

LETTER OF AGREEMENT – STUDENT GROWTH GOALS

This Letter of Agreement is entered into between the Everett School District ("District") and the Everett Education Association ("Association"). This agreement shall be effective beginning August 27, 2025, and shall expire at the conclusion of the 2025-26 school year.

- I. The Everett Education Association and the Everett School District agree to the contractual changes for Section 10.04 below, and the equivalent changes to Section 10.05, for the 2025-26 school year.

SECTION 10.04 – COMPREHENSIVE EVALUATION FOR CLASSROOM TEACHERS

A. Self-assessment

The teacher completes a self-assessment of their performance under the instructional framework. Sharing the results of the self-assessment with the teacher's evaluator is optional.

B. Goal Setting

1. The purpose of student growth goals is to promote instructional practice that is culturally responsive, socially and emotionally literate, and inclusive of each and every student. Teachers shall design a student growth goal that measures student learning experiences based on the current needs of their students. Prior to October 15 (or as soon as practical for teachers hired after October 1), the teacher and evaluator shall discuss professional goals, student growth learning experiences and the projected timing of their student growth goals to be used for the year. This meeting may coincide with the previous year's summative evaluation meeting. The teacher shall identify and document a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 at a practical time for a unit of study, for example within a unit, lessons, or a project, in order to observe a student growth learning experience. The goal for SG-6.1 and SG-8.1 may be the same goal. Student growth goals shall align with the language in the rubric and be narrative in nature. Percentages could be used in discussions, but should not be used in rubric scoring. Goals may be revised when circumstances change or if the goals are inappropriate for the students being served. Teachers may have multiple opportunities to set and meet growth goals during the year. How achievement of the goal or growth is determined shall be a part of an ongoing discussion that begins with the setting of the goal.
2. For the 2025-26 school year, the "Student Growth Goals Template" is required to assist in structuring the conversation towards a student growth goal. Responses may be in narrative or bulleted form, and adjusted as needed during the course of the evaluation cycle. Implementation and reflection of one's responses informs the scoring of one's student growth goal, not the completion of the template. Thoughtful responses to the guide are encouraged in order to make the evaluation conversations efficient and productive. The final student growth goal should be ongoing through the evaluation cycle and shall be completed no later than May 10.

C. Gathering of Evidence

1. Evidence is observed practice, products or results of the teacher's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. Both the teacher and the evaluator shall contribute evidence to the overall assessment of professional performance. Evidence shall include artifacts produced or resulting from the normal course of professional performance during the school year. Evaluators shall document evidence of performance readily available via observations and conversations so as to lessen the time required to compile additional artifacts. If, after completing the minimum required observations, both the teacher and evaluator agree on the score for a

criterion, no additional evidence is required to be collected for that criterion. Teachers shall not be required to provide a specific amount of artifacts. It is the nature and quality of the evidence, not the amount that determines its rating.

2. An accurate evaluation requires that corroborated and authentic evidence be used in the evaluation of the employee's comprehensive performance. Written narratives of observations should aim to capture a complete picture of performance relevant to the evaluative criteria during the observed activity. For the purposes of professional growth, fairness requires that employees be made aware, in a timely manner, of the evidence that will be used in their evaluation. Therefore, the teacher shall be notified when an evaluator obtains evidence of which the teacher would otherwise not be aware, and either party may request a conference to discuss the evidence and opportunities for growth.
3. Formal surveys of student and parent perceptions of teacher performance shall not be solicited for inclusion as evidence in the evaluation.
4. Evaluators shall not include evidence of content knowledge and pedagogy from classes or subjects outside the employee's certification and endorsements.
5. All observations shall be conducted openly. The use of electronic monitoring devices will be conducted in accordance with Section 5.12.
6. Teachers are encouraged to submit artifacts no later than the first Friday of May so that evaluators have time to consider the evidence prior to the final conference.
7. Evaluators shall not score a component based solely on a lack of an opportunity to observe or collect evidence of a particular component.

D. Observations

1. Observations are one type of evidence of professional performance relevant to the evaluative criteria.
 - a. Each teacher shall be observed formally in the course of professional performance at least two times for a minimum total of 60 minutes.
 - b. Within the 60 minutes required above, new employees shall be observed at least once for a minimum total of 30 minutes during the first 90 calendar days of employment.
 - c. Teachers in their third year of provisional status shall be observed at least three times for a minimum total of 90 minutes.
2. Each formal observation shall be pre-scheduled with the teacher and shall be accompanied by timely pre-observation and post-observation conferences. Evaluators shall offer to hold such conferences in the teacher's classroom when possible. Observations can take place during times when the teacher is not instructing in the areas of the teacher's student growth goals.
3. The purpose of the pre-observation conference is to discuss matters such as the employee's student growth goals, the professional activities to be observed, the content, objectives, and strategies of the lesson, the length of the observation and possible observable evidence to meet the scoring criteria. The pre-observation conference will occur within 10 school days of the observation unless there are extenuating circumstances discussed by the teacher and evaluator and the conference is rescheduled to a specific date.

4. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria and the instructional framework rubric, and to discuss opportunities for growth. Observation reports shall not be pre-scored. The teacher or evaluator may provide additional evidence to aid in the assessment of the teacher's professional performance including, but not limited to, evidence related to those criteria not observed in the classroom. The post-observation conference will occur within 10 school days of the observation unless there are extenuating circumstances discussed by the teacher and evaluator and the conference is rescheduled to a specific date. The evaluator's observation notes shall be shared with the teacher within three business days of the observation and prior to the post-observation conference. The evaluator shall provide the teacher with a copy of the final written observation report within three school days after such report is prepared.
5. The evaluator or teacher may initiate additional informal, unscheduled observations above and beyond these formal observations, with or without pre- and post-observation conferences. For any informal observation, when there is no post-observation conference, any concerns of the evaluator shall be communicated in writing to the employee in a timely manner. Either party may request a post-observation conference.

E. Criterion Rating and Annual Conference

Each criterion shall be rated collaboratively based on the components in that criterion using a preponderance of the evidence. This analysis will be based on a holistic assessment of the teacher's performance. If there is a dispute between the evaluator and the employee regarding the rating, the parties shall have an opportunity to submit additional evidence. The final decision is the responsibility of the evaluator. An end of the year evaluation conference shall be completed at least two weeks prior to the end of each school year.

F. Overall Summative Performance Rating

The final summative score must be determined by an analysis of evidence. A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

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

G. Student Growth Measures

1. Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. For a comprehensive evaluation, evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:
 - 5-12 Low
 - 13-17 Average
 - 18-20 High

A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.
2. Evidence for student growth learning experiences will be taken from multiple sources identified by the teacher to support their individual professional growth, and must be appropriate and relevant to the teacher's assignment. The teacher should provide both

formative and summative assessments as evidence. Evidence for student growth learning experiences that does not measure growth between two points in time shall not be used to calculate a teacher's student growth criterion score. The achievement of student growth goals will not be assessed in the rating of criterion 8.

3. A teacher who receives a 4 – Distinguished preliminary summative score and a Low student growth score will receive an overall 3 – Proficient rating.
4. If a teacher receives a Low student growth score, the teacher and evaluator will mutually agree to engage in one of the student growth inquiries required by law (WAC 392-191A-100).
5. The evaluations of certificated classroom teachers with a preliminary rating of unsatisfactory and high student growth will be reviewed by the evaluator's supervisor.

H. Final Report

An annual evaluation report shall be completed prior to the end of each school year. The final report shall include a score for each criterion (not components) and an overall summative performance rating. The teacher and evaluator will each sign a copy of the report which will be included in the teacher's personnel file. The teacher shall have the opportunity to submit and attach any additional comments to the final record of the evaluation. Any disclosure of evaluation results shall not include teachers' names, unless required by law.

- II. For the duration of the current collective bargaining agreement, Sections 10.04 and 10.05 may be re-opened prior to the start of a new school year at the request of either party to address issues related to student growth goals.
- III. To continue supporting employees in the student growth goal process and revised Danielson Framework, classroom teachers shall receive one (1) hour of professional development during the learning improvement day prior to the start of school and two (2) hours of professional development during the October learning improvement day.

All new employees will receive four (4) after school sessions of two (2) hours on the TPEP process including revised Student Growth Goals and the Danielson Framework.

FOR THE DISTRICT:

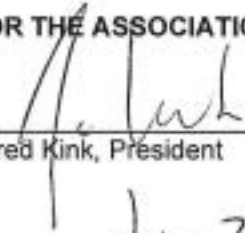


Dr. Ian B. Saltzman, Superintendent

Date

6/24/2025

FOR THE ASSOCIATION:



Jared Kink, President

Date

Jun 23, 2025