

Memorandum of Understanding
between
Highline Education Association
and
Highline School District

Professional Growth & Evaluation
Effective school year 2021-2022

The Highline School District (HSD) and Highline Education Association (HEA) acknowledge that, given the current challenges being faced by school districts, OSPI has issued guidance that allows modifications of existing statutory requirements for classroom teacher evaluation for the 2021–22 school year. The parties also acknowledge that this guidance was provided in late October, when many teachers and principals have already begun evaluation cycles, and therefore use of the allowable modifications should be voluntary and not required. Thus, HEA and HSD agree to allow the following modifications to the Professional Growth & Evaluation (PG&E) process outlined in Article 15 of the Collective Bargaining Agreement (CBA). All other provisions of that article remain in full effect.

1. Setting Expectations:
 - a. Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, the parties agree a formative stance continues to be most useful.
 - b. Acknowledging this is the third school year impacted by the COVID-19 pandemic, the parties recognize importance of setting up reasonable expectations for teachers and school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.
 - c. Knowing that PG&E evaluation cycles are already underway, the parties agree teachers and evaluators must mutually agree to utilize a “Modified Comprehensive” evaluation cycle, as outlined below, in situations where it is allowed this school year.
 - i. This mutual agreement must be reached no later than December 15, 2021; if it is not, the contractual Comprehensive process will be used, as outlined in Article 15.
 - ii. It is strongly recommended that such mutual agreement be documented in writing (email is sufficient) and saved by both the teacher and evaluator.
2. For teachers who are scheduled for a Focused evaluation, the teacher and evaluator shall proceed with the regular Focused evaluation as outlined in the CBA, including one student growth goal.
3. For new teachers in their first or second year of Provisional status, the teacher and evaluator shall:
 - a. Use the contractual Comprehensive process; OR
 - b. Use a Modified Comprehensive process, upon mutual agreement.

- i. In this modified process, the teacher and principal will mutually determine two criteria to be formally scored using evidence provided during the 2021–22 school year, and the remaining criteria will be scored “Basic” as a default score.
 - ii. Evaluators will use the language “default scores due to the circumstances of the COVID-19 pandemic” where applicable.
 - iii. If adequate evidence clearly indicates Proficient or Distinguished practice is provided for any default criteria, the evaluator may override the Basic score for those criteria.
4. For new teachers in their third year of Provisional status, or experienced teachers new to the District in their only year of Provisional status, the teacher and evaluator shall proceed with the traditional Comprehensive process outlined in the CBA.
5. For teachers and principals in years four and beyond who are scheduled for a Comprehensive evaluation, the teacher and evaluator shall:
 - a. Use the traditional Comprehensive process (all 8 criteria per CBA); OR
 - b. Use a Modified Comprehensive process, upon mutual agreement, if the teacher has a contractual Comprehensive summative evaluation on record with HSD.
 - i. In this modified process, the teacher and principal will mutually determine two criteria to be formally scored using evidence provided during the 2021–22 school year, and the remaining six criteria will be scored by assigning the score received in the teacher’s most recent Comprehensive evaluation.
 - ii. The teacher can be moved back to a contractual Comprehensive cycle (all 8 criteria) if the evaluator or teacher provides notice in writing by December 15, but it is highly recommended that teachers and evaluators not vacillate between processes once a decision has been made about which cycle to utilize for this school year.
6. For teachers on a plan of improvement, the District and Association shall determine modifications, if any, to the evaluation process on a case-by-case basis.
7. For all evaluations during the 2021-22 school year, evaluators will not use drop-in visits as meeting the minimum observation minutes for the evaluation process.


 Dr. Steve Grubb
 Chief Talent Officer
 Highline School District

11/22/21
 Date


 Dr. Sandra L. Hunt
 President
 Highline Education Association

11/22/21
 Date