

1
2016 - 2018

2 Montesano Education Association
3 Collective Bargaining Agreement

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APPENDIX D – Evaluation Procedures

1 **ARTICLE I: Teacher/Principal Improvement Program**

2
3 **Section 1: Evaluation System Preamble**

4
5 The evaluation system for teachers has the following elements, goals, and objectives:

6 1. The purpose of the evaluation procedures set forth herein shall be to improve the educational
7 program by improving the quality of instruction.

8 2. The evaluation process shall recognize strengths, identify areas needing improvement, and
9 provide support for professional growth.

10 3. Within the University of Washington's Center for Educational Leadership's 5D framework,
11 teachers will be allowed to exercise their professional judgment and will be evaluated on their
12 own practice, skills, and knowledge.

13 4. An evaluation system should be grounded in trust and respect by all parties through the use of
14 objective standards and by minimizing subjectivity.

15 5. Therefore, reasonable standards of fairness will be applicable to all aspects of the evaluation
16 process, including due process and just cause.

17 The parties agree that the following evaluation system is to be implemented in a manner
18 consistent with good faith and mutual respect and, as defined in WAC 392-191-025 and RCW
19 28A.405.110 (1), “An evaluation system must be meaningful, helpful, and objective; (2) an
20 evaluation system must encourage improvements in teaching skills, techniques, and abilities by
21 identifying areas needing improvement; (3) an evaluation system must provide a mechanism to
22 make meaningful distinctions among teachers and to acknowledge, recognize, and encourage
23 superior teaching performance; and (4) an evaluation system must encourage respect in the
24 evaluation process by the persons conducting the evaluations and the persons subject to the
25 evaluations through recognizing the importance of objective standards and minimizing
26 subjectivity.”

27 **Section 2: Definitions and Notes**

28 **Artifacts** shall mean any products generated, developed, or used by a certificated teacher.

29 **Communication with Parents/Guardians** may include, but are not limited to, phone calls,
30 emails, grade reports, progress reports, conferences, etc.

31 **Component** shall mean the sub-section of each criterion, also known as subdimension.

32 **Criteria** shall mean the eight (8) state defined categories to be scored.

33 **Evaluator** shall mean a certificated administrator who has been trained in observation and
34 evaluation techniques, and in the use of the specific instructional framework and rubrics
35 contained in this agreement.

1 **Evidence** shall mean examples or observable practices of the teacher’s ability and skill in relation
2 to the instructional framework rubric.

3 Evidence collection is a sampling of data to inform decisions about level of performance. It
4 should be gathered from the normal course of employment, and is not intended to mirror a Pro-
5 Teach or National Boards portfolio.

6 Input from students, parents or anonymous sources may be used as evidence in an evaluation,
7 with the agreement of the teacher and evaluator.

8 **Impacts on Learning** such as student work samples and learning goals; district, school, and
9 classroom assessment of students; student portfolios, formative and summative student growth
10 data, student projects, data walls, etc.

11
12 **Indicator** – A subsection of an individual criterion.

13 **Multiple measures** of student growth must be used in the evaluation process and such measures
14 may include classroom-based, school-based, District-based, and state-based tools.

15
16 **Professional Contributions** such as curriculum development, leading professional activities,
17 participating in professional development, setting professional goals, participating in PLCs, use of
18 exemplars, family engagement, parent communications, peer assistance and review, mentoring
19 and support to others, coaching, leadership roles, etc.

20
21 **School Day** as it applies to the evaluation of teachers, shall mean any day in which the majority
22 of students are engaged in academically-focused learning activities.

23 **Student Growth Data** shall be selected with collaboration by the teacher and evaluator shall
24 mean the change in student achievement between two points in time within the current school
25 year.

26 Assessments used to demonstrate such growth may primarily be classroom-based and shall be
27 initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate,
28 relevant, and may include both formative and summative measures. By mutual agreement of both
29 the teacher and the evaluator, student growth goals may be revised.

30 **Not Satisfactory** shall mean:

31 Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory
32 performance for all teachers.

33 Level 2: Basic – If the classroom teacher on a continuing contract with more than five years of
34 teaching experience receives a summative score of two (2) two years in a row, or two years
35 within a consecutive three-year period, the teacher is not considered to be performing at a
36 satisfactory level.

37 **Teacher** shall mean any certificated staff member who is highly qualified and spends part of his
38 or her school day providing academically-focused instruction and whose duties are consistent

1 with the state criteria for teachers and the district’s framework and rubrics. Members covered
2 under this bargaining agreement that do not meet the criteria listed above shall continue to be
3 evaluated using the old form.

4 **Section 3: State Criteria, Framework, and Scoring**

5 The following criteria will be used to evaluate certificated classroom teachers:
6

- 7 1. Centering instruction on high expectations for student achievement;
- 8 2. Demonstrating effective teaching practices;
- 9 3. Recognizing individual student learning needs and developing strategies to address those
10 needs;
- 11 4. Providing clear and intentional focus on subject matter, content, and curriculum;
- 12 5. Fostering and managing a safe, positive learning environment;
- 13 6. Using multiple student data elements to modify instruction and improve student learning;
- 14 7. Communicating and collaborating with parents and school community;
- 15 8. Exhibiting collaborative and collegial practices focused on improving instructional
16 practice and student learning.

17
18 The parties have agreed to the adopted evidence-based instructional framework developed by the
19 UW’s CEL, the 5 D’s, and approved by OSPI. The complete instructional framework is included
20 in Form A.

21 Upon mutual agreement the parties may select a different instructional framework approved by
22 OSPI.

23 **Criterion Performance Scoring**

24 Each rating will be assigned the following numeric values:

25 Unsatisfactory – 1 Basic – 2 Proficient – 3 Distinguished – 4

26 The final score shall be calculated based on the average of a criterion’s indicators, rounded to a
27 whole number.

28 **Summative Performance Rating**

29 All classroom teachers shall receive a summative performance rating for each of the eight (8)
30 state evaluation criteria. The overall summative score shall be determined by totaling the eight (8)
31 criterion-level scores as follows:

32 8-14 points— Unsatisfactory	15-21 points—Basic
33 22-28 points—Proficient	29-32 points— Distinguished

34 **Student Growth Criterion Score**

35 Embedded in the instructional framework are five (5) components designated as student growth
36 components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and

1 SG 8.1. The evaluator shall add up the raw scores on these components and the employee shall be
2 given a score of low, average or high based on the following scoring bands:

3 5-12—Low 13-17—Average 18-20—High

4 Student growth data, selected in collaboration with the evaluator and teacher, should be derived
5 from multiple sources, and must be appropriate and relevant to the teacher and subject matter. It
6 may be teacher initiated, and may include formal and informal assessments of student progress.
7 With the exception of formative assessments, student achievement data that is not calibrated to
8 show growth between two points in time during the current school year shall not be used to
9 calculate a teacher’s student growth criterion score.

10 If a teacher receives an overall summative score of 4 (Distinguished) and a Low student growth
11 score as shown above, s/he must automatically be moved to the Proficient (3) level for the
12 summative score.

13 If a teacher receives a Low student growth score on the summative or formative evaluation, the
14 teacher will select one of the following activities in which to engage:

- 15 ● Triangulate student growth measure with other evidence (including observations,
16 artifacts, and student-related evidence) and additional levels of student growth based on
17 classroom, school, district and state-based tools;
- 18 ● Examine extenuating circumstances possibly including: goal setting process/expectations,
19 student attendance, and curriculum/assessment alignment;
- 20 ● Schedule monthly conferences with the evaluator to discuss/revise goals, progress toward
21 meeting goals, and best practices;
- 22 ● Create and implement a professional development plan to address student growth areas.

23 **Section 4: New Staff**

24 New employees shall receive training with regard to the framework and the evaluation system.

25 **Section 5: Notification**

26 Every teacher shall be notified within fifteen (15) school days from the start of the school year of
27 his or her evaluator and whether he or she will be evaluated using a Comprehensive or Focused
28 evaluation.

29 **Section 6: General Evaluation Agreements**

30 **Out of Content/Endorsed Areas** - Teachers evaluated while teaching outside of their content
31 areas or endorsed areas shall have minimal emphasis placed on their understanding of subject
32 matter, content, and curriculum during their first year of such placement. However consideration
33 may be given to teachers’ progress towards endorsement.
34

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

3
4 Teachers shall not be evaluated as a member of a team while teaching outside of their content or
5 endorsed areas, except at the option of the teacher.

6
7 **Security** -All aspects of the evaluation procedure, including observations, shall be conducted
8 openly and with the full knowledge of the teacher. Video and audio recordings may be used to
9 listen to or record the proceedings of any class with prior knowledge and consent of the teacher.

10
11 No hearsay or unsubstantiated complaints against an employee shall be included in any
12 documentation pertaining to an evaluation.

13
14 An evaluation system shall include steps taken by the District to insure confidentiality and
15 security for all evaluation documents, including electronic documents, consistent with state public
16 disclosure requirements and guidelines.

17 18 **Section 7: Professional Development**

19 Prior to being evaluated, each teacher shall receive professional development in order to
20 understand the framework and the evaluation process. Such professional development shall be
21 provided as follows:

22 Each new employee within fifteen (15) days of employment or within fifteen (15) school days
23 from the commencement of the school year, whichever is later, shall be given a copy of the
24 evaluation criteria, procedures, and any relevant forms or information appropriate to the teacher’s
25 position and track in the evaluation cycle.

26 27 **Section 8: Provisional Teachers**

28 A. “Provisional Teachers” are those who are within their first three years of employment with
29 the District, except for those who have at least two years of certificated employment with
30 another school district in the state of Washington. Those with such experience shall be
31 provisional only during their first year of employment with the District.

32
33 B. All Provisional Teachers are subject to non-renewal of employment contract pursuant to
34 RCW 28A.405.220.

35
36 C. All Provisional Teachers in the third year of provisional status shall be observed at least three
37 times in the performance of his or her duties and the total observation time for the school year
38 shall not be less than (90) ninety minutes.

39
40 D. All Provisional Teachers who are new to the profession and whose performance is
41 determined to be Proficient (Level 3) or Distinguished (Level 4) by the end of their second
42 year of employment in the District may be removed from provisional status by the
43 Superintendent.

1 E. The Evaluator shall make at least one (1) observation for a total observation time of thirty
2 (30) minutes within the first ninety (90) calendar days of employment of all first- year
3 Provisional Teachers.

4
5 F. Before non-renewing a provisional teacher, the evaluator shall have made good faith efforts
6 beyond the minimum requirements of the evaluation process to assist the teacher in making
7 satisfactory progress toward remediating deficiencies.
8

9 **Section 9: Procedures for Evaluation**

10
11 A. All classroom teachers shall be evaluated each school year by an evaluator. In the event
12 that circumstances prevent the evaluator from performing an observation or an evaluation,
13 his or her designee may do so with approval of the Superintendent.

14
15 If an employee is assigned to two or more schools, the evaluators will rotate on an annual
16 basis. The employee will not have more than one evaluation per school year. One
17 evaluator will serve as the “primary evaluator.” Additional evaluators will be designated as
18 “secondary evaluators.” The primary evaluator will complete the majority of the evaluation
19 procedures, but evidence and observations may be submitted by secondary evaluators at the
20 request of the teacher.
21

22 **ARTICLE II: Evaluation Steps**

23
24 **Step 1: Self-Assessment**

25
26 Each teacher shall reflect on his/her practice and complete the *Framework for Teaching Self-*
27 *Assessment* document (Form A). The self-assessment shall serve as a tool for the goal setting
28 conference. Teachers shall complete their annual self-assessment by September 30th.
29

30 **Step 2: Goal Setting Conference**

31
32 A. Each teacher shall combine his/her self-assessment with the district and/or building
33 initiatives and select goal(s) for the year. The teacher shall determine a student growth goal
34 for Components SG 3.1 or SG 6.1 or SG 8.1, in collaboration with the evaluator, by using the
35 *Goal Setting Form* (Form B). Note: selecting SG 8.1 requires completing either SG 3.1 or
36 SG 6.1 as well. The teacher will complete the appropriate criterion/criteria.
37

38 B. The teacher and evaluator will discuss criteria in which the teacher is already Proficient
39 (Level 3) or Distinguished (Level 4).
40

41 C. At the conference, the teacher shall select their minimum observation time, not to exceed
42 thirty (30) minutes.
43

44 D. If the teacher and the evaluator cannot agree on a rating for any indicator, the teacher and the
45 evaluator shall collaborate to gather evidence to support a rating on the CEL Rubric.
46

- 1 E. Collaboratively, the teacher and evaluator will agree on an area of focus. The selected area
2 will be the primary focus of all observations and feedback, in addition to the student growth
3 data component. The area of primary focus does not need to be in the same criterion as their
4 student growth goal.
5
- 6 F. In the event a teacher and evaluator do not agree on an area of focus after both have provided
7 a rationale, the teacher will have the right to request a member of the Association be present
8 to mediate. If a mutually acceptable focus is still not agreed upon, the evaluator and teacher
9 will conference with the district and association to reach a solution.
10
- 11 G. The Goal Setting Conference shall be held by October 30th, unless postponed by the mutual
12 agreement of the teacher and evaluator.
13
- 14 H. After ninety (90) school days, the area of emphasis shall not be changed. If however, during
15 observations in the first ninety (90) school days, the evaluator notices a discrepancy between
16 the self-evaluation and teaching practice, in order to foster improvement and correct
17 deficiencies, a discussion between the evaluator and teacher should occur. This may result in
18 a mutual agreement to shift the area of emphasis.
19

20 **Step 3: Observations**

- 21
- 22 ● The evaluator shall conduct observations of practice and return feedback.
 - 23
 - 24 ● Observations throughout the school year must total a minimum of one hour.
 - 25
 - 26 ● Feedback will be provided within three (3) school days. If feedback is not provided within
27 three (3) school days, the observations shall not be included in the evaluation except at the
28 request of the teacher.
29
 - 30 ● Upon receiving feedback, a meeting may be held at the request of the teacher or evaluator to
31 discuss the results, and determine if additional observations or evidence may be required for a
32 specific indicator. The teacher shall have five (5) days after receiving feedback to request a
33 meeting.
34
 - 35 ● Positive evidence may be collected at any time during the contracted school day.
36
 - 37 ● At the teacher's discretion, one observation will be excluded from the summative evaluation
38 and an additional observation may be held to re-evaluate the teacher. The teacher shall have
39 five (5) days after receiving feedback to exclude an observation.
40
 - 41 ● After the minimum required observations have been completed by the evaluator, [sixty (60)
42 minutes for non-provisional employees, ninety (90) minutes for provisional employees] only
43 negative feedback from additional observations will need to be provided to the teacher,
44 following the outline listed in Step 3.
45

1 **Step 4: Checkpoints**
2

- 3 A. Evaluators will create an informal measure of a teacher’s progress towards completing their
4 summative evaluation, or a checkpoint, upon teacher request.
5

6 **Step 5: Summative Assessment / Score**
7

- 8 A. Summative Assessment scores shall match the self-evaluation scores, with the exception of
9 the teacher’s area of emphasis, unless the following situation applies:
10

11 1. If, due to a lack of observed evidence, indicator scores from outside the area of
12 emphasis do not reflect the frequency requirements specified in the CEL rubric and the
13 result would constitute a change in the indicator score to either a Basic (2) or
14 Unsatisfactory (1), the score will not be changed without a prior discussion between the
15 evaluator and teacher.
16

17 2. This discussion needs to occur no later than April 15th, in order to give the teacher
18 adequate time to display or provide the necessary evidence, if they choose to do so.
19

20 3. If this situation will apply to more than a few indicators, the discussion should
21 occur sooner, so that the teacher and evaluator are not overburdened with collecting
22 and scoring evidence.
23

- 24
25 B. No later than April 30th, the teacher and evaluator shall discuss the teacher’s preliminary
26 summative score. The purpose of this meeting is to review material collected evidence and
27 allow an additional opportunity to submit additional evidence before the final summative
28 score is set. If the teacher is satisfied with their score at this point, however, the evaluation
29 can be finalized.
30

- 31 C. The Summative Assessment shall not include altered scores where no discussion took place
32 between the teacher and evaluator, especially where the teacher did not have an opportunity
33 to provide evidence and the indicator is not within the area of emphasis.
34

- 35 D. At the end of the evaluative cycle, the teacher shall have the option to review the evidence
36 accumulated throughout the school year in which the evaluation is conducted, including:
37

- 38 ● Observation data
- 39 ● Artifacts
- 40 ● Student growth data
- 41 ● Ancillary evidence
42

43 Student growth data shall only be used in the teacher’s evaluation process if such data is relevant
44 to the teacher and the subject matter. “Student growth” means the change in student
45 achievement between two points in time.
46

47 Employees shall have transparent access to all such District data available.
48

49 **ARTICLE III: EVALUATION PROCEDURES**
50

1 **Section 1 – Evaluation Overview**
2

- 3 A. Teachers may submit artifacts and evidence for completion of their evaluation cycle.
4
5 B. The teacher shall use the evidence from the previous year’s *Final Score* document, when
6 applicable, to conduct a self-assessment at the beginning of each school year. The self-assessment
7 document shall be used in discussion with the evaluator, who will receive a copy, during the goal
8 setting conference.
9
10 C. The teacher and the evaluator will discuss their overall assessment of the teacher’s performance,
11 including possible criteria where improvement could occur.
12
13 D. If an agreement cannot be reached on the criterion that will be the teacher’s primary area of focus,
14 the evaluator’s assessment shall be documented and the teacher may follow the due-process
15 agreement already set in the contract.
16
17 E. If a teacher is on track to receive a final summative score below Proficient, a discussion between
18 the teacher and the evaluator shall be held and the teacher shall be given the opportunity to
19 provide evidence that they are Proficient before the Final Summative Score is finalized.
20
21 F. If an employee with a continuing contract that has more than five years of teaching experience
22 receives a Level 2 (Basic) rating for two consecutive years, or two years within a consecutive
23 three-year time period, then his or her performance shall be judged “unsatisfactory”.
24
25 G. All employees receiving an annual, final summative performance rating below level 3, Proficient,
26 shall be given additional support by the District. Such support will be described in the sections on
27 regarding the “Plan of Improvement” or “Probation.”
28
29 H. The teacher will sign two (2) copies of the *Final Score* document (Form C). Each teacher shall
30 sign the evaluation forms to indicate receipt. The signature of the teacher does not, however,
31 necessarily imply that the employee agrees with its contents, only that he or she has read it. The
32 teacher may attach any written comments to observations and to the final annual evaluation report
33 as well. Teachers shall have the right to attach additional comments or a rebuttal to the *Final*
34 *Score* document (Form C) at any time.
35

36 **ARTICLE IV – PLAN OF IMPROVEMENT AND PROBATION**
37

38 **Section 1: Plan of Improvement**
39

- 40 A. Any teacher, either provisional or non-provisional, whose performance puts them at risk for
41 receiving an unsatisfactory rating on the *Final Score* document (Form C) may be placed on a plan
42 for improvement at any time. The administration may always provide assistance to an employee
43 that does not qualify for a formal plan of improvement.
44
45 1. If an employee is being considered for plan of improvement, the evaluator must make a
46 recommendation to the Superintendent and the Association beforehand.
47
48 2. The plan of improvement needs to include the following:
49

- 1 a. A definition of the problem regarding the teacher’s practice, in terms of deficiencies in
2 discrete areas based upon the evaluative criteria.
3
4 b. Once the areas of deficiency and the criteria for improvement have been determined, they
5 may not be altered, in order to avoid creating a moving target for the teacher.
6
7 c. The plan of improvement should spell out a course of action and time expectations for the
8 employee involved to reach an acceptable level of performance in separate areas in which
9 the employee may need improvement, according to the criteria included on the evaluation
10 instrument.
11
12 d. A specific plan for improvement that lists courses of action whereby the employee shall
13 be assisted, counseled, and tutored to improve the level of performance on the CEL
14 evaluation rubric to a passing level must be included in the plan.
15
16 e. A plan of improvement may carry over into multiple school years. When the plan of
17 improvement has been successfully completed, the teacher, the Superintendent, and the
18 Association shall be notified. When the plan of improvement is unsuccessful, the next
19 step for non-provisional employees shall be probation.
20
21 f. A teacher who is on a plan of improvement must be removed from the plan if he or she
22 has demonstrated improvement in the areas described as deficient.
23
24

25 **Section 2: Probation**

- 26
27 A. Before placing a teacher on probation, the following shall occur:
28
29 1. The evaluator shall meet with the employee in an attempt to resolve matters relating to
30 performance, before probation is recommended to the Superintendent. This conference shall
31 be held no later than January 15th. The employee shall have the opportunity to have an
32 Association representative in attendance.
33
34 2. The Superintendent, or his/her designee, shall review the evaluator’s recommendation for
35 probation. If the Superintendent or his/her designee determines that there is an alternative to
36 probation, he/she may continue to work with the parties involved.
37
38 3. If it is determined by the Superintendent that probation is warranted, then the Superintendent
39 shall notify the employee in writing.
40
41 4. The following steps shall also have been completed before an employee is put on probation:
42
43 a. A completed Comprehensive Evaluation, conducted in accordance with the
44 procedures for evaluation described in this Appendix.
45 b. A specific and reasonable plan of improvement, designed to assist the teacher in
46 making satisfactory progress in improving his/her performance, shall have been
47 attempted over a minimum of one (1) calendar year
48

- 1 5. The following steps shall be completed during probation:
2
3 a. A description of the assistance and services the District will provide to the teacher
4 to improve his/her performance during probation will be provided.
5 b. Monthly reports to the teacher of the evaluator's judgment on the teacher's
6 progress toward remediating deficiencies will be provided.
7 c. Written notice to the Association and teacher regarding the teacher's progress prior
8 to January 15th, or thirty (30) calendar days after the teacher began work on
9 probation, whichever is later.
- 10
11 B. Teachers may only be placed on probation from the Comprehensive Evaluation system
12 described in this document.
13
14 C. No teacher shall be placed on probation if he or she has been evaluated by an evaluator who
15 has not received training in the current (ESSB 5895) evaluation system with an emphasis on
16 developing inter-rater reliability.
17
18 D. Teachers shall have the right to Association representation at all probationary conferences.
19
20 E. The purpose of the probationary period is to give the teacher an opportunity to demonstrate
21 improvements in specific areas according to the criteria included in the evaluation instrument
22 (WAC 392-191-045(3)).
23
24 F. The probationary period may be extended into the following school year if the probationer
25 has five or more years of teaching experience and has a comprehensive summative evaluation
26 performance rating as of May 15th of Level 2 (Basic) or less.
27
28 G. Performance standards will not be greater for probationary employees than for other teaching
29 staff.
30
31 H. At the request of the probationary employee, release time may be granted in order to comply
32 with requirements of the probation, such as training.
33
34 I. In order to receive additional feedback regarding their teaching, the probationary employee
35 may request an observation from another staff member, administrator, or an outside
36 specialist.
37
38 J. The probationer must be removed from probation if he/she has demonstrated improvement to
39 the satisfaction of the original evaluator in the area(s) specifically detailed in his/her initial
40 notice of deficiency.
41
42 K. Lack of necessary improvement during the established probationary period, as specifically
43 documented in writing with notification to the probationer, shall constitute grounds for a
44 finding of probable cause for non-renewal of contract or discharge.
45
46 L. Immediately following the completion of a probationary period that does not produce
47 performance changes detailed in the initial notice of deficiencies and program for
48 improvement, the teacher may be removed from his or her assignment and placed into an

1 alternative assignment for the remainder of the school year. This reassignment may not
2 displace another employee nor may it adversely affect the probationary teacher's
3 compensation or benefits for the remainder of that teacher's contract year. If such
4 reassignment is not possible, the district may, at its option, place the teacher on paid leave for
5 the balance of his or her contract term.
6

7 **Section 3: Non-renewal, Adverse Action, and Discharge**

8
9 In the event that there is determined to be probable cause to non-renew, adversely affect, or
10 discharge a teacher, the teacher shall receive written notice and the District will follow the
11 procedures specified in Washington Revised Code 28A.400 et. seq.
12

13 **ARTICLE V: EVALUATION RESULTS**

14 **Section 1: How Evaluation results shall be used**

- 15
- 16 1. To acknowledge, recognize, and encourage excellence in professional performance.
 - 17 2. To document the level of performance by a teacher of his/her assigned duties.
 - 18 3. To identify specific areas in which the teacher may need improvement according to the
19 criteria included on the evaluation instrument.
 - 20 4. To document performance by a teacher judged unsatisfactory based on the District
21 evaluation criteria.
 - 22 5. As one of the multiple factors in Human Resources and personnel decisions, only as
23 defined in the Collective Bargaining Agreement.
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28 **Section 2: How Evaluation results shall not be used**

- 29 1. Shared or published with any teacher-identifying information.
- 30 2. Shared or published without prior notification to the individual and Association.
- 31 3. Used to determine any type of base or additional compensation.
- 32 4. Evaluators shall not consider school-wide or District-wide, Summative Performance Ratings
33
34
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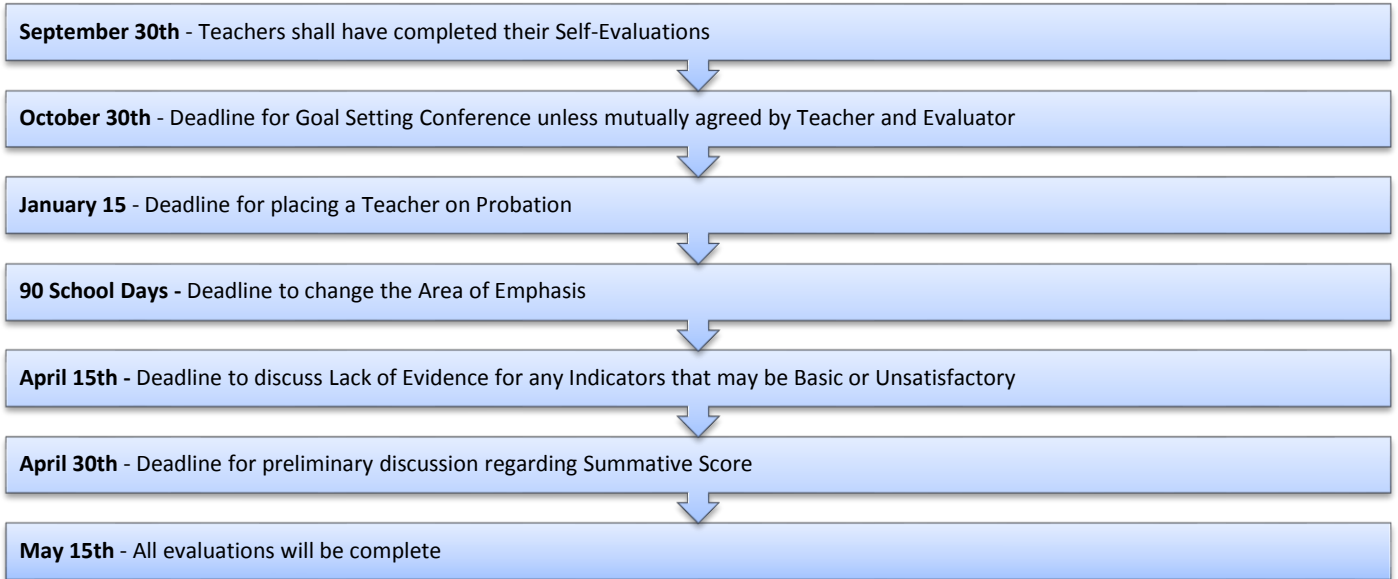
37 **Section 3: Recordkeeping**

38 The District shall adhere to the following:

- 39 ● Teachers shall not be required to use the eVAL tool.
- 40 ● Forms A-F will be used for those who choose not to use eVAL.
- 41 ● Teachers shall have access to their eVAL account in current, and subsequent, year(s).

- 1 ● Evaluators shall notify the teacher of any additional evidence submitted about them to eVAL
2 within three (3) school days of submission.
- 3 ● Teachers shall not be required to share personal assessment information utilized within the eVAL
4 system.
- 5 ● Any and all data entered into eVAL shall be considered confidential, and not subject to public
6 disclosure.

7 **Section 13: Timeline**



8
9

10 **Section 14: Evaluation Documents**

11 Only the *Final Score* document (Form C), along with any comments submitted by the teacher,
12 shall be kept in the personnel files.

13 **Section 15 - Legislative Impacts**

14 This Addendum shall be reopened at the request of either party for the purpose of negotiating
15 legislative impacts on the Collective Bargaining Agreement.

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3
 4 **MONTESANO SCHOOL DISTRICT - FORM B: GOAL SETTING FORM**
 5

Student Growth Goal (3.1)	Student Growth Goal (6.1)	Student Growth Goal (8.1)
Recognizing individual student learning needs and developing strategies to address those needs.	Using multiple student data elements to modify instruction and improve student learning.	Create one Instructional Practice Goal based on a component of the Eight State Criteria.
Goal 1:	Goal 2:	Goal 3:
<i>Identify a minimum of two student data sources that will be used for each Student Growth Goal. One data source may be used for multiple goals.</i>		
Evidence and Measure Action Steps/Target Dates:	Evidence and Measures: Action Steps/Target Dates:	Evidence and Measures: Action Steps/Target Dates:

6
 7 [Fall] Teacher Signature _____ Date _____ [Fall] Evaluator
 8 Signature _____ Date _____
 9

10 How did you meet or attempt to meet your three goals for this school year?
 11
 12

13
 14 [Spring] Teacher Signature _____ Date _____ [Spring] Evaluator
 15 Signature _____ Date _____
 16

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MONTESANO SCHOOL DISTRICT - FORM C: FINAL SCORE DOCUMENT

Comprehen
sive _____

Name _____

School _____ Assignment _____

(If less than fulltime, specify)

Evaluator _____

Date(s) and Duration of Observation(s) _____

Criterion Rating

_____ Unsatisfactory (8-14) _____ Basic (15-21) _____ Proficient (22-28) _____ Distinguished (29-32)

Student Growth Impact

_____ Low (5-12) _____ Average (13-17) _____ High (18-20)

Overall Performance

_____ Unsatisfactory _____ Basic _____ Proficient _____ Distinguished

1. CENTERING INSTRUCTION ON HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT.

Performance Indicators

_____ P1: Connection to standards, broader purpose and transferable skill

_____ P4: Communication learning target(s)

_____ P5: Success criteria and performance task(s)

_____ SE3: Work of high cognitive demand

_____ CEC3: Discussion, collaboration and accountability

1 Comments:

2

_____ 2. **DEMONSTRATING EFFECTIVE TEACHING PRACTICES.**

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Performance Indicators

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____SE1: Quality of questioning

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____SE5: Expectation, support and opportunity for participation and meaning making

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____SE6: Student Engagement: Substance of student talk

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____CP6: Scaffolds the task

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____CP7: Gradual release of responsibility

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Comments:

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_____ 3. **RECOGNIZING INDIVIDUAL STUDENT LEARNING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS THOSE NEEDS.**

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Performance Indicators

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____P3: Connection to standards, broader purpose and transferable skill

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____SE2: Ownership of work

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____SE4: Strategies that capitalize on learning needs of students

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____CP5 Differentiated instruction

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____A6: Teacher use of formative assessment data

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_____ 3.1 **Recognizing individual student learning needs and developing strategies to address those needs.**

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____3.1: Establish Student Growth Goal(s)

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____3.2: Achievement of Student Growth Goal(s)

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Comments:

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_____ 4. **PROVIDING CLEAR AND INTENTIONAL FOCUS ON SUBJECT MATTER CONTENT AND CURRICULUM.**

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Performance Indicators

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____P2: Connection to previous and future lessons

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____CP1: Alignment of instructional materials and tasks

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____CP2: Discipline-specific conceptual understanding

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____CP3: Pedagogical content knowledge

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____CP4: Teacher knowledge of content

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1 Comments:
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4 _____ **5. FOSTERING AND MANAGING A SAFE, POSITIVE LEARNING ENVIRONMENT.**

5 Performance Indicators
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- 7 _____ CEC1: Arrangement of classroom
8 _____ CEC2: Accessibility and use of materials
9 _____ CEC4: Use of learning time
10 _____ CEC5: Managing student behavior
11 _____ CEC6: Student Status
12 _____ CEC7: Norms for learning

13 Comments:
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16 _____ **6. USING MULTIPLE STUDENT DATA ELEMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT LEARNING.**

17 Performance Indicators
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- 19 _____ A1. Self-assessment of learning connected to the success criteria
20 _____ A2: Demonstration of learning
21 _____ A3: Formative assessment opportunities
22 _____ A4: Collection systems for formative assessment
23 _____ A5: Student use of assessment data
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25 _____ **6.1 Using multiple student data elements to modify instruction and improve student learning.**

26 **(Student Growth Cycle)**

- 27 _____ 6.1 Establish Student Growth Goals(s)
28 _____ 6.2 Achievement of Student Growth Goals
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30 Comments:
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34 _____ **7. COMMUNICATING AND COLLABORATING WITH PARENTS AND THE SCHOOL COMMUNITY.**

35 Performance Indicators
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- 37 _____ PCC3: Parents and guardians
38 _____ PCC4: Communication with the school community about student progress
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40 Comments:
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43 _____ **8. EXHIBITING COLLABORATIVE AND COLLEGIAL PRACTICES FOCUSED ON IMPROVING**

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INSTRUCTIONAL PRACTICE AND STUDENT LEARNING.

Performance Indicators

- ___ PCC1: Collaboration with peers and administrators to improve student learning
- ___ PCC2: Professional and collegial relationships
- ___ PCC5: Supports school, district, and state curriculum, policy and initiatives
- ___ PCC6: Ethics and advocacy

8.1 Establish team student growth goals.

Comments:

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MONTESANO SCHOOL DISTRICT
Teacher Evaluation Report

Focu
sed

Name _____

School _____ Assignment _____

(If less than fulltime, specify)

Evaluator _____

Date(s) and Duration of Observation(s) _____

Area of Focus

- ____ 1. Centering Instruction on High Expectation
- ____ 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 the school
- ____ 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Student Growth Criterion

- ____ 3.1
- ____ 6.1
- ____ 8.1

Criterion Rating

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

Student Growth Impact

___ Low ___ Average ___ High

Overall Performance

___ Unsatisfactory ___ Basic ___ Proficient ___ Distinguished

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2 Comments: