



SPS Evaluation Proposal

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ARTICLE XI: EVALUATION SECTION A:

INTRODUCTION

1. SEA and SPS agree that the evaluation process shall will recognize strengths, identify areas needing improvement, and provide support for professional growth. Outstanding performance should be recognized., All staff members should be provided opportunities for continuous professional development should be provided to all staff members., and resources should be effectively allocated to provide performance improvement support for performance improvement.
2. SEA and SPS agree that the following evaluation system following 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. SEA and SPS agree that the highest goals for student achievement are met when teachers, educational staff, administrators, parents/guardians, 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. SEA and SPS 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 performance and illustrates by a mutual commitment to assist all employees to meet or exceed performance expectations.
5. Individual employees and their evaluators shall will 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. SEA and SPS 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 their school CSIPs, district goals and meet student needs.
7. Upon mutual agreement, the parties Parties may select a different OSPI approved instructional framework.

SECTION B: PEER ASSISTANCE AND REVIEW (PAR)

1. PAR Panel:
 - a. The PAR Panel is composed of seven (7) Seattle Education Association (SEA) members and seven (7) Principals Association of Seattle Schools (PASS) members. In 2019-2020, there will

be eight (8) SEA and eight (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 deliberations 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 (3) years that are rotationally balanced in cohorts to manage entering/leaving of members. Beginning 2019-2020, two (2) members will be designated as the "first cohort" and will have a one (1) – year term. Three (3) members will be identified as the "second cohort" and have a two (2) – year term. Three (3) members will be identified as the "third cohort" and will have a three (3) – year term (this will include the four (4) new Panel members added in 2019-2020). The PAR Panel 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. The evaluator will make a complete the summative evaluation by May 1st-based on evidence collected for any classroom teacher who is off schedule- (for those new to profession on provisional contracts 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 15th.

f.g. In cases where the overall summative TPEP Evaluation is proficient or above (continuing contract) or "on the performance schedule" (provisional contract), but the CT recommends for continued PAR Support, the case will be reviewed by the PAR Panel in June.

g.h. The PAR Panel will make one of the following recommendations in each case:

During May deliberations, the PAR Panel will make one of two recommendations in each case:

- 1) Provide continued PAR support
- 2) Non-renewal

During June deliberations, the PAR Panel will make one of two recommendations in each case:

- 1) Exit from PAR
- 2) Provide continued PAR support
- 1) Exit from PAR
- 2) Provide continued PAR support
- 3) Non-renewal

h.i. 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 (5) working days prior to May 15th.

h.j. In the case of non-renewal, the PAR Panel makes their recommendations to the Superintendent.

h.k. The Superintendent under RCW 28A.405 retains the final decision and ability to act regarding non-renewal.

2. How Staff Qualify for CT Support:

a. Provisional Contract Teachers:

- 1) ~~New to the profession teachers, in their first year, will be assigned a CT. New to profession teachers who are in Year 1 or Year 2 of teaching when they enter SPS will automatically enter PAR and receive a consulting teacher.~~
- 2) ~~A second year of CT support may be offered at the recommendation of the PAR Panel. CT support will be extended for an additional year as the result of the PAR Panel making a recommendation of "Continued PAR Support" during the PAR Panel's May or June deliberation process.~~
- 3) ~~Third year Provisional teachers will be assigned a CT if concerns are raised following their first observation. Teachers with a provisional contract will be entered into PAR and assigned a CT if concerns are raised following at least two observations (including one formal observation) and a PAR Referral from the evaluator.~~

b. Continuing Contract Teachers:

- 1) ~~Any teacher with a continuing contract who receives an overall summative TPEP rating of basic or unsatisfactory will automatically enter PAR and be assigned a CT.~~
- 2) ~~If significant concerns, which suggest a teacher on a continuing contract may not meet the performance schedule in the current school year, are raised by the evaluator following at least two observations (including one formal observation), the teacher and evaluator may agree to request CT support via a PAR Co-Referral. Both the teacher and evaluator must agree to the PAR Co-Referral and the teacher must be receiving a comprehensive evaluation, or be moved to a comprehensive evaluation prior to the PAR Co-Referral being made.~~
~~A first basic or unsatisfactory rating will qualify a continuing teacher into the PAR program and qualify them for CT support, except that:~~

SECTION C: DEFINITIONS:

1. **Artifacts** ~~shall will 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 will 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 six 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. 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. Evidence 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 Classroom 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. Teachers on a focused evaluation cycle receive the carry-over forward summative score from the most recent comprehensive evaluation. (Used only for classroom teachers only).
11. **Final Summative Evaluation Rating for Non-Classroom Certificated Employees** on comprehensive evaluations shall mean the rating based on the preponderance of evidence scored at the domain level, determined by the following methodology:
 - a. The possible domain scores are Distinguished (D), Proficient (P), Basic (B), or Unsatisfactory (U). If four (4) domain scores are the same, then that score is the final summative score
 - 1) Ex: PPPP = P
 - b. If three (3) domain scores are the same, and the fourth (4th) domain score is not U, then the majority score is the final summative score
 - 1) Ex: PPPB = P
 - 2) Ex: DDDP = D

3) Ex: PPPD = P

c. If the domains are two (2) of one (1) score and two (2) of another score and the scores are adjacent (*meaning adjacent on the rating scale, as in DP, PB, and BU*), then the lower score is the final summative score.

1) Ex: DDPP = P

2) Ex: PPBB = B

ci. If the domains are two (2) of one (1) score and two (2) of another score and *the scores are not adjacent, and one is not U*, then the *intermediate* score is the final summative score.

1) Ex: DDBB = P

cii. If the domain scores are D or P with one (1) U, the final summative score shall will be B and the employee will be placed on a Professional Growth Support Document.

ciii. If two (2) domains are rated U, the final summative score shall will be U and the employee will be placed on a Performance Improvement Plan.

civ. If the employee is provisional and receives a U in any domain, the final summative score shall will be U and the employee may be terminated.

12. **Focused Summative Evaluation** shall will 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 ~~on~~ 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 D of this Article).

13. **Formal Observation** shall will 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.

14. **New-to-Profession** will mean a teacher in their first three (3) years in the teaching profession.

~~14.15.~~ **Non-classroom Certificated Employee** shall will mean a ~~contracted~~ certificated employee who does not fall under the Classroom Teacher definition above, shall including, ~~e~~ but not be limited to, ~~ESA's~~ (Educational Staff Associates (ESAs)), Counselors, Teacher-Librarians, Instructional Coaches, Consulting Teachers, Curriculum Specialists, House Administrators, and other bargaining unit members who do not work with a regularly recurring and specifically defined groups of students.

~~15.16.~~ **Not Judged Satisfactory** shall will mean ~~receiving~~ an evaluation rating of:

a. Level 1 - : (Unsatisfactory)

b. Level 2 - : (Basic)

b. 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.

16.17. 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 be: 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 with no ratings of one (1) in any single criterion).

| <u>Year of Teaching (within or outside SPS)</u> | <u>Minimum On-Schedule Score</u> |
|---|--|
| <u>Year 1</u> | <u>18/32 (overall basic rating with no unsatisfactory criteria)</u> |
| <u>Year 2</u> | <u>20/32 (overall basic rating with no unsatisfactory criteria)</u> |
| <u>Year 3</u> | <u>22/32 (overall proficient rating with no unsatisfactory criteria)</u> |
| <u>Year 4+</u> | <u>22/32 (overall proficient)</u> |

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 with no ratings of Level 1 - Unsatisfactory one (1) in any single criterion.

c. **Teachers with Continuing Status** – must have a final summative score of 22 or higher, and a final summative evaluation rating of Level 3 - pProficient or higher for a comprehensive evaluation. The final summative evaluation rating for a focused evaluation shall be the final summative evaluation rating for the teacher’s most recent comprehensive evaluation.

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

The Performance Schedule for provisional non-classroom certificated employees shall be:

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 with no ratings of Unsatisfactory in any single domain.)

| <u>Year of Teaching (within or outside SPS)</u> | <u>Minimum On-Schedule Score</u> |
|---|--|
| <u>Year 1</u> | <u>Proficient in one domain (with no unsatisfactory domain)</u> |
| <u>Year 2</u> | <u>Proficient in two domains (with no unsatisfactory domain)</u> |
| <u>Year 3</u> | <u>Proficient in three domains (with no unsatisfactory criteria)</u> |
| <u>Year 4+</u> | <u>Overall proficient</u> |

e. **Non-classroom Certificated Employees with Provisional Status—with 4 or more years of experience** must have a final summative evaluation rating of Proficient or above with no ratings of Level 1 - Unsatisfactory in any single domain.

f. **Non-classroom Certificated Employees with Continuing Status-** must have a final summative evaluation rating of Proficient or above for a comprehensive evaluation. The final summative

evaluation rating for a focused evaluation shall will be the final summative evaluation rating for the non-classroom certificated employee's most recent comprehensive evaluation.

~~17-18.~~ **Preponderance of Evidence** shall will 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 will not be based on a single component in isolation or based upon a single observation.

~~18-19.~~ **Provisional Certificated Employees** include the following: Employees new to the profession 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).

~~19-20.~~ **SMART Goal** shall will mean that the goal is specific, measurable, attainable, relevant, and time bound.

~~20-21.~~ **Student Growth Data** shall will 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.

~~21-22.~~ **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 K)

~~22-23.~~ **TPEP (Teacher Principal Evaluation Project)** shall will 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

SPS 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 (with the exception of teachers on a one-year/leave replacement contract) will must** receive either an annual comprehensive evaluation or a focused evaluation annually. All certificated employees shall will receive a comprehensive summative evaluation at least once every four six years.

a. **For Classroom Teachers:**

- 1) All certificated classroom teachers must receive annual performance evaluations as provided in section 12 of RCW 28A.405.100.
- 2) A comprehensive summative evaluation assesses all eight evaluation criteria criteria, and all criteria contribute to the comprehensive summative evaluation performance rating five student growth components.

2)3) A focused summative evaluation assesses one criterion and one student growth component.

b. **For Non-Classroom Certificated Employees:**

- 1) 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-Level 4 - Distinguished, Proficient-Level 3 - Proficient, Basic-Level 2 - Basic, and Unsatisfactory-Level 1 - Unsatisfactory. Each job category will use the SEA and SPS jointly developed rubric for its job category.
- 2) 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 will 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 Level 1- Unsatisfactory or Level 2- Basic in the previous school year.
- c. By certificated employee or evaluator decision pursuant to (see Section G 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:**

e-1) The 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.

1)2) The criterion area to be evaluated shall will 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.

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

3)4) 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.

4)5) The evaluator must assign the same or higher summative rating for the focused evaluation (selected criterion) as the rating on the most recent comprehensive evaluation.

d. **For Non-Classroom Certificated Employees:**

- 1) The focused evaluation includes an assessment of one of the four domains selected for a performance rating for that school year.
- 2) The domain area to be evaluated shall will 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 15th, each certificated employee shall will be given a copy of the evaluation criteria procedures, and timelines, and any other relevant documents 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 at this time.

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

1-5. **Designation of evaluator:**

2-6. _____

- a. Within each school building/program, the principal/manager or their 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 central office 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.
- d. Any ESA who is off the performance schedule will be evaluated by an evaluator with an ESA credential. The District SPS shall will 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 central office will be evaluated by their supervisor, with input from the building principal or their designated administrator.~~

3-7. **Goal Setting Conference:**

By November 15th 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 will 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).
 - 1) 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 will 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 way they will be measured.

4.8. Observations:

During each school year all certificated employees shall will 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

- 1) A formal observation will occur before winter break or during the first ninety (90) calendar days of employment, whichever is later. For employees new to the district, the first observation will occur during the first ninety (90) calendar days of employment.
 - 2) For P1 and P2 Provisional employees, the evaluator will conduct at least two (2) formal observations of the employee's performance. The two (2) formal observations will be for a minimum total of sixty (60) total minutes of observation. At least one (1) of the two (2) of formal observations must be a minimum of for a period of thirty (30) minutes.
 - 3)a) For P1, P2, and P3 Provisional employees, the first observation will be a minimum of 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.
 - 4)b) 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.
- 5)3) A pre-observation conference to discuss professional activities to be observed will be held before prior to each formal observation.

6)4) The evaluator must schedule a post observation conference within five (5) work daysworkdays of the formal observation and provide the employee with a copy of the written observation report within five (5) work daysworkdays 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.

7)5) The employee may respond to the observer/evaluator regarding the Observation Report in writing within five (5) work daysworkdays of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

8)6) Information gathered during informal observations may be included in the summative evaluation. Within five (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.

9)7) 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 twenty (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 minimumperiod of thirty (30) minutes.

- 1) A formal observation will occur before winter break.
- 2) A pre-observation conference to discuss professional activities to be observed will be held beforeprior to the first required formal observation. For any subsequent observation, a pre-observation conference may be requested by either the teacher or the evaluator.
- 3) The evaluator must schedule a post observation conference within five (5) work daysworkdays of the observation and provide the employee with a copy of the written observation report within five (5) work daysworkdays 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.
- 4) The employee may respond to the observer /evaluator regarding the Observation Report in writing within five (5) work daysworkdays of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.
- 5) Information gathered during informal observations may be included in the summative evaluation. Within five (5) work daysworkdays of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.

- 6) 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 twenty (20) work daysworkdays 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**

- 1) 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
- 2) A pre- and a post-observation conference may be requested by either the teacher or evaluator.
- 3) The evaluator must promptly document the results of the observation in writing, andwriting and provide the employee with a copy of the written observation feedback within five (5) work daysworkdays after such report is prepared.
- 4) The employee may respond to the observer regarding the written observation feedback within five (5) work daysworkdays of receiving the observation feedback. Any response made by the employee will be attached to and filed with the evaluator's written observation feedback.
- 5) Information gathered during informal observations may be included in the summative evaluation. Within five (5) work daysworkdays of the observation, documentation must be provided in writing to the employee for any concerns that are to be included in the summative evaluation.
- 6) 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.

5-9. 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. ~~By No later than June 5th of each year,~~ the evaluator and certificated employee shallwill meet to discuss the certificated employee's final summative evaluation performance rating. ~~In order to~~To determine the final summative performance rating the evaluator will start from the premise that ~~new-~~ to the -profession educators are Level 2 - Basic and educators with more than three (3) years teaching are the certificated employee is Level 3 - Pproficient. 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).

1) For Classroom Teachers in Year 4 or more: If the evaluator assigns the teacher a criterion score below a three (3), the evaluator shall will provide evidence to support the criterion score(s). The evaluator shall will 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 will identify the individual component(s) of distinction within a criterion and show corresponding evidence. The evaluator shall will consider evidence that a teacher collected and provided within the relevant criterion. See section E of this article.

2) For New-to-Profession Classroom Teachers: New-to-profession classroom teachers are presumed Level 2 – Basic in each criteria. The evaluator and teacher must work together to collaboratively identify proficient or higher evidence.

3) 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 will 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 will identify the individual component(s) of distinction within a domain and show corresponding evidence. The evaluator shall will 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, but not limited to: Consulting Teacher support support of a content subject matter specialist, 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 classroom certificated employee will acknowledge receipt of the evaluation report by viewing it in eVAL. Viewing the report does not imply that the employee agrees with its contents. Employees will have the right to include comments or a rebuttal when viewing their report in eVAL. Each non-classroom certificated employee shall will sign the evaluation form to indicate receipt. The signature of the non-classroom certificated employee does not imply that the employee agrees with its contents. Certificated employees shall will 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: Level 4 - Distinguished, Level 3 - Proficient, Level 2 - Basic, and Level 1 - Unsatisfactory.
- b. A Level 3 - Proficient final criterion score is assumed the professional standard of excellence. Classroom teachers in years 4 and above of teaching are assumed presumed to be Level 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 (for classroom teachers in years 4 and above of teaching) or Unsatisfactory in a criterion, the evaluator ~~has~~ will have the burden of proof to show evidence for the rating. If an evaluator does not rate an employee to be Distinguished in a criterion and the employee believes they are, the employee will have the burden of proof.
 - 1) To modify a final criterion score to above a Level 3, the evaluator or teacher shall identify the component(s) of distinction within a criterion and show corresponding evidence.
 - 2) To modify a final criterion score to below a Level 3, the evaluator shall identify the component(s) of concern within a criterion and show corresponding evidence.
 - 3) In the event that if 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.
 - 4) 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:
 - 1) 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

- 2) 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.
- 3) 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 is presumed for teachers who are new to profession in years 1 – 3, may be considered minimally competent for teachers early in their career but is considered insufficient for more experienced teachers. This level requires specific

support.

- 4) 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 I)

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:

- 1) 3.1 Establish Student Growth Criteria (RE: individual or sub groupssubgroups)
- 2) 3.2 Achievement of Student Growth Goals (RE: individual or sub groupssubgroups)
- 3) 6.1 Establish Student Growth Goals using multiple Student Data Elements (RE: whole class based on standards)
- 4) 6.2 Achievement of Student Growth Goals (RE: whole class based on standards)
- 5) 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:

- 1) 18-20—High
- 2) 13-17—Average
- 3) 5-12—Low

- d. If a teacher receives a Level 4 – Distinguished summative score and a Low student growth impact rating, they must be automatically moved to the Level 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 Evaluation and will include evaluation of one of the eight state criteria. The evaluator must assign the same or higher summative evaluation rating as was received on the most recent comprehensive evaluation for the focused evaluation.

SECTION F: RESPONSE TO FINAL SUMMATIVE EVALUATIONS Comprehensive

Evaluation:

1. Employees with Provisional Status

- a. Any ~~second or third year~~ ~~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.
- b. 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. Classroom teachers with provisional status will have their contracts considered by the PAR Panel for a possible recommendation of non-renewal.
- c. A rating of one (1) on any single criterion may result in ~~the~~ non-renewal of a provisional certificated employee.

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 summative performance evaluation rating of Distinguished on their most recent comprehensive evaluation. 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.a. 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:

- 1) The employee and the evaluator must collaboratively create a Professional Growth Support Document using the template included in the appendices of this contract.
- 2) The Professional Growth Support Document will identify appropriate, specific supports, which address the specific concerns identified in the comprehensive summative evaluation.
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) 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.
 - e) Classroom teachers receiving a TPEP evaluation will be offered the support of a Consulting Teacher (CT); non classroom teachers will be offered the support of a content subject matter specialist.

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

- 1) Level 1 - (Unsatisfactory); or
- 2) 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.e. 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:

- 1) 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 will 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.
- 2) Classroom teachers will be offered the support of a Consulting Teacher (CT); non classroom teachers will be offered the support of a content subject matter specialist.
 - 3) May be placed on probation.

e.d. 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 DistrictSPS shall will, 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 Distinguished and have been moved to the focused evaluation cycle.

SECTION G: CERTIFICATED EMPLOYEES RETURNED TO A COMPREHENSIVE EVALUATION

1. Every ~~four~~ ~~six~~ ~~(64)~~ ~~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. 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 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, their 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 H: PGES CONSULTING TEACHER PROGRAM

1. ~~Consulting Teacher (CT) program~~ ~~PGES Consulting Teacher (CT) Role Overview: CTs have two distinct functions within the SPS Professional Growth & Educator Support System (PGESS):~~
 - a. Mentoring and Coaching Role:

- 1) CTs provide individualized coaching and instructional support to new-to-profession teachers during their first year in Seattle Public Schools as well as those teachers who receive a recommendation of continued support from the PAR Panel, a Professional Growth Support Document (PGSD), Professional Improvement Plan (PIP), 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 because of the evaluation process.
- 2) 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.

b. Assessment Role:

- 1) CTs will perform at least two (2) data collection observations to inform the final CT recommendations. The evidence collected during Data Collection Observations will be to write used in the writing of the CT Data Reports as well as the CT Mid-Year and Summative Assessments.
- 2) 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 CT will 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.

2. 2. Consulting Teacher Assignment

- a. Supplemental contracts held by CTs before their assignment to the Consulting Teacher Program will be ended upon assignment to the program and payment will be prorated if the services under the contract have begun.
- b. Upon assignment to the program, CTs will receive a supplemental contract for services as a CT. A partial year will be prorated. CTs will work a 185-day year and are compensated for additional work assigned.

3. Caseloads and PAGES Consulting Teachers

- a. Every effort will be made to assign individual each CTs ~~a caseload of fifteen (15) or fewer~~ participating teachers. In no case will a CT's caseload exceed twenty (20) participating teachers. FTE for the consulting teacher team will be projected using an average caseload ratio of 1:17.
- b. CT caseloads will be assigned using a weighted scale to ensure equitable workloads across the CT team as detailed below:

| Weight | Teacher Context |
|-------------|---------------------------|
| <u>0.25</u> | <u>Short-Term Support</u> |

| | |
|-----|---|
| 0.5 | Short Term or Transition Support Conditional Certificate |
| 1.0 | New- to- Profession, Continued Support, or Co-Referral |
| 1.5 | Experienced, Off-Schedule Professional Growth Support Document (PGSD) |
| 2.0 | Probation and Performance Improvement Plan (PIP) |

3. Consulting Teacher Program Review

- a. Upon assignment, those who are selected will work as full-time consulting teachers. Generally, assignments will be for the school year and will 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.



4-3. Consulting Teacher Term:

- a. The intention of the Consulting Teacher Program is to provide mentoring/coaching and assessment from a peer, and for this to happen it is essential that each CT CTs are close to has recent classroom practice. For this reason, the role of a CT Consulting Teachers 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:

- 1) CT Consulting teachers may continue in their role for up to five (5) years (dependent on program need).
- 2) CT Teachers must return to the classroom for at least three (3) years before being eligible to reapply to be a CT Consulting Teacher.

2)

b. Exceptions to five (5) term

- 3) The CT Manager will make an effort to ensure at least 50% of the CT cadre has two or more years of experience as a CT.
- 4) The CT Manager will make an effort to ensure less than 30% of the CT cadre is new to the role.
- 5) If the above criteria are not met, term limits may be extended for a number of CTs to reach the 50% and 30% benchmarks. The specific CTs who will be granted a one-year extension to their term will be decided using the following criteria (not listed in priority order):
 1. The CT is in a hard to fill role. (For example, math, science or SPED)
 2. The CT maintains diversity and representation among the CT Program staff.
- 6) No more than 20% of the PGES Consulting Teacher team will be given an extension in a given year.
- 7) Time frame – This must happen in alignment with hiring timelines so that departing CTs have access to internal job opportunities before they are posted externally.
- 8) The CT Program Manager needs to submit a waiver to SPS and if SPS approves, then they forward to SEA to be approved.
- 9) If a CT does not have their position extended, then they have the right to request a meeting with their supervisor to discuss the process and decision.
- 10) In a year when waivers are being considered, the CT manager will have a conversation with all Consulting Teachers who are terming out about the criteria used to make the decision for the waiver request.
- 11) No Consulting Teacher can have their term-limit extended beyond six years.

- b. 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:

- 1) The term of assignment for all current STAR Consulting Teachers will be extended for up to three additional years – beyond the remaining balance their original term – 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)

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

- 1) The term of all current Evaluation Support Consulting Teachers be set at five (5) years beginning in the 2018-19 school year.
- 2) 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 at 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.

5-4. Consulting Teacher Program Review:

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

5. Evaluation Process for PGES Consulting Teachers:

- a. CTs will be evaluated using the Washington State Standards for Mentoring (created by OSPI, Beginner Educator Support Team - 2017) as the evaluation tool. The standards to be evaluated are:
 - Standard 1: Learning-Focused Relationships
 - Standard 2: Reflective Practices
 - Standard 3: Adult Learning
 - Standard 4: Equitable Practices
 - Standard 5: Curriculum
 - Standard 6: Connection to Systems and Learning Communities
- b. The Four (4) Descriptions of Level of Practice are as follows: Unaware, Developing Capacity, Consciously Competent, Flexibly and Fluently Competent.
- c. CTs will set a professional growth goal related to one standard, mutually agreed upon with the evaluator.
- d. A final annual written evaluation based on the criteria of one of the Mentor Standards based on at least two observation periods during the school year totaling at least sixty minutes without a written summary of such observations being prepared. (see note 2 in RCW below)
- e. Assessment Schedule: CTs are considered on schedule under the following assessment:
 - 1) 1st Year: at least at Developing Capacity in the standard of focus
 - 2) 2nd Year and beyond: at least at Consciously Competent in the standard of focus

f. If a CT is "off" schedule, the CT and evaluator will craft a growth plan and move the CT onto a Comprehensive Cycle, where a review of all six standards will apply.

SECTION I: STANDARD PROCESS OF PROBATION FOR CERTIFICATED EMPLOYEES

1. The Superintendent may, at any time after October 15th, place a contracted certificated employee on probation if the employee's performance is judged to be unsatisfactory based on the appropriate Evaluation Criteria and at least two (2) observations prior to ~~W~~winter ~~B~~break.
2. A certificated employee's work is not judged to be satisfactory, and ~~therefore shall~~will be placed on probation, when they are 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 anany employee on probation, the evaluator must complete an evaluation by no later than January 15th.
4. A mid-year evaluation rating of Level 2 - Basic shall~~will~~ not constitute a second Basic comprehensive summative evaluation performance rating under paragraph 2 above.
5. A mid-year evaluation rating of Level 1 - Unsatisfactory may lead to PIP and probation in the same year provided that:
 - a. Evaluation ratings from previous years ~~shall~~will be considered in the PIP/probation decision; and,
 - b. Reasonable notice and opportunity to improve ~~was~~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 SEA's~~ 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~~workdays after receiving following the receipt of the draft plan to 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 daysworkdays of after theat meeting. Any objection to the final plan will be made at the time the final plan is provided to the employee. If there is a disagreement, a SEA representative will collaborate with a designee of the Superintendent to further develop the part(s) of the plan in question.

8. During the probationary period the evaluator ~~shall~~**will** meet with ~~the employee~~ at least twice **per** 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 they have demonstrated improvement to the satisfaction of the principal/program manager in ~~the those~~ areas **specifically** detailed in the employee's initial notice of deficiency and subsequently detailed in their **final** plan of improvement.
10. Upon recommendation of the evaluator, the Superintendent **will** ~~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 15th, of less than **level** ~~Level~~ 2 (RCW 28A.405.100).

SECTION J: GRIEVANCES

1. Procedural Disputes:
 - a. 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 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 provisions.
 - c. CT findings will not be subject to the grievance provisions.
 - d. Any employee who remains dissatisfied with the results of this review will have the right to remove the annual performance evaluation from their 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.

SECTION K: ADOPTION OF STUDENT GROWTH RUBRICS AND DANIELSON FRAMEWORK

1. SPS will adopt the new Danielson Rubric Language and the new Student Growth Goal Language in the 2023-2024 school year. Trainings will be offered in the Spring, Summer and Fall of 2023.

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