

Dear Teachers and Principals,

Attached you will find the Letter of Understanding (LOU) that LWSD and LWEA have finalized and agreed to regarding the Professional Growth and Evaluation System for the 2020-21 school year. We have also attached an FAQ on evaluation changes.

We utilized the guidance on evaluation from OSPI to develop this LOU. This year will present many challenges and new learning about teaching. The intent of the FAQ document is to help teachers and admin understand what has and has not changed in our evaluation system for the 20-21 school year. In addition to the LOU and FAQ, you may find it helpful to review our existing evaluation language in [Article 26 in the CBA](#).

Please review the LOU and FAQ documents and make note of questions that you have. We will be providing building administrators training on this LOU in the next 2 weeks. Once this training has been completed, administrators will host a meeting with their staff to provide training by the end of the day on October 16.

Except for the September 15 training deadline, which is now set for October 16, all other timelines in the contract are in effect. Teachers should complete their self-evaluation by September 30 (which can be shared with admin or not) and form PGE teams.

Despite the changes to our instructional model this year, employee evaluations will continue to be aimed at improving professional practice. This year is providing endless opportunities to improve and reflect upon the enduring principles of teaching and learning. We want to thank you for your incredible, continuous efforts this year. We know that our community looks to teachers and principals for guidance and support. In a time of constant change and uncertainty, you have provided a sense of normalcy. The changes to the LOU are meant to support you as continue to improve your professional practice on behalf of each one of your students.

Howard Mawhinney, President LWEA

Dale Cote, Assistant Superintendent

11/30/2020

FAQ on Evaluation LOU

1. This year has already been stressful, how will I be supported by my evaluator during this time?

LWEA and LWSD are sending a joint message on evaluations in recognition of the challenges related to teaching in-person or a remote setting this school year. We know that this year of teaching will present new learning and challenges. Administrators will be taking this into account when evaluating staff, and it is the reason for narrowing the criteria from 8 to 2 for comprehensive evaluations, training administrators on the “look fors” in remote teaching, and sharing the [Danielson for Remote Instruction guidance](#) as resource.

2. Why do we have to do an evaluation?

- OSPI has not waived the requirements that teachers receive an evaluation. It is still part of the law.
- LWEA and LWSD used guidance from OSPI on [20-21 teacher evaluations](#) and [student growth goals](#) to draft our LOU.

3. I am a first-year teacher... Why is the default basic for me?

- OSPI suggested in their guidance (linked above) that for first year teachers, criterion that are not selected for focus this year default to a basic score.
- A basic in your first does not disqualify you from a contract next year.
- You have the right to present evidence in the other criteria that could change the score from basic to proficient/distinguished.
- The [Green Line document](#) was developed between LWEA and LWSD to support first year teachers in their professional growth.

4. Why can Comprehensive teachers only choose from criteria 1-5 instead of having the option of all 8?

- Charlotte Danielson developed a framework for remote teaching that suggests teachers and admin narrow their focus to certain criteria during remote learning. Using this suggestion, and guidance from OSPI, we agreed on two changes for this year:
 - to narrow the number of criteria teachers will be evaluated on from 8 to 2.
 - to narrow the criteria a teacher and admin might select from to 5 key areas.
- Teachers will still be scored on the 2 selected criteria + the 1 student growth criterion using the full Danielson Framework.
 - [Danielson Framework aligned to the State 8](#)
 - [Danielson Framework Rubrics](#)

5. Will all the timelines and procedures in the contract still be in place?

- Except for the Sept 15 training deadline, which is now set for Oct 16, all other timelines in the contract are in effect.
- For example, employees in their first year of employment need to be observed within their first 90 days. Comprehensive teachers will still have 2 formal observations this year.
- Teachers still need to do the self-assessment by Sept 30, but do not need to share this with their admin.
- Teachers will need to meet with their admin by Nov 1 for goal setting.
- Teachers will meet to review their final evaluation by June 1.
- Teachers on non-continuing contracts need to be notified of renewal by May 15.

6. Will I still be observed for the contractual amount?

- Yes, this does not reduce the observational amount of time listed in the contract.
- Please check [page 46, Section 26.8.3](#) of the CBA for information about observations.

7. Will this change the LEAP day schedule?

- No. The LEAP calendar is established for the year and can be found [here](#).

8. Will this be our agreement for the rest of the year?

Unless we get differing guidance from OSPI, this will be our agreement for the 20-21 school year.

9. What is a formative conversation?

The formative conversation is a **reflective** conversation based on **data from your observations and discussions of your student growth criterion (either 3 or 6).**

10. For the growth goal formative conversations, do I still have to bring data?

Yes, but we recognize that it will look very different this year. Teachers should bring the data they believe they can collect to assist in their reflective conversation with their administrator. The goal of these conversations is to aid in the growth and development of your teaching practice in order to better serve students. The two conversations can occur during the following meeting times: the goal setting conference, a post-observation meeting, the end of the year summative conference, or if the teacher requests, in an agreed-upon separate meeting. You will be considered proficient if the conversations are based on data and are reflective in nature. The amount of student growth is not linked to proficiency; instead participating in the formative conversation by having data and reflecting on data and your instruction is what creates proficiency.

11. How will I know when an admin is observing me in my remote classroom?

Admin will make their presence known upon entering your remote classroom. They might place a note in the chat announcing their presence. If you use the lobby feature when setting up your class meetings, their arrival, via the Generic Admin account, will be announced to you.