



Evaluation

Regional Meeting, October 11, 2022



Outline

- Provide an overview of resources available for evaluation in Docushare
- Understand contractual status and corresponding evaluation plan for 2022-2023
- Review the evaluation cycle
- Review the Frontline Professional Growth tool

Certificated Non-supervisory Employee Evaluation



Evaluation Resources

- [Human Resources](#)
- [Which form do I use?](#)
- [Collective Bargaining Agreement](#)



CERTIFICATED NON-SUPERVISORY EMPLOYEE EVALUATION

Everett Public Schools has negotiated three separate evaluation systems for non-supervisory certificated employees. The following outlines which staff may be evaluated by which process. The three separate categories are:

- | | |
|-------------------|--|
| 1. TPEP Frontline | Classroom Teachers |
| 2. ESA Frontline | Counselors, School Psychologists, Speech/Language Pathologists, Occupational and Physical Therapists, Social Workers |
| 3. ESA Frontline | Librarians, TOSAs, and CRC Facilitators |

[CBA – Article 10, Evaluation Procedures](#)

| Teachers (1) | ESA (2) | ESA (3) |
|--|--|--|
| CLASSROOM TEACHERS | EDUCATIONAL STAFF ASSOCIATES (School Psychologists, Speech/Language Pathologists, Occupational and Physical Therapists, Counselors, and Social Workers) | LIBRARIANS, TEACHERS ON SPECIAL ASSIGNMENT, & CRC FACILITATORS |
| TPEP Evaluation (Frontline) <ul style="list-style-type: none"> Comprehensive Focused <p>Use Evaluation Selection form in Frontline. You do not need to send HR a paper copy.</p> | Counselors and Social Workers (Frontline) Itinerant Staff (Frontline) <ul style="list-style-type: none"> Regular Evaluation Short Form A Short Form B Professional Growth Program (PGP) <p>Use Evaluation Selection form in Frontline. You do not need to send HR a paper copy.</p> | CRC Facilitators and TOSAs (Frontline) <ul style="list-style-type: none"> Regular Professional Growth Plan (PGP) <p>Use Evaluation Selection form in Frontline. You do not need to send HR a paper copy.</p> |

Evaluative Criteria, Rubrics, and Resources

| Classroom Teachers | Counselors and Social Workers | Librarians |
|---|--|---|
| TPEP Danielson's Framework for Teaching Rubrics by WA State The Framework for Remote Teaching Special Education Resources | Criteria for Analysis for Counselors and Social Workers (Appendix 6A) Itinerant Staff Criteria for Analysis – ESA Personnel (Appendix 6B) | Evaluative criteria for Librarians (Appendix 6C) ESA – Danielson's Librarian Framework for Teaching CRC Facilitators & Teachers on Special Assignment Evaluative Criteria for CRC Facilitators & Teachers on Special Assignment (Appendix 6D) EPS ESA Danielson's CRC Facilitator & TOSA Framework |



Employee Contractual Status and Evaluation

Provisional

- Provisional 1 – First year in EPS, no previous WA state experience
 - TPEP Evaluation – Comprehensive
 - ESA Evaluation Regular (Long) Evaluation
- Provisional 2 – Second year in EPS or first year in EPS with one year of experience in another WA state district
 - Evaluation – Comprehensive
 - ESA Evaluation – Regular (Long) Evaluation



Employee Contractual Status and Evaluation

Provisional

- Provisional 3 – Third year in EPS or two years of experience in another WA state district and first year in EPS
 - TPEP Evaluation –Comprehensive
 - ESA Evaluation – Regular (Long)
 - Evaluator must complete 3 observations
- Experienced Provisional – First year in EPS with three years of experience in another WA state district
 - Evaluation –Comprehensive
 - ESA Evaluation – Regular (Long) Evaluation



Employee Contractual Status and Evaluation

Continuing

- Satisfied provisional status either in Everett (observed using the 5 years Focus/Short/PGO model and the 6-year Comprehensive/Regular (long), or or as an Experienced Provisional (first year in Everett, evaluated using TPEP in WA State school district for two years)
 - TPEP Evaluation – Classroom Teachers
Comprehensive/Focused
 - ESA Evaluation – Itinerant Staff and Counselors/Social Workers
Regular (Long) Evaluation or Short form A, B, or PGO
 - ESA Evaluation – CRC Facilitators, Librarians, and TOSAs
Regular (Long Evaluation) or Professional Growth Plan (PGP)

Evaluation



Evaluation Summary by Location

| | | | | | | |
|------------|---------|-------------|--------------------|--------------|---------------------|--------|
| [REDACTED] | TELECHR | 2021 - 2022 | TPEP-FOCUSED | | O'CONNOR-WEAVER, | |
| | TELECHR | 2020 - 2021 | TPEP-FOCUSED | PROFICIENT | O'CONNOR-WEAVER, | Y |
| | TELECHR | 2019 - 2020 | TPEP-FOCUSED | DISTINGUISHE | BEANE, MONIQUE J | |
| | TELECHR | 2018 - 2019 | TPEP-FOCUSED | DISTINGUISHE | DICKERT, KRISTIN A | |
| | TELECHR | 2017 - 2018 | TPEP-FOCUSED | DISTINGUISHE | DICKERT, KRISTIN A | |
| | TELECHR | 2016 - 2017 | TPEP-COMPREHENSIVE | PROFICIENT | DICKERT, KRISTIN A | |
| [REDACTED] | TELECHR | 2021 - 2022 | TPEP-FOCUSED | | LEISING, SHELBY NIC | |
| | TELMCHR | 2020 - 2021 | TPEP-FOCUSED | DISTINGUISHE | LEISING, SHELBY NIC | Y |
| | TELMCHR | 2019 - 2020 | TPEP-FOCUSED | DISTINGUISHE | BJORGE, KRISTA J | |
| | TELMCHR | 2018 - 2019 | TPEP-COMPREHENSIVE | PROFICIENT | ENTLER, MITCH | |
| | TELMCHR | 2017 - 2018 | TPEP-FOCUSED | DISTINGUISHE | SAMUELS, ANDRE D | |
| | TELMCHR | 2016 - 2017 | TPEP-FOCUSED | DISTINGUISHE | SAMUELS, ANDRE D | |
| [REDACTED] | TELECHR | 2021 - 2022 | TPEP-FOCUSED | | LEISING, SHELBY NIC | |
| | TELECHR | 2020 - 2021 | TPEP-FOCUSED | DISTINGUISHE | LEISING, SHELBY NIC | Y |
| | TELECHR | 2019 - 2020 | TPEP-COMPREHENSIVE | PROFICIENT | O'CONNOR-WEAVER, | 3RD YR |
| | TELECHR | 2018 - 2019 | TPEP-COMPREHENSIVE | PROFICIENT | BRENNER, KIMBERLY | 2ND YR |
| | TELECHR | 2017 - 2018 | TPEP-COMPREHENSIVE | PROFICIENT | BRENNER, KIMBERLY | N/C |



Evaluation Administration – Process Summary Past Cycle View



| | | |
|---|-------------------------------------|--------------------------|
| → | ADMINISTRATION | |
| 💡 | Admin View | Process View |
| 👤 | Detail View (Detailed evaluation... | Import Manager |
| 📅 | Past Cycle View | Rollover Tool |
| 📁 | Super Admin View | |
| 📄 | REPORT TOOLS | |
| 📊 | Rubric Explorer | Growth Explorer |
| 🏆 | System Reports | Composite Score Explorer |
| 📈 | Report Writer | Scheduled Reports |
| ↔ | | |

| | | | | |
|--------------------|-----------------|------------------------|-------------|--------|
| Status: Any Status | Type: Any Type | Building: Any Building | Last Name: | |
| Name | Evaluation Type | Evaluation Period | Progress | |
| ABENDROTH, CRYSTAL | Focused Teacher | 09/01/2020-07/01/2021 | <div></div> | 1 of 7 |

| Status | |
|-------------|--|
| In Progress | |
| In Progress | |
| In Progress | |
| In Progress | |
| In Progress | |

[Evaluation 09/01/2022 - 07/01/2023](#)

[Evaluation 09/01/2021 - 07/01/2022](#)

[Evaluation 09/01/2020 - 07/01/2021](#)

[Evaluation 09/01/2019 - 07/01/2020](#)

[Evaluation 09/01/2018 - 06/30/2019](#)

[Artifacts](#)

Student Growth Goals



Student Growth Goals

The evaluator and the teacher discuss student growth goals.

Student growth goals are due in Frontline the first Friday of December.

Comprehensive TPEP

- Develop three student growth goals for criteria 3, 6, and 8
- Student growth goals shall align with language from the rubric

Focused TPEP

- If criterion 3, 6, or 8 is selected for the focused evaluation, the growth goal will be 3.1, 6.1 or 8.1 respectively.
- If criterion 1, 2, 4, 5, or 7 is selected for the focused evaluation, the growth goals need to be 3.1 or 6.1.

Frontline Student Growth Goals



Criteria/Goal Area

SG- 3.1
Sub-group goal: Informed by group goal, class goal, and data

Student growth goal 3.1 (07/01/2021 - 06/30/2022)

NONE

3.1 Rubric Report

Student Growth Goal 3.2 Achievement

Rich text editor toolbar with options for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, and image.

Artifacts

+ Add an Artifact

| Name | Upload Date | Upload User | File |
|------|-------------|-------------|------|
| | | | |

Save & Notify

- Teacher adds goals
- Teacher saves and notifies

Student Growth Criterion 3.1:

Recognizing individual student learning needs and developing strategies to address those needs.

WA St. Criteria Danielson FFT - 3.1:

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|--|
| 3.1: Student Growth Establish Student Growth Goal(s) | Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). | Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |

[Enter Notes](#)

Rubric Score: 0/0

Submit

- Evaluator scores goal
- Evaluator submits form

Frontline Goal Achievement



Goal Achievement Process SG 3.2

User Information

Name: ERIN ACHESON (07837) Title: HS TEACHER
 Building: EVERETT HIGH SCHOOL Department: EVERETT HIGH SCHOOL
 Grades: PSYCHOLOGY.SCIENCE Evaluation Type: Teacher Comprehensive TPEP
 Assigned Administrator: Not Assigned Evaluation Cycle: 09/01/2021 - 07/01/2022
 Saved By: N/A Date Submitted: Incomplete
 Acknowledged By: N/A Date Acknowledged: Unacknowledged
 Finalized By: N/A Date Finalized: Unfinalized

Criteria/Goal Area

SG- 3.1
 Sub-group goal: Informed by group goal, class goal, and data

Student growth goal 3.1 (07/01/2021 - 06/30/2022)
 NONE

3.1 Rubric Report

Student Growth Goal 3.2 Achievement

Tahoma

Artifacts
 Add an Artifact

Save & Notify

- Teacher adds achievement
- Teacher saves and notifies

Student Growth Criterion 3.2:

Recognizing individual student learning needs and developing strategies to address those needs.

WA St. Criteria Danielson FFT - 3.2:

| Criteria | Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|--|--|
| 3.2: Student Growth Achievement of Student Growth Goal(s) | Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

Enter Notes

Rubric Score: 0/0

Submit

- Evaluator scores achievement
- Evaluator submits/finalizes

NEW Frontline ESA: Counselors and Social Workers



| Component Name | Progress | Status | | | |
|--|-------------------------|---------------|--|--|--|
| ESA Counselor/Social Worker Evaluation Selection | 0 of 1 | Incomplete | | | |
| Element Name | Schedule/Assigned Admin | Status | | | |
| Evaluation Selection Form (Educational Staff Associates) | Not Scheduled | Not Scheduled | | | |
| ESA Counselor/Social Worker Observation 1 | 0 of 1 | Incomplete | | | |
| Element Name | Schedule/Assigned Admin | Status | | | |
| ESA Counselor/Social Worker Observation | Not Scheduled | Not Scheduled | | | |
| ESA Counselor/Social Worker Observation 2 | 0 of 1 | Incomplete | | | |
| ESA Counselor/Social Worker Informal Observation | 0 of 1 | Incomplete | | | |
| ESA Counselor/Social Worker 90-Day Observation | 0 of 1 | Incomplete | | | |
| ESA Counselor/Social Worker Observation (Provisional 3 Only) | 0 of 1 | Incomplete | | | |
| ESA Counselor/Social Worker Summative Evaluation | 0 of 1 | Incomplete | | | |

- Evaluator uses for Initial Selection Conference
- Evaluator completes and submits
- ESA acknowledges
- Evaluate finalizes by October 15
- Evaluator uses Frontline observation forms for Regular, Short Form A and B
- Evaluator uses Frontline Summative Evaluation form for Regular, Short Form A and B, and PGO

[Show Submission History](#)

EVERETT PUBLIC SCHOOLS®

Evaluation Selection Form (Educational Staff Associates)

User Information

Name: NICOLE EELLS (08628) Title: ELEM SCH COUNS
 Building: TAMBARK CREEK ELEMENTARY SCHOOL Department: TAMBARK CREEK ELEMENTARY SCHOOL
 Grade: COUNSELOR Evaluation Type: ESA Counselor/Social Worker
 Assigned Administrator: Not Assigned Evaluation Cycle: 09/01/2022 - 07/01/2023
 Saved By: N/A Date Submitted: Incomplete
 Acknowledged By: N/A Date Acknowledged: Unacknowledged
 Finalized By: N/A Date Finalized: Unfinalized

Section I - Evaluation Selection

The following are only available for non-classroom teachers (certificated ESA staff)

☒ As per our conversation, you are on the following evaluation format:

☐ Regular Evaluation Process (Long Form: Two observations totaling 60 minutes with a written summary and a final written evaluation)

☐ Short Form A: One 30-minute observation with a written observation report

☐ Short Form B: Two observations totaling 60 minutes without a written summary and a final written evaluation

☐ PGO: Professional Growth Option

Acknowledge

The Evaluation Selection Form must be acknowledged and finalized by October 15.

In lieu of signature, please use the electronic submission and acknowledgement buttons on this form to indicate receipt.

Human Resources does not need a paper copy. HR will use a report from Frontline.

NEW Frontline ESA: Counselors and Social Workers Observation Form





**EVERETT
PUBLIC SCHOOLS®**

ESA Counselor/Social Worker Observation

User Information

Name: NICOLE ELLIS (JMSB)

Building: TAMBAR CREEK ELEMENTARY SCHOOL

Grade: COUNSELOR

Assigned Administrator: Not Assigned

Saved By: N/A

Acknowledged By: N/A

Printed By: N/A

Title: ELEM SCH COUNS

Department: TAMBAR CREEK ELEMENTARY SCHOOL

Evaluation Type: ESA Counselor/Social Worker

Evaluation Cycle: 10/1/2022 - 03/31/2023

Date Submitted: Incomplete

Date Acknowledged: Unacknowledged

Date Printed: Unprinted

ESA personnel include: School Psychologists, Therapists, and Speech/Language Pathologists

It is understood that the five (5) categories for evaluation outlined below are applicable to all ESA staff personnel but that all of the specific criteria thereunder may not be applicable to all such situations. These criteria for analysis are designed to assist the staff members and evaluator in defining the skills of an ESA staff member as well as to evaluate performance as required by law.

Observation Date:

Observation Date:

ESA Counselor & Social Worker I: Knowledge and Scholarship in Special Field

| Criteria | Evidence |
|---|----------------------|
| A. Exhibits ability to explain his/her use of theoretical approaches in curriculum, individual planning and responsive services. | <input type="text"/> |
| B. Demonstrates knowledge of the basic principles of human growth and development in curriculum, individual planning and responsive services. | <input type="text"/> |

Criteria 1 Claim Statement:

ESA Counselor & Social Worker II: Specialized Skills

| Criteria | Evidence |
|--|----------------------|
| A. Designs and conducts a program providing specific and unique services within his/her discipline in curriculum, individual planning and responsive services. | <input type="text"/> |
| B. Provides leadership in using specialized information in the regular curricular program in system support. | <input type="text"/> |
| C. Functions effectively as a resource consultant in system support. | <input type="text"/> |
| D. Participates in student support team(s) in system support. | <input type="text"/> |
| E. Provides transitional activities between the current and next educational level in individual planning. | <input type="text"/> |
| F. Promotes and supports a school climate that enhances student personal/school/career development growth and academic achievement in system support. | <input type="text"/> |

Criteria 2 Claim Statement:

ESA Counselor & Social Worker III: Management of Special and Technical Environment

| Criteria | Evidence |
|---|----------------------|
| A. Selects and recommends devices, materials and equipment appropriate to student needs in individual planning. | <input type="text"/> |
| B. Uses comparative and interpretive data individual planning in individual planning. | <input type="text"/> |

Criteria 3 Claim Statement:

Observation Rating:

☐ Satisfactory
 ☐ Unsatisfactory

Additional Comments:

In lieu of a signature, please use the electronic Submission and Acknowledgement buttons on this form to indicate receipt.

Optional Employee Comments: Use the Comment button below.

Submit
 Save
 Save & Notify
 Reset
 Print
 Comment

NEW Frontline ESA: Counselors and Social Workers Summative Evaluation Form



| ESA Counselor/Social Worker Summative Evaluation | |
|--|--|
| User Information | |
| Name: NICOLE EELLS (08628) | Title: ELEM SCH COUNS |
| Building: TAMBARK CREEK ELEMENTARY SCHOOL | Department: TAMBARK CREEK ELEMENTARY SCHOOL |
| Grade: COUNSELOR | Evaluation Type: ESA Counselor/Social Worker |
| Assigned Administrator: Not Assigned | Evaluation Cycle: 09/01/2022 - 07/01/2023 |
| Saved By: N/A | Date Submitted: Incomplete |
| Acknowledged By: N/A | Date Acknowledged: Unacknowledged |
| Finalized By: N/A | Date Finalized : Unfinalized |
| ESA personnel include: School Psychologists, Therapists, and Speech/Language Pathologists | |
| It is understood that the five (5) categories for evaluation outlined below are applicable to all ESA staff personnel but that all of the specific criteria thereunder may not be applicable to all such situations. These criteria for analysis are designed to assist the staff members and evaluator in defining the skills of an ESA staff member as well as to evaluate performance as required by law. | |
| ESA Counselor/Social Worker I Observation Notes Summary (07/01/2022 - 06/30/2023) | |
| NONE | |
| ESA Counselor/Social Worker Criteria I Claim Statements (07/01/2022 - 06/30/2023) | |
| NONE | |

| |
|--|
| It is my judgment based upon adopted criteria that this employee's overall performance has been: |
| <input type="radio"/> Satisfactory |
| <input type="radio"/> Unsatisfactory during the evaluation period covered in this report |
| Additional Comments: |
| Factors Influencing Employee Performance Adversely: |
| Sources of Information |
| Which Evaluation Plan will this teacher be on next year? (You will select Focused Criteria in your initial selection conference in the fall.) |
| <input type="radio"/> Comprehensive <input type="radio"/> Focused <input type="radio"/> Other - please comment below. |
| If you choosed other above, please provide an explanation below. |
| In lieu of a signature, please use the electronic Submission and Acknowledgement buttons on this form to indicate receipt. |
| Optional Employee Comments: Use the Comment button below. |

Evaluation Cycle at a glance



Initial conference

- Conferences before October 15 each year
- Electronic evaluation selection forms submitted, acknowledged, and finalized in Frontline by October 15

Semester 1

- One formal observation completed/signed for each certificated staff (TPEP and ESA) by the end of Semester One. This year, February 3, 2023
- 90-day observation completed, acknowledged, submitted, and finalized— 90- day form now in Frontline
- Student Growth Goals due the first Friday of December. This year, December 2, 2022
- Provisional 3 observation completed, acknowledged, submitted, and finalized— Provisional 3 Only form now in Frontline

Evaluation Cycle at a glance



Semester 2

- One formal/informal observation acknowledged, submitted, and finalized for each certificated staff (TPEP, Librarians, TOSAs, CRC Facilitators, ESA) by the end of April.
- Summative evaluation completed, acknowledged, submitted, and finalized in Frontline two weeks before the last day of school. This year, June 8, 2023.



New this year!

[“Year at a Glance” guides](#)

Evaluation



Reminders

- Basic observations
 - Call your Regional and HR
- Teacher Performance Support Activities Log
- Call Human Resources for support
 - Chad Golden, Executive Director
 - Kevin Allen, Region 2
 - Mary O'Brien, Region 1-3
 - Randi Seaberg, Departments
 - Terri Odell, Region 2 Compensation & Certification
 - Stephanie North, Region 3 Compensation & Certification
 - Kylie Drouillard, Region 1 and Departments Compensation & Certification