

Article 6

MEMORANDUM OF UNDERSTANDING
between the
ISSAQUAH EDUCATION ASSOCIATION
and the
ISSAQUAH SCHOOL DISTRICT
regarding

Student Growth Goals for Evaluations in Article 6

The following *Memorandum of Understanding* is made and entered into between the Issaquah School District and the Issaquah Education Association regarding the changes to the Danielson Framework evaluation for student growth goals.

Section 1: Introduction and General Provisions

1. General Provision:

- a. We believe that staff members are professionals who seek to grow and care about students and their learning. Staff and Administration have a shared responsibility to give and accept constructive feedback under the professional growth model evaluation system. Administrators are encouraged and welcomed to visit the employee's instructional setting or office throughout the year whether staff members are on focused or comprehensive evaluation.
- b. The parties are committed to implementing the evaluation system in good faith and with mutual respect. The objectives and purposes of employee evaluation are the following: maintenance of a high quality of professional practice, provision for the improvement of professional practice, recognition of outstanding performance, and promotion of comprehensive professional growth and effective professional practices. The use of data in decision-making, goal setting, and performance appraisal is an integral part of evaluation.
- c. To comply with ESSB 6696 and RCW 28A.405.100, Issaquah's Classroom Teachers will be evaluated with the Issaquah School District 4-Tiered Rubric Evaluation System based on the 8 State Evaluation Criteria and Charlotte Danielson's Instructional Framework for Teachers, as approved by OSPI and linked below:
 - i. Separate PDF links--
 1. [Danielson's Framework for Teaching \(2011\) Rubrics by Washington State Criteria, Appendix.](#)
 2. [Danielson Framework for Teaching \(2022\) with Final Revised Student Growth Goals](#)
 - ii. Classroom Teachers as defined by WAC 392.191A.030 shall be placed in one (1) of two (2) strands:
 1. Comprehensive
 2. Focused
- d. To comply with ESSB 6696 and RCW 28A.405.100, Issaquah's Certificated Support Personnel including but not limited to Counselors, Deans of Students, Teacher-Librarians, OTs, PTs, Psychologists, SLPs, Nurses, and TOSAs, including positions such as Student Support Coaches, Instructional Coaches, and Program Specialists, will be evaluated with the Issaquah School District 4-Tiered Rubric Evaluation System based on the 5 State Evaluation Criteria. To provide a relevant and meaningful evaluation framework, Counselors, Teacher-Librarians, OTs, PTs, Psychologists, SLPs, and TOSAs will be evaluated with the Modified Charlotte Danielson's Instructional Framework as appropriate to the employee's position. Deans of Students will be evaluated with the Issaquah School District Dean of Students Evaluation. Nurses will be evaluated with the [ISD Nurse's Evaluation Rubric by State Criterion](#).

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- i. See the linked, Charlotte Danielson's Frameworks Modified for Counselors, Therapeutic Specialists (OTs, PTs, SLPs), Psychologists, Teacher-Librarians, and TOSAs.
 - ii. See the linked ISD Dean of Students Evaluation Rubric and ISD Nurse's Evaluation Rubric.
 - iii. Certificated Support Personnel such as Counselors, Deans of Students, Teacher-Librarians, OTs, PTs, Psychologists, SLPs, Nurses, and TOSAs shall be placed in one (1) of two (2) strands:
 1. Comprehensive
 2. Focused
 - e. Since many factors affect student performance, and since many of these factors are outside the control of the employee, a student's National and State standardized test scores shall not be used to evaluate employee performance or to affect employee transfer or reassignment rights.
 - f. All observation(s) and gathering of evidence related to the evaluation process shall be conducted openly and with the knowledge of the employee.
 - g. If an employee files a grievance relative to implementation of any section of this article, the District shall not be prevented from proceeding with such implementation pending resolution of the grievance. If a grievance involves evaluation, only alleged procedural or factual errors are appropriate for arbitration.
 - h. All staff members shall receive a comprehensive summative evaluation at least once every four (4) years.
 - i. For Classroom Teachers a comprehensive summative evaluation assesses all eight (8) evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.
 - ii. For Certificated Support Personnel a comprehensive summative evaluation assesses all five (5) evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.
 - i. Signatures of the staff member required under any section of Article 6 Certificated Evaluation do not express agreement, but merely receipt of that information. The staff member may attach comments.
 - j. Within five (5) calendar days of receipt of the Summative Evaluation Rating, the staff member may submit signed comments that shall be attached to the report in the staff member's District personnel file. Summative Evaluation Ratings shall be the only record of performance maintained other than those required by law, in the employee's District personnel file unless the staff member decides to provide an attachment.
2. **Responsibility for Evaluation:**
- a. Within each school, the principal or designee shall be responsible for the evaluation of employees assigned to that school. When a staff member is assigned to more than one (1) school or to a District program (such as special education, SAGE, ELL teachers), the principals and program managers shall determine which supervisor is responsible for evaluating the staff member.
 - b. An attempt should be made to ensure that a staff member has the same evaluator throughout a school year. If a staff member receives a two (2) or less on the comprehensive summative evaluation performance rating the Administration will attempt to ensure that the same evaluator will observe and evaluate the staff member in the subsequent school year. Any principal or program manager may designate other staff members to assist in the observation and evaluation process, provided that such staff members are not members of the bargaining unit represented by the Association.
3. **Training:**

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- a. Ongoing professional development regarding the evaluation system will be provided for staff members new to the District and made available to current staff.
- b. An administrator, principal, or other supervisory personnel must be trained in the district evaluation procedures before evaluating staff. The District shall have an ongoing plan to develop and sustain rater agreement.
- c. Evaluation Meeting - Within six (6) weeks of the beginning of school, supervisory personnel will hold a general employees meeting or hold individual conferences to review evaluative criteria and procedures.

4. Committee/Forms/Definitions/ Procedural:

- a. District/Association Evaluation Committee: A joint ISD/IEA team will be established as needed. The team will make recommendations for changes in the evaluation system to the Association and the District. This team will consist of up to four (4) IEA members appointed by the IEA president and up to four (4) administrative staff appointed by the Superintendent or designee. All forms for the evaluation process will be designed at the District level with involvement and feedback from the IEA.
- b. For the purpose of evaluation, formal observations of staff members shall be conducted in the performance of their majority work assignment unless mutually agreed to by both parties.
- c. The Summative Evaluation Rating (defined below) will be completed and provided to the staff member no later than two (2) weeks before the end of the school year in which the evaluation takes place.
- d. Definitions:
 - i. The Comprehensive Summative Evaluation Performance Rating, hereafter known as the Summative Evaluation Rating (SER), shall be given at the end of the evaluation cycle for each year. The Summative Evaluation Rating shall be as follows: Unsatisfactory (1), Basic (2), Proficient (3), or Distinguished (4).
 1. For Classroom Teachers the Summative Evaluation Rating must be based on the scoring rubric established by the state using the eight (8) defined criterion and the Impact on Student Learning Growth Goal. This Summative Evaluation Rating is given for both the Comprehensive and Focused Evaluations.
 2. For Certificated Support Personnel the Summative Evaluation Rating must be based on the scoring rubric established by the district using the five (5) defined criterion. This Summative Evaluation Rating is given for both the Comprehensive and Focused Evaluations.
 - ii. The Preliminary Evaluation Rating (PER) is the interim score given to a staff member after an observation to show their current standing on the Summative Evaluation Rating scale.
 - iii. Evidence means examples of observable practices of the staff member's ability and skill in relation to the instructional framework rubric appropriate to the staff member's position, as noted by the evaluator. Evidence also means work product(s) and other relevant examples of the employee's practice(s), which are a natural by-product of the employee's work and not a newly created document(s) for the purpose of satisfying evaluation requirements. Evidence is observed and/or selected using professional judgment by the evaluator and/or the employee and demonstrates the knowledge and skills of the employee with respect to each of the criteria. Inclusiveness and brevity are two (2) competing factors, with the emphasis placed on the quality of employee work, not the quantity of materials presented. The evidence must be sufficient to the evaluator as well as user friendly (neat, organized), but is not intended to be overly burdensome on the employee or evaluators.

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- iv. The staff member may provide additional evidence to aid in the assessment of the employee's professional performance against the instructional framework rubric appropriate to the employee's position, especially for those criteria not observed in the educational setting or office.

Section 2: Student Growth Goal

1. ISD/IEA Student Growth Measures:

- a. The evaluation model requires the use of multiple measures to determine student growth between two (2) points in time.

2. Procedures for Student Growth Implementation for the Comprehensive Evaluation Process for Classroom Teachers only.

- a. Classroom Teachers select a class period or subject matter, as applicable to the Classroom Teacher's assignment, for the purpose of measuring student growth.
- b. The Classroom Teacher will draft his or her student growth goals and action plan, based on data analysis.
- c. The Classroom Teacher then shares the goal and rationale for the Classroom Teacher's student growth goals with the evaluator.
- d. The Classroom Teacher then meets with his or her grade level team or department to establish the teacher's growth goal for Criterion 8, and shares the goal with their evaluator who will then provide input to the Classroom Teacher on appropriateness of the goal.
- e. After a collaborative conversation, the evaluator agrees on student growth goals for Criteria 3 & 6.
- f. The Classroom Teacher will also measure student growth by using multiple measures. Examples could include:
 - i. School/Department selected interim assessment (a unit test, quiz, writing assignment, or other curricular assessment) and mutually agreed to, between Classroom Teachers and the building principal(s),
 - ii. A classroom teacher determined assessment which may be formative in nature.
- g. Determining the Scores for the Student Growth Components.
 - i. Impact on Student Learning Scoring
 1. In determining the Student Growth Score for Criteria 3 and 6, the evaluator should triangulate student growth using multiple measures. The Overall Student Growth Score will be calculated by combining the Overall Student Growth Criterion Scores from Criteria 3, 6, and 8.
 2. The Evaluator should examine additional circumstances associated with student attendance, the classroom teacher's assignment, experience, expertise, site and environmental factors affecting performance behaviors.
 - ii. What constitutes "adequate" student growth varies between students and classes.

3. Procedures for Student Growth Implementation for Focused Evaluation Process:

- a. The evaluator will approve the selection of the Criterion for the Classroom Teacher's focused evaluation within the parameters of the state requirements.

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- b. If a Classroom Teacher on the Focused evaluation process does not select Criterion 3 or 6, he or she will also create a Student Growth Goal using the above Section 2 for Criterion 3.1 and 3.2 or 6.1 and 6.2.
- c. If a Classroom Teacher selects Criterion 3 or 6, he or she only needs to establish a Student Growth Goal for that singular Criterion and will use Section 2 to assess Student Growth for that Criterion.

Section 3: Comprehensive

1. **Frequency:** All staff members shall receive a Comprehensive Evaluation at least once every four (4) years.
 - a. For Classroom Teachers the Summative Evaluation Rating must be based on the scoring rubric established by the state using the eight (8) defined criterion and the Impact on Student Learning Growth Goal. This Summative Evaluation Rating is given for both the Comprehensive and Focused Evaluations.
 - b. For Certificated Support Personnel the Summative Evaluation Rating must be based on the scoring rubric established by the district using the five (5) defined criterion. This Summative Evaluation Rating is given for both the Comprehensive and Focused Evaluations.
2. **The following groups must receive a comprehensive Summative Evaluation Rating (SER):**
 - a. Staff members who are provisional employees under RCW 28A.405.220 (known as provisional)
 - b. Staff members who received a comprehensive Summative Evaluation Rating (SER) of level 1 or level 2 in the previous school year.
 - c. Staff members who are transferred from a Focused Evaluation to a Comprehensive Evaluation at the direction of their evaluator or at the staff member's request.
 - d. Staff members whose performance is not judged satisfactory consistent with RCW 28A.405.100.
 - e. Staff members who have not received a Comprehensive Evaluation in the preceding three (3) years.
 - f. Staff members returning to the district from a leave of two (2) years or more will be assigned to the Comprehensive Evaluation.
3. **Timeline and Observations:**
 - a. Staff members newly hired by the District shall be placed in the Comprehensive Evaluation and shall be observed at least once for a minimum of thirty (30) minutes within the first ninety (90) calendar days from the commencement of their employment.
 - b. During the school year, each staff member on the Comprehensive Evaluation shall be observed for the purpose of evaluation at least twice in the performance of their majority work assignment unless mutually agreed to by both parties.
 - c. Total observation time each school year for every staff member shall not be less than sixty (60) minutes, including a minimum of two (2) formal observations of at least thirty (30) minutes each. Additional observations or a series of observations may be conducted as deemed necessary by either party.
 - d. A series of formal observations held within a three (3) week period may have a common pre-observation conference and will have a common post-observation conference. Each observation conducted as part of the series must be a minimum of thirty (30) minutes. One Preliminary Evaluation Rating (PER) form will be completed for the series of observations.

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- e. An employee in the third (3) year of provisional status as defined in RCW 28A.405.220 shall be observed at least three (3) times in the performance of his or her majority assignment and the total observation time for the school year shall not be less than ninety (90) minutes.
 - f. The timeliness of meetings around evaluations and observations is essential to the process. The pre-observation meeting must be held no more than five (5) working days prior to the observation(s).
 - g. A pre-observation conference shall be held between the staff member and observing evaluator prior to each observation or series of observations. At the pre-observation conference, the staff member and the evaluator shall elaborate on/discuss the staff member's specific objectives, instructional strategies and assessments to be used and other information relating directly to the Preliminary Evaluation discussion topics as outlined on the pre-observation form. Elements of the conference/discussion that provide evidence for the evaluation framework will be considered.
 - h. Cancellations of meetings and observations by evaluator or employee should only occur under emergency circumstances.
 - i. A post-observation conference shall be held between the employee and evaluator within seven (7) working days after an observation. The evaluator shall provide the employee with a working draft of the Preliminary Evaluation Rating form, which may include preliminary scoring based on the rubric, the day of or prior to the meeting. At this meeting, the evaluator and employee will discuss areas of strength, areas for further growth, additional evidence and areas that have not yet been observed. The employee and evaluator will have the opportunity to provide additional evidence, which may then be incorporated into the completed Preliminary Evaluation Rating form. The completed Preliminary Evaluation Rating form will be provided to the employee within three (3) working days of completion.
 - j. When practical pre and post observation conferences should be held in the employee's room or office for the purpose of accessing and documenting evidence related to the appropriate instructional framework rubric.
 - k. Pre and Post Observation meetings shall occur within the contractual day unless mutually agreed to by both parties.
 - l. In the process of scoring each Criterion no single Component will be weighted more or less heavily than any other Component.
 - m. When evaluating Domain 4 professional development and staff member's leadership, data from up to three (3) years prior will be considered. The employee will explain how current professional practices connect to contributions from the previous three (3) years. Evaluators are encouraged to use a broad interpretation of employee leadership.
4. **Informal Observations:**
- a. Informal observations may be conducted as needed.
 - b. An informal observation can be but does not need to be pre-scheduled.
 - c. Observations do not have to be in the classroom or instructional setting. For example, department or collegial meetings may be used for informal observations.
 - d. If there is an area of concern based upon any informal observation, there must be written documentation of the concern and the documentation must be provided to the employee within five (5) workdays of when the concern was observed in order for that evidence to be used in the evaluation process.
 - e. Any time after an informal observation a staff member may request a meeting to discuss the informal observation.

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Section 4: Focused

1. **Frequency, Selection of Criterion, and Summative Rating Score:** In the years when a comprehensive evaluation is not required, staff members who received a Summative Evaluation Rating of level 3 (Proficient) or above in the previous school year are required to complete a Focused Evaluation.
 - a. For Classroom Teachers a Focused Evaluation includes an assessment of one (1) of the eight (8) Criteria selected for a performance rating plus professional growth activities specifically linked to the selected Criterion.
 - b. For the Certificated Support Personnel, a Focused Evaluation includes an assessment of one (1) of the five (5) Criteria selected for a performance rating plus professional growth activities specifically linked to the selected Criterion.
 - c. The selected Criterion must be approved by the staff member's evaluator and may have been identified in a previous evaluation as benefiting from additional attention. A group of staff members may focus on the same evaluation Criterion and share professional growth activities.
 - d. The staff member's Summative Evaluation Rating (SER) from the most recent Comprehensive Evaluation is assigned and used as the staff member's overall Summative Evaluation Rating score for any of the subsequent years that the staff member is on the Focused Evaluation Cycle. The intent of this provision is to encourage educators to pursue areas of challenge in an effort to improve professionally. Should a staff member provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
 - e. A staff member may be moved from a Focused Evaluation to a Comprehensive Evaluation at the request of the employee or evaluator. This move must be requested by the employee in writing on or before December 15 of that school year. Should an evaluator determine that a staff member should be moved to a Comprehensive Evaluation for that school year, the staff member must be informed of this decision in writing at any time on or before December 15.
 - f. If asked by the staff member, evaluators will provide interim feedback on his/her performance level in regards to the Criterion rubric.
2. **Observations:**
 - a. For the staff member who selects an observable Criterion, total observation time each school year shall not be less than sixty (60) minutes, including a minimum of two (2) observations. Additional observations or a series of observations may be conducted as deemed necessary by either party. Observations do not have to be in the classroom or instructional setting. For example, department or collegial meetings may be used for observations.
 - b. For the staff member who selects a Criterion that is less observable in the instructional setting, total engagement time with the evaluator shall not be less than sixty (60) minutes each school year. These interactions can include but are not limited to observations, staff department and team meetings, Guidance Team, parent meetings or any other meetings where the evaluator is present.
 - c. Additional observations or a series of observations may be conducted as deemed necessary by either party.
 - d. An observation can be but does not need to be pre-scheduled.
 - e. If there is an area of concern based upon any observation, there must be written documentation of the concern and the documentation must be provided to the employee within five (5) workdays in order for that evidence to be used in the evaluation process.

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Section 5: Remediation of Deficiencies

1. Specifying Deficiencies/Informal Growth Plan:

- a. Staff members with continuing contracts will be given support through an Informal Growth Plan under the following circumstances. The Informal Growth Plan must be implemented after at least two (2) observations, and prior to receiving a Summative Evaluation Rating (SER) of less than Proficient (3) in any given school year. The following shall occur if an Informal Growth Plan is to be established:
 - i. The evaluator shall meet with the staff member and communicate verbally and in writing an Informal Growth Plan.
 - ii. The Informal Growth Plan will identify:
 1. areas of deficiency within identified criteria,
 2. actions to remediate such deficiencies, and
 3. means by which the evaluator can provide assistance.
 - iii. The staff member shall have at least twenty (20) school days to remediate the areas of deficiency. At the staff member's request, IEA Representation shall accompany the staff member at any conference between the evaluator and the staff member.

2. When a Remediation Program is Required:

- a. No staff member with a continuing contract shall be placed on probation unless an Informal Growth Plan has been given to the staff member in the current school year or the prior school year and at least twenty (20) school days were provided after the staff member's receipt of the Informal Growth Plan to remediate the areas of deficiency and subject to Article 6, Section 6, Probation.
- b. Collegial Assistance:
 - i. A staff member who has received an Informal Growth Plan shall have the right to request an observation(s) or other appropriate help from one (1) or more fellow staff members approved by the evaluator for the purpose of obtaining constructive suggestions to overcome the deficiencies.
 - ii. The staff member under the Informal Growth Plan will be responsible for communicating the Informal Growth Plan to the advising staff member when the advising staff member has agreed to assist.
 - iii. Reasonable release time for collegial assistance shall be granted by the District, upon the mutual agreement of the requesting staff member and evaluator.
3. **Transfer:** The right to transfer will be suspended for any staff member who has received an Informal Growth Plan in the current or prior school year until a satisfactory SER is received.
4. **Intervention Assistance for Provisional staff members:** It is the parties' intent to support provisional staff members and provide assistance as early as possible.
 - a. A staff member on a provisional contract who receives a Preliminary Summative Score of one (1) Unsatisfactory in a formal observation under the appropriate Danielson Framework will result in an additional meeting of the evaluator and employee following the post-observation conference.

