requirements. The Professional Learning Department and Professional Certification Specialists organize and coordinate these days as well as participate on the teacher candidate Professional Growth Teams.

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Evidence {continued}

The purpose of the *ProTeach* Program is to:

1. Support participants through the required process designed to move them from Residency Certificate to Professional Certificate; and,
2. Provide participants with the details, facilitative support and work time necessary to complete and submit the *ProTeach* assessment portfolio to the ProTeach Standards Board for scoring.

Number of Educators Participating in the Professional Certification by Year

ProTeach 2014-2015 School Year	ProTeach 2013 – 2014 School Year	ProTeach 2012 – 2013 School Year	ProTeach 2011 – 2012 School Year
<p>23 LWSD/SPU support cohorts including Master’s program</p> <p>62 LWSD only support</p>	<p>30 LWSD/SPU support cohorts including Master’s program</p> <p>41 LWSD only support</p>	<p>40 LWSD/SPU support cohorts including Master’s program</p> <p>22 LWSD only support</p>	<p>29 LWSD/SPU support courses</p> <p>19 LWSD only support</p>

Student Teacher Program

The growth of individuals new to the profession is critically important in maintaining teaching quality and reducing professional attrition. For that reason the district is committed to the development of the teaching profession by placing student teaching candidates in our system. These placements allow the district to support student teachers as potential future employees. Giving schools in the district equal access to student

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teaching candidates from local universities also ensures that district principals and teachers have a shared obligation and opportunity to grow and develop the next generation of educators.

The purpose of student teacher placement is to:

1. Develop teachers new to the teaching profession;
2. Create and maintain relationships with colleges and universities in order to access cadres of quality pre-service teaching candidates;
3. Support student teaches as potential future employees in order to maintain teaching quality and reduce professional attrition;
4. Maintain a roster of high-quality Cooperating Teachers who will positively impact the growth of future educators;
5. Provide a consistent process familiar to principals and placement coordinators.

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	◀ ▶
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Evidence {continued}

Student Teacher Placement Requests –3 year trend

	Placement Requests	Actual Placements
Winter 2013	34	22
Winter 2014	37	28
Winter 2015	51	34

Student Teacher Placements – 3 year trend

2012-13 School Year	2013-14 School Year	2014-15 School Year
57 placements	63 placements	74 placements

Professional Learning Coach Program

The purpose of the Professional Learning Coach Program is:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
2. Provide optional coaching to teachers who have taught for a minimum of one year;
3. Support the professional learning of teachers in the district by collaborating with other professional learning specialists. 2014-15 efforts focused on literacy and math.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- During the 2014-2015 school year, 109 total teachers participated in coaching cycles, which included 48 individual teachers and 61 in professional collaborative teams. There were 74 coaching cycles completed. Teachers participating in the program serve a total of 4,363 students.
- 88% of participating teachers reported that they engaged in meaningful reflection about their practice as a result of participation in the coaching program; 85% reported implementing new instructional strategies.

Professional Learning Series Program

The Professional Learning Series Program provides a variety of paid and unpaid opportunities for certificated staff to access self-selected learning focused on a wide variety of topics. These topics include, but are not limited to, technology, curriculum design, effective instructional practices, unit and lesson planning, gifted education and assessment. Quarterly book studies are also offered. These professional learning experiences are based on staff input, current needs, and trends in education. The Professional Learning Series:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	◀ ▶
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Evidence {continued}

1. Provides certificated staff access to extended learning opportunities outside their regular workday;
2. Provides certificated staff opportunities to serve as instructors in areas in which they possess expertise which could benefit others;
3. Provides opportunities for the attendees of given courses to build on what they've learned by sharing the resources and knowledge with others in their building.

General education teachers, special education teachers, preschool teachers, occupational therapists, speech and language pathologists, and physical therapists and vision specialists may access this program.

2014-15 Professional Learning Series Program Participation

	Professional Learning Classes	Technology Classes	Book Studies
Fall 2014	0	122 enrolled	0
Winter 2015	54 enrolled	107 enrolled	17 enrolled
Spring 2015	121 enrolled	65 enrolled	15 enrolled

Note: The Professional Learning Series Program was still in development during the fall of 2014

Mathematics: Algebra 1 & 2 and Geometry Collaborative Work Sessions

Algebra 1 & 2 teachers, from all middle and high schools participated in three half-day math collaborative work sessions focused on new math standards and supported by Professional Learning Specialists and Coaches. Geometry teachers participated in one full-day session. These sessions focused standards and alignment with district adopted curriculum and other resources and materials. Sessions focused on the use of effective math strategies and the use of instructional resources that support

EL-9 District Staff

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Accordingly, the CEO shall:

common core state standards implementation in math, improved instructional practice and student learning.

- 72% of participating teachers agreed or strongly agreed that the sessions helped to deepen their understanding of the new state standards

K-5 Literacy: Wonders Curriculum

During the 2014 – 2015 school year, K-5 Literacy Teacher Leaders from all elementary schools met monthly with Professional Learning Specialists and Coaches to support second year implementation of the K-5 Wonders literacy curriculum. Efforts focused on the use of core literacy strategies, the use of instructional resources, and development of teachers’ leadership skills.

- 85% of participating teachers agreed or strongly agreed that that teachers’ confidence and/or instructional and pedagogical knowledge increased as a result of learning about and using literacy resources in buildings

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	◀ ▶
<i>Evidence {continued}</i>		

Middle School Literacy: Grade 6 Collaborative Work Sessions

Sixth grade teachers from all middle schools and 5th grade Quest programs participated in four collaborative work sessions supported by Professional Learning Specialists and Professional Learning Coaches. The sessions focused on implementation of new state English Language Arts standards and alignment with 6th grade Prentice Hall Literacy curriculum in its second year of implementation. Sessions focused on the use of literacy strategies and instructional resources that support improved instructional practice and student learning.

- 73% of participating teachers agreed or strongly agreed that student achievement has increased as a result of the new standards, resources, and professional learning efforts

Classified Training

Classified Professional Development offers classes to meet the needs of classified staff in completing their job responsibilities. In addition, various departments conduct job-specific training for their staff members.

A summary of participation in classified professional learning offerings and highlights for 2014-2015 follows.

Number of Classified Staff Participating in classes offered by Classified Professional Learning Classes by Year:

Year	# of classes offered*	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other
2014-15	103	1,166	573	281	193	96	63
2013-14	82	1,507	801	414	177	51	64

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

2012-13	50	685	193	144	294	39	15
2011-12	69	1,238	365	258	538	68	9

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

- For the second year, Classified Professional Learning offered staff in-depth instruction in Microsoft Word and Excel to prepare interested staff members to obtain the Microsoft Office Specialist certification, the leading worldwide IT certification signifying a high level of knowledge, skills, and abilities in using Microsoft Office 2010 software. The District offered four 13-class series. 56% of staff members who regularly attended class passed the rigorous certification, far exceeding the national average. In total, 33 classified staff members earned 51 Microsoft Office certifications. All staff members taking the classes gained important job-related skills and knowledge.
- Topic-based technology classes were offered throughout the year to meet the needs of staff with varying skills levels. In the spring, Classified Professional Learning teamed up with Technical Operations to offer classes around the district on Office 365/OneDrive which was attended by 142 classified staff.

SEIU

- A professional development committee including district and SEIU representatives continued to meet for the fourth year. The committee discusses training topics to meet the needs of Instructional Assistants and decides on the number of training hours are available for each member outside of the scheduled workday to attend paid training. The SEIU Educational Compensation Program is outlined in the Collective Bargaining Agreement. New classes were developed and offered in 2014-15 to meet the professional needs of the district's IAs including Helping Elementary Students Use Kelso Choices; Working with Secondary Students with Autism; and Supporting the WonderWorks curriculum. The Eastlake Learning Community hosted a class for 56 IAs and paras on Positive Behavior Management on a January student conference afternoon. The committee sponsored a SEIU Professional Learning Survey conducted in May 2014. Data obtained from this effort will be used to develop offerings for 2015-16. There were 158 SEIU members took one or more classes presented by Classified Professional Learning in 2014-15, up from 133 the previous school year.

LWESP

- A professional development committee including district and LWESP representatives continued to meet for the fourth year. The committee discusses topics for training to meet the needs of LWESP members. There were 110 LWESP members who took one or more classes offered by Classified Professional Learning in 2013-14, down from 114 the previous school year.
- The LWESP Office Professionals Mentor/Training Support Program offers assistance to employees new to a position the opportunity to work with an experienced staff member. In 2014-15, eleven mentor/protégé teams worked together to transfer important knowledge and skills to new staff.
- The LWESP Training Fund provides tuition for job-related workshops that are not offered by the district. This year, 12 office professionals applied for funding to attend classes.
- The Office Professionals Workshop took place on August 15, 2014 at Rose Hill Middle School. This conference-style event featured presenters from a wide range of district departments sharing updates and information on processes and policies of interest to LWESP members as well as a guest speaker presenting on conflict resolution strategies and communications skills. There were 73 LWESP members gathered to gain knowledge and have an opportunity to learn and share with their colleagues from across the district.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Professional-Technical

- Professional Technical staff members had a new professional development fund for staff to apply for up to \$350 in funding to pay for registration fees or materials to attend one day of professional development training to enhance their skills and support the district's organizational goals. Professional-Technical staff is also compensated for attending relevant and beneficial training for up to one day outside of the scheduled workday. 29 staff attended one or more classes after regular work hours.

First Aid/CPR Training

Classified Professional Learning manages the district's First Aid/CPR training program. As of June 30, 32 classes were completed and 4 classes are scheduled to be held in August. There were 599 classified and certificated staff, coaches, and substitutes who earned two-year First Aid and CPR certifications. In 2014-15, schools were offered the opportunity to host a First Aid/CPR training onsite for their building staff.

- 11 schools exercised this option.
- Districtwide classes were taught at high schools in each learning community in addition to the Resource Center. The district works with Puget Sound ESD to offer certificated staff an opportunity to earn clock hours for the 3.5-hour class.

Year	# of First Aid/CPR classes offered through Classified Professional Learning	# of staff and coaches certified
2014-15	36*	599
2013-14	24	457
2012-13	21	433

* 32 completed as of June 30, 2014

Training Offered By District Departments

In addition to training offered by Classified Professional learning, many departments offer training specific to the employees in their area of responsibility. Below are highlights of department-level training that occurred across the district:

- Support Services offered Trades staff job-specific and safety training including monthly Toolbox Talks on topics such as Hazardous Waste Disposal, Mold Awareness, and Hazard Communication. Custodians participated in monthly on-site trainings that centered on a safety or technical topic and reinforced with weekly e-mail safety tips and electronic newsletter.
- Technology Operations trained staff on Office 365/OneDrive, student, fiscal, HR, payroll, and Skyward data systems.
- The Communications Department offered classes on a range of topics including the portal, School Messenger, K12 Insight, and creating/maintaining school websites.
- The Intervention Programs department provided training for Instructional Assistants working with ELL students.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Support for New Administrators:

Each year, the District provides support for new administrators through August New Administrator Orientation (NAO) and monthly meetings. NAO is provided to ensure a proper induction and orientation to the district and to introduce new administrators to their colleagues from across the district.

Some of the topics covered during NAO are:

1. District vision, mission, values, goals;
 2. Teacher and principal professional growth and evaluation;
 3. Special Education
 4. Intervention programs
 5. Curriculum, assessment, and instruction
 6. Technology supports (student and teacher)
 7. Human Resources processes and procedures
 8. Budget planning
- 9 new administrators that participated in NAO during the 2014-2015 school year.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence

Expectations of appropriate use of district electronic resources are outlined in the district's Acceptable Use Policy. These guidelines govern the appropriate use of the district network and other digital resources.

Expectations for technology applications are specific to job duties. Technology skills, which are job specific, are assessed as part of the recruiting and hiring process and/or provided through in-district training. Classified staff development has been provided for a variety of technology applications. Training for teachers has been provided through the Professional Learning Department in alignment with the Responsibility Contract as negotiated and as outlined below:

- The 2013-2017 collective bargaining agreement between Lake Washington School District and Lake Washington Education Association created the *Technology Responsibilities: Skill Acquisition and Integration Contract*. This supplemental contract increases the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms. The supplemental contract aligns with the district's adopted instructional framework and the eight state evaluation criteria and states, "Professional educators are required to use and integrate technology in order to fully utilize the technology resources provided by the district to accomplish their work instructionally as well as to fulfill their professional responsibilities," and "provides additional compensation for ongoing training, learning, and implementation of district-required technology."
- During the 2014 – 2015, teacher technology training focused on the Haiku Learning Management System and Mobile Access for Students (MAS). Training occurred as part of all-day LEAP activities, through professional development classes, and through use of MAS facilitators in each building.
- Building Administrators received training for the electronic delivery of the Standards Based Assessment (SBA) using mobile devices, and in turn used the trainings to prepare their staffs for proctoring testing. The testing schedule was coordinated district-wide to ensure optimal testing environments and included on-site support from Technology Operations, Technology Integration, and Assessment Specialists. SBA testing occurred March-May for Grades 3-12.
- Teachers participated in the following Haiku trainings during LEAP, small group, and self-guided learning opportunities:
 - Haiku Refresher
 - Building Showcases of Exemplary Use
 - Self-Directed Haiku Exploration
 - Haiku Handbook
 - District Requirements
 - Building Agreements
 - Guidelines and Narratives

EL-9 District Staff

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Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence {continued}

- Staff spent 120 minutes of the May 22 full-day LEAP working with the new Haiku Handbook. This time was broken into four focus areas:
 1. Updated Haiku Handbook Introduction (Video)
 2. Haiku Best Practices
 - District Requirements
 - Naming Conventions
 - Classes vs Extras category
 - Active Classes
 - Enrolled Students and Parents
 - Haiku Building Agreements
 - Contact Information Location
 - Where Assignments are Located
 - Posting of Daily Work and Homework
 - Establishing Timelines for Posting Assignments
 3. Guidelines and Narratives
 - a. Introduction (PowerPoint)
 - b. Examination of role-specific guidelines and narratives
 - c. Self-Assessment
 4. Building-Directed Haiku Worktime
 - a. Self-assessment of Haiku use
 - b. Review end-of-year processes
 - c. Showcases
 - d. Participate in district-wide Haiku discussion
 - e. Learn about a new interactive feature
 - f. Learn about a new communication feature
 - g. Build assessment
 - h. Build end-of-unit/year survey
 - i. Continue to build content for the rest of this year
 - j. Build class for next year
 - k. Badges
 - l. Exploring and posting content in Haiku library
 - m. Embedding Office documents in Haiku

As of May 2015, there were:

- 2,122 active Haiku teacher accounts
- 22,165 active Haiku student accounts
- 9,504 active Haiku parent accounts
- 2,988 active Haiku classes

EL-9 District Staff

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Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

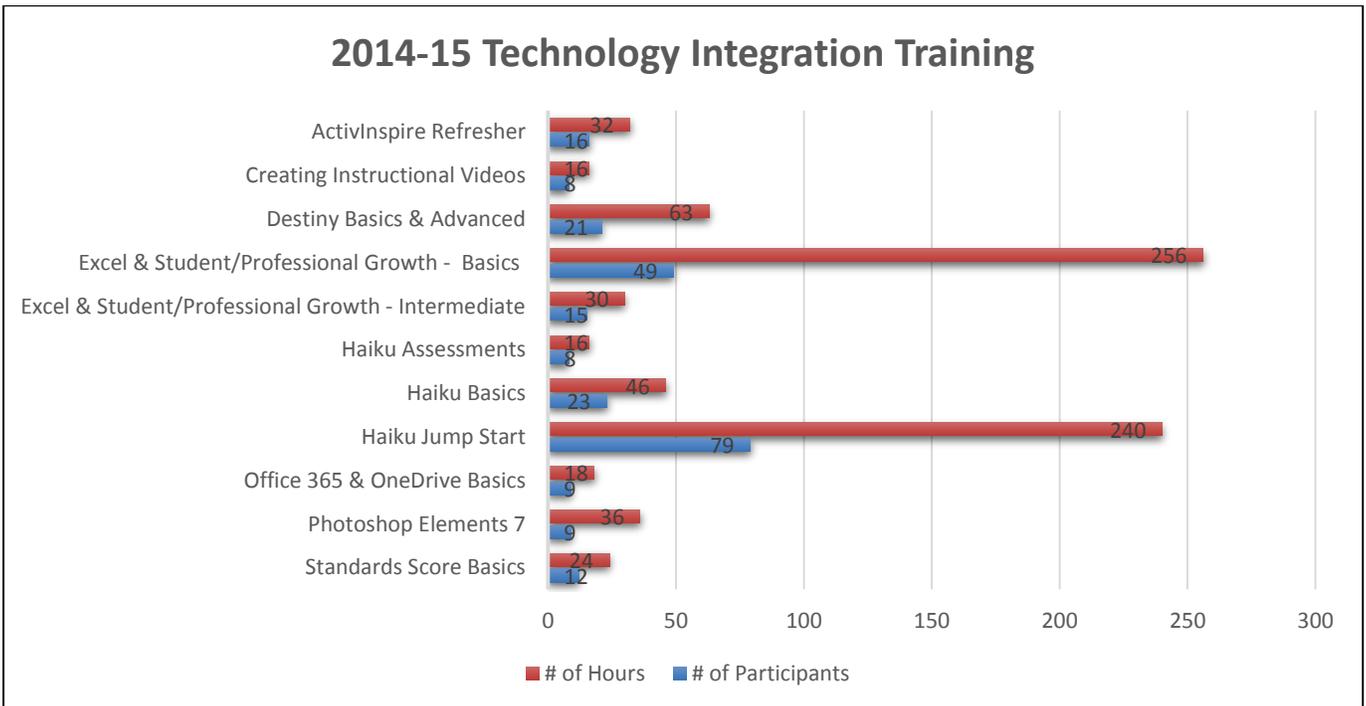
In Compliance



Evidence {continued}

- Certificated staff participated in 14 hours of required technology training during all-day LEAP activities to support professional growth and evaluation, MAS, and productivity. Training topics included:
 - Teachscape Technology (Professional Growth & Evaluation)
 - Technology Standards (MAS support)
 - Acceptable Use Procedures (MAS support)
 - Digital Citizenship (MAS support)
 - Digital Curriculum Resources (MAS support)
 - Office 365 (Staff and student productivity)
 - OneDrive for Business (Staff and student productivity)
 - Haiku (MAS support, Staff and student productivity)

In addition, 269 certificated staff participated in 797 hours of optional technology training including on the following topics:



- New teachers received an additional 4-7 hours of technology training, through the Educator Introduction Academy (EIA), to ensure basic technology skills and familiarity with district applications.

EL-9 District Staff

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Accordingly, the CEO shall:

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence {continued}

- Classified staff received technology training in various subjects, including:
 - ASB Budgets
 - Microsoft Office (Excel, Outlook, Word, etc.)
 - Office 365 & OneDrive Basics
 - PhotoShop Elements 7
 - Website Administration
 - WonderWorks
- In addition to EIA, LEAP, and technology classes, Technology Integration Specialists created the Knowledgebase for Integrating Technology (KIT). KIT is a Haiku class designed to provide teachers with tools to integrate technology into teaching and learning. Work is underway to revitalize and reorganize KIT to meet the needs of all certificated, classified, and administrative staff.
- Technology Integration Specialists built information and training resources in a Haiku class called Curriculum Assessment & Technology (CAT) in order to facilitate the delivery of information and resources needed for Curriculum and Assessment work by all staff. Additionally, staff can find resources on the site that assist with using district technology for testing, standards based instruction, grading, etc.
- Technology Integration and Technology Operations used KIT and the district portal to provide a wide variety of “How To” and just-in-time support documents for district technology resources, including:
 - Back To School Technology
 - Carnegie Learning
 - DIBELS
 - Digital Citizenship
 - Digital Resources
 - Discovery Education
 - Distribution Lists
 - eBackpack
 - enVision Math
 - FOSS Web
 - Front Row
 - Haiku
 - Help Central
 - IEP Online
 - Internet Browsers
 - My Access
 - Turnitin
 - Office 365
 - Online Curriculum
 - Online Databases
 - Outlook-Email-setup
 - Photo Story
 - Publisher Information
 - Report Card
 - Resources for All Levels
 - Skyward
 - Software Center
 - Student Laptops
 - Student Logon
 - TCI
 - Teachscape
 - Tech Trainings
 - Technology Standards
 - Type to Learn 4
 - Washington: Our Home
 - Web Tools
 - Wonders

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.
Accordingly, the CEO shall:

<p>5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s End Results policies and complies with the Board’s organizational limitations policies, by:</p> <p>a) Developing and administering an evaluation system for all academic and administrative personnel that is designed to:</p> <ul style="list-style-type: none"> • Improve instruction; • Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence; • Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being; • Assure that instructional time is used to students’ maximum advantage. <p>b) Developing and administering an effective evaluation system for classified personnel.</p> <p>c) Providing to the Board an annual report, as a part of the annual internal monitoring report, on the effectiveness of the evaluation system and its alignment with the Board’s End Results policies.</p>	<p>In Compliance</p>	
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Evidence

Teacher/Certificated Evaluation System

History

The district Professional Growth and Evaluation (PGE) system for teachers and certificated staff is based on Charlotte Danielson’s *Framework for Teaching*. Danielson’s instructional framework identifies aspects of a teacher’s responsibilities that have been shown, through research studies, to promote improved student learning. The framework specifies 4 domains and 22 associated components of teacher professional practice and defines unsatisfactory, basic, proficient, and distinguished performance in each domain and associated component.

Teacher Evaluation

Based on the 2012 legislation requiring a new Teacher Evaluation system, the district developed a plan to fully implement the new state required Teacher Evaluation for the 2013-2014 school year. Teachers are defined as certificated staff with classrooms and/or have daily responsibilities for instructing. All districts were required to adopt an approved instructional framework, aligned with the state’s eight teacher evaluation criteria, as well as a four- tiered system of evaluation. Lake Washington’s long-standing use of Charlotte Danielson’s *Framework for Teaching* as the adopted instructional framework and basis of the district’s teacher evaluation system meets this requirement. However, legislation required the following changes to the district’s teacher evaluation system:

1. Implementation of five (5) student growth goal components in addition to the 22 components found within the *Framework for Teaching*;
2. Implementation of specific strands of evaluation: Comprehensive and Focused;
3. Use of the state’s scoring band to determine level of proficiency (basic, unsatisfactory, proficient, or distinguished);
4. Implementation of the state’s scoring band to determine level of proficiency (low, average, high) in setting and achieving student growth goals; and,
5. Determination of an overall numeric rating for all teachers.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.
Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's *End Results* policies and complies with the Board's organizational limitations policies, by:
{see page 26 for complete listing}.

In
Compliance



Evidence {continued}

- In the 2013-14 school year, the district adopted the Teachscape technology-based platform to manage teacher evaluation processes.
- All teachers and administrators have been trained in the new evaluation system and in the use of the Teachscape system.
- In the 2014-15 school year, the district provided training for teachers and principals regarding setting, monitoring, and achieving student growth goals.
- The District continued the use of PGE Teacher Leaders to help provide this training to the organization.

Other Certificated Educator Evaluation

As the new (2013-14 school year) state teacher evaluation requirements only apply to certificated staff with direct/daily teaching responsibilities, the evaluation systems for other certificated educators remains largely unchanged. However, to maintain alignment with classroom teachers, some minor modifications were made.

Process

The evaluation process for all certificated employees includes the following:

- Employee completes a self-assessment aligned to the domains and components;
- Employee works in collaboration with his/her evaluator to set annual goals for professional growth;
- Employee meets quarterly with a support team of colleagues to share and discuss evidence toward goal attainment;
- Evaluator conducts routine, informal classroom observations and formal observations as required;
- Employee collects evidence of goal attainment and presents evidence to evaluator in end-of-year summary conference; and,
- Evaluator assesses employee performance in all domains and associated components in annual summary evaluation.

Comprehensive and Focused Evaluation Strands

Teachers are designated as either on the Comprehensive or Focused strand of evaluation in alignment with the State's evaluation system requirements.

Comprehensive Strand

All teachers in their first four (4) years of employment with the district and/or on a provisional contract are on placed on the Comprehensive evaluation strand, and are expected to perform, at a minimum, at the basic level in all criteria/domains and components. The proficient level must be reached in all criteria/domains and components by the end of the third year of teaching. Teachers on the Comprehensive evaluation strand must be informally observed on a regular basis and formally observed at least two times per year. Throughout the year, teachers and evaluators collect performance evidence associated with all 22 components found in the *Framework for Teaching* and the 5 student growth goal components. Teachers on plans of improvement must also be placed on the Comprehensive strand. After three successful years on the Comprehensive strand, teachers move to the Focus evaluation strand; every fourth year, successful continuing teachers return to the Comprehensive strand for one year.

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s *End Results* policies and complies with the Board’s organizational limitations policies, by:
[see page26 for complete listing].

In
Compliance



Evidence {continued}

Focused Strand

The Focused evaluation is meant for proficient and distinguished teachers and its purpose is to support professional growth. Non-provisional, continuing teachers in year 5 of employment or beyond, whose performance is proficient or better in all criteria/domains and components are placed on the Focused strand. Teachers on the Focused evaluation strand must be informally observed on a regular. Throughout the year, teachers and evaluators collect performance evidence associated with all the components of domain 4: Professional Responsibilities, found in the *Framework for Teaching* and the student growth goal component aligned with criteria 8: *Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.*

Student Growth Goals

In accordance with state law, all teachers all set student growth goals.

- Teachers on the Comprehensive strand set goals in five (5) components that focus on sub-groups of students, classes of students, and whole groups (grade level or content strand) of students.
 - Teachers on the Focused strand set goals in one (1) component, which focuses on whole groups (grade level or content strand) of students. Teachers in this strand must have demonstrated proficiency in the other four (4) components of student growth goals.
- The following chart shows the number of teachers at each year and level of the evaluation system for the past five years:

*Number of Certificated Staff * By Year and Level*

Designation	2014-15		2013-2014		Designation	2012-2013		2011-2012		2010-2011	
	N	%	N	%		N	%	N	%	N	%
Total Comprehensive	915	54%	893	53%	Total Level 1	432	28%	409	27%	452	29%
Total Focused	785	46%	783	47%	Total Level 2	1,090	72%	1,107	73%	1,088	71%
Total Certificated Staff	1700	100%	1,676	100%	Total Certificated Staff	1,522	100%	1,516	100%	1,540	100%

* *Certificated Staff includes librarians, counselors, psychologists, instructional specialists, and therapeutic specialists (OTs, PTs, SLPs)*

* *Total Certificated staff is based on head count of part and full time staff*

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s **End Results** policies and complies with the Board’s organizational limitations policies, by:
{see page26 for complete listing}.

In
Compliance



Evidence {continued}

- The following tables reflect the percent of certificated staff at the specific level of proficiency by designated category:

Certificated Staff – Comprehensive and Focused

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive	1	< .1%	9	1%	622	68%	283	31%
Focused	-	-	1	< .1%	293	37%	491	63%

Plan of Improvement Data

	2014-15	2013-14	2012-13	2011-2012
Total Number of Teachers Placed on a Plan of Improvement	10	14	12	9
Improved and Taken off Plan	1	1	1	1
On Leave	1	1	4	-
Resigned or Retired	2	8	8	6
Total on Plan at End of School Year	7 (of which 1 is on leave)	5 (of which 1 is on leave)	17	11
Total Number of Teachers Placed on Probation and Exited From System	-	-	-	-

Building Administrator Evaluation System

History

Based on 2012 legislation, the Lake Washington School District developed a plan to implement the new principal evaluation requirements for the 2013-2014 school year. The law requires districts to adopt a leadership framework aligned to the states newly adopted evaluation criteria for building principals. The district adopted the Association of Washington School Principals (AWSP) Leadership Framework, aligned to the state’s eight criteria.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.
Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's <i>End Results</i> policies and complies with the Board's organizational limitations policies, by: <i>{see page 26 for complete listing}.</i>	In Compliance	
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Evidence {continued}

The state's eight criteria for principal leadership and evaluation are as follows:

1. **Creating a Culture** - Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. **Ensuring School Safety** - Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.
3. **Planning with Data** - Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.
4. **Aligning Curriculum** - Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.
5. **Improving Instruction** - Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices.
6. **Managing Resources** - Manage human and fiscal resources to accomplish student achievement goals.
7. **Engaging Communities** - Communicate and partner with school community members to promote student learning.
8. **Closing the Gap** - Demonstrate a commitment to closing the achievement gap.

Similar to teachers, principals are placed on either Comprehensive or Focused evaluation strands. Principals new to the district and within their first four (4) years of service are placed on the Comprehensive strand. After the fourth year, principals are eligible to be placed on the Focused strand. To be eligible for placement on the Focused strand, principals must demonstrate proficiency in all 28 components of the Leadership Framework. Principals on the Comprehensive evaluation strand must collect and submit specific evidence of performance associated with all components of the Leadership Framework. Principals on the Focused evaluation strand must collect and submit specific evidence of performance associated with criterion 5: Improving Instruction. Principals on the Focused evaluation strand must also demonstrate ongoing proficiency in all components of the Leadership Framework. Also similar to teachers, the law requires principals to set student growth goals. Principals on the Comprehensive evaluation strand set student growth goals associated with criteria 3, 5, and 8. Principals on the Focused evaluation strand set student growth goals associated with criterion 5.

Process

Principals* are evaluated by their respective learning community's Director of School Support (DSS). The evaluation process for all building principals includes the following:

1. Principal completes self-assessment aligned to the components of the Leadership Framework;
2. Principal works in collaboration with his/her DSS to set annual goals for professional growth;
3. Principal and DSS meet regularly throughout the year to review evidence toward goal attainment;
4. Principal and DSS meet to review final summative performance evidence; and,
5. DSS assesses principal performance in annual summary evaluation.

**Principals are responsible for evaluating associate principals using the same process as outlined above.*

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's *End Results* policies and complies with the Board's organizational limitations policies, by:
{see page 26 for complete listing}.

In
Compliance



Evidence {continued}

- Final Summative Rating:
The following tables reflect the number Final Summative Scores for comprehensive and focused Building Administrative Staff:

Principal and Associate Principal –Final Summative Scores

Level of Proficiency	Unsatisfactory	Basic	Proficient	Distinguished
Number of Principals and/or Associate Principals	0	2	28	31

- As of June 2015, there are no building administrators on formal plans of improvement.

Central Office Administrator Evaluation System

In 2010, Engrossed Second Substitute Senate Bill 6696 created a four-tiered system of professional growth and evaluation for both teachers and building principals. In addition to creating a four-tiered system, the legislation created eight new criteria for teachers and principals upon which to focus their professional growth and evaluation, with common themes tying the criteria for teachers and principals together.

Lake Washington School District Administrative Policy and Procedures regarding evaluation of central office administrative professional staff were last updated in 1990. The legislative changes with respect to principal professional growth and evaluation presented the opportunity to review and update district policy and procedure with respect to central office administrator professional growth and evaluation. Given the leadership role of central office administrators in supporting principals in all facets of operational and instructional leadership, common themes tie the criteria for principals and central office leaders together, similar to how common themes tie the criteria for teachers and principal together.

In December 2013, the superintendent convened a sub-committee of central leadership team (CLT) members, representing each division, to develop a CLT Leadership Framework and Professional Growth and Evaluation System. Throughout the remainder of the 2013-14 school year, the sub-committee gathered story and interests regarding evaluation processes from the entire CLT; researched existing executive leadership frameworks from educational, non-profit, and corporate contexts; developed eight criteria and framework language associated with the proficient level; and, sought input and feedback from the entire CLT throughout the entire process. In the summer of 2014, the CLT framework was finalized and in 2014-15, a new CLT evaluation system was implemented based on the following eight criteria:

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

1. **Fostering District Culture:** Demonstrating understanding of and commitment to district mission, vision, values, and goals.
2. **Communicating, Facilitating, and Presenting:** Engaging in effective and efficient two-way communication.
3. **Managing Resources:** Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.
4. **Leading Initiatives and Continuous Improvement Efforts:** Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.
5. **Problem Solving and Decision Making:** Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.
6. **Engaging Communities:** Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.
7. **Leading and Building the Leadership Capacity of Others:** Promoting the success of the organization by creating a culture focused on continuous professional growth.
8. **Growing Professionally:** Promoting the success of the organization by focusing on personal professional growth.

Process

CLT members are evaluated by immediate supervisor. The evaluation process includes the following:

1. CLT member completes self-assessment aligned to the components of the Leadership Framework;
 2. CLT member works in collaboration with his/her supervisor to set annual goals for professional growth;
 3. CLT member and supervisor meet regularly throughout the year to review evidence toward goal attainment;
 4. CLT member and supervisor meet to review final summative performance evidence; and,
 5. Supervisor assesses CLT member performance in annual summary evaluation.
- As of June 2015, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- | | | |
|--|------------------|-----|
| 5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's <i>End Results</i> policies and complies with the Board's organizational limitations policies, by:
<i>{see page 26 for complete listing}</i> . | In
Compliance | ◀ ▶ |
|--|------------------|-----|



Evidence {continued}

Classified Staff Evaluation System

Evaluation tools have been established for each classified bargaining group as documented in the collective bargaining agreements. The evaluation formats focus on technical performance, customer service, compliance with policies and procedures, and service to students. The classified evaluation instruments require ratings on proficiency-based scales using a Distinguished, Proficient, Needs Improvement, Unsatisfactory rating scale or a Satisfactory, Needs Improvement, Unsatisfactory rating scale.

Supervisors complete the evaluation in alignment with the applicable contract provisions and timelines. The Human Resources Department maintains a tracking system to ensure the annual completion of the evaluations, and staff provides support and assistance to individual supervisors and employees in addressing needed improvements.

Human Resources staff monitors evaluations to ensure employees marked unsatisfactory or needs improvement are appropriately placed on a plan of improvement. Having completed work on the teacher and administrator evaluation tools, Human Resources will be reviewing the various classified evaluation instruments for recommendations for improvement that could be addressed collaboratively with applicable union groups.

I certify the above to be correct as of August 3, 2015.

Traci Pierce, Superintendent