

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

The parties agree to the following changes to Article 12 and 13 for the 2025-26 school year.

The changes primarily impact the evaluation process for Educational Staff Associates (ESAs) and Support Personnel and are the result of the collective recommendations of the joint PSD-PEA Evaluation Committee.

For the 2025-26 school year, all ESAs and Support Personnel will be evaluated on a comprehensive evaluation to establish baseline scores.

ARTICLE 12. EVALUATION OF CERTIFICATED EMPLOYEES

Section 12.1 General

All certificated employees shall be evaluated during each school year in accordance with the procedures and criteria set forth herein, per RCW 28A.405 and WAC 392-191A. The written evaluation report shall not be the method used to formally discipline an employee; provided, however, that this is not intended to prevent discussion of disciplinable problems as these affect teaching competency.

Principals and teachers working together can provide an environment that ensures instruction centered on high expectations for student achievement; fosters a safe, positive learning environment with the teacher participating in the collaborative effort to improve instruction; advances the knowledge and practice of teaching as a profession; and ultimately has positive impact on student learning. Extenuating circumstances (including but not limited to placement in an unfamiliar content area/grade level or extreme workload/overload situations), shall be acknowledged in evaluation of employee performance. The District may, at its discretion, provide supports (i.e.: coaching, mentors, etc.) to employees with performance concerns.

A. Definitions

1. **Criteria** shall mean one of the eight (8) state defined categories to be scored for classroom teachers and one of five (5) state defined categories for ESAs or Support Personnel.
2. **Component** shall mean the sub-section of each criterion.
3. **Artifacts** shall mean any products generated, developed or used by an employee. Artifacts shall not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

4. **Evidence** shall mean examples or observable practices of the teacher's level of performance in relation to the instructional framework rubric. It should be gathered from the authentic planning, classroom environment, instruction, and/or professional responsibilities of teachers.
5. **Student Growth** is the change in student achievement between two points in time (RCW 28A.405.100). Student growth refers to the learning progress made by students through instructional experiences. The student growth process includes: setting goals for students, planning instruction and assessment, and reflecting on student progress. Student growth is a substantial factor in evaluating educators.

Section 12.2 Responsibility for Evaluation

Within each school the Principal or trained designee shall be responsible for the evaluation of employees assigned to that school. Within the District, program directors or their trained designees shall be responsible for the evaluation of employees assigned to those programs.

Employees assigned to more than one school or job shall be evaluated by the Principal or designee of one school or by the program director or designee. Such employee may request additional observations at assignments other than those evaluations provided by the District.

Responsibility for evaluation shall not be designated to members of the bargaining unit.

Section 12.3 Evaluation Timelines

Section 12.3.1 Notification of Intended Evaluator - Prior to September 30

Prior to September 30th of each year, employees shall be notified of the name of their intended evaluator.

Section 12.3.2 Goal Setting Conference - No later than December 15

The evaluation tool, criteria and process shall be discussed with employees on or before the goal setting conference, which shall take place no later than December 15. At the goal setting conference, the employee will be prepared to discuss the self-assessment and preliminary student growth goals that may be used for the evaluation.

Section 12.3.3 Moving Employee from Focused to Comprehensive - On or before December 15

A Comprehensive/~~Long-Form~~ evaluation is required at least once every six years. In the years when a Comprehensive/~~Long-Form~~ evaluation is not required, employees (classroom educators and ESA/Support Personnel) who received an overall rating of proficient or distinguished in the previous year, may be evaluated using the Focused evaluation, ~~and ESA/Support personnel whose performance was rated Meets Expectations may be evaluated using the Short-Form evaluation.~~

An employee on provisional status (first three years of teaching or ESA/Support Personnel experience, or first two years with Superintendent approval) must be on a Comprehensive evaluation. An employee with two or more years of successful teaching in a Washington

school district who moves to a new district will begin a new six-year cycle, starting with a Comprehensive evaluation during that provisional status year.

An employee may be transferred from a focused performance evaluation to a comprehensive performance evaluation at the request of the employee, or at the direction of the employee's evaluator (RCW 28A.405.100).

Should an evaluator determine that an employee on a focused ~~short-form~~ evaluation should be moved to a comprehensive ~~long-form~~ evaluation for that school year (outside the normal statutory cycle), the employee must be informed of this decision in writing at any time on or before December 15. Written rationale will be provided, if requested by the employee.

In any school year, after an evaluator develops concerns regarding the performance of an employee for any evaluative criterion, a conference must occur within five (5) school days of each required observation.

Section 12.3.4 Changing Intended Evaluator – Not after February 1

The intended evaluator shall not be changed without good cause and the employee shall be notified of said change within ten (10) school days of the decision to make the change. The intended evaluator shall not be changed after February 1 of each school year unless there are unusual circumstances. In the event of such unusual circumstances, the employee and the administration shall mutually agree upon another evaluator within ten (10) school days.

Section 12.3.5 The Mid-Year Conference - By the End of February

Employee and evaluator will hold a mid-year conference as outlined in the Comprehensive ~~Long-Form~~ Process.

Section 12.3.6 Final Evaluation – By May 15

The evaluator shall write the final evaluation and both the employee, and the evaluator shall sign the completed evaluation by May 15.

Prior to the preparation of the final written evaluation, any employee may request an evaluation conference.

All copies of the evaluation form shall be signed by the evaluator and the employee. Signature of the employee does not necessarily imply agreement with the evaluation. The employee may submit signed comments concerning the evaluation report and such comments shall be attached to the evaluation report in the personnel file. The original evaluation shall be submitted to Human Resources for review and filing in the personnel file. A second copy shall be provided to the employee and a third copy may be retained by the Principal or designee.

The Evaluation Conference shall not be used as a disciplinary meeting to issue a formal warning, reprimand, or discipline, provided, however, that this is not intended to prevent discussion of disciplinable problems as these affect teaching competency.

Evaluation statements based on complaints from other data sources shall only be incorporated as per the Complaint Procedure section.

Section 12.4 Evaluation Criteria

Evaluation resources will be posted online and employees will be informed where these resources can be found at the beginning of the Evaluation Cycle.

All evidence and artifacts for classroom teacher evaluations will be submitted in the district adopted evaluation instrument, either by the educator or evaluator. ESAs and Support Personnel can share any evidence or artifacts that they wish to be considered directly with their evaluator.

Any changes in the required forms and supporting resources posted online will be done by mutual agreement of the District and the Association.

- A. **Classroom Teachers:** All employees serving as classroom teachers, (excluding those identified as Educational Staff Associates (ESAs) or Support Personnel in section B below) shall be evaluated during each school year on the basis of the adopted criteria and appropriate criterion indicators:

Eight (8) Evaluation Criteria, per RCW 28A.405.100:

1. Centering instruction on high expectations for student achievement,
2. Demonstrating effective teaching practices,
3. Recognizing individual student learning needs and developing strategies to address those needs,
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, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

- B. **Educational Staff Associates and Support Personnel:** All employees serving as educational staff associates (ESAs) or Support Personnel, such as: AP/Pre-AP Coordinator, Audiologist, Board Certified Behavior Analyst, CTE TOSA, Career

and College Readiness TOSA, Dual Language TOSA, Early Learning Specialist, Education Specialist, Gateway & Advance Teacher, GED & Diploma Teacher, Highly Capable Program Coordinator, High School Athletic Coordinator, Instructional Coach, Librarian, Medically Fragile Teacher, MTSS Coordinator, MTSS Lead Teacher, MLE TOSA, Music and the Arts Program Coordinator, Occupational Therapist, On-Time Graduation Specialist, Physical Therapist, School Counselors, School Nurse, School Psychologist, School Social Worker, SEL TOSA, Speech Language Pathologist, Summit/IAES Teacher, Teacher Mentor, Teacher of the Visually Impaired. shall be evaluated during each school year on the basis of the adopted criteria and appropriate criterion indicators, and may include comments in alignment with the district adopted Instructional Framework.

Five (5) Evaluation Categories, per WAC 392-191A-210:

1. Knowledge and Scholarship in Special Field: Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.
2. Specialized Skills. Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.
3. Management of Special and Technical Environment: Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.
4. The Support Person as a Professional: Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.
5. Involvement in Assisting Pupils, Parents and Educational Personnel: Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Section 12.5 Evaluation Process – Classroom Teachers

Section 12.5.1. Comprehensive Evaluations

A. Comprehensive Evaluation Process

Whenever feasible and appropriate, evaluation meetings should occur in the teacher's classroom.

1. Teacher Self-Assessment/Goal Setting:

The purpose of the self-assessment form is to serve as a resource for reflection. Each teacher reflects on their practice and may complete a self-assessment using the 8 WA State Teacher Criteria and the District adopted Instructional Framework, to help guide the teacher. This is a personal reflection of practice and the teacher has the option of sharing or not sharing the results with the administration.

Individual teachers are to develop a student growth goal in Criteria 3 and 6 and an active group collaboration goal for Criterion 8. Each teacher may use their self-assessment, building and district initiatives, and student information as the foundation for the student growth goals.

2. Collaborative Goal Conference:

The teacher will come prepared to discuss student growth goals for Criteria 3, 6 and 8. The conversation will include brainstorming types of evidence and artifacts that will be necessary to demonstrate progress with the goals and performance on all the criteria, and/or to justify revisiting or modifying goals as appropriate in subsequent conversations until the goals are considered proficient.

3. Pre-Observation Conference:

The teacher and evaluator shall meet and discuss the focus of the observation. The goals may be referenced if applicable. Additional information gathered during the pre-conference becomes a part of the evidence. (Note: The Collaborative Goal Conference and the Pre-Observation Conference may be combined.) Teachers must come prepared to answer pre-observation prompts during the pre-observation conference, or teachers may answer pre-observation prompts in written form prior to the observation.

4. Formal Classroom Observation:

Evaluator conducts the observation of practice and collects evidence using the District adopted evaluation instrument. The teacher may also upload evidence or artifacts that were used during the observation.

5. Post-Observation/Progress Process:

Step 1: The evaluator will share the observation notes with the teacher using the District adopted evaluation instrument, within 5 school days from the date of the observation and prior to the post-observation conference.

Step 2: The teacher prepares for the post conference by reviewing the post observation reflection questions and notes provided by the evaluator. Teachers must come prepared to answer post-observation prompts orally during the post-observation conference, or teachers may answer post-observation prompts in written form prior to the post-observation conference.

Step 3: The teacher and evaluator meet for the post-observation conference within 5 school days from the date of the observation. Together they discuss, with equal voice, the lesson, the areas of strength(s), progress towards goals and determine any areas where the teacher will need to provide additional evidence. The teacher and evaluator will discuss preliminary levels of performance ratings.

6. Midyear Evaluation Conference:

Teacher and Evaluator will hold a mid-year conference to discuss all 8 criterion and applicable preliminary scores. This conference could be completed as part of an observation conference and must be held no later than the end of February.

7. Informal Observation and On-Going Evidence Development:

The teacher and evaluator will have on-going collaboration regarding evidence collection and will continue to discuss preliminary levels of performance ratings throughout the school year, to be included in the District adopted evaluation instrument.

8. Final Summative Conference:

Step 1: The Summary of Overall Ratings is shared with the teacher and in the District adopted evaluation instrument and contains all the accumulated evidence throughout the cycle before the conference is held.

Step 2: During the conference, the teacher and evaluator acknowledge the criteria where they agree and discuss the criteria/criterion if there is a difference.

Step 3: If the evaluator scores a criteria/criterion lower than the teacher does, one or more of the following may occur:

- A. The teacher and evaluator have further discussion about the specific components.
- B. The teacher may provide more evidence/artifacts, if relevant.
- C. The evaluator may conduct more observations if the criterion can be evaluated by observation.
- D. The teacher or evaluator may request these additional observations and/or artifacts to aid in the assessment of the classroom teacher's professional performance when compared to the instructional framework rubrics.

Step 4: In the event that the evaluator and teacher cannot come to agreement, the teacher will be given an opportunity to provide additional evidence of the year's teaching experience. If agreement still cannot be reached, then the evaluator's assessment will be recorded, and the teacher may submit a response to be attached to their evaluation in their personnel file.

9. Final Scoring Document:

Final Scoring will be recorded on the District adopted evaluation instrument. The final summative evaluation score, including the student growth impact rating, shall be determined by an analysis of evidence and artifacts. This analysis will be based on a holistic assessment of the teacher's performance over the course of the year. A preponderance of the evidence for the components will be used to develop the overall criterion scores. Criterion scores will be added to reach the final summative score.

If the evaluator assigns the teacher a final summative score below Proficient, the evaluator must provide rationale, per the Comprehensive Evaluation Form.

B. Comprehensive Evaluation Rules

1. Rules of Observation for the Comprehensive Evaluation:

- A. All classroom teachers will be observed at least twice each year when subject to the comprehensive evaluation. The

total observation time for the school year will not be less than sixty minutes. Observations may occur outside of the classroom, as appropriate (such as parent conferences, evening concerts, etc.). For the initial observation, both pre-observation and post-observation conferences are mandatory. At the Principal's discretion, a second pre-observation and/or post-observation conference may also be scheduled.

B. New teachers will be observed at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's employment period.

C. Teachers in the third year of provisional status will be observed a minimum of three times. The total observation time for the school year will not be less than ninety minutes.

D. In addition to required observations evaluators may make additional observations throughout the school year. If evidence from this observation is likely to negatively impact the employee's overall evaluative score, the evaluator will inform the employee.

2. Conducting the Comprehensive Evaluation:

A. All eight teaching criteria must contribute to the overall summative evaluation and must be completed.

B. The evaluation must include an assessment of the criteria using the District adopted Instructional Frameworks and OSPI's approved student growth rubrics. More than one measure of student growth data will be used in scoring the student growth rubrics.

C. The evaluator must make observations and written comments.

D. Teachers may attach written comments to their evaluation report.

E. Criterion scores, including instructional and student growth rubrics, must be determined by an analysis of evidence and artifacts.

F. An overall summative score shall be derived by a calculation of all criterion scores and shall determine the final four-level

rating based on the OSPI determined summative evaluation scoring band.

- G. Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the classroom teacher's student growth impact rating.
- H. The student growth impact rating will be determined by the OSPI student impact rating scoring band.
- I. A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.
- J. Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes.

Section 12.5.2. Focused Evaluation Process and Rules

Whenever feasible and appropriate, evaluation meetings should occur in the teacher's classroom.

A. Focused Evaluation Process

A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criteria, a level 4 (Distinguished) score may be awarded by the evaluator. Should an evaluator determine that a teacher on a focused evaluation should be moved to a comprehensive evaluation for that school year, the teacher must be informed of this decision in writing at any time on or before December 15. Written rationale will be provided, if requested by the employee.

B. Focused Evaluation Rules

1. Rules of Observation for the Focused Evaluation:

All classroom teachers will be observed at least twice each year when subject to the focused evaluation. The total observation time for the school year will not be less than sixty minutes. Observations may occur outside of the classroom, as appropriate (such as parent conferences, evening concerts, etc.). For the initial observation, both pre-observation and post-observation conferences are mandatory. At the Principal's discretion, a second pre-observation and/or post-observation conference may also be scheduled.

2. Conducting the Focused Evaluation:

- A. One of eight criterion for classroom teachers must be assessed in every year that a comprehensive evaluation is not required.
- B. The selected criterion must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
- C. The evaluation must include an assessment of the criterion using the instructional framework rubrics.
- D. Teachers on the focused evaluation may choose criterion 3, 6 or 8, as the single area of focus for evaluation. If instead, the teacher chooses criterion 1, 2, 4, 5 or 7, the teacher must also choose a student growth goal from criterion 3 or 6 to be included in the focused evaluation.
- E. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

Section 12.5.3 Procedural Standards for Outcomes of the Student Growth Ranking

- 1. The following outcomes of the student growth impact rating analysis will apply:
 - A. Classroom teachers with preliminary rating of distinguished with low student growth rating will receive an overall proficient rating.
 - B. Classroom teachers with low student growth rating will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191A-010.

- C. The evaluations of classroom teachers with a preliminary rating of unsatisfactory and high student growth rating will be reviewed by the evaluator's supervisor.
- 2. Procedural Standards for Conducting a Student Growth Inquiry WAC 392-191A-100.

Within two months of receiving the low student growth score or at the beginning of the following school year, one or more of the following must be initiated by the evaluator:

- A. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices.
- B. Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned.
- C. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instructional areas in need of attention; best practices related to student growth data collection and interpretation.
- D. Create and implement a professional development plan to address student growth areas.

Section 12.5.4 Summative Performance Rating Definitions

- 1. **Unsatisfactory:** Professional practice at Level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
- 2. **Basic:** Professional practice at Level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers early in their careers, but insufficient for more experienced teachers.

3. **Proficient:** Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
4. **Distinguished:** Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher would need to have received a majority of distinguished ratings on the criterion scores. A teacher at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students learning, challenging professional growth, and collaborative practice.

Section 12.6 Evaluation Process – ESA/Support Personnel

12.6.1 Long Form Comprehensive Evaluation

A. Long Form Comprehensive Evaluation Process:

Whenever feasible and appropriate, evaluation meetings should occur in the teacher's/employee's classroom or work location.

1. ESA/Support Person Personnel Self-Assessment/Goal Setting:

The purpose of the self-assessment is to serve as a resource for reflection. Each ESA/Support person personnel reflects on their practice and may complete a self-assessment using the District adopted Instructional Framework, to help guide the ESA/Support person personnel. This is a personal reflection of practice and the ESA/Support person personnel has the option of sharing or not sharing the results with the administration.

2. Collaborative Goal Conference:

The ESA/Support person personnel will come prepared to discuss goals. The conversation will include brainstorming types of evidence and artifacts that will be necessary to demonstrate progress with the goals.

3. Pre-Observation Conference:

The ESA/Support ~~person~~ personnel and evaluator shall meet and discuss the focus of the observation. The goals may be referenced if applicable. Additional information gathered during the pre-conference becomes a part of the evidence. (Note: The Collaborative Goal Conference and the Pre-Observation Conference may be combined.)

4. Formal Classroom Observation:

~~Step 1: No later than the day of the observation and prior to the observation, the ESA/Support person will provide the evaluator with a completed lesson plan. If the evaluator is unable to complete the observation and the lesson plan, was considered satisfactory an updated version will not be required.~~

Step 2: Evaluator conducts the observation of practice and collects evidence, using the District-adopted evaluation instrument. The ESA/Support personnel may also share evidence or artifacts that were used during the observation with their evaluator.

5. Post-Observation/Progress Process:

Step 1: The evaluator will share the observation notes with the ESA/Support ~~person~~ personnel, within 5 school days from the date of the observation and prior to the post-observation conference.

Step 2: The ESA/Support ~~person~~ personnel prepares for the post conference by reviewing the notes provided by the evaluator.

Step 3: The ESA/Support person and evaluator meet for the post-observation conference within 5 school days from the date of the observation. Together they discuss, with equal voice, the ~~lesson~~ observation, the areas of strength(s), progress towards goals and determine any areas where the ESA/Support ~~person~~ personnel will need to provide additional evidence. The ESA/Support ~~person~~ personnel and evaluator will discuss preliminary levels of performance ratings.

6. Midyear Evaluation Conference:

ESA/Support ~~person~~ personnel and Evaluator ~~may~~ will hold a mid-year conference to discuss all 5 criterion and applicable preliminary scores. This conference could be completed as part of an observation conference and must be held no later than the end of February.

7. Informal observation and On-Going Evidence Development:
The ESA/Support person personnel and evaluator will have on-going collaboration regarding evidence collection and will continue to discuss preliminary levels of performance ratings throughout the school year.

8. Final Evaluation Conference:

Step 1: The Summary of Overall Ratings is shared with the ESA/Support person personnel before the conference is held.

Step 2: During the conference, the ESA/Support person personnel and evaluator will discuss and review the final evaluation. Both parties will acknowledge the criteria where they agree and discuss the criteria/criterion if there is a difference.

Step 3: If the evaluator ratings are lower than the ESA/Support person personnel, one or more of the following may occur:

- A. The ESA/Support person personnel and evaluator have further discussion about the specific components and ratings.
- B. The ESA/Support person personnel may provide more evidence/artifacts, if relevant.
- C. The evaluator may conduct more observations if the criterion can be evaluated by observation.
- D. The ESA/Support person personnel or evaluator may request these additional observations and/or artifacts to aid in the assessment of the professional performance when compared to the criterion.

Step 4: In the event that the evaluator and ESA/Support person personnel cannot come to agreement, the ESA/Support person personnel will be given an opportunity to provide additional evidence of the year's ESA/Support person personnel experience. If agreement still cannot be reached, then the evaluator's assessment will be recorded, and the ESA/Support person personnel may submit a response to be attached to their evaluation in their personnel file.

9. Final Scoring Document:

Final Scoring will be recorded on the Long-Form appropriate Comprehensive Evaluation Form for the ESA/Support Personnel

~~Evaluation Form.~~ This analysis will be based on a holistic assessment of the ESA/Support ~~person~~ **personnel's** performance over the course of the year. A preponderance of the evidence for the components will be used to develop the overall criterion rating.

~~If the evaluator assigns the ESA/Support person a final rating of Basic or Unsatisfactory Does Not Meet Criterion, the evaluator must provide rationale, per the Long Form Evaluation.~~

If the evaluator assigns the **employee ESA/Support personnel** a final summative score below Proficient, the evaluator must provide rationale.

B. Long Form Comprehensive Evaluation Rules for ESA/Support Personnel

1. Rules of Observations for the Comprehensive Evaluation:

- a. All ESA/Support personnel will be observed at least twice each year when subject to the comprehensive evaluation. The total observation time for the school year will not be less than sixty minutes. Observations may occur outside the ESA/Support personnel's normal work situation, as appropriate. For the initial observation, both pre-observation and post-observation conferences are mandatory. At the Evaluator's discretion, a second pre-observation and/or post-observation conference may also be scheduled.
- b. New ESAs/Support personnel will be observed at least once for a total observation time of thirty minutes during their first ninety calendar days of the new employee's employment period.
- c. ESAs/Support personnel in the third year of provisional status will be observed a minimum of three times. The total observation time for the school year will not be less than ninety minutes.
- d. In addition to required observations and evaluations, evaluators may make additional observations throughout the school year. If evidence from this observation is likely to negatively impact the employee's overall evaluative score, the evaluator will inform the employee.

~~Each provisional ESA/Support person shall be observed in the performance of the work assignment for the purpose of evaluation at least twice during the first year of employment. The first observation shall be made within 90~~

calendar days of employment and shall be for a total observation of at least 30 minutes.

During each school year, each ESA/Support person shall be observed for the purpose of evaluation at least twice in the performance of the assigned duties. Both observations shall be for at least 30 minutes, and total observation time shall not be less than 60 minutes.

In addition to required observations and evaluations, supervisors may make additional observations and evaluations at any time during the school year. If such observations result in potentially negative feedback, the supervisor will conference with the ESA/Support person within five (5) school days.

At the request of either the evaluator or the ESA/Support person, a formal observation series shall be preceded by a conference in which observation arrangements and the goals and objectives for the observation are discussed by the ESA/Support person and the intended evaluator.

2. Conducting the Comprehensive Evaluation:

- a. All five evaluation categories must contribute to the overall summative evaluation and must be completed.
- b. The evaluation must include an assessment using the appropriate criteria indicators and may be aligned with the district adopted instructional framework.
- c. The evaluator must make observations and written comments.
- d. ESA/Support personnel may attach written comments to their evaluation report.
- e. Criterion scores must be determined by an analysis of evidence and artifacts.
- f. An overall summative score shall be derived by a calculation of all criterion scores and shall determine the final four-level rating based on the PSD determined summative evaluation scoring band.

Following each formal observation or series of observations there shall be a post-observation conference between the intended evaluator and the ESA/Support person. The following shall be included in the discussion, as necessary, during this conference:

1. The goals and objectives of the observation.
2. The observation.
3. Specific plans for improvement and supervision, if needed.

ESA/Support persons shall not be required to complete written questionnaires for a pre- or post-observation conference. Written lesson plans may be required.

Evaluators may interact with students to gauge their understanding in an unobtrusive and non-disruptive manner. Final conclusions and evaluation ratings shall be based on a range of evidence and the evaluator's professional analysis of that evidence.

The results of each observation shall be provided to the ESA/Support person in writing within ten (10) school days of each observation.

Section 12.6.2 Short Form Focused Evaluation Process

Whenever feasible and appropriate, evaluation meetings should occur in the employee's classroom or workspace.

1. Rules of Observation for the Focused Evaluation:

All ESA/Support personnel will be observed at least twice each year when subject to the focused evaluation. The total evaluation time for the school year will not be less than sixty minutes. Observations may occur outside the ESA/Support personnel's normal work situation, as appropriate. For the initial observation, both pre-observation and post-observation conferences are mandatory. At the evaluator's discretion, a second pre-observation and/or post-observation conference may also be scheduled.

2. Conducting the Focused Evaluation:

- A. One of five criterion for ESAs and ESA/Support personnel must be assessed in every year that a comprehensive evaluation is not required.
- B. The selected criterion must be approved by the ESA/Support personnel's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
- C. The evaluation must include an assessment of the criterion using the appropriate instructional framework rubrics.

D. The evaluation will use the appropriate comprehensive evaluation form, however only the selected focus section will be assessed using the appropriate criterion indicators that may be aligned with the district adopted instructional framework.

E. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the ESA/Support personnel is placed on a focused evaluation. Should an ESA/Support personnel provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.

The short form of evaluation shall include either a 30-minute observation during the school year with a written summary or a final annual written evaluation based on the criteria and based on at least two (2) observation periods during the school year, totaling at least 60 minutes without a written summary of such observations being prepared. However, the long form evaluation process shall be followed at least once every four (4) and an employee or evaluator may request that the long form evaluation process be conducted in any given school year. The short form evaluation process may not be used as a basis for determining that an ESA/Support person's work is unsatisfactory under subsection (1) of this section nor as probable cause for non-renewal under RCW 28A.405.210.

The above process will be available to building administrators but shall not be used if a staff member prefers the long form comprehensive process. If an administrator would like to use the short form focused process, it is agreed that:

1. Notice of this request will be given to the ESA/Support person prior to September 30.
2. No person being evaluated by the process will be rated Does Not Meet Criterion Unsatisfactory.
3. The same summary form will be used as with the long form, but without narrative. The appropriate comprehensive evaluation form will be used, however, only the selected focused section on the form will be completed for the employee.

Section 12.7 Transferred, Resigned or Terminated Employees

If an employee is transferred after October 1 to another position not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer, if possible. If an employee

resigns or is terminated during the school year, a final evaluation shall be completed prior to their final date of employment, if possible.

Section 12.8 Relationship to the Grievance Procedure

Except for the procedural requirements of the evaluation and probation sections of this Agreement, the content of an employee's evaluation, or of an administrator's report pursuant to the Articles regarding Probation and Personnel Files, shall not be subject to the Grievance Procedure. Further, since the contracts of replacement employees expire automatically as per RCW 28A.405.900, procedural errors regarding the evaluations of these employees shall only be subject to Steps 1, 2 and 3 of the Grievance Procedure.

ARTICLE 13. PROBATION

Section 13.1 General

The probationary procedure as set forth herein shall provide an employee (excludes provisional and replacement employees) with an opportunity to demonstrate improvement in the areas of deficiency and offer assistance in the improvement of performance. The probationary period shall commence on or after October 15 and shall extend for 60 school days. Days may be added if deemed necessary to complete a program for improvement and evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year. The probationary period may be extended into the following school year if the probationer is a classroom teacher, has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of Level 1.

During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment as contemplated by either the individual or the school district.

The establishment of a probationary period does not adversely affect the contract status of an employee within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in his or her areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval.

Provisional employees who are experiencing performance difficulties will be advised by the District administration of their right to contact the PEA President or UniServ Director for representation at a meeting with the employee's evaluator. This meeting will be conducted prior to any official personnel action.

Section 13.2 Probationary Conference

If the supervisor recommends that an employee be placed on probation, the supervisor shall:

- A. Review the reasons for the contemplated probation and specify which of the evaluative criteria in Article 12 the employee is failing to demonstrate satisfactorily.
- B. Review the improvements required according to the instructional framework rubrics and "look fors" to be considered proficient in performance.
- C. Discuss the specific and reasonable action plan/program of improvement needed for the employee's performance to be considered proficient.

The probationary conference may be held at any time. At the request of the employee, Association representation may be present.

The three (3) items above will be provided to the employee in writing prior to the probationary conference and in the same document the employee shall be notified that they are entitled to Association representation during the probationary conference.

Section 13.3 Establishment of Probationary Period

If the Superintendent concurs with a supervisor's judgment that the performance of an employee is not satisfactory, the Superintendent shall place the employee in a probationary status. After October 15 but no later than 60 school days before the end of the school year, said employee shall be given written notice of the action of the Superintendent which notice shall contain the following information:

- A. Specific areas of performance deficiencies.
- B. Improvements required according to the instructional framework rubrics and "look fors" to be considered proficient in performance and a suggested specific and reasonable plan for improvement.
- C. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the employee the opportunity to demonstrate improvement in their area(s) of deficiency.

An employee's performance shall be deemed "not satisfactory" when: ~~they receive a rating of:~~

- A. A classroom teacher or ESA/Support Personnel receives an overall rating of:
 - 1. Level 1 (Unsatisfactory); or
 - 2. Level 2 (Basic) if the teacher or ESA/Support Personnel has a continuing contract with more than five years' experience and if the rating is received for either two consecutive years or two out of three consecutive years.

~~B. A support personnel/ESA receives a rating of:~~

~~I. — Does not Meet Criterion~~

Section 13.4 Evaluation, Assistance and Recommendation

During the probationary period, the evaluator shall meet with the employee at least twice monthly to supervise, observe, and make a written evaluation of the progress, if any, made by the employee.

The evaluator may authorize one additional evaluator to evaluate the probationer and to aid the employee in improving their areas of deficiency. Should the evaluator not authorize such additional evaluator, the probationer may request that an additional evaluator become part of the probationary process and this request must be implemented by including an additional experienced evaluator assigned by the educational service district in which the school district is located and selected from a list of evaluation specialists compiled by the educational service district. Such additional evaluator shall be immune from any civil liability that might otherwise be incurred or imposed with regard to the good faith performance of such evaluation. In addition, the Association may designate an individual to provide support and coaching throughout this process to assist the employee in making improvement in the areas of identified deficiency.

If a procedural error occurs in the implementation of a plan for improvement, the error does not invalidate the probationer's plan for improvement or evaluation activities unless the error materially affects the effectiveness of the plan or the ability to evaluate the probationer's performance.

The probationer must be removed from probation if he or she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in their initial notice of deficiency and subsequently detailed in the program for improvement. Employees must be removed from probation if:

- A. A classroom teacher or ESA/Support Personnel has demonstrated improvement that results in a new comprehensive summative evaluation performance rating of:
 - 1. Level 2 or above for a provisional employee or a continuing contract employee with five or fewer years of experience, or
 - 2. Level 3 or above for a continuing contract employee with more than five years of experience.

~~B. — An ESA/support personnel employee has demonstrated improvement that results in a new evaluation rating of Meets Expectations.~~

Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW 28A.405.300 or 28A.405.210. During the period of probation, the employee may not be transferred from the supervision of the original evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by the original evaluator before any consideration of a request for transfer or reassignment is contemplated by either the individual or the school district.

At the conclusion of the probationary period, the Principal or director shall complete a written evaluation for each probationary employee and recommend to the Superintendent:

- A. That the employee has demonstrated sufficient improvement in the stated area(s) of deficiency to justify the removal of the probationary status, or
- B. That the employee has demonstrated sufficient improvement in the stated area(s) of deficiency to justify removal of the probationary status if accompanied by a letter identifying areas where further improvement is required, or
- C. That the employee has not demonstrated sufficient improvement in the stated area(s) of deficiency and action should be taken to not renew the employment contract of the employee.

When a continuing contract classroom teacher or ESA/Support Personnel with five or more years of experience receives a performance rating of Level 1 for two consecutive years, within 10 calendar days of the second evaluation or May 15th (whichever is earlier), the school district must initiate the procedures for notification of discharge. Should the required reports of the employee's probationary progress, if any, contain information not previously made known to the employee, the employee may submit a written statement which shall be appended to such report.

Section 13.5 Action by Superintendent

Probationary employees shall be notified as soon as possible of the Superintendent's decision regarding the disposition of their probationary status. Following the probationary period and at the Superintendent's discretion, the Superintendent may remove the employee from his or her assignment and place the employee in an alternative assignment at the same rate of pay and benefits or place the employee on paid leave for the balance of the contract term, provided that the employee's reassignment shall not displace another employee.

This agreement shall be in effect for the 2025-26 school year.


Amie Brandmire
Assistant Superintendent of Human Resources

Date


Bob Horton
PEA President

Date

August 13, 2025