

Teacher Evaluation - Letter of Agreement between the  
Peninsula School District and the Peninsula Education Association –  
2019-2020

This Letter of Agreement outlines the Teacher/Principal Evaluation Process (TPEP) for certificated classroom teachers who provide direct instruction to students. All other certificated employees will be evaluated using the process as outlined in Section 3.2 of the Collective Bargaining Agreement. Recognizing that TPEP is continually changing and subject to state law, the District and the Association will reevaluate the language and implementation prior to the start of each school year in order to maintain a reflective, responsive and realistic professional growth model that complies with Washington State requirements.

**A. Intent**

We believe that professional development in the Peninsula School District is rooted in the intrinsic desire to be a life-long learner and provide quality learning experiences for all students. The goal of supervision and evaluation is to promote continual professional growth, including the use of new ideas and strategies in a supportive environment with clear performance expectations.

The District and the Association recognize that as certificated educators improve their professional skills it benefits collaboration with colleagues and enhances student learning. Therefore, our evaluation system should support teachers in all stages of professional growth, provide authentic opportunities for self-reflection, and recognize staff accomplishments. In addition, the evaluation process should be user friendly and encompass the unique job categories within the education field. Finally, it should be legal, supportive of certification requirements, and never used as a forum to discipline employees.

**B. Evaluators**

No administrator, principal, or other supervisory personnel may evaluate a teacher without having received training in District evaluation procedures. Before evaluating classroom teachers using the evaluation systems under RCW 28A.405.100, principals and administrators must engage in professional development designed to implement the evaluation system used in the District to maximize rater agreement. This includes summative scoring against a predetermined standard. The District shall have a plan to develop and sustain rater agreement. It is the responsibility of the evaluator to schedule, in advance, all required meetings and adhere to the negotiated terms of the process. The District and Association commit to regular and ongoing joint communications, trainings and/or other support systems to inform all certificated employees and their evaluators regarding changes to the provisions of the negotiated agreement and its implementation.

1. Request to change or add an evaluator (WAC 391-191A-230) - An employee may request a change of evaluator or that an additional trained evaluator become part of the evaluation process. All requests will be made through the building administrator's direct supervisor. The District superintendent and the Association president will meet to review the request and the final determination will be made by the superintendent.

**C. State Criteria, Framework and Scoring**

The state evaluation criteria are:

1. Centering instruction on high expectations for student achievement;

2. Demonstrating effective teaching practices;
3. Recognizing individual student learning needs and developing strategies;
4. Providing clear and intentional focus on subject matter content and curriculum;
5. Fostering and managing a safe, positive learning environment;
6. Using multiple data elements to modify instruction and improve student learning;
7. Communicating and collaborating with parents and the school community;
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

#### D. Instructional Framework

The parties have agreed to use the adopted evidence-based instructional framework developed by Charlotte Danielson and approved by OSPI. The evaluation framework identifying the components of the Danielson framework within the state criteria will be placed on the District's website.

#### E. Criterion Performance Scoring

Scoring of each criterion shall be based on the components in that criteria using a preponderance of the evidence collected throughout the year. When a preponderance of evidence does not indicate a definitive score, more recent evidence may be weighted. If there is a dispute between the evaluator and the employee regarding the rating, the parties shall have a shared reflective discussion and opportunity to submit additional evidence. If consensus cannot be reached, evaluator ratings stand.

#### F. Evidence and Artifacts

Both the teacher and the evaluator will contribute to evidence collection necessary to complete this evaluation. The teacher may provide additional evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for criteria not observed in the classroom. The evidence provided by the teacher may be discussed with the evaluator and may be used to determine the final evaluation score. Evidence includes representative examples, conversations, artifacts or observable practices of the teacher's ability and skill in relation to the instructional framework rubric gathered from the normal course of employment. Artifacts are a type of evidence and include any products generated, developed or used by a certificated teacher.

1. If a second or third year Provisional teacher received a summative score of Proficient or Distinguished in the previous year then he or she will focus evidence collection for Domain 4 components on the components rated as Basic or below in the previous year. If all Domain 4 components were rated as Proficient or above, then the teacher and evaluator will collaborate to choose one Domain 4 component to focus on and collect evidence. The evaluator will carry over remaining component scores.

#### G. Comprehensive Evaluation

A comprehensive evaluation must be completed at least once every six (6) years. Starting

in 2019-20, the focused evaluation cycle for educators will be extended to include a Focused year four (4) and Focused year five (5) before returning to comprehensive evaluation in year six (6). A comprehensive summative evaluation assesses all eight evaluation criteria. All criteria contribute to the comprehensive summative evaluation performance rating.

1. Goals: Each teacher on the Comprehensive Evaluation must have student growth goals for Criterion 3, 6, and 8 (three goals total). Either goal 3 or goal 6 will be created collaboratively with the teacher and evaluator and these goals may relate to goal 8. Goals must be written and a goals conference completed by November 15th. After the goals are finalized, the ratings for criteria 3.1 and 6.1 will be shared with the teacher.

2. Observations:

a. Time: Employees on comprehensive evaluations will be observed in the performance of professional duties at least twice during the school year for a minimum of sixty (60) cumulative minutes at least one must be for a minimum of thirty (30) minutes. Observations are not limited to the classroom instruction.

b. First Year Teachers: An employee new to the District must be observed for a minimum of 30 minutes during the first 90 days of employment.

c. Third Year Provisional Teachers: An employee in the third year of provisional status shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes.

i. A Third Year Provisional Teacher may be removed from provisional status if the employee has received a summative score of Proficient or Distinguished during the second year of employment by the district. In this case the teacher will be placed on a Focused evaluation for the current school year. (RCW 28A.405.220)

d. Formal Observation Cycle(s): A pre- and post-observation conference surrounding a formal observation shall be conducted. The formal observation cycle includes:

i. A pre-observation conference – The employee will complete the PSD Lesson Plan Template at least 24 hours prior to the pre-observation conference so that the evaluator can evaluate the non-observable components from Danielson Domain 1: Planning and Preparation. The evaluator will take notes and provide the employee with a copy immediately after the pre-conference concludes. If a second or third year provisional teacher received a Proficient or Distinguished summative score and a Proficient or Distinguished score on five out of the six Domain 1 components then he or she can submit a lesson plan in the format of his or her own choosing, as long as it addresses most of the key planning elements from Domain 1 of the Danielson Framework: knowledge of content, pedagogy, resources and students; clear instructional outcomes; instructional strategies to be used, and assessing student learning.

ii. Formal Observation – The evaluator observes the lesson, takes notes and aligns notes to the observable components from Danielson Domains 2: Classroom Environment and Domain 3: Instruction and after the

observation is complete, the evaluator will send notes from the observation with evidence labeled by observable component. The employee will then self-rate on the observable components and has the option of adding evidence and reflection prior to, during and after the post-observation conference. During the pre and post conferences the evaluator will take notes which would be shared with the employee at the conclusion of the meeting and may be used as evidence.

iii. Post-Observation Conference – The employee and evaluator meet to reflect on the lesson and collect evidence for non-observable Danielson component 4a: Reflecting on Teaching. During the post-observation conference, the evaluator and employee review the ratings for all components. Together they identify areas of agreement, determine components where there was not enough evidence to rate, and identify any areas where the employee's proficiency is basic or below. The evaluator will take notes and provide the employee with a copy immediately after the post-conference concludes. The employee may add additional comments to the evaluators report.

iv. If after the first formal observation cycle, the preponderance of evidence indicates that the teacher's current level of proficiency would be basic or lower for the cycle as a whole, a second formal observation cycle will be required.

v. If after the first formal observation cycle, the preponderance of evidence indicates that the teacher's current level of proficiency would be proficient or above for the cycle as a whole, any remaining components will be evaluated using a combination of informal observations and/or artifacts.

e. Observation Feedback: Following each formal observation, or series of informal observations, the evaluator shall promptly document the results of the observation in writing, and shall provide the employee with a copy within three (3) days after such report is prepared.

3. Mid-Year Conference: Evaluators and teachers will meet to discuss current ratings on observed components from observations and review collected evidence and artifacts by February 28th. The purpose of the conference is to assess progress of the TPEP process and of the teacher's professional practice and identify specific components on which to focus. If a 2nd formal observation cycle is required, this conference may be merged with that cycle's pre-observation conference.

4. Student Growth Data: Student growth data will be gathered by the teacher from multiple sources, and must be appropriate and relevant to the teacher's assignment and goals for student growth. Student growth is defined as the change in student academic achievement between two points in time. If a teacher receives an overall low student growth score as outlined below in section I - Ratings, the evaluator must initiate a student growth inquiry pursuant to WAC 392-191A-100 within two months or at the beginning of the following school year, whichever is later.

## H. Final Summative Conference

1. Prior to the final summative conference, the evaluator may request all evidence and artifacts be submitted by April 20, unless an agreement is made between a teacher and the evaluator for a later date. If April 20th falls on a weekend or during Spring Break, then the submission date will be moved to the following Monday.
2. The final summative conference will occur after the teacher has submitted all evidence and artifacts. This conference may be held as early as April 1st, before the deadline for artifacts and evidence (see above paragraph), if both the teacher and evaluator agree to this earlier date.
3. Prior to the final summative conference, opportunities will be provided for the evaluator and teacher to discuss the teacher's scoring, and to discuss the evidence that supports the evaluator's ratings and the teacher's final self-assessment. If consensus cannot be reached, evaluator ratings stand.
4. In the final summative conference, the evaluator must provide final ratings for comprehensive teacher evaluation no later than May 15th. Each teacher shall sign and date the final evaluation to indicate receipt, not agreement. The teacher may attach any written comments to the annual evaluation report.

## I. Ratings

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

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

2. Student Growth Criterion Score: Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in SG 3.1, SG 3.2, SG 6.1, SG 6.2 and SG 8.1. For a comprehensive evaluation, evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below. Overall ratings are determined by preponderance of evidence and most recent evidence, as recommended by the Danielson protocol.

- 5-12 Low
- 13-17 Average
- 18-20 High

## J. Proficient or Distinguished Performance

1. Non-Provisional Employees: If a non-provisional employee receives a summative score of either Proficient or Distinguished on the most recent Comprehensive Evaluation then that score will be carried forward through the employee's Focused evaluation period. If the employee earns a higher score during the Focused evaluation period then the higher score

will stand for the year in which it was earned.

#### K. Unsatisfactory or Basic Performance on a Comprehensive Evaluation

1. Provisional Employees: When it is determined that a provisional employee's overall performance in his or her primary work assignment is judged below Basic, the immediate supervisor may recommend probation or non-renewal pursuant to the appropriate state statutes. (See RCW 28A.405.100)

2. Non-Provisional Employees: For teachers with 5+ years of experience who receive Unsatisfactory or Basic on a comprehensive evaluation, the teacher continues on comprehensive evaluation the next school year.

a. In the event an non-provisional employee is placed on a comprehensive evaluation for a second consecutive year, the employee, association representative and evaluator will meet to determine what additional support opportunities will be provided by the district. Supports can include but are not limited to:

- Release time to observe peers in other classrooms district-wide,
- Courses, workshops or trainings relevant to identified areas of focus,
- Regular meetings with the evaluator and/or mentor.
- Other mutually agreed upon supports.

b. Probation: If during the second year on comprehensive, following a rating of Basic or Unsatisfactory, the teacher is still rated Unsatisfactory or Basic after the first observation, the teacher may be placed on probation for 60 days after October 15th; probation must be completed by May 15th. If teacher is deemed proficient, then he or she is removed from probation.

3. Discharge: Teachers who receive unsatisfactory or basic for 2 consecutive years or 2 out of 3 years will receive written notification of discharge by May 15. After notification, the employee has 10 days to request a hearing in writing. (RCW 28A.405.300)

#### L. Focused Evaluation

A Focused evaluation assesses one of the eight evaluation criteria and includes student growth. If a teacher selects criterion 3, 6 or 8, evaluators will use accompanying student growth rubrics. If a teacher selects criterion 1, 2, 4, 5, or 7, teachers will select criterion 3 or 6 student growth rubrics. Evaluators must approve the selected criterion.

1. Goals: Identify a focus area for professional growth: Teachers must select at least one component from one criterion for a focused evaluation. This selected focus area will be the basis for summative evaluation, along with the student growth component they choose (see below). Focused teachers are strongly encouraged to review their previous comprehensive evaluation to identify their area(s) of focus for professional growth and meet with their evaluator to narrow their focus area to components within one criterion. A teacher may choose multiple components within a criterion to be the focus for his or her professional growth for the year, but is only required to focus on one component.

a. Student Growth Goals: A teacher on a Focused Evaluation must create and measure a student growth goal. Teachers who select a component or components from Criterion 3, 6, or 8 as their focus area for professional growth will use the accompanying student growth goal rubrics. Teachers who select a component or components from Criterion 1, 2, 4, 5, or 7 must use student growth rubrics that accompany either Criterion 3 or Criterion 6. Goals must be written and a goals conference completed by November 15<sup>th</sup>.

2. Observations:

a. Time: Employees on focused evaluations will be observed in the performance of professional duties at least twice during the school year for a minimum of sixty (60) cumulative minutes; at least one must be for a minimum of thirty (30) minutes.

b. Relation to professional growth: Observations should relate to the teacher's focus area for professional growth as much as possible to generate valuable evidence and enable the evaluator to provide useful feedback. If the goal component evidence will be primarily non-observable (4C Communicating with Families for example), observation feedback will be based on performance of professional duties. Pre- and post-observation conferences are not required for teachers completing focused evaluation, though communication and feedback are encouraged.

3. Mid-Year Conference: Evaluators and teachers will meet to discuss current ratings on observed components from observations, review collected artifacts, and review goal progress by February 28<sup>th</sup>. The purpose of the conference is to assess progress of the TPEP process and of the teacher's professional practice.

4. Student Growth Data: Student growth data will be gathered by the teacher and must be appropriate and relevant to the teacher's assignment and goals for student growth. Student growth means the change in student academic achievement between two points in time. If an employee receives a low student growth score, the evaluator must initiate a student growth inquiry pursuant to WAC 392-191A-100 within two months or at the beginning of the following school year, whichever is later.

5. Final Summative Conference:

The evaluator and teacher shall meet to discuss the teacher's final summative score prior to submitting final ratings. Final ratings of a teacher must be completed no later than May 15<sup>th</sup>. If consensus cannot be reached, evaluator ratings stand. Each teacher shall sign and date the final evaluation to indicate receipt, not agreement. The teacher may attach any written comments to final annual evaluation report.

a. Summative Performance Rating: A classroom teacher shall receive a summative performance rating based on a selected focus criterion and student growth measures. The summative performance score includes observable evidence,

evidence outside of a classroom observation, authentic artifacts of teaching and learning, student growth goals and outcomes, and evidence of professional practice. All ratings will be considered when deriving the final overall rating. Overall ratings are determined by preponderance of evidence and most recent evidence, as recommended by the Danielson protocol. The final criterion score will be considered the final summative score. The score will be reported as Unsatisfactory, Basic, Proficient, or Distinguished

b. Student Growth Criterion Score: Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in SG 3.1, SG 3.2, SG 6.1, SG 6.2 and SG 8.1. Teachers on focused evaluation will be scored using student growth rubrics for Criterion 3, 6, or 8 if that criterion were included in their focus area for professional growth, or Criterion 3 or 6 if any other Criterion was selected as a focus area. For a focused evaluation, there is no student growth impact rating, but a rating of a "1" on any student growth rubric row triggers a Student Growth Inquiry Plan pursuant to WAC 392-191A-100

#### 6. Change of Evaluation Type (WAC 392-191A-120):

If a teacher is moved from a Focused evaluation to a Comprehensive evaluation, they must be notified in writing no later than December 15<sup>th</sup>.

#### M. TPEP Building Leads

Each building will have a TPEP Building lead to support implementation of the TPEP process for teachers. These leaders will present information about the framework to building staff as well as support comprehensive and focused teachers with the process. Comprehensive High Schools may have two leads. Buildings Admin Teams with input from SITE Councils will reopen the position annually at the end of May and determine who will be serving as TPEP Building Lead before leaving for summer break.

#### 1. The roles and responsibilities are as follows:

- a. Offer sessions to support staff new to Peninsula School District in a timely manner. The sessions should cover: Student Growth Goals, Formal Observations and Artifacts and Evidence
- b. Offer additional sessions to all staff as the need arises in each building.
- c. Provide small group or one-on-one support on TPEP tasks during office hours close to essential TPEP deadlines.
- d. Answer brief one-on-one questions to clarify the process for teachers.
- e. Communicate with administrators and the TPEP Teacher Leader Coordinator about training plans, goals and needs.
- f. Have read and understand the provisions of the most recent TPEP LOA. Attend any district-wide TPEP Teacher Leader meetings if scheduled
- h. TPEP Teacher Leaders should refer any contractual questions or concerns to their PEA building representatives.



i. TPEP Building Leads will receive a stipend of \$750.

FOR THE EMPLOYER:



Karen Andersen  
Chief Financial Officer

10/29/2019

Date

FOR THE ASSOCIATION:



Carol Rivera  
PEA President

10/29/19

Date