



Every Student Matters, Every Moment Counts

Morton School District #214

Home of the Timberwolves!

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 @MortonSchoolDistrict214

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Morton Jr/Sr High School

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Morton Elementary School

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District Offer #7: June 24th, 2019

**Note: The following offer does not include marked changes as that was done in caucus collectively by both the MEA's negotiating team and the District's negotiating team.*

ARTICLE XVII OTHER TERMS AND CONDITIONS OF EMPLOYMENT

Evaluation of Teachers

The section labeled “**Evaluation of Teachers**” will be reviewed by the committee who re-drafted this section beginning in February 2020 to address any matters that arise. This clause sunsets on June 30th, 2020.

The purpose of the evaluation system is to provide a performance review through employee and evaluator discussion based on observed professional practices. Evaluation of certificated employees is established under RCW 28A.405.100.

The following criteria will be used to evaluate certificated classroom teachers:

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 student data elements to modify instruction and improve student learning;
7. Communicating and collaborating with parents and school community;
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

The parties have agreed to use the Danielson evidence-based instructional framework as approved by OSPI. The complete OSPI instructional framework can be located:

<http://www.k12.wa.us/TPEP/Frameworks/Danielson.aspx>

A four-level rating system is used to evaluate certificated staff on the above criteria:

The Morton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator/ADA Coordinator/Civil Rights Compliance Coordinator and Superintendent John Hannah, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5300, jhannah@morton.k12.wa.us, or Section 504 Coordinator Jordan Austin, 152 Westlake Avenue, Morton, WA, 98356, 360-496-5137, jaustin@morton.k12.wa.us

- Unsatisfactory (1 point)
- Basic (2 points)
- Proficient (3 points)
- Distinguished (4 points)

Preponderance of evidence is used to determine the summative performance ratings. *Preponderance of evidence* means the trend in ratings over the course of the evaluation period.

The cumulative point total for each of the 8 criteria will be used to determine the final rating based on the scale below: (WAC 392-191A-080)

- 8-14 points— Unsatisfactory
- 15-21 points—Basic
- 22-28 points—Proficient
- 29-32 points—Distinguished

The final rating may be adjusted using the five (5) cumulative student growth scores embedded in the instructional framework:

- Two (2) in criterion 3 (SG3.1, SG3.2)
- Two (2) in criterion 6 (SG6.1, SG6.2)
- One (1) in criterion 8 (SG8.1)

The cumulative student growth scores use the following scale:

- 5-12—Low
- 13-17—Average
- 18-20—High

The impacts of student growth scores are the following:

- A student growth score of "1" in any of the student growth components will result in an overall low rating.
- An overall low student growth rating requires a student growth inquiry pursuant to WAC 392-191A-0190.
- A preliminary rating of distinguished, with low student growth rating, will receive an overall proficient rating.

Evaluation Parameters

Teachers evaluated while teaching outside of their content areas or endorsed areas shall have minimal emphasis placed on their understanding of subject matter, content, and curriculum during their first year of such placement. However, consideration may be given to teachers' progress towards endorsement.

As per WAC 181-82-110 (1) (b), no teacher shall be "subject to non-renewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments".

No hearsay or unsubstantiated complaints against an employee shall be included in any documentation pertaining to each evaluation. All classroom teachers shall be evaluated each school year by their principal. In the event that circumstances prevent the principal from completing an observation or an evaluation, his or her designee may do so with approval of the Superintendent. The principal or designee is referred to herein as "evaluator."

If an employee is assigned to two schools, the evaluator of the school to which the employee is assigned the greater part of the time shall be responsible for the employee's overall evaluation.

Except in cases of emergencies or unforeseeable circumstances, formal observations shall not be scheduled less than four (4) weeks apart except at the request of the teacher in order to allow for conferencing and growth.

During probationary periods formal observations shall not be scheduled less than two (2) weeks apart, except by teacher/evaluator agreement.

Only the final summative evaluation, along with any comments submitted by the teacher, shall be kept in the personnel files.

Electronic signatures may be used for exchanging and signing documents as long as both the teacher and evaluator mutually agree.

Evaluation Types

Washington State law dictates that we have two types of evaluations:

1. Comprehensive

- Covers all eight (8) criterions
- Covers all five (5) student growth components
- Required for all provisional and probationary staff
- Required for all staff who received a summative evaluation performance rating of level one (1) or two (2) for the previous school year
- Required once every six (6) years for continuing staff

2. Focus

- Covers one (1) criterion
- Covers two (2) student growth components
- Only allowed for continuing staff
- Staff may move from a focus to a comprehensive evaluation at the request of the certificated staff member or the direction of the evaluator

Evaluation Procedures

There are three components to the evaluation procedure:

- Goal Setting
- Observations
- Summative Evaluation

Goal Setting

Each certificated staff member must submit student growth goals in the three (3) criterions required by law:

- Criterion 3 (SG3.1)
- Criterion 6 (SG6.1)
- Criterion 8 (SG8.1)

The exception to the above statement is for staff on a focused evaluation. Staff on a focused evaluation must submit one (1) student growth goal which is approved by their evaluator. The list below shows which student growth goal is required or optional based on criterion chosen:

- Criterion 1 – Choose between SG3.1, SG6.1, or SG8.1
- Criterion 2 - Choose between SG3.1, SG6.1, or SG8.1
- Criterion 3 – SG3.1 is required
- Criterion 4 - Choose between SG3.1, SG6.1, or SG8.1
- Criterion 5 - Choose between SG3.1, SG6.1, or SG8.1
- Criterion 6 – SG6.1 is required
- Criterion 7 - Choose between SG3.1, SG6.1, or SG8.1
- Criterion 8 – SG8.1 is required

Certificated staff, or the evaluator, may request a goal setting meeting to discuss student growth goals.

Observations

There are two forms of observations in the evaluation procedure, which must equal at least sixty (60) minutes in total. Unless you are a provisional employee in your third year then observation time must be at least ninety (90) minutes in total.

- Formal Observations
 - There must be two formal observations in each evaluation cycle.
 - No formal observation may be less than fifteen (15) minutes.
 - Formal observations begin with a pre-observation meeting.
 - Within five (5) days of the pre-observation meeting the observation will take place. The five (5) day deadline may be moved by mutual agreement of the certificated staff member and the evaluator.
 - Within five (5) days of the observation the post-observation meeting will take place. The five (5) day deadline may be moved by mutual agreement of the certificated staff member and the evaluator.
- Drop-in Observations
 - There are no required number of drop-in observations.
 - No drop-in observation may be less than fifteen (15) minutes.
 - Within five (5) days of the observation the post-observation meeting will take place. The five (5) day deadline may be moved by mutual agreement of the certificated staff member and the evaluator.

Pre-Observation Meeting:

- For the pre-observation meeting certificated staff will have an opportunity to provide information to their evaluator.
- A suggested list of topics, comments, or documents is provided to guide staff, as seen below:

During the pre-observation meeting, be prepared to discuss the following items about the lesson to be observed. You may choose to submit documents or a narrative in support of the items below:

- | | |
|--|--|
| • <i>How does the lesson fit in with the current unit or pacing guide?</i> | • <i>Briefly describe the students in the class, including those with special needs.</i> |
| • <i>What are the learning outcomes for this lesson?</i> | • <i>How will students be engaged during the lesson?</i> |
| • <i>What grouping strategies will be used?</i> | • <i>What materials will be used, distributed during the lesson?</i> |
| • <i>How will you differentiate instruction?</i> | • <i>What information do you believe the evaluator needs to know prior to coming in?</i> |

- | | |
|---|--|
| <ul style="list-style-type: none"> • <i>How will student performance impact your instruction?</i> • <i>Upload a lesson plan</i> | <ul style="list-style-type: none"> • <i>What would you like your evaluator to look for specifically?</i> • <i>Upload documents, worksheets, student data</i> |
|---|--|

Observation:

- Teachers are made aware of both formal observation times through communication with their evaluator.
- During any visit by the evaluator to a classroom, including a drop-in observation, the evaluator may state their purpose, or the teacher may inquire.
- Following an observation, staff will have an opportunity to add commentary to the evaluation form prior to the post-observation meeting.

Post-Observation Meeting:

- For the post-observation meeting certificated staff will have an opportunity to provide information to their evaluator.
- A suggested list of topics, comments, or documents is provided to guide staff, as seen below:

During the post-observation meeting, be prepared to discuss the following items about the observed lesson. You may choose to submit documents or a narrative in support of the items below:

- | | |
|---|--|
| <ul style="list-style-type: none"> • <i>How successful do you feel the lesson was?</i> • <i>What modifications would you do if you were to teach this again?</i> • <i>How did student conduct contribute to student learning?</i> • <i>What parts of your instruction were effective?</i> | <ul style="list-style-type: none"> • <i>Did the students meet the expected learning outcomes? How do you know?</i> • <i>How did your procedures, use of physical space and/or materials contribute to student learning?</i> • <i>In what ways did you alter your original plan? Why?</i> • <i>Upload student samples</i> |
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Summative Evaluation

The summative evaluation will be based on the scores accumulated through all eight (8) criteria for both comprehensive and focused staff.

- Staff on a comprehensive evaluation will have the eight (8) criterion scores from the current year used for the cumulative point total, plus their student growth scores from all five (5) student growth components.
- Staff on a focus evaluation will use only the criterion selected for the current year and the student growth components selected for the current year, plus the scores from the other criteria and student growth components from the previous year to determine their cumulative point total.

An additional part to the summative evaluation is for the evaluator to identify the following for each certificated staff member:

1. Areas of strength
2. Areas for growth

Evaluation of Provisional Staff

“Provisional employees” are those who are within their first three years of employment with the District, except for those who have at least two years of certificated employment with another school district in the state of

Washington. Those that have such experience shall be provisional only during their first year of employment with the District.

- Employees new to the District will receive training in the Danielson Framework as part of their orientation to the District. All employees will be provided opportunities for ongoing training throughout the year. This training shall be paid at the appropriate per diem rate if done outside a regular contract day.
- All Provisional Teachers in the third year of provisional status shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than (90) ninety minutes.
- The Principal shall make at least one (1) observation for a total observation time of thirty (30) minutes within the first ninety (90) calendar days of employment of all Provisional Teachers.
- All Provisional Teachers who are new to the profession and whose performance is determined to be Proficient (Level 3) by the end of their second year of employment in the District may be removed from provisional status by the Superintendent.
- All Provisional Teachers who are new to the profession and whose performance is determined to be Distinguished (Level 4) by the end of their second year of employment in the District shall be removed from provisional status by the Superintendent.
- All Provisional Teachers are subject to non-renewal of employment contract pursuant to RCW 28A.405.220.
 - If a provisional employee, as defined in RCW 28A.405.220, has been observed by the supervisor to be potentially unsatisfactory, the District may contact the MEA and the MEA may notify the provisional employee of opportunities for growth, professional development, and assistance. In the event the superintendent determines that the employment contract of any provisional employee shall not be renewed, the employee shall be notified of the reason or reasons for such determination. The provisional employee may request an informal meeting with the superintendent for the purpose of requesting that the superintendent reconsider his or her decision.

Evaluation of Staff on Probation (Non-provisional)

The purpose of the probationary period is to give the teacher an opportunity to demonstrate improvements in his/her areas of deficiency. A probationary period of sixty (60) school days shall be established. Additional days may be added if deemed necessary to complete a program of improvement and to 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 has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of Level 2 (Basic) or less.

The Superintendent shall place on probation any employee whose performance has been judged unsatisfactory based on the evaluation criteria, no later than February 1st of any school year.

Before placing a teacher on probation, the following shall occur:

1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance, before probation is recommended. This conference shall be held no later than January 20th. The employee shall have the opportunity to have an Association representative(s) in attendance at the conference as well as any subsequent probationary conferences.

2. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made on or before January 30th. The evaluator must make a written recommendation of same to the Superintendent. A copy of the recommendation for probation must be sent to the employee. The evaluator's recommendation for probation shall include the following:
 - a. A definition of the problem in terms of deficiencies in discrete areas based upon the evaluative criteria;
 - b. Expectations delineating levels of performance that would constitute acceptable performance in the problem areas defined;
 - c. A specific and reasonable plan of improvement that spells out a course of action and time expectations for the employee involved to reach an acceptable level of performance in discrete areas in which the employee may need improvement, according to the criteria included on the evaluation instrument; and
 - d. A specific prescription for assistance that spells out courses of action whereby the employee shall be assisted, counseled, and tutored to improve the level of performance to an acceptable level.
 - Performance standards, including expectations around lesson plans, will not be greater for probationary employees than for other teaching staff.
 - At the request of the probationary employee, release time shall be granted in order to comply with requirements of the plan of improvement that are beyond the normal requirements of the job.
3. The Superintendent, or his/her designee, shall review the evaluator's recommendation for probation. If the Superintendent or his/her designee determines that there is an alternative to probation, he/she may continue to work with the parties involved.
4. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all provisions of Step 2 above. At this time the evaluator shall meet with the employee and, at his or her request, a representative of the Association, to go over the plan of improvement, both for understanding and to collaborate in making any changes that the parties might deem prudent.
5. During the probationary period, the evaluator shall meet with the staff member at least twice monthly to supervise and provide a written evaluation of the staff member's performance.
6. The probationer may request, and the evaluator may authorize one (1) additional certificated administrator to evaluate the probationer. This administrator may be another certified administrator from within the District or from outside the District.
7. If such request is not granted at the request of the probationary employee an educational service district (ESD) evaluator shall be assigned by the ESD to evaluate him or her.
 - a. The ESD evaluator shall do an evaluation independent of the original evaluator but using the plan of improvement mutually agreed to by the District and the Association as a basis for the evaluations.
 - b. The ESD evaluator shall evaluate the employee based on observation of classroom performance and student growth data, professional contributions, and impacts on learning presented by the employee.
 - c. During this time the employee shall not be transferred from the supervision of the original evaluator but his or her final summative evaluation will be based primarily on the findings and conclusions presented to the original evaluator by the ESD evaluator.

8. The probationer may be removed from probation if he/she has demonstrated improvement to the satisfaction of the original evaluator in the area(s) specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her plan of improvement.
9. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer, shall constitute grounds for a finding of probable cause for non-renewal of contract or discharge.
10. Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and program for improvement, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary teacher's compensation or benefits for the remainder of that teacher's contract year. If such reassignment is not possible, the district may, at its option, place the teacher on paid leave for the balance of his or her contract term.

Non-renewal, Adverse Action, and Discharge

In the event that there is determined to be probable cause to non-renew, adversely affect, or discharge a teacher, the teacher shall receive written notice and the District will follow the procedures specified in Washington Revised Code 28A.400 et. seq.

Evaluation of Support Staff

Support staff includes, but are not limited to, the following certificated support staff:

- Counselor or equivalent position (School Counselor Rubric)
 - This is can be downloaded on the district website at <https://5il.co/89ds>
- School Nurse or equivalent position (Nurse Evaluation)
 - This is can be downloaded on the district website at <https://5il.co/89dt>

Certificated staff that fall into this category will be evaluated using a process like that of the certificated teachers. This will be done using a Danielson Framework appropriate to their position.

Evaluation Media

The Association and District agrees to use School Data Solution's Homeroom Evaluations program.

Tentative Agreement:

Date: _____

Local Representative: _____

District Representative: _____