

**Memorandum of Understanding
Between
Longview Education Association and Longview School District
Regarding the
New Student Growth Rubrics for Teacher Evaluation**

Since the implementation of the Teacher Principal Evaluation Program 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 a focus on educator reflection, and using student growth data from both formative and summative assessments to improve instruction and student learning.

Knowledge of student cultural, academic, and social-emotional assets is a part of goal setting in these new rubrics. The new rubric emphasizes responsive practice and authentic conversations, which analyze teaching practice and how a teacher's instructional choices impact their students' learning. The new rubric also emphasizes the correlation between teaching essential standards and engaging students cognitively and/or emotionally.

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

1. Prior to using the new student growth rubrics for formative or summative evaluation, all teachers and administrators will receive additional professional development on the use of the new student growth goal rubrics. Professional development materials to support the implementation of the new student growth goals will be provided to the association for feedback by July 11th, 2024 and focus on:
 - A. For evaluators/teachers:
 - Learning around facilitating professional, learning-focused conversations that are centered on reflection on practice in an interactive manner.
 - Refresher training for evaluators on the University of Washington 5-Dimensions of Teaching and Learning instructional framework, including the revised rubric for Student Growth Goals.
 - Review of current district data sources to support teachers with knowledge of students.
2. Conversations supportive of the student growth process may be included in the two confidential evaluation conversations required by RCW 28a.405.100(9), and should at minimum involve two student growth conversations.

3. Evidence should be authentic and gathered through a natural harvest provided during the professional conversations focused on the sharing of reflections by the teacher on how they will adjust their instruction.
4. Student feedback may be considered as part of a teacher's self-evaluation as general reflection and shared with the evaluator at the teacher's discretion, per OSPI recommendation.
5. A group of teachers may, but shall not be required to, focus on the same evaluation criteria and share professional growth activities as part of a collaborative process.
6. The parties recognize that culturally responsive teaching relies on developing a student growth process and related professional reflection based on the teacher's knowledge of their students' assets. To provide opportunity for this to occur, the parties agree that the initial goal setting conference should occur by November 15th: after the evaluators and teachers have received training.
7. 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, but this may vary by context. This means that teachers may choose to set a student growth goal to be measured at any point in the school year, in collaboration with the evaluator, but must communicate their Student Growth Goal Plan no later than February 1st.
8. Teachers may choose to use the formal student growth setting process more than once through the year to improve their practice and show additional growth for their evaluation.
9. The Growth Goal Process must be completed by May 1st, which includes: goal setting (Nov 15th), unit of study and reflection, data collection, and discussion.

This Memorandum of Understanding will be in effect for the 2024-25 school year and will expire on the last teacher workday of the school year. The consideration provided herein is based on the unique facts of the situation and is not, and may not be cited by anyone as, a past practice or precedent for any future situation.

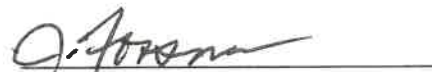
FOR THE DISTRICT



Penny Andrews
Director of Human Resources

6/7/2024
Date

FOR THE ASSOCIATION



Jerry Forsman
LEA President

6/7/2024
Date