



SCHOOL BOARD ACTION REPORT

DATE: October 23, 2020
FROM: Denise Juneau, Superintendent
LEAD STAFF: Clover Codd, Chief Human Resources Officer, clcodd@seattleschools.org

For Introduction: November 18, ~~2018~~2020
For Action: ~~November 18, 2018~~December 2, 2020

1. TITLE

Memorandum of Understanding with Principals' Association of Seattle Schools (PASS) to amend the evaluation process for 2020-2021

2. PURPOSE

This Board Action Report authorizes the Superintendent to execute a memorandum of understanding with the Principals' Association of Seattle Schools for the 2020-2021 school year that modifies the evaluation process as outlined in the Collective Bargaining Agreement in Article III, Section C as follows:

- For the 2020-2021 school year, there will be a third evaluation type called Modified Comprehensive. School leaders cycling onto a comprehensive cycle this year and/or who are in their second or third years and don't have any performance concerns are eligible to be on a Modified Comprehensive cycle as outlined in the OSPI guidance.

3. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to enter a memorandum of understanding with PASS to amend the evaluation process in accordance with the OSPI evaluation guidelines for 2020-2021 (bulletin no. 063-20, attached). ~~Immediate action is in the best interest of the district.~~

4. BACKGROUND INFORMATION

a. Background

On August 7, 2020, OSPI issued new guidance for the 2020-2021 school year (bulletin no. 063-20, attached) providing guidance to school districts for both certificated teaching staff as well as certificated administrators. The memo acknowledges the unique year of a remote instructional model and states, "Acknowledging teachers' and school leaders' specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work" and "Honoring the 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."

Page 23-24 of the Collective Bargaining Agreement between the Principals' Association of Seattle Schools and Seattle Public Schools states "The school leader evaluation process consists of two types of evaluations: a Comprehensive Evaluation, and a Focused Evaluation. The same evaluation instrument is used for both processes." It continues to say: "Experienced school leaders will be evaluated on the Focused Evaluation except as follows: School leaders in their first three years, new to Seattle Public Schools, new to a building, or who do not meet the performance schedule." The MOU specifies that for this year, there will be a third evaluation type called Modified Comprehensive. School leaders who are in their second or third years, or cycling back to a Comprehensive cycle this year, are eligible to be on a Modified Comprehensive. Seattle Public Schools agreed to an MOU with the Seattle Education Association in August of 2020 to implement OSPI's guidance for the 20-21 school year. The district now seeks approval to make the same changes for certificated administrators.

b. Alternatives

The Seattle School Board could decide to leave the CBA as it currently reads and wait to make any changes once the current CBA expires. Districts do have the authority to have a higher standard than the state RCW, but districts must comply with the minimum expectations outlined by the state.

c. Research

OSPI's 20-21 evaluation guidance came out in late August and is still being implemented by other districts.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be N/A.

The revenue source for this motion is N/A.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the district's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

According to research, “[school] leadership ... is second only to teaching among school-related factors in its impact on student learning.”¹ Making sure all school leaders are evaluated each year is one of the key levers in making sure there is a high-quality school leader in every building. This MOU still requires an evaluation for all certificated administrators (school leaders) for the 20-21 school year. Research indicates that having a high-quality school leader in every building has a trickle-down effect on all aspects of the school. From providing instructional support to teachers to fostering a positive schoolwide culture, school leaders have an immense impact on student outcomes. Furthermore, equity features prominently in the AWSP school leader evaluation framework. In particular, criterion 8 of the framework evaluates school leaders on their ability to close gaps. This criterion requires school leaders to demonstrate how they are creating plans to dismantle barriers and implementing plans to shrink achievement gaps. In addition, there are three student growth focus areas requiring school leaders to set goals around student outcomes. The changes to the evaluation system described in the MOU do not eliminate the requirement that a school leader receive an evaluation on this equity-focused framework each year. Rather, the changes will allow directors of schools to spend more time with new school leaders and/or school leaders who are struggling – especially with regards to closing the opportunity and achievement gap for students. It is also important to note that this MOU does not preclude a director of schools from requiring a school leader be evaluated on a comprehensive cycle during any year. The district has a provision in the Collective Bargaining Agreement that still allows any evaluator or evaluatee to request a comprehensive cycle of evaluation. What this means is that any time an evaluator believes a school leader should be moved from a focused or modified comprehensive cycle of evaluation to a full comprehensive cycle of evaluation – that is allowable under the current PASS Collective Bargaining Agreement and this MOU does not change that provision.

8. STUDENT BENEFIT

Students will benefit from this change because strong principals (those who are eligible to be on Focused or Modified Comprehensive cycles) will no longer be required to spend an inordinate amount of time gathering evidence for their formal evaluation process. This allows effective school leaders more time to support teachers and students with instruction during this challenging year. Likewise, it will allow directors of schools to focus their supports on school leaders who are struggling and need additional guidance to support their teachers and students during this time. This welcome shift in priorities results in an overall higher level of teaching practice in a given school, which is a direct correlation to increases in student learning.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

¹ K. Leithwood, K. Seashore Louis, S. Anderson & K. Wahlstrom, “How Leadership Influences Student Learning” (Wallace Foundation 2004).

- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: Change to PASS CBA

10. POLICY IMPLICATION

Approval of this MOU complies with Board Policy No. 5020, Collective Bargaining, which states that “any agreements reached by the chief negotiator shall not be binding upon the Board until formally approved by the Board.”

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on November 12, 2020. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, Human Resources department will sign a MOU and communicate this change to PASS.

13. ATTACHMENTS

- Draft Comprehensive Cycle MOU (for approval)
- OSPI Bulletin 063-20 – August 7, 2020 (for reference)

Memorandum of Understanding
Between
SEATTLE SCHOOL DISTRICT No. 1 and
PRINCIPALS' ASSOCIATION OF SEATTLE SCHOOLS
2020-2021 School Year

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into by and between the Principals' Association of Seattle Schools (PASS) and Seattle Public Schools (District) to amend the evaluation process for the 2020-21 school year during this period of remote learning as a result of the Covid-19 pandemic.

The guiding principles of this MOU are adapted from OSPI's guidance for TPEP evaluations as communicated in bulletin no. 063-20.

The parties agree that district, school, and association leaders will collaborate regarding evaluation, including:

- Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.
- Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
- Acknowledging teachers' and school leaders' specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
- Honoring the importance of setting up (reasonable) expectations for school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.
- Procedures for the logistics of completing the evaluation process and forms may need to change for the 2020–21 school year. Electronic tools used for evaluation conferences, remote and/or video observations, electronic and/or email signatures, and forms being used for this year (2020–21) only may be necessary.

The parties agree to amend the evaluation process described in Article III in the PASS contract, as follows:

1. The school leader evaluation process consists of three types of evaluations: Comprehensive, Modified Comprehensive and Focused. The same instrument is used for all three evaluation types.
2. The following school leaders will be on a full comprehensive cycle in 20-21:
 - a. School leaders in their first year as a school leader or in their first year in Seattle Public Schools, will receive a full comprehensive evaluation in 20-21, in accordance with Article III the contract.
 - b. School leaders in their first year as a principal will receive a full comprehensive evaluation in 20-21, in accordance with Article III of the contract.
 - c. School leaders who received an overall basic in 20-21, received an unsatisfactory rating in at least one criterion, received a low student growth impact rating and/or who were assigned to a comprehensive evaluation cycle for 2020-2021 at the end of the 2019-2020 school year, will also receive a full comprehensive evaluation of all eight (8) criteria.
3. All other school leaders who are not included in items a-c but should be on a comprehensive cycle in 2020-2021 per Article III, Section C of the contract, are eligible to be on a modified version of the comprehensive cycle (including those who are cycling onto a comprehensive cycle as specified in item 2, above).
4. The modified version of the comprehensive cycle shall be as follows:
 - a. The school leader shall choose two criteria (and one student growth focus [3, 5 or 8]) to be formally scored using evidence collected during the 2020-2021 school year.
 - b. The remaining six criteria shall be scored by assigning the overall summative score (not the corresponding criterion score) received on the most recent Comprehensive evaluation.
 - c. The summative score shall be determined by adding all criterion scores (using the 20-21 scores for the two criteria selected, and for each of the remaining criteria, the overall score received the last time the school leader was on a comprehensive cycle) using the scoring bands provided by OSPI.
 - d. The Student Growth Impact Rating shall be determined by adding all student growth components 3.5, 5.4 and 8.4 (using the 20-21 scores for the SG component selected, and for the other two components, the overall score received the last time the school leader was on a comprehensive cycle) and using the scoring bands provided by OSPI.
5. Student growth will be scored using the rubrics developed by OSPI for the 20-21 school year.
6. An evaluator can move any school leader to a full comprehensive evaluation of all eight (8) criteria by December 15, 2020 if concerns are identified.

Observations will be conducted in accordance with the current collective bargaining agreement.

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

August 7, 2020

() Action Required

Due date:

(X) Informational

BULLETIN NO. 063-20 EDUCATOR GROWTH AND DEVELOPMENT

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Human Resource Managers
School District Learning and Teaching Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Teacher and Principal Growth and Evaluation (TPEP) Guidance for 2020–21

CONTACT: Sue Anderson, Director, Educator Effectiveness
sue.anderson@k12.wa.us

PURPOSE/BACKGROUND

Last spring, the Office of Superintendent of Public Instruction (OSPI) provided guidance to school districts and local associations about teacher and principal evaluation for the 2019–20 school year only. In anticipation of a variety of schooling options for 2020–21, OSPI is providing new guidance for the coming school year.

In developing this guidance, the TPEP Steering Committee shares the OSPI goal of creating the conditions for each student to be educated in racially literate, culturally sustaining, positive, predictable environments that intentionally prioritize the instruction and development of social-emotional skills and mental health in addition to a primary focus on academic content, by supporting the growth of the educators who teach them and lead their schools.

Guiding Principles

We urge district, school, and association leaders to use common sense regarding evaluation. This includes:

- Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.

- Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
- Acknowledging teachers’ and school leaders’ specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
- Honoring the 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.

Procedures for the logistics of completing the evaluation process and forms may need to change for the 2020–21 school year. Tools such as phone or Zoom evaluation conferences, remote and/or video observations, electronic and/or email signatures, and forms being used for this year (2020–21) only may be necessary.

The chart below is also posted on the [TPEP page of the OSPI website](#). Check this page frequently for updates.

Teacher and Principal Evaluation Guidance

Item	Employment/Evaluation Status	Recommended Process
1	Teachers/principals who are scheduled for a Focused evaluation.	Proceed with regular Focused evaluation process.
2	Teachers and principals in years two and beyond who are scheduled for a Comprehensive evaluation under RCW 28A.405.100.	<p>Decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392-191A-120 and 392-191A-210.</p> <p>Teacher/principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15.</p>

Item	Employment/Evaluation Status	Recommended Process
3	Teachers/principals in their first year of teaching/leading, on a Comprehensive evaluation.	<p>Use the traditional Comprehensive process OR determine at least two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining criteria to be scored "Basic" as default score. <i>Districts are encouraged to note the use of "default scores due to the circumstances of the COVID-19 pandemic" where applicable.</i></p> <p>Determination of the scored criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher's or principal's evaluator, per WAC 392-191A-120 or 392-191A-210.</p> <p>If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score.</p>
4	Teachers/principals with two or more years of successful performance in another Washington state district or another state who are in their first year of teaching/leading in a new district (and, therefore, on a Comprehensive evaluation) "Provisional 3."	Use the traditional Comprehensive process OR use process identified in #2 above OR handle locally on a case-by-case basis.
5	Teachers/principals on probation or plan of improvement.	Handle locally on a case-by-case basis.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sue Anderson, Director, Educator Effectiveness, at 360-725-6116 or email sue.anderson@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

BULLETIN NO. 063-20 EGAD

August 7, 2020

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