

## ARTICLE XI: EVALUATION

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### SECTION A: INTRODUCTION

1. The SPS and SEA agree that the evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. Outstanding performance should be recognized, opportunities for continuous professional development should be provided to all staff members, and resources should be effectively allocated to provide support for performance improvement.
2. The SPS and SEA agree that the following 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.”
3. The SPS and SEA agree that the highest goals for student achievement are met when teachers, educational staff, administrators, parents, students and the entire community understand and fulfill their shared responsibility for the educational success of all students. The SPS and SEA are jointly committed to pursuing this vision of shared responsibility on the part of all stakeholders.
4. The SPS and SEA agree that a meaningful and effective evaluation process is based on the principles of mutual respect, shared accountability, and continuous improvement. The SPS and SEA agree that these principles will be advanced by an evaluation system that is conducted in a manner that fosters open and candid communication, that recognizes all factors that affect performance, and by a mutual commitment to assist all employees to meet or exceed performance expectations.
5. Individual employees and their evaluators shall jointly set goals for professional development and establish performance expectations that are consistent with the individual school’s Continuous School Improvement Plan (CSIP), the SPS’s educational philosophy, this Collective Bargaining Agreement, OSPI guidelines, and State law.
6. The SPS and SEA agree that within the requirements and expectations of the instructional framework, teachers will be allowed to exercise their professional judgment in selecting instructional strategies that are aligned to school CSIPs, district goals and meet student needs.

### Section B: Peer Assistance and Review (PAR)

1. The Professional Growth & Educator Support Committee (PG&E Committee) oversees the PAR Panel and all elements of the PAR System.
2. PAR Panel

- a. During the 2018-2019 School year, there will be a PAR Panel composed of 6 SEA members and 6 PASS (Principal's Association of Seattle Schools) members. In 2019-2020 there will be 8 SEA and 8 PASS members. These will be representative of elementary, middle and high school. SEA and SPS will each appoint a non-voting, due process observer who will be present for PAR Panel presentations and will be part of each monthly meeting. SEA and PASS will each appoint a co-chair.
- b. PAR Panel members have term limits of three years that are rotationally balanced to manage entering/leaving of members. Beginning 2019-2020, two members will be designated as the "first cohort" and will have a one-year term. Three members will be identified as the "second cohort" and have a two-year term. Three members will be identified as the "third cohort" and will have a three-year term (this will include the four new Panel members added in 2019-2020). The co-chairs will determine these cohorts.
- c. The parties will work to ensure that the panel reflects the racial and cultural diversity of Seattle Public School students.
- d. The parties will work to identify qualified educators whose experience reflects work in:
  - 1. racially and culturally diverse settings
  - 2. diverse grade bands (ES, MS and HS levels)
  - 3. diverse programs and content areas
- e. Final approval of the PAR panel membership is made by the Superintendent.

### 3. Role

- A. The **PAR Panel** only reviews performance evaluation issues and does not handle discipline/grievance issues.
- B. The PAR Panel will review all PAR cases other than those where the teacher is evaluated as proficient or, in the case of a provisional teacher, is on the performance schedule.
- C. All recommendations to the superintendent related to classroom teacher contract renewal and/or non-renewal will be made by the **PAR Panel** through a consensus-based decision-making process.
- D. The Consulting Teacher will provide a summative report and recommendation of one of the following for all teachers by May 1:
  - i. Ready to Exit 1:1 CT Support
  - ii. Needs Short-Term 1:1 CT Support
  - iii. Requires Intensive 1:1 CT Support

- E. The evaluator will make a summative evaluation by May 1 based on evidence collected for any classroom teacher who is off schedule (for those new to profession or district) or below proficient (for those on continuing contracts).
- F. The PAR Panel convenes, reviews cases, issues recommendations, and conducts any requested hearings following receipt of the summative report and summative evaluation and no later than five working days prior to May 15<sup>th</sup>.
- G. The PAR Panel will make one of the following recommendations in each case:
  - i. Exit from PAR
  - ii. Provide continued PAR support
  - iii. Non-renewal
- H. Teachers have the right to a hearing in front of the PAR Panel following receipt of a PAR Panel recommendation of non-renewal, following which the PAR Panel will make a final recommendation no later than five working days prior to May 15<sup>th</sup>.
- I. In the case of non-renewal, the PAR Panel makes their recommendations to the Superintendent.
- J. The Superintendent under RCW 28A.410 retains the final decision regarding non-renewal.

7. How Staff qualify for CT support:

b. Provisional:

- 1. New to the profession teachers, in their first year, will be assigned a CT.
- 2. A second year of CT support may be offered at the recommendation of the PAR Panel.
- 3. Third year Provisional teachers will be assigned a CT if concerns are raised following their first observation.

c. Continuing Contract Teachers:

- 1. A first basic or unsatisfactory rating will qualify a continuing teacher into the PAR program and qualify them for CT support, except that:
  - a. For the 18-19 school year, continuing contract teachers off the performance schedule as of June 2018 will be assigned a CT but will have the option of whether or not to enter PAR.

## SECTION C: DEFINITIONS

- 1) Artifacts shall mean any products generated, developed, or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

- 2) Classroom Teacher shall mean a contracted certificated employee who provides instruction to regularly recurring and specifically defined groups of students.
- 3) Component shall mean the sub-section of each criterion.
- 4) Comprehensive Summative Evaluation shall mean the required annual performance evaluation for certificated employees. This evaluation includes the employee's body of work throughout the course of the school year. For classroom teachers, this encompasses all eight criteria and student growth rubrics embedded in criteria 3, 6, and 8, and also includes a student growth impact rating separate from the final summative score of eight criteria. For non-classroom certificated employees, this encompasses all four domains. The comprehensive evaluation must be completed at least once every four years.
- 5) Criterion shall mean one of the eight (8) state defined categories to be scored in accordance with TPEP.
- 6) eVAL shall refer to the online evaluation system that supports the professional growth and evaluation process that is aligned to TPEP which all evaluators and classroom teachers shall use.
- 7) Evaluator shall mean a certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements with an emphasis on developing rater reliability.
- 8) Evidence shall mean examples (e.g. relevant conversations, certificated employee report of events/practice) or observable practices of the certificated employee's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or National Boards portfolio, but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the authentic course of professional practice throughout the year. Anonymous sources shall not be used as evidence.
- 9) Final Summative Evaluation Rating shall mean the overall rating – corresponding to the summative score for teachers on comprehensive evaluation – which ranges from Level 1 (Unsatisfactory) to Level 4 (Distinguished). (Used only for classroom teachers).
- 10) Final Summative Score for teachers on comprehensive evaluations shall mean the sum of all 8 criterion scores and is determined by the OSPI approved scoring band, which determines the final summative evaluation rating, and for teachers on focused evaluations shall mean the final score on the focused criterion. (Used for classroom teachers only).
- 11) Focused Summative Evaluation shall mean the required annual performance evaluation for continuing status certificated employees who have received a final summative evaluation rating of proficient or distinguished on their most recent comprehensive summative evaluation. A focused evaluation will specify one criterion (for classroom teachers) or one domain (for non-classroom certificated employees) to be evaluated throughout the school year. Classroom teachers on focused evaluations will not receive a student growth impact rating but will monitor growth and achievement during the year. A focused evaluation must be performed in any year that a comprehensive evaluation is not required. (see section G of this Article).
- 12) Formal Observation shall mean an observation that is scheduled and includes a pre-observation and post-observation conference. Formal observations and subsequent report will be on the observable components of the Charlotte Danielson Framework embedded in TPEP for classroom teachers, or the appropriate framework rubrics for non-classroom certificated employees.

- 13) Non-classroom Certificated Employee shall mean a contracted certificated employee who does not fall under the Classroom Teacher definition above, shall include but not be limited to ESA's (Educational Staff Associates), Counselors, Teacher-Librarians, Instructional Coaches, Consulting Teachers, Curriculum Specialists, House Administrators, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students.
- 14) Not Judged Satisfactory shall mean receiving an evaluation rating of:
- a) Level 1: (Unsatisfactory)
  - b) Level 2: (Basic) if the certificated employee has continuing status with more than five (5) years

of certificated experience and if the Level 2 (Basic) comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.

- 15) Performance Expectations: The minimum expectations for satisfactory performance established by the state of Washington in RCW.28A.405.100 for all certificated employees

a. Teachers with Provisional Status—New to Teaching:

The Performance Schedule for provisional teachers shall mean the adopted performance expectations schedule that requires minimum final summative evaluation score for provisional teachers (as identified in RCW 28A.405.220) (Year 1-score of 16; Year 2-score of 18; Year 3- score of 20).

b. Teachers with Provisional Status—with 4 or more years teaching experience must have a final summative score of 22 or higher, and a final summative evaluation rating of 3-proficient or higher.

c. Teachers with Continuing Status – must have a final summative score of 22 or higher, and a final summative evaluation rating of 3-proficient or higher.

d. Non-classroom Certificated Employees – New to Profession:

The Performance Schedule for provisional non-classroom certificated employees shall mean the adopted performance expectations schedule that requires minimum final summative evaluation ratings for provisional certificated employees (as identified in RCW 28A.405.220)

(Year 1- proficient in one domain; Year 2- proficient in two domains; Year 3- proficient in three domains).

5. Non-classroom Certificated Employees with Provisional Status—with 4 or more years experience must have a final summative evaluation rating of 3-proficient or above in all four (4) domains.

6. Non-classroom Certificated Employees with Continuing Status- must have a final summative evaluation rating of 3-proficient or above in all four (4) domains for a comprehensive evaluation, and a final summative evaluation rating of 3-proficient or above in one (1) domain for a focused evaluation.
16. Preponderance of Evidence shall be based on the certificated employee's overall body of work collected throughout the school year and reflect the scope of the components within a criterion (for classroom teachers) or domain (for non-classroom certificated employees). It shall not be based on a single component in isolation or based upon a single observation.
17. Provisional Certificated Employees include the following: Employees new to teaching or other certificated job categories, employees new to Washington, and employees who have come to Seattle from another Washington school district. Provisional certificated employees are referred to as P1s, P2s, or P3s, depending on their experience, certificated employment history in the state of Washington, and/or in the district. Employees will undergo a Human Resources assessment to determine placement on the provisional ladder (P1, P2, P3).
18. SMART Goal shall mean that the goal is specific, measurable, attainable, relevant and time bound.
19. Student Growth Data shall mean the change in student achievement between two points in time. Assessments used to demonstrate growth must be relevant and may include classroom-based, school-based, district-based, and/or state-based measures. Any assessments associated with team growth goals must be relevant and appropriate.
20. Student Growth Impact Rating refers to the overall rating from Student Growth Rubrics ("SGR") 3.1,3.2, 6.1, 6.2 and 8.1. This rating is only calculated for classroom teachers evaluated on the Comprehensive Evaluation cycle. (See Appendix I)
21. TPEP (Teacher Principal Evaluation Project) shall refer to the evaluation system for Classroom Teachers which was established by RCW 28A.405.100 and implemented beginning with the 2013-14 school year.

#### SECTION D: GENERAL TERMS & PROCEDURES FOR EVALUATIONS OF CERTIFICATED EMPLOYEES

The district will continue to develop and improve a calibration system and provide training to monitor and support consistent application of PG&E with an emphasis on rater reliability.

1. All contracted certificated employees must receive an annual performance evaluation of either a comprehensive evaluation or a focused evaluation. All certificated employees shall receive a comprehensive summative evaluation at least once every four years.

a. For Classroom Teachers:

i. All certificated classroom teachers must receive annual performance evaluations as provided in section 12 of RCW 28A.405.100.

ii. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.

b. For Non-Classroom Certificated Employees:

i. The components of PG&E for non- classroom teachers are based on the Charlotte Danielson's, Enhancing Professional Practice: A Framework for Teaching (ASCD 2007), which includes evaluative criteria, four domains, a four level rating system of Distinguished-4, Proficient-3, Basic-2, and Unsatisfactory-1. Each job category will use the SEA and SPS jointly developed rubric for its job category.

ii. A comprehensive summative evaluation assesses all four domains of the rubric for each job category.

2. Annual Comprehensive Summative Evaluation: The following categories of certificated employees shall receive an annual comprehensive summative evaluation.

- a. Certificated employees who are provisional employees under RCW 28A.405.220
- b. Any certificated employees who received a comprehensive summative evaluation performance rating of 1- Unsatisfactory or 2- Basic in the previous school year.
- ~~c. For 2015-2017 the district evaluators will decide which of the remaining experienced certificated employees who have yet to be on a comprehensive summative evaluation, so that by the school year 2016-2017 all certificated employees who have been employed by SPS since 2013 will have been on a comprehensive summative evaluation at least once.~~
- d. By certificated employee or evaluator decision (see Section H of this article)

3. Annual Focused Summative Evaluation; After successful completion of a comprehensive summative evaluation, a continuing certificated employee will:

a. Return to a focused evaluation.

b. A certificated employee will remain on the Focused Evaluation until the designated time (year) they are determined to have a comprehensive evaluation, unless moved to a comprehensive evaluation as noted in section G of this Article.

c. For Classroom Teachers: a focused evaluation includes an assessment of one of the eight criteria selected for a performance rating and an associated student growth rubric as adopted by OSPI plus professional growth activities specifically linked to the selected criteria.

i. The criterion area to be evaluated shall be proposed by the teacher at the first goal setting conference, and must be approved by the evaluator. A group of teachers or PLC may focus on the same evaluation criteria.

ii. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.

iii. If the employee chooses criterion 8, they must also submit a SMART goal consistent with the language in the 8.1 rubric (develop measures, monitor growth). One does not additionally need to choose the student growth component in criterion 3 or 6.

iv. The evaluator must assign a summative evaluation rating for the focused evaluation (selected criterion) using the methodology adopted by OSPI for the Charlotte Danielson framework. This shall be completed on the Focused Evaluation Form

d. For Non-Classroom Certificated Employees:

- i. The focused evaluation allows for the employee to concentrate and set goals in one domain. The employee will only be evaluated and rated on that one domain for the time the employee is using the focused evaluation.
- ii. The domain area to be evaluated shall be proposed by the non-classroom certificated employee at the first goal setting conference, and must be approved by the evaluator. A PLC may focus on the same evaluation criteria.

4. By October 15, each certificated employee shall be given a copy of the evaluation criteria procedures and timelines, and any other relevant forms appropriate to the certificated employee's job category. At this time, a certificated employee will be notified of their assigned evaluator and whether the certificated employee's annual performance evaluation will be a comprehensive or focused evaluation.

5. Evaluation training: Certificated employees will be offered consistent and accurate training in the PG&E process each year.

6. Designation of evaluator:

a. Within each school building/program, the principal/manager or designee will be responsible for completing an annual performance evaluation for every employee whose major portion of assignment is in that building/program. The evaluator must be trained to use the instructional framework.

b. A certificated employee who serves equal time in two (2) buildings may receive two evaluations or only one evaluation depending upon the preference of the employee. If a concern is identified in either building, the employee will receive an evaluation from each supervisor.

c. Employees assigned to a building (or buildings) from central administration will be evaluated by their supervisor, with input from the building principal or designee. With agreement from the building administrator and district supervisor, an ESA employee may be evaluated by the building administrator in lieu of their district supervisor.

- i. Any ESA who is off the performance schedule will be evaluated by an evaluator with an ESA credential. The District shall make a reasonable effort to provide a



second evaluator certified in the ESA's field of work or to consult with an outside expert in the ESA's field of work.

d. Non-classroom certificated employees assigned to a building from central administration will be evaluated by their supervisor, with input from the building principal or his/her designated administrator.

## 7. Goal Setting Conference:

By November 15<sup>th</sup> of each year, the evaluator will meet with each certificated employee. The purpose of this meeting is for certificated employees to reflect on their practice and set goals for the year:

a. For Classroom Teachers: goals shall be based upon the eight TPEP criteria, and will include student growth goals. Teachers on comprehensive evaluation will set student growth goals for the classroom (SG 6.1) (determined by the individual or department/grade level team) and the subgroup (SG 3.1), as well as team goal (SG 8.1) on a goal-setting form. Goals may be nested. Teachers on a focus evaluation will choose one criterion and one of the student growth goals to address. (See Section D.3.c. in this article).

i. Each goal must identify more than one measure of student growth data, and may include classroom-based, school based, district-based, and/or state measures. Student growth data will be taken from multiple sources, and must be appropriate and relevant to the teacher's assignment. In consultation with the evaluator, it will include teacher initiated and mutually agreed upon formal and informal assessments of student progress. Nothing precludes an administrator from offering alternative suggestions of ways to assess the goal.

b. For Non-Classroom Certificated Employees: goals shall be based upon the appropriate Charlotte Danielson rubric for each job category. The evaluator and the certificated employee will mutually set two professional growth goal(s) (SMART) and agree to the manner in which they will be measured.

## 8. Observations:

During each school year all certificated employees shall be observed for the purposes of evaluation at least twice in the performance of their duties. The evaluator is always required to share timely feedback on performance and to provide appropriate supports.

### a. Observations For Provisional Certificated Employees on Comprehensive Evaluations

i. For P1 and P2 Provisional employees, the evaluator will conduct at least two (2) formal observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one (1) observation must be for a period of thirty (30) minutes.

ii. For P1, P2, and P3 Provisional employees, the first observation will be no less than thirty (30) minutes. For employees new to the district, the first observation will occur during the first ninety (90) calendar days of employment.

iii. For P3 employees, the evaluator will conduct at least three (3) observations for a minimum total of ninety (90) minutes. At least two (2) such observations will be formal.

iv. A pre-observation conference to discuss professional activities to be observed will be held prior to each formal observation.

v. The evaluator must schedule a post observation conference within five (5) working days of the formal observation and provide the employee with a copy of the written observation report within five (5) working days of the post observation conference. The observation report will include information regarding the observable components of the lesson and may include information or artifacts from the pre and/or post conference.

vi. The employee may respond to the observer/evaluator regarding the Observation Report in writing within five (5) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

vii. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.

viii. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. If a second formal observation is scheduled, it will be no sooner than 20 workdays after the first formal observation; however, this provision will not apply in situations where the evaluator's opportunity to observe is compromised, if the certificated employee requests additional observations, or if the employee is on probation.

b. Observations for Continuing Certificated Employees on Comprehensive Evaluations

The evaluator will conduct at least two (2) observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one (1) observation must be formal and for a period of thirty (30) minutes.

i. A formal observation will occur before winter break or during the first 90 calendar days of employment, whichever is later.

ii. A pre-observation conference to discuss professional activities to be observed will be held prior to the first required formal observation. For any subsequent

observation, a pre-observation conference may be requested by either the teacher or the evaluator.

iii. The evaluator must schedule a post observation conference within five (5) working days of the observation and provide the employee with a copy of the written observation report within five (5) working days of the post observation conference. The observation report (Appendix H) will include information regarding the observable components of the lesson and may include information or artifacts from the pre and/or post conference.

iv. The employee may respond to the observer /evaluator regarding the Observation Report in writing within five (5) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

v. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.

vi. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. If a second formal observation is scheduled, it will be no sooner than 20 workdays after the first formal observation; however, this provision will not apply in situations where the evaluator's opportunity to observe is compromised, if the certificated employee requests additional observations, or if the employee is on probation.

#### c. Observations for Continuing Certificated Employees on Focused Evaluations

i. The evaluator will conduct at least two (2) observations of the employee's performance for a minimum total of sixty (60) minutes of observation. At least one of these observations will be scheduled in advance. The evaluator and the certificated employee will plan so that the observations will be based on their focused criterion/domain

ii. A pre and a post-observation conference may be requested by either the teacher or evaluator.

iii. The evaluator must promptly document the results of the observation in writing, and provide the employee with a copy of the written observation feedback within five (5) work days after such report is prepared.

iv. The employee may respond to the observer regarding the written observation feedback within five (5) work days of receiving the observation feedback. Any response made by the employee will be attached to and filed with the evaluator's written observation feedback.

v. Information gathered during informal observations may be included in the summative evaluation. Within 5 days of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.

vi. If concerns are raised, reasonable time will be provided to allow an opportunity to improve. This provision will not apply in situations where the evaluator's opportunity to observe is compromised.

#### 9. Annual Summative Evaluation and Conference for Comprehensive and Focused:

All certificated employees will receive an annual performance evaluation and final summative evaluation performance rating. Evaluations must be completed by June 10.

a. No later than June 5<sup>th</sup> the evaluator and certificated employee shall meet to discuss the certificated employee's final summative evaluation performance rating. In order to determine the final summative performance rating the evaluator will start from the premise that the certificated employee is proficient. The performance rating must be determined by the preponderance of evidence based on an analysis of the certificated employee's overall body of work/performance over the course of the year.

b. The certificated employee may provide additional evidence for each criterion (or domain for non-classroom certificated employees) to be scored. Certificated employees will only be required to provide 2-4 pieces of evidence for each criterion (or domain for non-classroom certificated employees).

i. For Classroom Teachers: If the evaluator assigns the teacher a criterion score below a three (3), the evaluator shall provide evidence to support the criterion score(s). The evaluator shall identify the individual component(s) of concern within a criterion and show corresponding evidence. If an evaluator does not rate a classroom teacher Distinguished in a criterion and the teacher believes they are, the teacher will have the burden of proof. The evaluator/teacher shall identify the individual component(s) of distinction within a criterion and show corresponding evidence. The evaluator shall consider evidence that a teacher collected and provided within the relevant criterion. See section E of this article.

ii. For Non-Classroom Certificated Employees: If an evaluator believes that an employee is Basic or Unsatisfactory in a domain, the evaluator will have the burden of proof to show evidence for the rating. The evaluator shall identify the individual component(s) of concern within a domain and show corresponding evidence. If an evaluator does not rate an employee Distinguished in a domain and the employee believes they are, the employee will have the burden of proof. The employee shall identify the individual component(s) of distinction within a domain and show corresponding evidence. The evaluator shall consider evidence that a certificated employee collected and provided within the relevant domain(s).

All non-classroom certificated employees will have the same rights as teachers listed in this article including but not limited to: ESCT support, professional growth documents, performance improvement plans, and the probation process.

c. The evaluator will refer to the performance expectations/schedule as outlined in section C of this article and complete a Comprehensive Summative Evaluation Form and/or a Focused Evaluation Form and provide a copy to the certificated employee and a copy to Human Resources to be placed in the employee's personnel file. Each certificated employee shall sign the evaluation form to indicate receipt. The signature of the certificated employee does not imply that the employee agrees with its contents. Certificated employees shall have the right to attach additional comments or a rebuttal to their Final Summative Evaluation.

d. The Annual Summative Evaluation and evaluation conferences conducted by the evaluator in the evaluation process are specifically excluded from the representation provisions of Article III, Section C, except that the subsequent discussion of the evaluation following the receipt of the written evaluation may involve representation pursuant to these provisions

#### SECTION E: SUMMATIVE PERFORMANCE RATING and STUDENT GROWTH MEASURES FOR CLASSROOM TEACHERS

##### 1. Final Criterion Scoring for a Comprehensive Evaluation:

a. The evaluator will give a final score to each criterion as follows: 4-Distinguished, 3-Proficient, 2-Basic, and 1 Unsatisfactory.

b. A 3-Proficient final criterion score is assumed the professional standard of excellence. Classroom teachers are assumed to be 3-Proficient and evidence is collected in the normal course of professional practice.

c. If the preponderance of evidence reflecting the scope of the components within a criterion leads an evaluator to believe that an employee is Basic or Unsatisfactory in a criterion, the evaluator will have the burden of proof to show evidence for the rating. If an evaluator does not rate an employee Distinguished in a criterion and the employee believes he/she is, the employee will have the burden of proof.

d. To modify a final criterion score to above a 3, the evaluator or teacher shall identify the component(s) of distinction within a criterion and show corresponding evidence.

e. To modify a final criterion score to below a 3, the evaluator shall identify the component(s) of concern within a criterion and show corresponding evidence.

f. In the event that the preponderance of evidence leads an evaluator to believe that a teacher is evenly divided between two criterion scores, the higher of the two criterion scores shall be given and used as the final criterion score.

g. The evaluator shall consider evidence that a teacher collected and provided within the relevant criterion.

## 2. Comprehensive Summative Evaluation Performance Rating

a. The final summative comprehensive performance evaluation rating assumes that a Level 3, Proficient is the professional standard of excellence. (Refer to Performances Expectations section C of this Article)

b. Following state guidelines, a classroom teacher shall receive a final criterion score for each of the eight (8) state evaluation criteria. The final summative score is determined by totaling the eight (8) criterion-level scores. For teachers with a continuing status, total scores and corresponding performance ratings are as follows:

i. 29-32: Level 4, Distinguished: Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice

ii. 22-28: Level 3, Proficient: Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional development.

iii. 15-21: Level 2, Basic: Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their career but insufficient for more experienced teachers. This level requires specific support.

iv. 8-14: Level 1, Unsatisfactory: Professional practice at level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching practice. This level requires immediate intervention

c. Student Growth Impact Rating (See Appendix K)

Embedded in the instructional framework are five (5) components designated as student growth components. A student growth goal is specific, measurable, attainable, relevant, and time bound. These components are embedded in criteria as:

- i. 3.1 Establish Student Growth Criteria (RE: individual or sub groups)
- ii. 3.2 Achievement of Student Growth Goals (RE: individual or sub groups)
  
- iii. 6.1 Establish Student Growth Goals using multiple Student Data Elements (RE: whole class based on standards)
  
- iv. 6.2 Achievement of Student Growth Goals (RE: whole class based on standards)
  
- v. 8.1 Establish Team Student Growth Goals

The Student Growth Impact Rating is generated by combining the five (5) student growth component scores from criteria 3, 6, and 8. Evaluators add up the raw score (1-4) on these components and the employee is given a total score:

- i. 18-20—High
- ii. 13-17—Average
- iii. 5-12—Low

d. If a teacher receives a 4 – Distinguished summative score and a Low student growth impact rating, they must be automatically moved to the 3 – Proficient level for their overall summative performance rating.

3. Student Growth Inquiry Process

A “Low” Student Growth Impact Rating triggers a comprehensive evaluation (in the following year) and a student growth inquiry regardless of the Summative Performance Rating. In addition, one (1) or more of the following must be initiated by the evaluator:

- 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 (1) or more of the following : goal setting process, content and expectations, student attendance, extent to which curriculum, standards and assessment are aligned; and/or
- c. Schedule monthly conferences with the evaluator focused on improving student growth to include one (1) or more of the following topics: student growth goal revisions,

- refinement and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation; and/or
- d. Create and implement a professional development plan to address student growth areas.
- e. In addition, the teacher and evaluator can access and consult on how to use up to \$500 of the improvement fund (as detailed in Article II, Section C, 21).

#### 4. Final Criterion Scoring for Focused Summative Evaluation:

A Focused Evaluation is used when a teacher is not evaluated using a Comprehensive Summative Evaluation, and will include evaluation of one of the eight state criteria. The evaluator must assign a summative evaluation rating for the focused evaluation (selected criterion) using the methodology adopted by OSPI for the Charlotte Danielson framework embedded in TPEP.

~~SPS and SEA agree to develop a Peer Assistance and Review (PAR) program using an interest-based bargaining process during the term of this collective bargaining agreement. The PAR program will focus on supporting and elevating the teaching profession by providing peer feedback and calibrated review during the evaluation process. A working group will enter into a facilitated process with an agreed-upon facilitator, no later than sixty (60) days after the ratification of this contract, in which the parties work to design authentic indicators of teacher performance and discuss the role of assessments in teacher evaluation.~~

~~The working group will work with the National Education Association (NEA) and the Montgomery County Public Schools to ensure the process and outcomes are aligned with best practices in district/union collaboration aimed at supporting and elevating quality teaching.~~

~~SPS and SEA agree to eliminate Article XI, Section F, District-Determined Student Growth Ratings, for the term of this contract.~~

~~SPS and SEA agree that a focus on student performance on tested subjects should not diminish our efforts to raise student achievement in non-tested subjects.~~

~~1. When state or district summative assessments are administered in the spring, the results of those assessments will be used by the district to calculate student growth ratings in the fall after scores from the previous spring are available.~~

~~a. District-determined student growth ratings apply only to teachers of tested subjects for whom a common state or district summative assessment aligned to state standards is administered in the spring.~~

~~b. District-determined student growth ratings are independent of, and in addition to, the State-mandated Student Growth Impact Rating determined by the teacher's evaluator using the student growth rubric.~~

~~c. Student growth ratings will be based on a two-year rolling average.~~



d. ~~The District will calculate each teacher's rating by using a valid, reliable and transparent methodology as agreed upon by SEA and SPS. SEA and SPS will, in partnership, continue to examine and refine the methodology.~~

e. ~~Students must be enrolled 80% of the time and must be in attendance 80% of that time to have their assessment results counted in the district-determined student growth rating.~~

f. ~~To ensure that teachers of challenging student populations are assessed fairly, the district's student growth methodology will factor in the student composition of teachers' classrooms, including the proportion of English learners, students who qualify for free/reduced lunches, and students with disabilities.~~

g. ~~For teachers of subjects that are assessed by the state, the final rating will be contingent on the receipt of final state assessment data; a written report will be issued to each teacher within 30 days of the district's receipt of the final assessment report from the state.~~

h. ~~The aggregate performance of a teacher's students on each assessment will be rated according to a 100-point scale signifying the following:~~

1) ~~Low growth: less than 35~~

2) ~~Average growth: 35-65~~

3) ~~High growth: more than 65~~

i. ~~Teachers of tested subjects who receive a low district-determined student growth rating will be observed both formally and informally in the first ninety (90) days and will participate in a student growth reflective inquiry process regardless of their Summative Performance Rating. In order to support the teacher's reflective practice, one (1) or more of the following must be initiated by the evaluator:~~

1) ~~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~~

2) ~~Examine extenuating circumstances which may include one (1) or more of the following: goal setting process, content and expectations, student attendance, extent to which curriculum, standards and assessment are aligned; and/or~~

3) ~~Schedule monthly conferences focused on improving student growth to include one (1) or more of the following topics: student growth goal~~

~~revisions, refinement and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation; and/or~~

~~4) Create and implement a professional development plan to address student growth areas; and/or~~

~~5) Return to the comprehensive evaluation if principal determines it is the appropriate evaluation cycle.~~

~~j. In addition, the teacher and evaluator can access and consult on how to use up to \$500 of the improvement fund (as detailed in Article II, Section C, 21).~~

~~k. A district determined low student growth rating based on summative assessments will not impact a teacher's overall Summative Performance Rating as determined by the evaluator.~~

~~l. The District Determined Growth Score shall remain confidential as a part of the evaluation system.~~

#### SECTION G: RESPONSE TO FINAL SUMMATIVE EVALUATIONS Comprehensive Evaluation:

##### 1. Employees with Provisional Status

1. Any second or third year certificated employee with provisional status, who has a comprehensive summative evaluation rating of Level 4 – Distinguished may be converted to continuing status.
2. Certificated employees with provisional status, whose final summative evaluation rating fails to meet the performance expectation/schedule as identified in Definitions, Section C, of this Article, will not have their contracts renewed.
3. A rating of one (1) on any single criterion ~~will require~~ may result in non-renewal of a provisional certificated employee to be non-renewed.

##### 2. Employees with Continuing Status

a. To be considered for Career Ladder positions, a certificated employee, in addition to meeting position specific criteria, must have a comprehensive summative performance evaluation rating of Distinguished. Classroom teachers must have a student growth impact rating equal to Average or High; or have a comprehensive summative performance evaluation rating of Proficient and a student growth impact rating equal to High.

b. When an employee with continuing status receives a comprehensive summative evaluation rating of Level 2 (Basic) for the first time in the most recent consecutive three-year time period:

- i. The employee, and the evaluator must collaboratively create a Professional Growth Support Document using the template included in the appendices of this contract.
- ii. The Professional Growth Support Document will identify appropriate, specific supports, which address the specific concerns identified in the comprehensive summative evaluation.
- iii. A Consulting Teacher will be assigned to support the employee.

The specific supports identified may include, but are not limited to the following menu of available supports:

~~a) Request the support of an Evaluation Support Consulting Teacher (ESCT), if Evaluation Support Team's capacity allows~~

a) Professional development sessions focused on areas needing support

b) PLCs focused on areas needing support

c) Other building-level supports as available (peers, CLTs, teams, coaches)

d) A targeted support fund of up to \$500, which will be under the guidance of the employee's evaluation. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the employee's evaluation as in need of improvement; or for other expenditures approved by the evaluator.

c. The following comprehensive summative evaluation ratings, for employees with continuing status, mean an employee's work is not judged satisfactory:

i. Level 1 (Unsatisfactory); or

ii. Level 2 (Basic); if the certificated employee has continuing status with more than five (5) years of certificated experience and if the Level 2 (Basic) comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.

d. Certificated employees with continuing status, whose work is not judged satisfactory in their comprehensive summative evaluation, by the performance expectations established by RCW.28A.405.100:

i. Will be issued a Performance Improvement Plan (PIP) that identifies appropriate, specific supports that address the specific concerns identified in the comprehensive summative evaluation. This plan shall be reasonable and specific and will include the specific evaluative criteria that must be met, and the measures and benchmarks that will be used to determine the teacher's success or failure.

The specific supports identified may include, but are not limited to the following menu of available supports:

a) Professional development sessions focused on areas needing support

b) PLCs focused on areas needing support

c) A targeted support fund of up to \$500, which will be under the guidance of the employee's evaluator. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the Performance Improvement Plan.

ii. Will be offered the support of a Consulting Teacher Evaluation Support  
Consulting Teacher (ESCT)

iii. May be placed on probation.

e. When a continuing contract employee with continuing status and five (5) or more years of experience receives a comprehensive summative evaluation performance rating below level 2 for two consecutive years, the District shall, within ten (10) days of the completion of the second comprehensive summative evaluation or May 15th, whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300.

Focused Evaluation:

The score from the comprehensive evaluation is carried through the focused evaluation period for teachers who have completed the comprehensive evaluation and have received a level 3 Proficient or level 4 Distinguished, and have been moved to the focused evaluation cycle.

~~The final focused criterion/domain score will be considered the final summative score for focused evaluations and final summative evaluation rating.~~

~~1. Certificated employees with continuing status, who receive a focused final summative rating of Level 2 (Basic):~~

~~a. Will be moved to the comprehensive cycle~~

~~b. The evaluator is required to collaborate with the employee to identify appropriate, specific supports, which address the specific concerns identified in the focused summative evaluation.~~

~~c. The employee may request that the evaluator create, collaboratively with the employee, a Professional Growth Support Document to formally identify supports and access additional district level supports, using the template included in the appendices of this contract.~~

~~d. The specific supports identified may include, but are not limited to the following menu of available supports:~~

~~i. Informal Supports~~

~~a) Professional development sessions focused on areas needing support~~

~~b) Building level supports as available (peers, teams, coaches~~

~~ii. Formal Supports (available only with Professional Growth Support Document)~~

~~a) All informal supports above~~

~~b) Request the Support of an Evaluation Support Consulting Teacher (ESCT), if Evaluation Support Team's capacity allows~~

~~2. Certificated employees with continuing status, who receive a focused final summative rating of Level 1 (Unsatisfactory):~~

~~a. Will be moved to a comprehensive cycle.~~

~~b. The evaluator and employee are required to collaborate to create a Professional Growth Support Document, using the template included in the appendices of this contract that identifies appropriate, specific supports to address the specific concerns identified in the focused summative evaluation, before November 15.~~

~~The specific supports identified may include, but are not limited to the following menu of available supports:~~

- i. Professional development sessions focused on areas needing support
- ii. Other building-level supports as available (peers, teams, coaches)
- iii. A targeted support fund of up to \$500 that will be under the guidance of the employee's evaluator. Funds may be used for items such as additional one-to-one consultations with instructional coaches and/or school-based mentor or master teachers; release time to plan collaboratively with a mentor or to observe exemplary practice; internal or external professional development offerings that are focused on areas identified in the Professional Growth Support Document

c. Will be offered the support of an ~~Evaluation Support Consulting Teacher~~ Consulting Teacher.

#### SECTION H: CERTIFICATED EMPLOYEES RETURNED TO A COMPREHENSIVE EVALUATION

1. Every four (4) years every certificated employee with continuing status must receive a Comprehensive Summative Evaluation.
2. A certificated employee may be transferred from a focused evaluation to a comprehensive summative evaluation for the following school year, at any time, under the following conditions:
  - a. At the request of the certificated employee
  - b. At the direction of the certificated employee's evaluator
    - e.g. An employee has a change of assignment (different subject, grade level, or building) and an administrator chooses to move the employee to support the employee in their new assignment
  - c. If the employee received a Final Summative Evaluation Rating of Level 1 or Level 2 in the prior school year. (See Response to Final Summative Evaluation Section G of this Article)
  - d. If the certificated teacher receives a "Low" TPEP Student Growth Impact Rating.
3. A certificated employee may be transferred from a focused evaluation to a comprehensive summative evaluation within a given school year prior to December 15 ~~February 15th~~.
  - a. If the evaluator identifies areas of concern beyond the focused criterion/domain, or if the certificated employee's performance is consistently below proficiency in that criterion/domain, the evaluator will notify the certificated employee that they are being returned to a comprehensive evaluation.
  - b. If the reason for the return to a Comprehensive Evaluation is due to performance concerns, the evaluator must cite the components of the criterion/domain that are of concern along with evidence that supports cited concerns.

4. The decision to move an employee to a Comprehensive Evaluation is not grievable, but a meeting of the employee, his/her SEA representative, the evaluator and the SPS Executive Director of Schools may be called by the employee to discuss the reasons for the change.
5. Certificated employees who are moved to a Comprehensive Evaluation may be provided with a Professional Growth Support Document.

## SECTION I: ~~THE EVALUATION SUPPORT CONSULTING TEACHER (ESCT) PROGRAM~~

~~ESCTs provide individualized instructional support to teachers who have received either a Professional Growth Support Document or Plan of Improvement (PIP) as a result of the evaluation process. The partnership between the ESCT and the teacher is confidential and guided by the areas of concern identified in either the Professional Growth Support Document or Performance Improvement Plan. ESCTs visit participating teachers' classroom, collaboratively generate strategies to address the areas of concern outlined in the plan, and facilitate reflective conversations around instructional growth and student learning.~~

- ~~1. The Evaluation Support Consulting Teacher program offers resources within the school system to help experienced teachers who are having serious difficulties in the performance of their professional duties. In close cooperation with the building principal, the Evaluation Support Consulting Teacher offers support, and monitors progress of each intervention participant to identify next steps toward the criteria detailed in the Professional Growth Support Document or Plan of Improvement (PIP). Other school system personnel assist in the program when requested by the Consulting Teacher.~~
- ~~2. The following aspects of the Evaluation Support Consulting Teacher Program demonstrate the relationships between and interaction among various team members.~~
  - ~~a. When a certificated employee qualifies to receive the support of an ESCT as a result of the evaluation process, the evaluator will inform the certificated employee identified for intervention that an ESCT will be contacting them to offer support.~~
  - ~~b. After a certificated employee has been informed by their evaluator that they qualify for ESCT support, the ESCT will contact the participating certificated employee and arrange to meet with them individually to discuss the intervention process, the parameters of the program, and the types of available support.~~
  - ~~c. Following the initial contact meeting between the participating certificated employee and the ESCT, the ESCT will meet with both the building principal or program manager and the participating certificated employee to review the draft version of the Professional Growth Support Document or Plan of Improvement (PIP) created by the evaluator. The building principal or program manager will identify problems and offer suggestions for improvement.~~
  - ~~d. The ESCT will visit the participating certificated employee's workplace to collect data to share with the certificated employee to inform reflective conversations and develop next steps.~~

e. During the participant's involvement in the Evaluation Support Program, various developmental strategies may be employed. The ESCT will frequently visit the participant's classroom, having both pre and post reflective conversations as often as practical. ESCTs will not be present when an evaluator is performing a formal observation.

f. The ESCT will collaborate with subject area consultants and/or other specialists as necessary. The participant may also request assistance from such specialists.

g. The ESCT will attend pre and/or post conferences between the building principal and participating certificated employee as scheduling permits. The ESCT will help to clarify the evaluator's expectations and suggestions by asking questions and/or reframing them for the participating certificated employee. The ESCT may also suggest additional strategies as appropriate.

h. During the intervention process, the building principal may communicate with the ESCT as regularly as necessary regarding the goals and areas being worked on with the participant. The building principal may also share concerns, strategies, and specific areas of focus with the ESCT.

i. The ESCT may communicate with the building principal regarding the goals and areas being worked on with the participant as often as needed. The ESCT is not part of the evaluation process, and will not share evaluative feedback with the building principal under any circumstances.

j. Evaluation of the participating certificated employee will follow the agreed-upon timelines in the Performance Improvement Plan and will be the responsibility of the principal or program manager.

k. Certificated employees who successfully complete their Professional Growth Support Document or Performance Improvement Plan may receive continued ESCT support as program capacity allows.

3. The district will employ four ESCT FTE. If the number of certificated employees in the district rises above 3,700 or below 2,300, the district and the SEA will reopen negotiations to discuss if FTE should be raised or lowered for the following year.

## Section J : Consulting Teacher Program

In the 2018-2019 school year, The Evaluation Support Consulting Teacher Program and the Staff, Training, Assistance, and Reflection (STAR) Program will be renamed as the Consulting Teacher (CT) program.

### I. Consulting Teacher (CT) Role

A. Overview: CTs have two distinct functions within the SPS Professional Growth & Educator Support System (PGES).



1. Mentoring and Coaching Role :

- a. CTs provide individualized coaching and instructional support to new to profession teachers as well as those teachers with continuing status who have received either a Professional Growth Support Document (PGSD) or Plan of Improvement (PIP) as a result of the evaluation process.
- b. In the mentoring/coaching role, CTs perform regular classroom visits to collect formative data, collaborate with the participating teacher to generate strategies to address next steps based on growth towards either the SPS focus components or components of concern, and facilitate reflective conversations around instructional growth and student learning.

2. Assessment Role

CTs will perform at least two Data Collection Observations to inform the final CT recommendation.

- a. The evidence collected during Data Collection Observations will be used in the writing of the CT Data Reports as well as the CT Mid-Year and Summative Assessments. CT Assessments will be shared with the PAR panel in an anonymous form using only grade level, content area, and context identifiers (no teacher or building names will be included).
- b. The final recommendations from the CT Summative Assessment are only shared with the administrator after the administrator has submitted their final summative evaluation. The CT will not share evaluative feedback with the building evaluator. In the relationship with the building evaluator, the Consulting Teacher is only discussing target standards, support provided (time, topics, task), and available resources. The building evaluator may share input with the CT at any time

3. Caseloads for Consulting Teachers

1. The PAR Panel will differentiate services as needed and work to achieve a caseload ratio of 1:15.

A. Consulting Teacher Selection, Process, and Program Review

1. Consulting Teacher Selection Criteria

- i. Demonstrates strong professional practice and knowledge of instruction. Any new Consulting Teacher must meet the same eligibility criteria for career ladder positions.
- ii. Demonstrates the ability to work successfully with racially, culturally and linguistically different groups.
- iii. Demonstrates talent in written and oral communications.
- iv. Demonstrates leadership ability or potential within the profession.

- v. Demonstrates ability to work cooperatively and effectively with other professional staff members.
- vi. Has extensive knowledge of a variety of classroom management and instructional techniques that support culturally responsive learning and teaching environments.
- vii. Demonstrates knowledge of adult learning and mentoring principles.
- viii. Has taught for at least five (5) years, with at least two (2) years of teaching within Seattle Public Schools.

## 2. Consulting Teacher Selection Process

- i. There is an application form specifically for the position of Consulting Teacher. As positions become available they will be posted throughout SPS with an application deadline. In addition to submitting a properly completed application form, each applicant is required to submit current references from the following individuals:
  - a) A reference from their building principal or immediate supervisor if the teacher is not assigned to a school or building.
  - b) A reference from a Seattle Education Association representative.
  - c) References from two other teachers from their building or program if the teacher is not assigned a school building
- ii. Those who are selected will:
  - a) Upon assignment, work as full-time consulting teachers. Generally, assignments will be for the school year and will not continue for more than five (5) years. Once an individual has served as a consulting teacher, the individual may reapply to be a mentor teacher after returning to their regular duties as a classroom teacher for a period of three (3) years.
  - b) Supplemental contracts held by mentor teachers before assignment to the Consulting Teacher Program will be ended upon assignment and payment will be prorated if the services under the contract have begun.
  - c) Upon assignment to the program, consulting teachers will receive a supplemental contract for services as an assigned consulting teacher. Partial years will be prorated. Consulting teachers will work a 185-day year and are compensated for additional work assigned.

## 3. Consulting Teacher Tenure

- 1. The intention the Consulting Teacher Program is to provide mentoring/coaching and assessment from a peer, and for this to happen it is essential that CTs are close to

recent classroom practice. For this reason, the Consulting Teacher role is not intended to be a long-term position.

However, mentoring/coaching is also a complex and acquired skill, and it benefits our clients, and the CTs themselves, to have the time to develop and apply this acquired skill.

Given these intentions:

- i. Consulting teachers may continue in their role for up to five (5) years (dependent on program need).
  - ii. Teachers must return to the classroom for at least Three (3) years before being eligible to reapply to be a Consulting Teacher
2. During the initial three years of rolling out of the new Professional Growth and Educator Support System, it will be essential that there is stability in the Consulting Teacher Program. For this reason, SPS and SEA have agreed:
- i. The tenure of all current STAR Consulting Teachers be extended for up to three additional years—beyond the remaining balance their original tenure—up to a maximum of five (5) years total.

This will allow for a tiered transition beginning in 2020-21 as new Consulting Teachers are hired (see table below for example scenarios).

<u>Number of Years as STAR CT</u>	<u>Years of Service Remaining (Given 3-year Addition)</u>	<u>Likely Transition Year</u>
<u>1 or 2</u>	<u>5 years</u>	<u>2022-23</u>
<u>3</u>	<u>4 Years</u>	<u>2021-22</u>
<u>4+</u>	<u>3 Years</u>	<u>2020-21</u>

- ii. The tenure of all current Evaluation Support Consulting Teachers be set at Five (5) years beginning in the 2018-2019 school year.
- iii. During the 2020-2021 school year, the PG&E Committee will revisit and revise the transition plan for the Consulting Teacher Program—based on the makeup of the CT team that time—to ensure program continuity and prevent there from being any year in which disproportionate number of CTs exit simultaneously. This will help to set up a sustainable cyclical pattern of CT hiring moving forward.

#### 4. Consulting Teacher Program Review

SPS or SEA may initiate a formal or informal review of the Consulting Teacher Program at any time.

### SECTION K: STANDARD PROCESS OF PROBATION FOR CERTIFICATED EMPLOYEES

1. The Superintendent may, at any time after October 15, place a contracted certificated employee on probation if his/her performance is judged to be unsatisfactory based on the appropriate Evaluation Criteria and at least two (2) observations prior to winter break.
2. A certificated employee's work is not judged satisfactory, and therefore shall be placed on probation, when he/she is rated:
  - a. Level 1 (Unsatisfactory); or
  - b. Level 2 (Basic); if the certificated employee is a continuing contract employee under RCW 28A.405.210 with more than five (5) years of certificated experience and if the level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year time period.
3. Prior to the Superintendent placing any employee on probation, the evaluator must complete an Evaluation Form ~~(Appendix N)~~ in eVAL by no later than January 15<sup>th</sup>. ~~A copy of the Evaluation Form will be provided to the employee~~
4. A mid-year evaluation rating of 2-Basic shall not constitute a second Basic comprehensive summative evaluation performance rating under paragraph 2 above.
5. A mid-year evaluation rating of 1-Unsatisfactory may lead to PIP and probation in the same year provided that:
  - a. Evaluation ratings from previous years shall be considered in the PIP/probation decision; and,
  - b. Reasonable notice and opportunity to improve have been provided to the employee in the current year.
6. Any employee who is to be placed on probation will be notified in writing by the Superintendent. The notice will comply with RCW 28A.405.100. The SPS will provide a copy of the Superintendent's letter placing an employee on probation to the Executive Director of the SEA.

7. At the beginning of probation the certificated employee will be provided with a draft of the specific and reasonable program (including the specific components of concern within the criterion/domain) for improvement pursuant to RCW 28A.405.100. The employee will meet with the principal/supervisor within five (5) work days following the receipt of the draft plan for the purpose of discussing and providing input to the plan. The principal/program manager has the responsibility to complete the final plan. The principal/program manager will provide the employee with the final plan within five (5) work days after that meeting. Any objection to the plan will be made at the time the final plan is provided to the employee. If there is a disagreement, an SEA representative will collaborate with a designee of the Superintendent to develop the parts of the plan in question.

8. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.

9. The probationer must be removed from probation if he/she has demonstrated improvement to the satisfaction of the principal/program manager in those areas specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her plan of improvement.

10. Upon recommendation of the evaluator, the Superintendent must remove the employee from probationary status if a satisfactory performance improvement has been observed and documented.

11. Non-renewal of any employee's contract will be accomplished in accordance with the procedures established by applicable law.

12. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15<sup>th</sup>, of less than level 2 (RCW 28A.405.100).

## SECTION K: GRIEVANCES

### 1. Procedural Disputes:

3. Disputes concerning exclusively a departure by the SPS from the procedural requirements of this Article XI (Evaluation) will be subject to Article X (Grievance Provisions).

b. An arbitrator will have the authority to direct appropriate remedies in cases properly subject to arbitration.

### 2. Non Procedural Disputes:

- a. All other disputes (including findings made and conclusions reached by the evaluator) will not be subject to the grievance provisions in Article X, except that continuing contract employees with performance judged to be Proficient or Distinguished and provisional employees who have met the performance schedule on the annual performance evaluation form (Appendix N) may use the grievance

provisions of Article X through Step 2 for the purpose of obtaining a review of the findings made and conclusions reached.

b. PAR Panel recommendations will not be subject to grievance procedure.

c. CT findings will not be subject to the grievance procedure.

d. Any employee who remains dissatisfied with the results of this review will have the right to remove the annual performance evaluation form (Appendix N) from his/her personnel file after a period of four (4) years from the date of the Step 2 grievance response.

3. In cases of notice of probable cause for discharge, adverse change in contract status, or non-renewal of contract, any pending grievance under Article X will be discontinued and the grievant may pursue the statutory review procedures. An arbitrator will have the authority to direct appropriate remedies in cases properly subject