

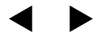
**Lake Washington School District  
Executive Limitation Monitoring Report**

**EL-9 District Staff  
August 8, 2016**

**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>1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:</p> <ul style="list-style-type: none"> <li>a) Attracting and hiring the most highly qualified and best-suited candidates for employment;</li> <li>b) Retaining and nurturing top quality staff;</li> <li>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; and,</li> <li>d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.</li> </ul> | In Compliance | ◀ ▶ |
|--|---------------|-----|



***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 attends state recruitment fairs and continues to work directly with universities and their teacher preparation programs. Staff continually works with local universities to identify potential qualified candidates and to promote the district. During the 2015-16 school year, Lake Washington participated in major career and recruitment events at the following universities:

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

In addition to attending these university events, staff participated in the Spokane and Tacoma Career Fairs. 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 2015-16 was the district's own Lake Washington School District Job Fair in March. The event attracted over 150 teaching candidates and 60 interviews were conducted, which resulted in the hiring of 34 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); Washington Association of School Business Officials (WASBO); Washington State Association of School Psychologists (WSASP); National Association of School Psychologists (NASP); School Nurse Organization of Washington (SNOW) and LinkedIn. The district has also utilized signage at schools, Craigslist, Indeed, and LinkedIn postings for classified positions.

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



**Evidence {continued}**

- In the 2015-16 school year, the district attracted 1,713 certificated applicants, from which the following number of staff were hired:
  - Elementary Teachers.....92
  - Secondary Teachers .....76
  - Special Education Teachers .....33
  - Specialists .....16
  - Total new hires.....217**
  
- In addition, the district rehired the following non-continuing staff:
  - Elementary Teachers.....13
  - Secondary Teachers .....31
  - Special Education Teachers .....9
  - Specialists .....7
  - Total rehired.....60**
  
- In the 2015-2016 school year, the district attracted 1,594 classified applicants, from which 251 new staff members were hired.
- In the 2015-2016 school year, the district attracted 142 administrator applicants, from which 18 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 2015-2016 school year, the district had 388 provisional teachers.

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.

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*{See page 1 for complete listing.}*

In Compliance



**Evidence {continued}**

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 2015-2016 school year, twelve (12) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

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.

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 EIA and NTSP, for principals new to the district. Monthly meetings 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 80% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 76% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

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Turnover data for staff groups is shown below:

| 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%           |
| 2015-2016      | Retired | Resigned | Termed | Failed Probation | Current | Total | Turnover Rate |
| Administrators | 3       | 3        | 0      | 0                | 112     | 118   | 5%            |
| Certificated   | 39      | 107      | 0      | 0                | 1,613   | 1,759 | 8%            |
| Classified     | 27      | 69       | 3      | 9                | 1,117   | 1,225 | 9%            |

\* NOTE: The increased number in this group is due to a restructuring and consolidation of professional-technical administrators into the administrator group.

- The turnover rate for teachers decreased from 9% to 8% for 2015-16. The turnover rate for classified staff also decreased from the prior year from 11% to 9%. The turnover rate for administrators remained the same as in 2014-15.
  -
- c) Developing compensation and benefit plans that reward employees consistent with state statutes, applicable marketplace, organizations of comparable size and type, and within available and projected resources:
- During the 2015-16 school year, the district successfully completed negotiation of a successor Collective Bargaining Agreement with the Trades Bargaining Council, representing district Bus Drivers, Para Educators, and Trades employees. The agreement included a compensation package based on comparable neighboring districts and needs of the various groups within the Council to remain competitive in both recruiting and retaining employees.
  - During 2015-2016, the district negotiated a successor Collective Bargaining Agreement with the Service International Employees Union (SEIU) representing district Instructional Assistants, Head Start/Ready Start staff, and Technology Support Specialists. The agreement included a compensation package based on comparable neighboring districts and needs of the various positions to remain competitive in both recruiting and retaining employees. Additional training time for Instructional Assistants was also included in the agreement.
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.

**EL-9 District Staff**

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

**Evidence {continued}**

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.

|   |               |     |
|---|---------------|-----|
| 2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by: <ul style="list-style-type: none"> <li>a) Assuring an organizational culture that conforms with the following:                         <ul style="list-style-type: none"> <li>• recognition of the fundamental role played by staff in the achievement and well-being of students;</li> <li>• open and honest communication in all written and interpersonal interaction;</li> <li>• respect for others and their opinions;</li> <li>• focus on common organizational goals as expressed in Board <b>End Results</b> policies;</li> <li>• commitment to the integrity and the positive image of the district, its leaders, and staff.</li> </ul> </li> <li>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.</li> <li>c) Having written operating personnel policies which::                         <ul style="list-style-type: none"> <li>• Clearly state rules and procedures for staff and volunteers;</li> <li>• Provide for effective handling of complaints;</li> <li>• Include adequate job descriptions for all staff positions;</li> <li>• Include an effective personnel performance evaluation system;</li> <li>• Protect against illegal discrimination and harassment;</li> <li>• Provide for appropriate due process.</li> </ul> </li> <li>d) Protecting confidential information.</li> <li>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.</li> <li>f) Honoring the terms of negotiated agreements with staff.</li> <li>g) Providing staff with an opportunity to become familiar with the provisions of this policy.</li> </ul> | In Compliance | ◀ ▶ |
|---|---------------|-----|

**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 End Results; and, a commitment to integrity and positive image are evidenced as follows:

## EL-9 District Staff

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{See page 6 for complete listing.}

In Compliance



**Evidence {continued}**

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 training held monthly throughout the year and required for all new staff and substitutes 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.

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 including:
  - 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 as 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, people, and department articles. 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. This publication also includes articles from the deputy and associate superintendents to provide regular updates to staff on the work of each division. These communications reinforce a positive organizational culture and the value of district staff
  - 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 message for video from the superintendent, as well as periodic superintendent's messages, are sent to the entire organization. These communications reinforce a positive organizational culture and the value of district staff.
- A new video message format was introduced this year for several monthly superintendent messages.

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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 (DLT) 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.

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 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.

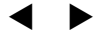
## EL-9 District Staff

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{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.
- 83.9% of staff members continue to agree that “schools clearly state rules and procedures for staff and volunteers” according to the annual staff survey.



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### **Evidence {continued}**

- 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.
  - 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 complete 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 thorough 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 inquires 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 2015-16 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
  - All other grievances filed with the district were resolved with applicable bargaining unit 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 including:

- New Teacher Support Program (NTSP);
- National Board Certification Program;
- Washington State Professional Certification Program (ProTeach);
- Student Teacher Placement Program;
- Professional Learning Coach Program;
- Professional Learning Series Program;
- Classified Professional Learning Program; and,
- New Administrator Support Program.

### **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 2015-2016 school year, 133 first year teachers new to the profession and an additional 100 teachers 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     | 2015-2016 School Year | 2014-2015 School Year | 2013-2014 School Year | 2012-2013 School Year | 2011-2012 School Year | 2010-2011 School Year* |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| 1 <sup>st</sup> year | 133                   | 109                   | 91                    | 89                    | 67                    | 61                     |
| 2 <sup>nd</sup> Year | 100                   | 95                    | 82                    | 69                    | 65                    | 57                     |
| 3 <sup>rd</sup> Year | N/A                   | N/A                   | N/A                   | N/A                   | N/A                   | 72                     |
| <b>Total</b>         | 233                   | 204                   | 173                   | 158                   | 132                   | 190                    |

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

### **National Board Certification Support Program**

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; and,
4. Provide reflection for teachers to improve student learning.

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 Learning. The support program is open to all teachers within the Lake Washington School District. Support continues for teacher candidates for up to three years.

### *National Board Certification Support Program Participation*

|            | 2015-2016 School Year | 2014-2015 School Year | 2013-2014 School Year | 2012-2013 School Year | 2011-2012 School Year | 2010-2011 School Year |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Candidates | 53                    | 28                    | 32                    | 23                    | 20                    | 34                    |
| Advanced   | 2                     | 10                    | 7                     | 2                     | 11                    | 11                    |
| Renewal    | 14                    | 4                     | 9                     | 5                     | 0                     | 0                     |

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### Washington State Professional Certification Program (Pro Teach)

The purpose of *ProTeach* 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.

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.

#### *Number of Educators Participating in ProTeach by Year*

| 2015-2016<br>School Year  | 2014-2015<br>School Year  | 2013 – 2014<br>School Year  | 2012 – 2013<br>School Year  | 2011 – 2012<br>School Year               |
|---|---|---|---|--|
| <b>19</b><br>LWSD/SPU<br>support cohorts<br>including<br>Master's program | <b>23</b><br>LWSD/SPU<br>support cohorts<br>including<br>Master's program | <b>30</b><br>LWSD/SPU<br>support cohorts<br>including Master's<br>program | <b>40</b><br>LWSD/SPU<br>support cohorts<br>including Master's<br>program | <b>29</b><br>LWSD/SPU<br>support courses |
| <b>59</b> LWSD only<br>support  | <b>62</b> LWSD only<br>support  | <b>41</b> LWSD only<br>support  | <b>22</b> LWSD only<br>support  | <b>19</b> LWSD only<br>support           |

### Student Teacher Placement Program

The purpose of the Student Teacher Placement Program is to:

1. Place and 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; and,
5. Provide a consistent process familiar to principals and placement coordinators.

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In  
Compliance



*Evidence {continued}*

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 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.

### *Student Teacher Placements – 4-year trend*

| 2012-13<br>School Year | 2013-14<br>School Year | 2014-15<br>School Year | 2015-2016<br>School Year |
|------------------------|------------------------|------------------------|--------------------------|
| 57 placements          | 63 placements          | 74 placements          | 59 placements            |

### **Professional Learning Coach Program**

The purpose of the Professional Learning Coach Program is to:

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; and,
  3. Support the professional learning of teachers in the district by collaborating with other professional learning specialists.
- For 2015-16, efforts focused on using student and instructional data to inform coaching cycles.
  - During the 2015-2016 school year, the Professional Learning Coach Program added a new program component called Quick Start. The goal of Quick Start is to support the transition of experienced educators, new to LWSD, into the district by providing personalized one-to-one coaching support. Of the ninety-five educators who were eligible for a Quick Start in September 2015, 58 opted in and received support from a Professional Learning Coach by the end of October 2015.

## 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}*

| Level         | Total Educators Served<br>(Quick Start & Standard Coaching) |           |
|---------------|---|-----------|
|               | 2014 - 15   | 2015 - 16 |
| Elementary    | 63  | 136       |
| Middle School | 31  | 52        |
| High School   | 15  | 71        |
| Total         | 109   | 259       |

- 69% of Standard Coaching Participants, responded to a survey conducted at the end of their coaching cycle as follows:

| Percentage of “Strongly Agree” or “Agree” Survey Responses  |           |           |
|---|-----------|-----------|
|   | 2014-2015 | 2015-2016 |
| Would access the program again                              | 94%       | 97%       |
| The coaching cycle was productive                           | 94%       | 99%       |
| The Coaching cycle was personalized                         | 96%       | 98%       |
| The coach request process was easy to understand and timely | 96%       | 96%       |
| Reflection was incorporated throughout the process          | 96%       | 99%       |
| The coaching cycle positively impacted student achievement  | 93%       | 98%       |

### Professional Learning Series Program

The purpose of the Professional Learning Series Program is to:

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

## EL-9 District Staff

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In  
Compliance



*Evidence {continued}*

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

### *Professional Learning Series Program Participation*

| Professional Learning Series Course | Fall 2014 | Winter 2015 | Spring 2015 | Summer 2015 | Total 2015 |
|-------------------------------------|-----------|-------------|-------------|-------------|------------|
| Participants                        | 122       | 178         | 201         | 505         | 1,006      |

| Professional Learning Series Courses | Fall 2015 | Winter 2016 | Spring 2016 | Summer 2016* | Total 2016* |
|--------------------------------------|-----------|-------------|-------------|--------------|-------------|
| Participants                         | 378       | 334         | 297         | TBD          | TBD         |

### **Classified Professional Learning Program**

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff with training classes aligned with job responsibilities and requirements;
2. Offer First Aid/CPR training to all district staff; and,
3. Provide job-specific training for department members.

### *Number of Staff Participating in Classified Professional Learning Classes by Year:*

| Year    | # of classes offered* | Total # of attendees | Office Professionals | Instructional Assistants | Para Educators/ Trades | Prof Tech | Other (Sub, Cert) |
|---------|-----------------------|----------------------|----------------------|--------------------------|------------------------|-----------|-------------------|
| 2015-16 | 90                    | 1,361                | 594                  | 453                      | 131                    | 88        | 101               |
| 2014-15 | 102                   | 1,358                | 689                  | 312                      | 211                    | 74        | 72                |
| 2013-14 | 82                    | 1,507                | 801                  | 414                      | 177                    | 51        | 64                |
| 2012-13 | 50                    | 685                  | 193                  | 144                      | 294                    | 39        | 15                |
| 2011-12 | 69                    | 1,238                | 365                  | 258                      | 538                    | 68        | 9                 |

## 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<br>Compliance | ◀ ▶ |
|--|------------------|-----|



### *Evidence {continued}*

- For the third 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 2013 software. The District offered two 12-class series plus shorter series for staff upgrading to 2013. Sixty-two percent of staff members passed the rigorous certification, far exceeding the national average and surpassing last year's success rate by 6 percent. In total, 34 classified staff members earned 48 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. Classes offered also included team building, communication, and time management.

### *Instructional Assistant (IA) Classes*

- An important strategy in meeting the district's goal of reducing student suspensions is training IAs on restorative practices. This includes strategies to implement at recess that will allow all of a school's IAs to have the same information and common language to help ensure a consistent approach in their interactions with students. This year, 118 elementary IAs from across the district were trained in their learning communities on elementary conference day afternoons. Follow-up training will occur in 2016-17.
- A professional development committee including district and SEIU representatives continued to meet for the fifth year. The committee discusses training topics to meet the needs of IAs and decides on the number of training hours are available for each member outside of the scheduled workday to attend paid training as per the SEIU Educational Compensation Program outlined in the Collective Bargaining Agreement. Classes included managing behavior in small groups, responding to bullying, and working with students on reading and mathematics.
- 160 IAs took at least one class outside of their regular workday.

### *Office Professional Classes*

- In response to feedback from principals and office professionals, training was developed around documented common processes and procedures for key office functions. Classes were offered once a month during the workday on student registration, general fund budget, data mining, and secondary and elementary class scheduling. Staff members were invited based on their responsibilities to ensure consistent understanding and implementation across the district. 232 attendees participated in eight trainings.
- A professional development committee including district and LWESP representatives continued to meet for the fifth year. The committee discusses topics for training to meet the needs of LWESP members.
- 126 LWESP members took one or more classes outside of their regularly scheduled workday.
- The LWESP Office Professionals Mentor/Training Support Program assists employees new to a position the opportunity to work with an experienced staff member. In 2015-16, 11 mentor/protégé teams worked together to transfer important organizational knowledge and skills to new staff.
- The LWESP Training Fund provides tuition for job-related workshops and conferences that are not offered by the district. This year, 18 office professionals applied for funding.



## EL-9 District Staff

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In  
Compliance



*Evidence {continued}*

- The Office Professionals Workshop featured 18 presentations from district departments sharing updates and information on processes and policies of interest office professionals. 99 staff members gathered to gain new knowledge and meet their colleagues from across the district.

### *First Aid/CPR Training*

- 28 classes First Aid/CPR trainings were through the end of June, with three additional classes scheduled in August. Certificated staff have the opportunity to earn clock hours for the 3.5-hour class through a partnership with Puget Sound ESD.
- 491 classified and certificated staff, coaches, and substitutes earned two-year First Aid and CPR certifications.

| Year    | Total # of First Aid/CPR classes | # of schools requesting building-based onsite training | # of classes offered at the Resource Center/Learning Communities | # of staff and coaches certified |
|---------|----------------------------------|--|--|----------------------------------|
| 2015-16 | 30                               | 8  | 22   | 491*                             |
| 2014-15 | 36                               | 10   | 26   | 646                              |
| 2013-14 | 24                               | 2  | 22   | 457                              |
| 2012-13 | 21                               | n/a  | 21   | 433                              |

\* Through June 2016. Does not include attendance numbers from three August 2016 classes

### *Job-specific training for department members*

Departments offer training specific to the employees in their area of responsibility. Highlights of department-level training include:

- Support Services offered Trades staff job-specific and safety training including monthly Toolbox Talks on topics including Hazardous Waste Disposal, Mold Awareness, Hazard Communication, Back/Shoulder Injury Prevention, Heat Stress, Slips/Trips/Falls, Lock Out/Tag Out, Protective Personal Equipment, Confined Space, and Fall Height Protection. Custodians participated in monthly on-site trainings that centered on a safety or technical topic and reinforced with weekly e-mail safety tips and an electronic newsletter. 48 training topics were offered through Support Services.
- Special Services held mandatory paid training for para educators on Friday LEAP days in October and March. These full-day trainings offered a number of topics including restorative practices, de-escalation and conflict resolution. Sign language interpreters attended 12 hours of specialized training to enhance their skills.
- Technology Operations and Data Center trained staff on Office 365/OneDrive, new telecommunications system, and Skyward data systems.
- The Communications Department offered classes on a range of topics including the portal, SchoolMessenger, and school websites.

## EL-9 District Staff

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In  
Compliance



*Evidence {continued}*

### New Administrator Support Program

The purpose of the New Administrator Support Program is to:

1. Provide administrators in their first year individualized guidance, resources, and support through mentoring, supervision, and coaching;
2. Accelerate leadership skills of administrators; and,
3. Assist first year administrators in their transition to district culture and standards.

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. Directors of School Support provide a tiered support system, 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.

- 17 new administrators participated in NAO during the 2015-2016 school year.

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. Training is provided to classified staff on a variety of technology applications. Training for teachers is 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 specifies the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms.

## 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}*

- During the 2015-2016 school year, technology training courses were provided for certificated, classified, and administrative staff.

#### *Certificated Staff*

- 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:
  - Technology Standards
  - LWSD Technology Skills Continuum
  - Teachscape Technology Application for Professional Growth & Evaluation
  - Acceptable Use Procedures
  - Digital Citizenship
  - Digital Curriculum Resources
  - Office 365
  - OneDrive for Business
  - Haiku
- New teachers received an additional 4-7 hours of technology training through EIA to ensure basic technology skills and familiarity with district applications
- Certificated staff regularly participate in optional technology training. Topics include:
  - Activeinspire
  - Haiku
  - Office 365
  - Photoshop
  - Destiny
  - Creating Instructional Videos

#### *Optional Technology Training Certificated Staff Participants*

| Technology Classes | Fall | Winter | Spring | Summer | Total |
|--------------------|------|--------|--------|--------|-------|
| 2014 – 2015        | 122  | 107    | 65     | 80     | 374   |
| 2015 – 2016        | 98   | 77     | 177    | TBD    | TBD   |

## 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*

- Classified Staff received technology training focusing on acquiring new skills in areas including:
  - Office 365/OneDrive
  - Microsoft Office
  - Photoshop
  - Haiku
  - General Fund and ASB budgets
  - Skyward student modules including student registration, data mining and scheduling

### *Building Administrators*

- Building Administrators receive ongoing training, as needed, through level and/or learning community meetings or in one-on-one settings.

|  |                          |            |
|--|--------------------------|------------|
| <p>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:</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"> <li>• Improve instruction;</li> <li>• Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence;</li> <li>• Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being;</li> <li>• Assure that instructional time is used to students’ maximum advantage.</li> </ul> <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 <i>End Results</i> policies.</p> | <p>In<br/>Compliance</p> | <p>◀ ▶</p> |
|--|--------------------------|------------|

**Evidence**

**Teacher/Certificated Evaluation System**

History

The district’s 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

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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 25 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.

### 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

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 Evaluation strand. After three successful years on the Comprehensive Evaluation strand, teachers move to the Focus Evaluation Strand; every fourth year, successful continuing teachers return to the Comprehensive Evaluation strand for one year.

**EL-9 District Staff**

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*{see page25 for complete listing}.*

In  
Compliance



**Evidence {continued}**

Focused

The Focused Evaluation strand 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 Evaluation Strand. Teachers on the Focused Evaluation strand must be informally observed on a regular basis. 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 Evaluation 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 Evaluation 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                     | 2015-16 |   | 2014-15     |             | 2013-2014    |             | Designation                     | 2012-2013    |             | 2011-2012    |             |
|---------------------------------|---------|---|-------------|-------------|--------------|-------------|---------------------------------|--------------|-------------|--------------|-------------|
|                                 | N       | % | N           | %           | N            | %           |                                 | N            | %           | N            | %           |
| <b>Total Comprehensive</b>      |         |   | <b>915</b>  | <b>54%</b>  | <b>893</b>   | <b>53%</b>  | <b>Total Level 1</b>            | <b>432</b>   | <b>28%</b>  | <b>409</b>   | <b>27%</b>  |
| <b>Total Focused</b>            |         |   | <b>785</b>  | <b>46%</b>  | <b>783</b>   | <b>47%</b>  | <b>Total Level 2</b>            | <b>1,090</b> | <b>72%</b>  | <b>1,107</b> | <b>73%</b>  |
| <b>Total Certificated Staff</b> |         |   | <b>1700</b> | <b>100%</b> | <b>1,676</b> | <b>100%</b> | <b>Total Certificated Staff</b> | <b>1,522</b> | <b>100%</b> | <b>1,516</b> | <b>100%</b> |

\* *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 page25 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 |                |   |       |   |            |   |               |   |
| Focused       |                |   |       |   |            |   |               |   |

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.

- During the 2015-2016 school year, eight (8) teachers were identified with performance concerns and placed on Plans of Improvement. Of these teachers:
  - Three (3) resigned or retired prior to being placed on probation;
  - Three (3) improved his/her performance deficiencies and was taken off the POI; and,
  - Two (2) remain on a Plan of Improvement as the 2016-2017 school year begins.

The table below shows multi-year Plan of Improvement data.

*Plan of Improvement Data*

|   | 2015-16 | 2014-15                    | 2013-14                    | 2012-13 |
|---|---------|----------------------------|----------------------------|---------|
| Total Number of Teachers Placed on a Plan of Improvement            | 8       | 10                         | 14                         | 12      |
| Improved and Taken off Plan   | 3       | 1                          | 1                          | 1       |
| On Leave  | 0       | 1                          | 1                          | 4       |
| Resigned or Retired   | 3       | 2                          | 8                          | 8       |
| Total on Plan at End of School Year                                 | 2       | 7 (of which 1 is on leave) | 5 (of which 1 is on leave) | 17      |
| Total Number of Teachers Placed on Probation and Exited from System | -       | -                          | -                          | -       |



## EL-9 District Staff

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- |  |                  |     |
|--|------------------|-----|
| 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:<br><i>{see page 25 for complete listing}</i> . | In<br>Compliance | ◀ ▶ |
|--|------------------|-----|



**Evidence {continued}**

### 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.

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 Evaluation Strand. After the fourth year, principals are eligible to be placed on the Focused Evaluation Strand. To be eligible for placement on the Focused Evaluation 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.

**EL-9 District Staff**

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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 25 for complete listing}.*

In  
Compliance



***Evidence {continued}***

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.*

• 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 Evaluation Data  
 Number of Building Administrators by Proficiency Rating*

| <b>Level of Proficiency</b> | <b>2015-16</b> | <b>2014-15</b> |
|-----------------------------|----------------|----------------|
| Distinguished               | 31             | 37             |
| Proficient                  | 28             | 31             |
| Basic                       | 2              | 1              |
| Unsatisfactory              | 0              | 0              |
| On Plan of Improvement      | 0              | 0              |

**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.

## 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 <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by:<br><i>{see page 25 for complete listing}.</i> | In<br>Compliance | ◀ ▶ |
| <b>Evidence {continued}</b>   |                  |     |

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:

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 2016, 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 **End Results** policies and complies with the Board's organizational limitations policies, by:  
*{see page 25 for complete listing}.*

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.

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 2015-2016 school year, three (3) individuals were placed on a Plan of Improvement. Two (2) of the individuals failed to improve their identified performance deficiencies and were subsequently terminated. The remaining employee successfully improved their performance deficiencies.

I certify the above to be correct as of August 8, 2016.

\_\_\_\_\_  
Traci Pierce, Superintendent