

Memorandum of Agreement  
Between the Puyallup School District (PSD)  
And the Puyallup Education Association (PEA)

10/5/23

**RE: 2023 – 2024 Transition to New Student Growth Rubrics**

**Background:**

Since the implementation of the Teacher Principal Evaluation Program (TPEP) more than a decade ago, there have been updates to improve the process and practices of evaluating teachers. During the 2021 – 2022 school year, OSPI released updated interim student growth rubrics and provided districts an opportunity to voluntarily begin using these as a pilot in lieu of the student growth rubrics originally provided. Full implementation of the new student growth rubrics will be required beginning with the 2024 – 2025 school year. The district and association wish to provide a supportive and successful transition.

In the original TPEP student growth rubrics, educators set goals, and then the *focus was on growth and achievement data*. In the new rubrics, that is changing to *focus on educator reflections*, and using student growth data to improve instruction and student learning.

Knowledge of student cultural assets is part of goal setting in these new rubrics. The new rubric emphasize responsive practice and authentic conversations, instead of final outcomes in student growth data.


**Agreement:**


To develop a supportive model for transition, the parties agree to the following:

1. Prior to using the eVal tool for collecting evaluation artifacts and data and documenting evaluations, all teachers and administrators will receive professional development on the use of the eVal tool.
2. Professional learning will be offered to implement eVAL and will include, but not be limited to:
  - a. Access to the eVal tool.
  - b. How to properly submit evidence, artifacts and data.
  - c. How to properly submit student growth goals and the supporting data.
  - d. How communication between the evaluator and employee works on the eVal tool.
3. All teachers will begin using the eVal tool in the 2023 – 2024 school year and will receive administrative support as they transition to the tool as needed.
4. Prior to using the new student growth rubrics for evaluation, all teachers and administrators will receive professional development on the use of the new student growth goal rubrics.
5. Professional learning will be offered to implement the new student growth goals and will include, but not be limited to:

- a. Shifts in new language
  - b. Levels of performance (rubric review)
  - c. Collecting family and student input
6. In recognition that this is the first full year of implementation, for 2023-24 no employee will receive a student growth score less than the student growth score from their most recent comprehensive evaluation. Should the use of such a system limit or hinder an employee from achieving a proficient rating, the parties agree to discuss other possible options for addressing student growth on an as needed basis.
  7. The district will create a common message presentation specific to the implementation of the revised student growth goal rubrics and scoring, for the purpose of conveying consistent understanding with an emphasis on the reflection of practice. The presentation will be shared with the PEA President for review, input for modifications, and approval before being distributed to all PEA employees.
  8. In addition to time for professional development, additional time will be provided during the evaluation process for conversations focused on reflection of the student growth goals by the teacher and supported by the evaluator.
  9. It is the intent of the parties that the new rubrics will not require additional evidence be created to document the reflection that takes place by the teacher during the evaluation process. Teachers and evaluators have the option to input evidence into eVAL as an example of demonstrating supporting evidence. While this option is available, the primary focus still lies on gathering authentic evidence through natural conversations that center around the teacher's reflections and their plans for adjusting instruction.
  10. The parties recognize that culturally responsive teaching relies on writing goals and reflection based on the teacher's knowledge of their students' assets. To provide opportunity for this to occur, the parties agree that for those individuals using the new student growth rubrics, initial goal setting conferences with evaluators will take place no later than December 15.
  11. To embed the use of student growth goals into the regular flow of instruction, it is suggested that the student growth goal cycle is contained within a single unit of study. Because the growth goals are to demonstrate knowledge of student cultural assets, the teachers may not set a student growth goal until later in the year. It is agreed that all teacher will have their first attempt at setting a student growth goal set by January 31.
  12. Teachers may use the formal student growth setting process more than once through the year to improve their practice and show additional growth for their evaluation.

This agreement shall be in effect for the 2023-24 school year.

  
 For the District \_\_\_\_\_ Date 10/5/23  
 Amie Brandmire  
 Assistant Superintendent of HR

  
 For the Association \_\_\_\_\_ Date October 6, 2023  
 Bob Horton  
 PEA President