**Operating Policy No. 5240**

**Human Resources**

**COMPETENCY-BASED LEADERSHIP DEVELOPMENT AND**

**PERFORMANCE EVALUATION**

Puget Sound Educational Service District (PSESD) is committed to the leadership development and professional growth of its staff members to include competencies that support staff in moving from passive engagement and/or symbolic change to actions aligned with identity change (as noted in the Continuum on Becoming an Antiracist Multicultural Institution), reaching higher levels of cultural proficiency and increasing engagement in antiracist leadership, all of which are necessary to support the Agency’s End: *Success for Each Child and Eliminate the Opportunity Gap by Leading with Racial Equity* and commitment to becoming an Antiracist Multicultural Organization.

Competency-based leadership development and performance evaluation aligns with and supports the Agency’s:

* Racial Equity Policy
* Commitment to becoming an Antiracist Multicultural Organization
* Transformational Values (Both/And Thinking, Abundant Worldview, Transparent Communication & Decision Making, and Collaboration and Cooperation)
* The Principles and Practices that Form our Culture

The purpose of leadership development and evaluation and the supporting Agency-wide and job-specific competencies included in every job description is to:

1. Maximize Employee Growth
	1. Affirms the Agency’s expectations of employee growth in cultural proficiency and antiracist leadership practices
	2. Creates efficiency and consistency as goals are being developed
2. Support Agency Values and Commitments
	1. Emphasizes an employee-empowered program
	2. Promotes the professional and personal growth of each employee
3. Strengthen the Organization
	1. Builds cultural and job specific competence
	2. Provides an objective, evidence-based evaluation process
4. Cultivates Relationships
	1. Fosters accountable and responsible relationships that strengthen supervisor and employee relationships
	2. Provides opportunities for frequent check-ins for support and guidance
	3. Takes a collaborative approach to the process

**Certificated Teachers and Principals**

Evaluations for certificated teachers and principals will be in compliance with the requirements of Chapter 28A.405 RCW. The primary purpose of such evaluations will be to enhance and improve an employee’s performance for the improvement of student learning. The purpose of such evaluations will be to affirm and support the employee’s professional growth and development, and job performance.

**Certificated Support Personnel**

 “Certificated support personnel” and “certificated support person” mean a certificated employee who provides services to students and holds one or more of the education staff associate (ESA) certificates pursuant to WAC 181-79A-140(5). ESA certification includes: school speech pathologists or audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, and school social workers.

Certificated support personnel are considered non-classroom teachers and are not subject to the four-level rating system governing certificated teachers, assistant principals, or principals. The performance of certificated support personnel will be evaluated consistent with PSESD policy. The purpose of such evaluations will be to affirm and support the employee’s professional growth and development, and job performance.

**Classified staff**

The performance of classified staff, other than certificated principals and assistant principals as referenced in the section above, will be evaluated consistent with PSESD policy. The purpose of such evaluations will be to affirm and support the employee’s professional growth and development, and job performance.

**Overall Performance Rating**
Supervisors will provide employees an overall assessment of their performance during the past fiscal year. The following rating assessments apply:

 **Exceeds Performance Expectations:** Consistently exceeds core expectations and accountabilities utilizing Agency-wide and job-specific competencies. Consistently delivers outstanding results, and planned objectives achieved well above established standards.

 **Meets Performance Expectations:** Meets most core expectations and accountabilities utilizing Agency-wide and job specific competencies. Delivers agreed upon results, planned objectives accomplished.

 **Progressing Toward Performance Expectations:** Occasionally meets the core expectations and accountabilities utilizing Agency-wide and job specific competencies. Occasionally meets agreed upon results, not all planned objectives accomplished.

 **Not Meeting Performance Expectations:** Performance is below expectations on multiple accountabilities. Performance falls below agreed upon results; most objectives not accomplished.

Employees evaluated as ‘not meeting performance expectations’ on their annual evaluation are not eligible for an increment and will be placed on a Performance Improvement Plan which will become part of the employee’s personnel file retained in Human Resources.

**Performance Improvement Plan**The purpose of a Performance Improvement Plan (PIP) is to improve the work performance of an employee to a satisfactory level, through prescribed supports and direction.

Once an employee successfully completes the PIP, they will receive the step increment the month following successful completion of their Plan and retain that increment for the remainder of the fiscal year.

Employees on a PIP are ineligible to apply for PSESD job opportunities until the successful completion of the Improvement Plan.

Administrators shall consult with the Human Resources Administrator prior to administering an evaluation to an employee who is not meeting performance expectations.

A supervisor may also initiate a PIP at any time during the fiscal-year when an employee is not performing satisfactorily and when ongoing coaching and feedback has not resulted in demonstratable and sustained improvement.

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Relevant PSESD Board Governance Policies: EL 4, Treatment of Staff

 EL 6, Staff Evaluation

Cross References: Operating Policy No. 1000 – Non-Discrimination

 Operating Policy No. 1010 – Racial Equity

 Operating Policy No. 5300 – Classification of Employees

 Operating Policy No. 5310 – Salary Administration

Relevant Foundational Documents:

 Continuum on Becoming an Antiracist Multicultural Institution

Principles and Practices that Form our Culture

Racial Equity Tool

 Transforming Institutional Values

Legal References:

RCW 28A.400.100 Principals and vice principals – Employment of – Qualifications – Duties

RCW 28A.405.100 Minimum criteria for the evaluation of certificated employees – Revised four-level evaluation systems for classroom teachers and for principals – Procedures – Steering committee – Models – Implementation - Reports

RCW 28A.405.110 – Evaluations – Legislative findings

RCW 28A.405.120 - Training for evaluators

RCW 28A.405.130 – Training and evaluation procedures required

RCW 28A.405.220 – Conditions and contracts of employment – Non-renewal of provisional employees – Notice - Procedure

RCW 28A.405.300 – Adverse change in contract status of certificated employee – Determination of probable cause – Notice – Opportunity for hearing

WAC 181-79A-140 – Types of certificates

WAC 392-191- Professional Growth and Evaluation of School Personnel

SHB 1346 – Nurses in Schools – Authority - Supervision