Vancouver Education Association

Memo of Understanding
between
Vancouver Education Association and Vancouver School District

The following is agreed to for the 2014-15 school year.

Teacher and Principal Evaluation Project (TPEP)

Collaboration

The district and the association acknowledge that TPEP is a collaborative process between the evaluator and the teacher. The evaluator and teacher will meet before the end of October to determine focus or comprehensive evaluation, areas of student growth, and teacher professional growth goals. They will discuss a timeline for the process. By the final summative meeting, teachers should know their status one month prior to the final evaluation meeting.

To allow for additional time for teachers and administrators to finalize the evaluation process, the date that summative evaluations are due to HR will be no later than five (5) days prior to the end of the school year.

Student Growth

1. Within each of the two inquiry/observation cycles, teachers on Leave Replacement (one year) Contracts and Provisional teachers will complete two student growth cycles (one during each inquiry/observation cycle). Teachers on a Continuing Contract will complete one student growth cycle. Goals will be collaboratively determined by the teacher and evaluator.
2. Teachers will develop qualitative or quantitative performance rubrics to assess student growth.
3. The teacher and the evaluator may agree to adjust the performance rubric during the process.
4. Students are expected to gain at least one performance level during the inquiry/observation cycle although some students may be excluded from student growth data.
5. Teachers on Leave Replacement (one year) and Provisional teachers are expected to complete two student growth cycles. In order for the teacher to receive a proficient rating, approximately 70% of the whole group (criterion 6.2) and approximately 50% of the sub group (criteria 3.2) must gain at least one performance level. To achieve a distinguished rating, approximately 90% or more of the students must gain one or more performance levels.

6. Teachers on a Continuing Contract are expected to have one (1) student growth goal during the first inquiry cycle. In order for the teacher to receive a proficient rating, approximately 75% of the whole group of students (criterion 6.2) and more than 50% of the sub group of students (criterion 3.2) must gain at least one performance level. If the student growth goal is not met, the teacher must continue with the same goal or identify a new goal for the second inquiry/observation cycle. To achieve a distinguished rating, approximately 90% or more of the students must gain one or more performance levels.

Validity and Reliability

1. If by the end of the first inquiry cycle (on or before the semester break), a teacher who is on a focused evaluation is overall unsatisfactory or basic, that teacher will be moved to a comprehensive evaluation. If beyond the end of semester break, a teacher is determined to be overall basic or unsatisfactory, the District and the Association will meet to discuss the options.
2. Ratings will be based on what is present in evidence consistent within the four (4) tier system.
3. If evidence is not observed, the teacher and the evaluator will collaboratively discuss the quality and quantity of the evidence and, if needed, the teacher and/or evaluator will collect further evidence. If it is a matter of skill development, the teacher will participate in professional development.
4. All **evaluators** will receive Stage 1 and Stage 2 training. Stage 3 training will be provided by the executive directors on an on-going basis for all principals and associates. New **evaluators** will receive training prior to evaluating teachers.

TPEP Release Days

As a result of the VEA Comprehensive Professional Agreement bargain, two TPEP release days were provided for all certificated employees. Guidance on the use of and how to access the days was provided through the TPEP Two Release Days: Activities and Leave Information document.

During the 2014-15 school year,

- One (1) TPEP release day per semester will be provided for all certificated employees. Prior to October 15, certificated employees may elect to be paid at the equivalent substitute rate for one or two TPEP release days in lieu of taking the TPEP release days. If certificated employees elect to use a TPEP release day and they are recalled back to the classroom, they may elect to reschedule the TPEP release day or they may elect to be paid the equivalent of one substitute day.
- Classroom teachers remain responsible for the checklist for TPEP requirements included on the TPEP Two Release Days document and are encouraged to review the activities listed for guidance on how to meet the requirements.
- All other certificated employees are to use the time toward improving their professional practice as outlined in their professional growth goals related to their respective evaluation. Program managers may select to schedule a session each semester to accomplish outlined activities. If this option is selected, notice will be given to certificated employees prior to the start of the school year.
- Certificated employees are encouraged to work collaboratively with their professional learning communities on TPEP requirements and/or activities related to improving their professional practice.

Evaluation Tool

1. All evaluators and teachers will use the evaluation tool (eVAL) for student growth, professional goals, and self-assessment. Evaluators will include on observation reports a formative summative rating for indicators observed. This may be through eVAL or another observation tool.
2. Teachers may upload evidence or artifacts into the evaluation tool (eVAL).

Other Agreements regarding TPEP

1. Provisional teachers may be moved to a continuing contract after the second year if they are proficient or distinguished. This decision is at the discretion of the District.
2. For the 2014-15 school year, teacher-librarians may pilot a different evaluation system. Any new system will be reviewed by the association and the district prior to implementation.
3. The TPEP training day will be at the building level. There will be collaborative planning between the district and the association for the content of this day. Each building will have autonomy to plan the day so that it best fits the specific needs of that building.

This Memo of Understanding is in force until the end of the 2015-16 school year. Any new legislation that impacts evaluation of the professional performance of certificated staff will reopen negotiations as to the application of that legislative change.

For the Association:

Richard Wilson, J.D., Ph.D.
Executive Director, VEA

6-27-14
Date

Courtney Eyer
President, VEA

6-27-14
Date

For the District:

Steven T. Webb, Ed.D.
Superintendent, Vancouver Public Schools

7.15.14
Date

Darcy Rourke, Ph.D.
Executive Director, HR

7.15.14
Date