

**MEMORANDUM OF UNDERSTANDING**  
**Regarding the Teacher Evaluation Process**

This Memorandum of Understanding is supplemental to the 2012-15 Collective Bargaining Agreement (the "Agreement") by and between the Stanwood-Camano School District (the "District") and the Stanwood-Camano Education Association (the "Association"). The District and the Association establish the following as evaluation procedures in accordance with RCW 28A.405.100 with the understanding that OSPI may develop new rules and regulations that result in necessary revisions to this Memorandum of Understanding.

The language that follows replaces Section 8.1 through Section 8.3 and Section 8.8 of the Agreement for all employees. Section 8.4 through Section 8.7 of the Agreement remain in effect, but only for non-continuing employees, Educational Support Employees, and those employees not identified as classroom teachers.

**SECTION 8.1 PURPOSE STATEMENT**

The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth.

The parties agree that the evaluation system is to be implemented in a manner consistent with good faith and mutual respect and as defined in RCW 28A.405.110 "(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity."

It is also the belief of both parties that the evaluation process will be most effectively implemented when there is strong collaboration between the evaluator and the bargaining unit member.

**SECTION 8.2 TRANSITION AND STRUCTURE OF EVALUATION**

**8.2.1 APPLICABILITY & TRANSITION PLAN**

This new evaluation system only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction for students.

The term “classroom teacher,” for the purposes of evaluation, does not include Instructional Coaches, Secondary Librarians, Elementary Reading Specialists, Nurses, SLPs, OTs, Psychologists, Counselors, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement.

By law, all applicable staff must be utilizing the new evaluation system by 2015-16. Classroom teachers on probation or provisional status will be placed in the new evaluation model. Other classroom teachers will be phased in on a schedule and sequence to be jointly developed by the Association and the District.

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Classroom Teachers - On Comprehensive (Includes probationary & provisional)	25%	25%	25%	25%
Classroom Teachers - On Professional Growth Plan (PGP)	75%	50%	0	0
Classroom Teachers - On Focused Evaluation	0	25%	75%	75%
Totals	100%	100%	100%	100%

**8.2.2 PROFESSIONAL DEVELOPMENT**

Prior to being evaluated under this Article the District shall provide professional development relevant to the framework and evaluation process. Teachers shall receive adequate professional development to comprehend the framework and understand the evaluation process. Professional development shall be planned jointly by SCEA and District representatives.

Each employee will be provided a copy of the evaluation criteria, observation forms, Student Growth Goal Setting forms, and other procedural components for either the comprehensive or focused evaluation, depending upon the employee's placement. Principals will provide the material noted above to employees under their supervision within fifteen (15) days prior to their first observation or by September 30, whichever is sooner. Employees hired after September 30 will receive materials specific to the comprehensive evaluation within fifteen days of employment.

No teacher shall be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement.

### **8.2.3 DEFINITIONS**

1. **Criteria** - One of the eight state defined categories to be scored.
2. **Component** - A subsection of each criteria which provides more information about each criteria.
3. **Artifact** - A product developed or used by a teacher as part of his/her on-going work. The tools and forms used as part of the evaluation process may be artifacts.
4. **Evidence** - Examples of work or observable practice. Evidence is derived from day to day work. Information obtained from anonymous sources is not considered evidence. Information obtained from student and parent sources is not considered evidence unless substantiated. Student and parent surveys are not considered evidence.
5. **Student Growth** - The change in student achievements between two points in time in the current school year.
6. **Student Growth Data** - Data obtained from relevant and appropriate multiple measures. Measures may include both formative and summative assessments that predominately originate at the classroom level and are initiated by the teacher such as classroom based assessments, school based assessments, and district assessments.
7. **Not Satisfactory** - When a teacher receives a Level 1, Unsatisfactory summative score (1) or a Level 2 Basic (2) if the classroom teacher is on a continuing contract with more than five years teaching experience and the teacher received a Level 2 comprehensive summative evaluation rating for two consecutive years or for two years within a consecutive three year period.
8. **Evaluator** - A certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement.

## **8.2.4 STATE CRITERIA, FRAMEWORK, AND SCORING**

- A. The state evaluation criteria are:
1. Centering instruction on high expectations for student achievement;
  2. Demonstrating effective teaching practices;
  3. Recognizing individual student learning needs and developing strategies to address those needs;
  4. Providing clear and intentional focus on subject matter content and curriculum;
  5. Fostering and managing a safe, positive learning environment;
  6. Using multiple data elements to modify instruction and improve student learning;
  7. Communicating and collaborating with parents and the school community; and
  8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

B. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by the University of Washington's Center for Educational Leadership (CEL) known as the 5 Dimensions of Teaching and Learning (5D) and approved by OSPI. The instructional framework is included in Appendix N.

Upon mutual agreement the parties may select a different OSPI-approved instructional framework.

C. Criteria Performance Scoring

1. The following four-level rating system will be used to evaluate certificated classroom teachers as defined in section --. The rating describes performance along a continuum that indicates the extent to which the criteria have been met or exceeded. The performance ratings are:
  - i. Level 1 - Unsatisfactory;
  - ii. Level 2 - Basic;
  - iii. Level 3 - Proficient;
  - iv. Level 4 - Distinguished.
2. A classroom teacher will receive one of the four performance ratings for each of the eight criteria.
3. The average of the component scores in each criterion will be the score for that criterion. When a final criterion score includes a fractional number (for example 2.3) all scores with a fractional number of .5 or above will be rounded up. For example, a score of 2.3 would result in a final criterion score of 2 (Basic) and a score of 2.5 would result in a final criterion score of 3 (Proficient).

D. Summative Performance Rating for the Comprehensive Evaluation

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

1. 8-14 – Unsatisfactory
2. 15-21 – Basic
3. 22-28 – Proficient
4. 29-32 – Distinguished

E. Student Growth Criterion Score for the Comprehensive Evaluation

Embedded in the instructional framework are five (5) components designed as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

1. 5-12 – Low
2. 13-17 – Average
3. 18-20 – High

Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. The teacher will identify the formal and informal assessments of student progress they propose to use to measure student progress on the student growth goal setting template (Appendix O). During the goal setting conference the employee and his/her evaluator will discuss identified student growth goals and assessments used to measure identified goals. The teacher and evaluator will reach consensus regarding final goals and assessments. If the teacher and evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.

The following are the outcomes of the student growth impact rating analysis:

1. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, he/she must be automatically moved to the 3 – Proficient level for his/her summative score.
2. If a teacher receives a 1 – Unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan.

3. Within two months of receiving a Low on student growth or at the beginning of the following school year, whichever is sooner, the teacher will identify and the evaluator must initiate one of the following:
  - a. Examine student growth data in conjunction with other evidence including observation, artifacts, and other student and teacher information based on appropriate classroom, school district, and state-based tools and practices and/or;
  - b. Examine extenuating circumstances which may include one or more of the following:
    - i. Goal setting process;
    - ii. Content and expectations;
    - iii. Student attendance;
    - iv. Extent to which curriculum, standards and assessment are aligned; and/or
  - c. Schedule monthly conferences focused on improving student growth to include one or more of the following topics:
    - i. Student growth goal revisions, refinement, and progress;
    - ii. Best practices related to instruction areas in need of attention;
    - iii. Best practices related to growth data collection and interpretation; and/or
  - d. Create and implement a professional development plan to specifically address student growth areas.

### **SECTION 8.3 PROCEDURES OF THE EVALUATION SYSTEM**

#### **8.3.1 PROCEDURAL COMPONENTS OF EVALUATION**

##### A. Notification

Each teacher will be notified by September 20th of his/her evaluator and which form will be used for evaluation.

##### B. Teacher Self-Assessment

1. Prior to the Pre-Observation Conference, the teacher may choose to complete a Self-Assessment form.
2. No teacher will be required to complete or share the Self-Assessment form with his/her evaluator.

##### C. Student Growth Goal Setting

The teacher shall identify a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1 may be the same goal. During the goal setting conference, the employee and his/her evaluator will discuss the identified student growth goals. The teacher and evaluator will reach consensus regarding the goal(s). If the teacher and evaluator are unable to reach consensus, the teacher's decision will stand if the employee was evaluated at a proficient level

or above in the previous year. If the employee is a provisional employee or is a continuing employee rated below proficient in the previous year, the evaluator's recommendation will stand.

#### D. Artifacts and Evidence

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
2. The teacher may, but shall not be required to provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher will be discussed at the post conference and as appropriate will be included on the negotiated form and be used to determine the final evaluation score.

#### E. Unscheduled (Informal) Observations

1. An unscheduled (sometimes referred to as informal) observation is a documented observation that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
2. An evaluator may conduct any number of unscheduled observations.
3. Observations do not have to be in the classroom. Department or collegial meetings may be used for unscheduled observations.
4. Unscheduled observations may be documented in writing and if documented, a copy will be provided to the teacher within three (3) days of completion of the form and not more than 10 working days from the time of the unscheduled observation. If there is an area of concern based upon any such unscheduled observation, the written documentation of the observation must be provided to the teacher in order for that evidence to be used in the evaluation process.
5. Any time after an unscheduled observation a teacher may request a conference with the administrator to discuss the observation.

#### F. Record-Keeping and Utilization of eVAL

The District shall adhere to the following:

1. The final evaluation form and teacher's written comments, if applicable shall be moved to the teacher's personnel file at the end of the school year.
2. Evaluators shall notify the teacher of any additional evidence submitted to eVAL within forty-eight (48) hours.
3. Teachers shall not be required to share self-assessment information utilized within the eVAL system.
4. Teachers shall not be required to use the eVAL tool if an acceptable alternative is available.

5. Any and all data entered into eVAL shall be considered confidential. The District will give notice to the affected teacher and the Association president if a public records request is made for any evaluation material.
  6. All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class.
- G. The school district superintendent may make a determination to remove an employee from provisional status if the employee has received a summative rating of Proficient (3) or Distinguished (4) during the second year of employment by the district.

### **8.3.2 COMPREHENSIVE EVALUATION**

A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for Focused Evaluations must complete a Comprehensive Evaluation once every four (4) years.

A. Pre-Observation Conference

The pre-observation conference shall be held prior to each scheduled observation. The teacher and evaluator will mutually agree when to conference. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the scheduled observation, and discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

It shall be the employee's duty to specify, in writing, any conditions existing at that time, which the employee believes impair his or her ability to perform. A teacher whose workload exceeds any recommended maximums pursuant to section 7.12 shall be entitled to have a notation placed on the teacher's summative evaluation report specifying the assigned workload and the extent to which it exceeds the recommendations of Section 7.12. It shall be the duty of the evaluator to duly note on the observation form or summative evaluation report and consider the affect, if any, of such workload or other specified conditions upon the employee's performance.

B. Scheduled (Formal) Observations

1. At least two (2) scheduled observations shall be conducted by the evaluator, provided the observation shall not interfere unreasonably with the normal teaching-learning processes of the class, and provided further that employees whose assignments require their performance of duties at more than one building in the district shall have one evaluator assigned to observe according to the procedures set forth in Article VIII.
2. The first of at least two (2) scheduled observations for each employee shall be conducted by December 1. The total annual observation time cannot be



less than sixty (60) minutes. No scheduled observation will be less than twenty (20) minutes in length. At least one of the formal observations shall not be less than thirty (30) minutes in length. A teacher may request additional observations.

3. The observations will occur no later than ten (10) days after the pre-observation meeting.
4. Observations will not take place on the day before winter or spring break or on half and early release days unless agreed to by the employee.
5. The evaluator will document all scheduled observations using the negotiated form and provide copies to the employee within three (3) days after the completion of the form and not more than ten (10) working days from the time of the observation date. The teacher shall sign the observation form to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with the observation's content.
6. The second scheduled observations will occur prior to May 1<sup>st</sup>. The observation will occur no later than ten (10) days after the pre-observation meeting.

#### C. Post-Observation Conference

1. A post-observation conference will take place after each scheduled observation.
2. The post-observation conference between the evaluator and the teacher will be held no later than ten (10) working days after the scheduled observation. For each day of leave taken by the teacher, the timeline to meet is extended by that amount of time.
3. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation and to discuss the teacher's performance.
4. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide possible recommendations for improvement.
5. The teacher may attach written comments to observations.

#### D. Summative Evaluation Conference

1. No later than June 1, the evaluator and teacher shall meet to discuss the teacher's summative evaluation. The summative evaluation, including the student growth score, must be determined by an analysis of evidence over the course of the year.
2. All evidence, measures and observations used in developing the summative evaluation score must be a product of the school year in which the evaluation is conducted.
3. The teacher will sign two (2) copies of the Summative Evaluation Report to indicate receipt of the document. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents.
4. Teachers shall have the right to attach additional comments or a rebuttal to the Summative Evaluation.

E. Peer Evaluation

Unit members shall not be asked or required to evaluate their peers whether full-time, part-time, or substitute employees.

### **8.3.3 EVALUATION RESULTS**

A. Evaluation results shall be used:

1. To acknowledge, recognize, and encourage excellence in professional performance.
2. To document the level of performance by a teacher of his/her assigned duties.
3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
4. To document performance by a teacher judged unsatisfactory based on the district evaluation criteria.

B. Evaluation results shall not be:

1. Shared or published without notification to the individual and Association.
2. Used to determine any type of base or additional compensation.

C. Evaluators shall base individual scores on a teacher's performance of his/her assigned duties. Nothing prohibits an evaluator from evaluating all teachers as Distinguished within a school.

### **8.3.4 SUPPORT FOR BASIC CONTINUING EMPLOYEES**

A. The Association will be notified when any teacher is judged below Proficient on his or her summative evaluation.

B. When a teacher is judged below Proficient (3), additional support will be provided to support the employee's professional development the school year following the below-Proficient rating:

1. The teacher shall be granted release time to observe a colleague if appropriate to the area of concern.
2. Written feedback regarding the observed deficiencies with recommendations or directives for improvement that include examples and/or strategies where appropriate.
3. The maximum number of students per class shall not exceed the following as long as doing so does not cause other class sizes to exceed the recommended maximums in this agreement:
  - i. Grades K-4: 22
  - ii. Grade 5: 25
  - iii. Grades 6 - 8: 26 except for band, choir, drama, and physical education

- iv. Grades 9-12: Not to exceed one hundred and thirty (130) students per day or a maximum of twenty-nine (29) students in an individual class.
- C. Other options for support may be utilized to assist the teacher as determined by the District. Examples may include:
1. Release time to attend relevant in-service or training, if training is available, that is appropriate to the employee's area of concern.
  2. The teacher will be assigned to only one work location if possible.
  3. The building administrator will conduct additional observations with written feedback.
  4. A mentor or coach may be assigned to provide support if appropriate to the need.
  5. At grades 6-12, limiting the number of preparations to no more than three classes with different titles unless the employee is the only teacher teaching in a content area or a limited number of teachers in a single content area restrict the District's ability to limit preparations.

### **8.3.5 SUPPORT FOR PROVISIONAL EMPLOYEES PRIOR TO NON-RENEWAL**

Before non-renewing a provisional teacher, the evaluator shall have made a good faith effort beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. A good faith effort shall include:

- A. The District shall provide written notice to the Association when support begins for an employee.
- B. Written feedback to the employee regarding deficiencies with recommendations or directives for improvement that include examples or strategies where appropriate;
- C. Where time permits and where deemed appropriate by the District, a written description of the assistance and services the District will provide to the teacher to improve his/her performance;
- D. A completed comprehensive evaluation conducted in accordance with Section 8.3.2; and
- E. Written notice of intent to non-renew will be provided to the teacher and the Association prior to May 15.

### **8.3.6 PROBATION**

Provisional employees shall be specifically excluded from this probationary procedure, provided, before non-renewing a provisional employee for alleged performance deficiencies, the evaluator shall have made a good faith effort beyond the minimum

requirements of the evaluation process as noted in Section 8.3.5 (Support for Provisional Employees).

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a suggested written specific and reasonable plan of improvement.

- A. A classroom teacher's work is not judged satisfactory, and therefore shall be placed on probation, when the overall comprehensive score is 1 – Unsatisfactory. A continuing contract teacher under RCW 28A.405.210 with more than five (5) years of teaching experience whose comprehensive summative evaluation score is 2 – Basic for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period shall also be placed on probation.
- B. Teachers may only be placed on probation from the Comprehensive evaluation system described above.
- C. In the event that an evaluator determines that the performance of a teacher under his/her supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
  1. The evaluation report prepared pursuant to the provisions of Section 8.3.1 above (Procedural Components of Evaluation), and
  2. A recommended specific and reasonable program designed to assist the teacher in improving his or her performance.
- D. If the Superintendent concurs with the evaluator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the teacher in a probationary status for a period of not less than sixty (60) school days, any time after October 15. The probationary period may extend into the following school year if the teacher has more than five (5) years of teaching experience and has a comprehensive summative rating as of May 15<sup>th</sup> of 1 – Unsatisfactory. Before being placed on probation, the Association and the teacher shall be given notice of action of the Superintendent which shall contain the following information:
  1. Specific areas of performance deficiencies identified from the instructional framework;
  2. A suggested specific and reasonable program for improvement;
  3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the teacher the opportunity to demonstrate improvement in his or her area or areas of deficiency.
- E. The establishment of the probationary period and the giving of the notice to the employee shall be by the School District Superintendent and need not be submitted to the Board of Directors for approval.
- F. A plan of improvement will be developed and will include the specific areas of deficiency along with a specific and reasonable program for improvement, which shall include specific measurable objectives and examples or strategies as appropriate designed to assist the particular employee to overcome the specific deficiency(ies). The plan will also include assistance to be provided. The teacher

and/or his or her Association representative may request modification of the program for improvement prior to program implementation. The plan will include a system for periodic feedback during the term of probation, supports provided and funded by the District, and the dates those supports will be put in place.

G. Evaluation During the Probationary Period

1. At or about the time of the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
2. Once the areas of deficiency and criteria for improvement for the probation plan have been determined, they may not be changed.
3. During the probationary period the evaluator shall meet with the probationary teacher at least once weekly to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of Section 8.3.1 F above (Recordkeeping) shall apply to the documentation of observation reports during the probationary period.
4. The probationary teacher may be removed from probation at any time if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
5. Should the evaluator not authorize an additional evaluator, the probationary teacher may request that an additional certificated evaluator become part of the probationary process and the request must be granted. This evaluator will be assigned by the ESD and will be jointly selected by the District and the Association from a list of evaluation specialists compiled by the ESD.
6. The Association reserves the right to use a third party evaluator to inform the Association of any progress made by the probationer. The Association will arrange with the district-appointed evaluator in advance of any observations that will occur by the third party evaluator.

H. A teacher who is on a plan of improvement must be removed from probation if he or she has demonstrated improvement in the areas prescribed as deficient. The teacher must be removed if a teacher with five (5) or fewer years of experience scores at 2 – Basic or above and a teacher of more than five (5) years scores at 3 – Proficient or above.

I. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW 28.A.405.210.

J. Evaluator's Post-Probation Report – Unless the probationary teacher has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall set forth one (1) of the following recommendations for further action:

1. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
2. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or

3. A probation period may be extended into the following school year if a teacher has five or more years experience and has a comprehensive summative evaluation performance rating of less than level two (2) as of May 15th.
  4. That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.
- K. Action of the Superintendent – Following a review of the post-probation report the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.
  - L. Records relating specifically to the probation of an employee and which are utilized for no other purpose shall be destroyed, upon request by such employee, following the expiration of six (6) years after the successful termination of such employee's probation; provided, there are no related intervening deficiencies noted in said employee's evaluation reports.
  - M. If a procedural error occurs in the implementation of the probationer's plan for improvement, the error does not invalidate the plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

### **8.3.7 NON-RENEWAL (DISCHARGE)**

When a continuing contract teacher with five (5) or more years of experience receives a comprehensive summative evaluation rating of 1 – Unsatisfactory for two (2) consecutive years, the District shall, within ten (10) days of the completion of the Final Evaluation Conference or May 15<sup>th</sup>, whichever occurs first, implement the teacher notification of non-renewal (discharge) as provided in RCW28A.405.300.

The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) days following receipt of said notice to file any notice of appeal as provided by statute.

### **SECTION 8.8 PROCEDURES FOR PROFESSIONAL GROWTH PROCESS**

The Professional Growth Process for the 2013-14 school year is intended to enable supervisors and teachers (who meet the qualifying criteria) to focus their collaborative energies on improving teaching skills in an articulated, mutually developed and cooperative process.

#### **Identifying Professional Growth Process (PGP) Participants**

- A. All employees must be evaluated at least once every four (4) years, or on principal recommendation, using the Comprehensive Evaluation form process.

- B. If a teacher changes building location, the Comprehensive Evaluation process is to be followed for that year.
- C. Participants must be willing to develop a Professional Growth Plan that is mutually acceptable to the employee and the evaluator. Participants must also be committed to setting and accomplishing worthwhile goals that focus on professional growth.
- D. Although some goal setting in the formative cycle may be based on information gathered in the summative cycle, information may not pass from the formative to the summative in order to ensure that employees may take risks and to innovate. It is conceivable that all stated goals may not be reached in a given year for a variety of circumstances and analysis of such circumstances can also take more than one year.
- E. The Professional Growth Process (PGP) may not be used as a basis for determining that an employee's work is unsatisfactory nor as probable cause for non-renewal of an employee's contract.

#### Professional Growth Process Records - What and Where

- A. Professional Growth Plan
  - 1. copy to teacher
  - 2. copy to evaluator
- B. Listing of Employees Who Are on PGP
  - 1. copy to evaluator
  - 2. copy to superintendent
  - 3. copy to personnel

#### SHORT FORM

The short form evaluation will not be available for use during the 2013-14 school year.

## APPENDIX O

### Student Growth Goal-Setting Template

Teacher Name: \_\_\_\_\_ Student Growth Pre-Conference Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Student Growth Post-Conference Date: \_\_\_\_\_

#### Whole Group Pre-Conference:

1. What class or content area will be the context of your student growth goal(s) this year?
2. Why did you choose to focus on this particular class or content area?
3. What is the current performance level of all students in the selected class/content area related to your goal(s)?
4. What is/are your student growth goal(s) for all students in the class/content area you have chosen (Criteria SG 6.1)?
5. What multiple measures are you choosing to use to demonstrate student growth?
6. Why did you select these measures?
7. Would you like a checkpoint prior to your student growth post-conference?

#### Whole Group Post-Conference:

1. What are the results from the assessments you used to measure your (whole group) student growth goal(s)?
2. How many students met your growth goal(s)?
3. What do you attribute this to (positive and negative factors)?
4. What are your next steps?



### **Subgroup Pre-Conference:**

1. What student sub group (not reaching full learning potential) will be included in your student growth goal(s)?
2. What informed your decision to focus on this student subgroup?
3. What is the current performance level of the selected student group in the selected class/content area related to your goal(s)?
4. What is/are your student growth goal(s) for the selected subgroup in the class/content area you have selected (Criteria SG 3.1)?
5. What multiple measures are you choosing to use to demonstrate student growth?
6. Why did you select these measures?
7. Would you like a checkpoint prior to your student growth post-conference?

### **Subgroup Post-Conference:**

1. What are the results from the assessments you used to measure your (sub group) student growth goal(s)?
2. How many students met your growth goal(s)?
3. What do you attribute this to (positive and negative factors)?
4. What are your next steps?

**Collaborative/Collegial Practices Pre-Conference:**

1. How do you plan to consistently and actively collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year (Criteria SG 8.1)?
  
2. What is/are your timeline(s) for the above activities?

**Collaborative/Collegial Practices Post-Conference:**

1. In what ways did you collaborate with others this year?

**APPENDIX P**  
**Classroom Teacher Observation and Summative Evaluation Form**  
**STANWOOD - CAMANO SCHOOL DISTRICT**

Observation:

Summative Evaluation:

Teacher's Name: \_\_\_\_\_

Observation Date and Time: \_\_\_\_\_

Assignment/Subject: \_\_\_\_\_

School: \_\_\_\_\_

**Criterion One: Centering instruction on high expectations for student achievement.** \_\_\_\_\_

Components:

- P1 Connection to standards, broader purpose and transferable skill. \_\_\_\_\_
- P4 Communication of learning target(s). \_\_\_\_\_
- P5 Success criteria and performance task(s). \_\_\_\_\_
- SE3 High cognitive demand. \_\_\_\_\_
- CEC3 Discussion, collaboration, and accountability. \_\_\_\_\_

Comments:

**Criterion Two: Demonstrating Effective Teaching Practices** \_\_\_\_\_

Components:

- SE1 Quality of questioning. \_\_\_\_\_
- SE5 Expectation, support and opportunity for participation and meaning-making. \_\_\_\_\_
- SE6 Substance of student talk. \_\_\_\_\_
- CP6 Scaffolds the task. \_\_\_\_\_
- CP7 Gradual release of responsibility. \_\_\_\_\_

Comments:

**Criterion Three: Recognizing individual student learning needs and developing strategies to address those needs.** \_\_\_\_\_

Components:

- P3 Teaching points are based on students' learning needs. \_\_\_\_\_
- SE2 Ownership of learning. \_\_\_\_\_
- SE4 Strategies that capitalize on learning needs of students. \_\_\_\_\_
- CP5 Differentiated Instruction. \_\_\_\_\_
- A6 Teachers use formative assessment data. \_\_\_\_\_

*Student Growth*

- SG 3.1 Establish Student Growth Goal(s). \_\_\_\_\_

SG 3.2 Achievement of Student Growth Goal(s).

\_\_\_\_\_

Comments:

**Criterion Four: Providing clear and intentional focus on subject matter and content and curriculum.**

\_\_\_\_\_

Components:

- P2 Connection to previous and future lessons.
- CP1 Alignment of instructional materials and tasks.
- CP2 Discipline-specific conceptual understanding.
- CP3 Pedagogical content knowledge.
- CP4 Teacher knowledge of content.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Comments:

**Criterion Five: Fostering and managing a safe, positive learning environment.**

\_\_\_\_\_

Components:

- CEC1 Arrangement of classroom
- CEC2 Accessibility and use of materials.
- CEC4 Use of learning time.
- CEC5 Managing student behavior.
- CEC6 Student status.
- CEC7 Norms for learning.

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Comments:

**Criterion Six: Using multiple student data elements to modify instruction and improve student learning.**

\_\_\_\_\_

Components:

- A1 Self-assessment of learning connected to success criteria.
- A2 Demonstration of learning.
- A3 Formative Assessment opportunities.
- A4 Collection systems for formative assessment data.
- A5 Student use of assessment data.

\_\_\_\_\_

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\_\_\_\_\_

*Student Growth*

SG 6.1 Establish Student Growth Goal(s).

\_\_\_\_\_

SG 6.2 Achievement of Student Growth Goal(s).

\_\_\_\_\_

Comments:

**Criterion Seven: Communicating and collaborating with parents and school community.**

\_\_\_\_\_

Components:

- PCC3 Parents and guardians. \_\_\_\_\_
- PCC4 Communication within the school community about student progress. \_\_\_\_\_

Comments:

**Criterion Eight: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.** \_\_\_\_\_

Components:

- PCC1 Collaboration with peers and administrators to improve student learning. \_\_\_\_\_
- PCC2 Professional and collegial relationships. \_\_\_\_\_
- PCC5 Supports school, district, and state curriculum, policy and initiatives. \_\_\_\_\_
- PCC6 Ethics and advocacy. \_\_\_\_\_

*Student Growth*

- SG 8.1 Establish Team Student Growth Goal(s). \_\_\_\_\_

Comments:

General Comments (Optional):

**Total Summative Score:** \_\_\_\_\_

Summative Scoring Band			
8-14	15-21	22-28	29-32
Unsatisfactory	Basic	Proficient	Distinguished

**Summative Rating:** \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The teacher shall have the right to affix to the evaluation form any comments, observations, and/or considerations he/she believes to be pertinent to the evaluation. The signature indicates receipt of the document, not necessarily agreement with the contents.

### Student Growth Rubric and Rating for Teachers

Student Growth	Goal-Setting Score Based on Rubric	Student Growth Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3			
Criterion 6			
Criterion 8		NA	
Student Growth Score			

Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
Low	Average	High

A student growth score of "1" in any of the student growth rubrics will result in a Low rating. Student growth must include a minimum of two student growth measures.

The parties agree that this Memorandum of Understanding sets forth the entire agreement between the parties and fully supersedes any and all prior agreements or understandings between them pertaining to employee evaluation. The parties agree that this Memorandum of Understanding is non-precedential. The parties further agree that this agreement shall expire automatically on August 31, 2014, unless the parties mutually agree to continue it beyond August 31, 2014.

By: \_\_\_\_\_

Date: \_\_\_\_\_

For: Stanwood-Camano Education Association

By: \_\_\_\_\_

Date: \_\_\_\_\_

For: Stanwood-Camano School District #401