

**Letter of Agreement
between
Highline Education Association
and
Highline School District**

Professional Growth & Evaluation Changes and Revised Counselor Criteria

Effective School Year 2023-2024

Office of the Superintendent of Public Instruction (OSPI) has established a timeline for the implementation and adoption of a revised Charlotte Danielson Instructional Framework (CDIF) and new Student Growth Goal Rubrics (SGG Rubrics). Consistent with this timeline, the Highline Education Association (Association or HEA) and the Highline School District (District or HSD) negotiated a phased implementation plan through the *New PG&E Rubrics Implementation Plan Letter of Agreement (LOA)*, including a “Mini-Pilot” in 2022-23, districtwide pilot in 2023-24, and joint professional learning (PL) to support both the pilot and full implementation in 2024-25.

Additionally, during the 2022-23 school year, Highline’s counselors worked with the Joint Evaluation Team (JET) to develop new evaluative criteria that is better aligned with Highline’s Comprehensive School Counseling Plan. The parties intend to replace the Counselor Criteria in Appendix A with this new criteria (see attached) when a successor Collective Bargaining Agreement (CBA) is negotiated in spring, 2024. For the 2023-24 school year, the new criteria will be piloted districtwide as outlined below.

New PG&E Rubrics Implementation - Districtwide Pilot and Professional Learning

In the 2023-24 school year, all teachers on the PG&E system and their evaluators, with few exceptions, will use the new CDIF and SGG rubrics districtwide in a “pilot” fashion. This means that, with very few exceptions, there will be no adverse impact to teachers during this year while both teachers and evaluators are becoming familiar with the new framework language and SGG rubrics.

- All PG&E-applicable teachers and evaluators will utilize the new CDIF language and new SGG rubrics districtwide, with potentially a few exceptions, outlined below.
- SFS will be updated to reflect the new language system-wide.
- All PG&E evaluators and teachers will receive professional learning during District-directed time (e.g., DID, admin-directed PCT) on the new CDIF and SGG rubrics; training will be based on JET recommendations and any additional agreements reached via Labor-Management.
 - Training will be conducted during DID time in August and November, and may also include some “just in time” trainings throughout the 2023-24 year.
 - Teacher trainings will be jointly attended by PG&E teachers and evaluators, but evaluators may receive additional training separately.
- Teachers’ overall summative evaluation ratings may not be negatively impacted during the districtwide pilot, with very few exceptions, in order to provide a supportive

environment for learning and growth for both teachers and evaluators. The pilot will not change the cycle of Comprehensive vs. Focused evaluation processes for teachers.

- In the event there are any teachers with more than five (5) years of experience who received a summative Basic or Unsatisfactory rating in 2022-23, HSD will notify HEA no later than September 15, 2023, in order to problem solve any logistical complications with implementing the relevant sections of Article 19 due to the district-wide pilot.
- If there is a perceived performance concern with any provisional teacher, the evaluator must notify HSD Human Resources no later than October 31, 2023, in order to develop a support plan and next steps consistent with CBA language and state law. HSD will notify HEA no later than November 15, 2023, and engage in Labor-Management problem-solving around these situations as needed.
- If a teacher is on the Comprehensive Cycle and that teacher's criteria scores would not result in a Proficient or Distinguished rating on the summative evaluation, the teacher's annual evaluation will not receive a summative rating, and will include a note that the teacher was participating in a pilot of the new SGG rubrics and CDIF rubric.
- Any teacher who did not receive a summative rating on the 2023-24 annual evaluation will be added to the list of teachers placed on the Comprehensive Evaluation cycle for 2024-25.
- The following revisions to CBA Article 19 will be piloted during the 2023-24 school year to better facilitate implementing the new rubrics. Sections 19.6.B.6.a and several other subsections of Section 19.6.B and 19.7.C will be revised to allow for additional flexibility in timing of observations, facilitating alignment of student growth goals with an observation-based coaching cycle.
 - The second of at least two required observations may be scheduled in advance or unscheduled. It shall be conducted ~~after January 1 and before May 1; it must take place after the CCC2 and before May 1. (as outlined above).~~ It shall be a minimum of thirty (30) minutes in duration.
 - In Sections 19.6.B and Section 19.7.C, the initial scoring of observations may be provided to the teacher within 7 days (vs 5) in order to facilitate a more collaborative approach to scoring of components.

Revised Counselor Criteria – Districtwide Pilot

In the 2023-24 school year, all counselors and their evaluators districtwide will use the new counselor criteria, consistent with Article 10 of the CBA, in a "pilot" fashion. This means that, with very few exceptions, there will be no adverse impact to counselors during this year while both counselors and evaluators are becoming familiar with the new criteria language.

- Counselors will be provided training on the new criteria during August DID time, and are encouraged to have a purposeful conversation with their evaluator in the fall to review the new language.

- Counselors' annual evaluation ratings may not be negatively impacted by the districtwide pilot, with very few exceptions, in order to provide a supportive environment for learning and growth for both counselors and evaluators.
 - In the event there are any counselors who received an Unsatisfactory evaluation in 2022-23, HSD will notify HEA no later than September 15, 2023, in order to problem solve any logistical complications with implementing the relevant sections of Article 10 due to the districtwide pilot.
 - If there is a perceived performance concern with any provisional counselor, the evaluator must notify HSD Human Resources no later than October 31, 2023, in order to develop a support plan and next steps consistent with CBA language and state law. HSD will notify HEA no later than November 15, 2023, and engage in Labor-Management problem-solving around these situations as needed.
 - If a counselor is on the Long Form Evaluation and that counselor's annual evaluation would be rated as Unsatisfactory, the evaluation will not receive a rating, and their evaluation document will include a note that the counselor was participating in a pilot of the new evaluative criteria for counselors.

Ongoing Monitoring

During the 2023-24 school year, any concerns, problems or challenges that arise with implementation of this LOA will be brought to HEA-HSD Labor Management and/or the Joint Evaluation Team, as appropriate. The JET will make recommendations to the Joint Bargaining Team no later than Spring 2024 about recommended future professional learning and continued/additional modifications to existing CBA language that arise as a result of the district-wide pilots during the 2023-24 school year.

HIGHLINE EDUCATION ASSOCIATION


 Dr. Sandra L. Hunt
 President

6/28/23
 Date

HIGHLINE SCHOOL DISTRICT NO. 401


 Dr. Steve Grubb
 Chief Talent Officer

6/28/23
 Date

CRITERIA	INDICATORS FOR COUNSELOR
Preparation/Professional Growth	<ol style="list-style-type: none"> 1. Possesses and maintains competence in current counseling practices. 2. Understands current development in the counseling field and applies school counselor best practice. 3. Takes initiative in seeking out professional development and other opportunities to improve practice. 4. Understands counselor's professional role and exhibits enthusiasm for the work.
Program Planning	<ol style="list-style-type: none"> 1. Establishes immediate and long-range objectives consistent with ASCA guidelines, school & district Comprehensive School Counseling Plans, Student needs and school & district mission. 2. Prepares effective plans to meet objectives. 3. Evaluates plans on a regular basis and utilizes results to adjust school counselor practice to meet objectives. 4. Demonstrates leadership through the development and implementation of a school counseling program.
Relationships with Students & Families	<ol style="list-style-type: none"> 1. Demonstrates belief all students should have access to the comprehensive school counseling program. 2. Establishes relationships and maintains rapport with students and families in a professional manner: <ol style="list-style-type: none"> a. Practices active listening b. Shows empathy and compassion c. Respects different values d. Encourages independent decision making 3. Respects parental concerns and individual needs. 4. Deals with personal information and communication in a confidential manner. 5. Is a liaison between school, family, and community support services.
Relationships with Staff	<ol style="list-style-type: none"> 1. Develops rapport with administrators and school staff in a professional and respectful manner. 2. Demonstrates clarity and professionalism in written and oral communication with staff.

	<ol style="list-style-type: none"> 3. Understands the importance of teamwork and believes that all staff work as a team to serve students and families. 4. Actively participates in teams by clarifying roles, articulating concerns or problems, contributing information & solutions, and facilitating decision making. 5. Consults and collaborates with school staff and other student support persons to serve the general needs of students and families. 6. Responds to staff concerns, functions effectively as a resource and case consultant and makes appropriate referrals.
<p>Personal/Professional Qualities</p>	<ol style="list-style-type: none"> 1. Adheres to ASCA professional ethical standards within the school counseling role. 2. Demonstrates ability to give and receive feedback constructively. 3. Functions in a well-organized manner. 4. Meets responsibilities as laid out in the HPS Comprehensive School Counseling Program in a punctual and reliable manner. 5. Demonstrates awareness of one's own strengths and limitations to improve or enhance the school counseling program. 6. Adaptability - is flexible, responsive to, and able to prioritize needs as they arise.

ASCA School Counselor Professional Standards and Competencies linked [here](#)

ASCA Ethical Standards ASCA Ethical Standards for School Counselors linked [here](#)