

ARTICLE xi: EVALUATION

ARTICLE XI: EVALUATION Draft 062410

SECTION A: Introduction

1. The SPS and SEA agree that outstanding performance should be recognized, that opportunities for continuous professional development should be provided to all staff members, and that resources should be effectively allocated to provide support for performance improvement.
2. The SPS and SEA agree that the highest goals for student achievement are met when teachers, educational staff, administrators, parents, students and the entire community understand and fulfill their shared responsibility for the educational success of all students. The SPS and SEA are jointly committed to pursuing this vision of shared responsibility on the part of all stakeholders.
3. The SPS and SEA agree that a meaningful and effective evaluation process is based on the principles of mutual respect, shared accountability, and continuous improvement. The SPS and SEA agree that these principles will be advanced by an evaluation system that is conducted in a manner that fosters open and candid communication, that recognizes all factors that affect performance, and by a mutual commitment to assist all employees to meet or exceed performance expectations.
4. Individual employees and their evaluators shall jointly set goals for academic achievement and professional growth and development while establishing expectations that are consistent with the individual school's Continuous School Improvement Plan (CSIP), the SPS's educational philosophy, this Collective Bargaining Agreement, and State law.

SECTION B. GENERAL TERMS OF THE EVALUATION PROCESS

1. Annual Evaluation:

- a. All educational staff will receive an annual evaluation. All certificated employees will be observed by their evaluators regardless of the evaluation tier or cycle. The evaluator will complete an Evaluation Form and provide a copy to the certificated employee and send a copy to Human Resources to be placed in the employee's personnel file. The employee may add his/her comments to the Evaluation Form.
- b. The Annual Performance Evaluation and evaluation conferences conducted by the principal, his/her designated administrator or a supervisor in the evaluation process are specifically excluded from the representation provisions of Article III, Section C, except that the subsequent discussion of the evaluation following the receipt of the written evaluation may involve representation pursuant to these provisions.

2. Designation of evaluator:

- a. Within each school building, the principal or his/her designated administrator will be responsible for completing an annual Evaluation Form for every employee whose major portion of assignment is in that building, according to the evaluation processes described in this article. Also, ESA employees assigned to a building from central administration will be evaluated by their supervisor, with input from the building principal or his/her designated administrator.
- b. A certificated employee who serves equal time in two (2) buildings may receive two evaluations or only one evaluation depending upon the preference of the employee.

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- c. A certificated employee who is assigned to more than two buildings by central administration will be evaluated by his/her supervisor, with input from the building principal or his/her designated administrator.

3. Self-Reflection and Goal Setting Conference:

By November 15th of each year, the evaluator will meet with each certificated employee to reflect on their teaching practice and set annual goals linked to the school's CSIP and SPS' Strategic Plan. The principal, his/her designated administrator, or supervisor and the employee have an equal responsibility to review the *Self-Assessment of Practice* and set the following goals; annual student academic achievement goal(s) and the professional growth goal(s).

1) Student Academic Achievement as a factor in teacher performance evaluation:

- a. The evaluator and the certificated employee will mutually set student academic achievement goals and agree to the manner in which student growth is measured.
- b. During the student academic achievement goal setting process the evaluator and the certificated employee should review and discuss:
 - i. Classroom, school, SPS, and State performance data, trend data, previous strategies and outcomes;
 - ii. Classroom evidence available which may include classroom-based assessments, district assessments, state assessments, classroom data, student portfolios, student IEPs, special education assessments or data pertinent to specialists or support personnel;

2) Professional Growth Goal(s)

- a. The evaluator will meet with individual certificated employees to set annual professional growth goals linked to the student academic achievement goal and school's CSIP plan. The certificated employee and the evaluator have a joint responsibility to develop the growth goals in a collaborative manner, and identify any support resources needed. The certificated employee and evaluator will sign the completed *Goal Setting Plan*, each should retain a copy.
- b. During the professional growth goal setting process the evaluator and the certificated employee will review and discuss:
 - i. Participation in a site-based professional learning community. Specialists and support staff may choose to participate in a job-alike professional learning community within the district.
 - ii. Other opportunities for professional development and use of resources available to the school;
 - iii. Mentoring or coaching by peers, administrators and others.

SECTION C: GENERAL TERMS OF PROFESSIONAL GROWTH & EVALUATION (PG&E)

1. The parties agree that, during the 2010-11 school year, the Joint Professional Growth and Evaluation Task Force will monitor the phase-in of the PG&E evaluation system that replaces the current system being used (Performance Cycle and Professional Growth Cycle). During the phase-in the task force

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will gather feedback and adjust system as needed. Note: All certificated teachers in School Improvement Grant (SIG) sites will be evaluated on PG&E as defined in Article XI, section C, D & E.

The following parameters will continue to guide the work of the task force:

- a. The task force consists of 12 people, 6 selected by SEA and 6 selected by SPS.
 - b. Some operating beliefs reflected in the task force's work:
 - The purpose of every evaluation is to help strengthen every employee in their practice;
 - Schools are lifelong learning communities, where continuous professional development and growth are practiced;
 - Data is one source of information to assist in reflecting on student learning, classroom environment and instruction;
 - A safe learning environment for students and teachers is one where innovation is encouraged and professional judgment is respected;
 - The Seattle Public Schools *Professional Practice Standards* serve as a foundation for the PG&E evaluation system
2. The components of the PG&E system are based on Charlotte Danielson's, *Enhancing Professional Practice: A Framework for Teaching* which include evaluative criteria, domains, two tiers, a four level rating system, a self-assessment of teaching practice, student academic achievement goal(s), professional growth goal(s), and professional learning communities. Appropriate joint training will be provided to support the Professional Growth and Evaluation system.
- a. The state evaluative criteria requirements are met in the four Domains
 1. Planning and Preparation
 2. Classroom Environment
 3. Instruction
 4. Professional Responsibility
 - b. Each Domain is measured against a *Four Level Rating* system
 1. Innovative
 2. Proficient
 3. Basic
 4. Unsatisfactory
 - c. There are two tiers differentiated by years of certificated teaching experience
 - i. Tier 1: staff with four years or less experience and certificated staff new to Seattle Public Schools
 - ii. Tier 2: staff with five years or more of experience.
 - d. A reflection of teaching practice using the new *Self-Assessment of Practice* rubric to determine the level of performance that best reflects their own assessment of their teaching practice.
 - e. A clear understanding of both the usefulness and limitations of data is critical to both performance evaluation and goal setting. "Student growth data shall be relevant to the teacher and subject matter, and must be based on multiple measures that may include classroom based district based, and state based assessments as well as, attendance, discipline data, mobility, and completion (course or year) rates for students. Student growth means the change in student achievement between two points in time."

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- f. A clear understanding that an effective evaluation system also provides timely assistance and support when necessary. A Plan of Support (POS) will be collaboratively developed by the employee and evaluator.
3. Annual Evaluation:
 - a. For Tier 1 certificated employees; satisfactory performance equates to meeting the Performance Schedule identified for Tier 1 certificated employees for each of their first four years. See Article XI section D5 performance schedule. End of year summary reports (appendix XXX) must be completed by May 15th.
 - b. For Tier 2 certificated employees; satisfactory performance equates to maintaining at least a "proficient" performance level in each of the four domains. See Article XI section E5 performance schedule. End of year summary reports must be completed by the last working day of May.

SECTION D: TIER 1 – PROFESSIONAL GROWTH & EVALUATION (PG&E)

1. Tier 1 of PG&E will be used in :
 - a. 2010-2011 for,
 - all certificated employees with provisional 1 or 2 contracts across the district all certificated employees new to SPS
 - b. 2011-2012, for all certificated employees with 4 years or less of teaching experience.
2. All Tier 1 certificated employees will adhere to the evaluation process as defined in Article XI: Evaluation, Section B, and will receive a comprehensive evaluation and use the Tier 1 Evaluation form (Appendix XXXX)
3. Observations:
 - a. The evaluator will conduct three (3) observations of the employee's performance for a minimum total of ninety (90) minutes of observation. The evaluator will complete an Observation Report Form (Appendix XX and XX) according to Article XI SectionD 4.b .
 - b. The first observation will be no less than thirty (30) minutes and will occur during the first 90 calendar days of employment for all provisional contract employees.
 - c. For employees new to SPS or those with continuing contracts the first observation will occur before winter break or during the first 90 calendar days of employment, which ever is later.
1. Pre- and post-observation conferences:
 - a. A pre-observation conference to discuss professional activities to be observed will be held prior to each formal observation.
 - b. A post-observation conference will be held following each formal observation (or series of observations). The evaluator will schedule the requested conference within one (1) week or inform the employee why the conference cannot be scheduled. The evaluator will provide the employee with a written report prepared on the

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Observation Report Form (Appendix XXX and XXX). The evaluator shall provide the employee with this report within six (6) working days of the observation unless either the evaluator or the employee is physically unavailable.

- c. The employee may respond to the evaluator regarding the Observation Report in writing within three (3) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

2. Performance Schedule for Tier 1:

Year 1: Must be proficient in Domain 2 and at basic or above in Domains 1, 3, 4

Year 2: Must be proficient in Domains 2 and 1 and basic or above in Domains 3 and 4

Year 3: Must be proficient in Domain 2, 1 and 3 and at basic or above in Domain 4

Year 4: Must be proficient or above in all four Domains

a. Proficiency

- i. Being rated proficient in at least 4 out of 6 components (or 3 out of 5 components) within each domain with no more than one (1) unsatisfactory component within a domain.

- ii. Whatever the rating is with the greatest number (4 of 6, or 3 of 5 components) will be the determining rating for that domain. E.g. Domain 1 has six components. If two components are P (proficient) and three components are B (Basic) and one is U (Unsatisfactory), the rating for that domain is 'Basic'.

- iii. Plans of Assistance (POS's) if in the evaluator's judgment, based upon observations and conferences that the employee's overall performance is below the performance standards as outlined in the performance schedule for Tier 1 a Plan of Support (POS) will be required, Article XI section J

- iv. A Performance Improvement Plan (PIP) will be developed when the performance of a Tier 1 certificated employee with a continuing contract is deemed to be "unsatisfactory" in any domain. The overall evaluation rating becomes unsatisfactory. Note: A Tier 1, 4th year certificated employee with a state continuing contract with an unsatisfactory evaluation generates support services from the Human Resource Consulting Teacher Program.

- v. Two (2) unsatisfactory (U) markings in any domain will require a Tier 1 Teacher to be non-continued. Note: A Tier 1, 4th year certificated employee with a state continuing contract would qualify for provisions of probation under state law. See Article XI section K.

SECTION E: TIER 2 – PROFESSIONAL GROWTH & EVALUATION (PG&E)

1. In Tier 2 of PG&E, two types of evaluation exist, "General" and "Comprehensive."
Certificated employees becomes eligible for Tier 2
 - i. after their fourth year of teaching in SPS or;
 - ii. after completion as a Tier 1- year four certificated employee (note: refer to section D1. a above).
- a. Certificated employees with 5,6,7... 9,10,11...13,14,15...etc. years of experience will receive a General Evaluation and use a Tier 2 – General Evaluation form (Appendix XXX), unless otherwise noted in Article XI section D1a and /or section E

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- b. Certificated employees with 8, 12, 16, 20... etc. years of experience will receive a Comprehensive Evaluation and use a Tier 2 – Comprehensive Evaluation form (Appendix XXX).
2. Tier 2 of PG&E will be phased-in using the following schedule:
 - a. 2010-2011, all certificated employees, on a voluntary basis, in PG&E pilot schools and all certificated employees in SIG schools.
 - b. 2011-2012, all certificated employees with 8,12,16,20...etc years of experience across the district will be phased in to Tier 2 Comprehensive evaluations and any eligible certificated employee volunteering for PG&E General evaluation
 - c. 2012-2013, all certificated employees across the district with 5, 6, and 7 years of experience will be phased in to the Tier 2 General evaluation. Certificated employees with 8, 12, 16, 20...etc years of experience will be phased in to Tier 2 Comprehensive evaluation.
 - d. In 2013-14 all remaining Tier 2 eligible certificated employees.
3. All Tier 2 certificated employees will adhere to the evaluation process as defined in Article XI: Evaluation, Section B.
4. Observations for Certificated employees on Tier 2- General Evaluations:
 - a. As required by State law a final annual written evaluation based on the criteria (4 domains) and based on at least 2 observation periods during the school year totaling at least 60 minutes without a written summary of such observations being prepared”
 - Observation(s) of the employee may be conducted inside or outside of the classroom during the work day;
 - no post-observation conference is required, and
 - no report is required.
 - either the evaluator or the employee may request a conference or written report following an observation.
 - b. “ A locally bargained short form evaluation emphasizing professional growth must provide that the professional growth activity conducted by the certificated classroom teacher be specifically linked to one or more of the classroom teacher criteria.
 - c. A copy of the *Goal Setting Plan* will not be retained in the employee’s personnel file.
5. Performance Schedule for Tier 2- General Evaluations
 - a. A final evaluation of certificated employees on General Evaluations shall be completed by the last working day in May, as stated in Article XI section C3. Performance is deemed satisfactory if the evaluator determines the certificated employee has maintained proficiency or above in all four domains. Certificated employees will continue on general evaluations according to the cycle outlined in Article XI section E 1a.

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b. A certificated employee may be removed from General Evaluation and moved to a Tier 2 Comprehensive Evaluation if in the evaluator's judgment, based upon observations and conferences that the employee's overall performance is no longer proficient in one or more of the criteria and domains listed on the Tier 2 General Evaluation Summary Report. The decision to move an employee to Tier 2 – Comprehensive Evaluation is not grievable, but a meeting of the employee, his/her SEA representative, the supervisor and the SPS Executive Director of Schools may be called by the employee to discuss the reasons for the change.

- i. A Plan of Support (POS) will be developed when an employee's performance is deemed to be "basic" in any of the four domains. The overall evaluation rating remains satisfactory. Article XI section J
- ii. A Performance Improvement Plan (PIP) will be developed when an employee's performance is deemed to be "unsatisfactory" in any domain. The overall evaluation rating becomes unsatisfactory. An unsatisfactory evaluation generates support services from the Human Resource Consulting Teacher Program.

Observations for Certificated employees on Tier 2- Comprehensive Evaluations:

Certificated employees with 8, 12, 16, 20... etc. years of experience will receive a Comprehensive Evaluation and will be observed according to:
The evaluator will conduct three (3) observations of the employee's performance for a minimum total of ninety (90) minutes of observation. The evaluator will complete an Observation Report Form (Appendix XX and XX) according to Article XI Section E 6b.

- a. The first observation will be no less than thirty (30) minutes and will occur before winter break or during the first 90 calendar days of employment, whichever is later.

6. Pre- and post-observation conferences:

- a. A pre-observation conference to discuss professional activities to be observed will be held prior to each formal observation.
- b. A post-observation conference will be held following each formal observation (or series of observations). The evaluator will schedule the requested conference within one (1) week or inform the employee why the conference cannot be scheduled. The evaluator will provide the employee with a written report prepared on the Observation Report Form (Appendix XXX and XXX). The evaluator shall provide the employee with this report within six (6) working days of the observation unless either the evaluator or the employee is physically unavailable.
- c. The employee may respond to the evaluator regarding the Observation Report in writing within three (3) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

7. Performance Schedule for Tier 2 Comprehensive Evaluations:

- a. A final evaluation of certificated employees on Comprehensive Evaluations shall be completed by the last working day in May, as stated in Article XI section C3. Performance is deemed satisfactory if the evaluator determines the certificated employee

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has maintained proficiency or above in all four domains. Certificated employees with a satisfactory Comprehensive Evaluation will return to the General Evaluation outlined in Article XI section E 1a.

b. A certificated employee will remain on a Tier 2 Comprehensive Evaluation if in the evaluator's judgment, based upon observations and conferences, deems the employee's overall performance is no longer proficient in one or more of the criteria and domains listed on the Tier 2 Comprehensive Evaluation Summary Report. The decision to retain an employee on a Tier 2 – Comprehensive Evaluation is not grievable, but a meeting of the employee, his/her SEA representative, the supervisor and the SPS Executive Director of Schools may be called by the employee to discuss the reasons for retention.

- i. A Plan of Support (POS) will be developed when an employee's performance is deemed to be "basic" in any of the four domains. The overall evaluation rating remains satisfactory. Article XI section J
- ii. A Performance Improvement Plan (PIP) will be developed when an employee's performance is deemed to be "unsatisfactory" in any domain. The overall evaluation rating becomes unsatisfactory. An unsatisfactory evaluation generates support services from the Human Resource Consulting Teacher Program.

SECTION F: General Terms Of The EXISTING Performance and Professional growth Evaluation Process

1. Performance and Professional Growth cycles will remain in place until all staff has been transitioned to the PG&E, according to the phase-in schedule established in Article XI Evaluation Section D1,2 and Section E1,2,3 above. Note: In 2010-2011 all "Professional Growth Cycle" (PGC) training will be replaced with PG&E training.
2. All certificated employees remaining on the existing Performance or Professional Growth Evaluation cycles during the phase-in of PG&E will adhere to the evaluation process as defined in Article XI: Evaluation, Section B. Annual Evaluation:

SECTION G: Performance Cycle

1. The Performance Cycle for 2010-2011 will be used for:
 - a. Any certificated employee with 3 or 4 years experience;
 - b. Any certificated employee with 5 or more years experience currently on Performance Cycle and/or those returned to the performance cycle from the professional growth cycle in 2009-10.
 - c. Any experienced employee with four consecutive evaluations who wishes to remain on the performance cycle.
2. Observations:
 - a. The evaluator will conduct three (3) observations of the employee's performance for a minimum total of ninety (90) minutes of observation. The evaluator will complete an Observation Report Form (Appendix XXX and XXX) according to Article XI SectionG 3b.
 - b. The first observation will be no less than thirty (30) minutes and will occur before winter break or during the first 90 calendar days of employment, which ever is later.

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3. Pre- and post-observation conferences:
 - a. A pre-observation conference to discuss professional activities to be observed will be held prior to each formal observation.
 - b. A post-observation conference will be held following each formal observation (or series of observations). The evaluator will schedule the requested conference within one (1) week or inform the employee why the conference cannot be scheduled. The evaluator will provide the employee with a written report prepared on the Observation Report Form (Appendix XXX and XXX). The evaluator shall provide the employee with this report within six (6) working days of the observation unless either the evaluator or the employee is physically unavailable.
 - c. The employee may respond to the evaluator regarding the Observation Report in writing within three (3) working days of receiving the report. Any response made by the employee will be attached to and filed with the Observation Report.

SECTION H: Professional Growth Cycle

- a. The Professional Growth Cycle may be used for continuing contract employees who are currently on the Professional Growth Cycle during the phase-in of PG&E. All certificated employees must move to PG&E in accordance with the Phase-in schedule as defined in Section E1,2,3 above.
 - b. Employees in the Professional Growth Cycle must make a good faith effort to achieve the goals established in the *Goal Setting Plan*; however, there will be no consequences if an employee does not achieve the stated goals as long as their performance remains satisfactory based on the eight Evaluation Criteria.
1. Professional Growth/Goal Setting Plan:
 - a. All certificated employees remaining on the existing Professional Growth Cycle during the phase-in of PG&E will adhere to the evaluation process as defined in Article XI: Evaluation, Section B. Annual Evaluation:
 2. Annual Evaluation for the Professional Growth Cycle:
 - a. As required by State law, evaluators must conduct at least thirty (30) minutes of observation(s) of the employee in the course of the Professional Growth Cycle to ensure that all Evaluation Criteria are met as set forth in State law and this Agreement. Observation(s) of the employee may be conducted inside or outside of the classroom; the thirty (30) minutes need not be continuous; no post-observation conference is required, and no report is required. However, either the evaluator or the employee may request a conference or written report.
 - b. In accordance with State law, a copy of the Professional Growth/Goal Setting Plan will not be retained in the employee's personnel file.
 3. Move to PG&E

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An employee may be removed from the Professional Growth Cycle in 2010-11 when the evaluator has reason to believe that the employee is not performing satisfactorily according to one or more of the Evaluation Criteria. In such cases, the evaluator will have attempted informal interventions. At the time the evaluator notifies the employee in writing of the decision to move the employee to Tier 2 – Comprehensive Evaluation the evaluator will meet to collaboratively develop a Plan of Support (POS) designed to support the employee in meeting standards. An employee may also be removed from the Professional Growth Cycle if the principal/program manager needs to more closely observe the employee for reasons unrelated to unsatisfactory performance. This could include a change of assignment to a different grade level or other similar factors. The SPS Executive Director PreK-12 and the SEA will be notified of the intent to remove an employee from the Professional Growth Cycle. The decision to move an employee to Tier 2 – Comprehensive Evaluation is not grievable, but a meeting of the employee, his/her SEA representative, the supervisor and the SPS Executive Director of Schools may be called by the employee to discuss the reasons for the change.

SECTION I: Substitute Evaluation

1. All substitutes other than those with continuing contracts will be evaluated in accordance with the Guidelines for Evaluation of Substitutes (Appendix L) and the Substitute Evaluation Form (Appendix M). However, substitutes assigned to a building and long-term substitutes may, upon mutual agreement with their principal/program manager or assigned administrator, be evaluated under Sections B, C, or D of this Article. In the absence of mutual agreement, long-term substitutes and substitutes assigned to buildings will be evaluated under the Guidelines for Evaluation of Substitutes.
2. Human Resources will maintain all individual evaluations of a substitute for the school year. These evaluations will become a part of the employee's permanent personnel file.
3. The evaluator for a long-term substitute or a substitute assigned to a building will be designated according to provisions in Section B Subsection 3 of this Article ("Designation of Evaluator").
4. Any negative evaluation will be shared with the employee prior to being placed in the employee's personnel file.

SECTION J: PLANS OF SUPPORT

1. Plans of Support (POS) are developed when a certificated employee on either Tier 1 or Tier 2 of the Professional Growth and Evaluation system are rated below proficiency according to their perspective tier's performance schedule (article notation). Plans of Support are developed collaboratively between the evaluator and employee, and must include the identification of the domain/component that needs improvement, clearly defined expectations, indicators of progress, reasonable timelines and support. Support may include any of the following: instructional modeling, mentoring, recommendations for professional development, classroom visitations/ peer observations, the use of the Professional Practice Standards, or other forms of support as needed and collaboratively identified in the plan.
 - a. If the employee performance returns to proficiency in the identified domains/components within the POS the employee will be satisfactorily exited from the POS but will remain on a Comprehensive Evaluation for that current school year.

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- b. If the employee has not made sufficient progress or improved performance towards proficiency in the areas identified in the POA within the agreed upon timeline, the employee performance may be deemed unsatisfactory.

SECTION K: PERFORMANCE IMPROVEMENT PLANS

1. Performance Improvement Plans (PIP) are developed when a certificated employee on either Tier 1 or Tier 2 of the Professional Growth and Evaluation system are rated unsatisfactory according to their perspective tier's performance schedule (article notation). Performance Improvement Plan (PIP) are developed collaboratively between the evaluator and employee. The principal/program manager has the responsibility to complete the final plan. The PIP must include the identification of the domain/component that needs improvement, clearly defined expectations with indicators of progress, reasonable timelines and support. Support may include any of the following: Human Resource Consulting Teacher, instructional modeling, recommendations for professional development, classroom visitations/ peer observations, the use of the Professional Practice Standards, or other forms of support as needed and collaboratively identified in the plan.
 - a. If the employee performance returns to proficiency in the identified domains/components within the PIP the employee will be exited from the PIP but will remain on a Comprehensive Evaluation for that current school year.
 - b. If the employee has not made sufficient progress or improved performance towards proficiency in the areas identified in the PIP, within the agreed upon timeline, the employee's performance remains unsatisfactory, and the employee may be recommended for probation.

SECTION L: HUMAN RESOURCE CONSULTING TEACHER SUPPORT PROGRAM

1. Human Resource Consulting Teacher (HRCT) Support Program offers resources within the school system to help teachers who have received an unsatisfactory evaluation in the performance of their professional duties. The Human Resource Consulting Teacher offers support, and works collaboratively with the employee on the PIP. Other school system personnel assist in the program when requested by the principal and/or consulting teacher.
2. Human Resource Consulting Teachers will communicate with the evaluator and employee regarding the goals and areas outlined in the PIP. Evaluation of the participant will follow the agreed upon timelines in the PIP and will be the responsibility of the evaluator.
3. During the employee's involvement in the Human Resource Consulting Teacher Support Program, various developmental strategies will be employed. The consulting teacher will frequently observe the employee having both pre-observation and post-observation conferences as often as practical. Subject area consultants and/or other specialists may be included as frequently deemed necessary by the evaluator and/or consulting teacher. The employee may also request assistance from such specialists.
4. Human Resource Consulting Teachers will be provided appropriate development in the area of content and in the area of emotional support.
5. Ratios: Non-Probation (meeting at least every other week) Ideal Maximum Caseload: 12
Probation (meeting at least once per week) Ideal Maximum Caseload: 8
HRCT employees should represent should include individuals with experience in elementary, secondary and special education.

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6. The Human Resource Consulting Teacher Support Program is a function of the Human Resources division.
7. Termination of the Human Resource Consulting Teacher Support Program must be with mutual agreement of SEA and SPS.

SECTION M: PROBATION

1. The Superintendent may, at any time after October 15, place an employee on probation if his/her performance is judged to be unsatisfactory based on the Evaluation Criteria and at least two (2) observations prior to winter break.
2. Prior to the Superintendent placing any employee on probation, the evaluator must complete an Evaluation Form, (Appendix xxx) indicating unsatisfactory performance by no later than January 15. A copy of the Evaluation Form will be provided to the employee. An unsatisfactory evaluation generates support from the Human Resource Consulting Teachers.
3. Any employee who is to be placed on probation will be notified in writing by the Superintendent. The notice will comply with RCW 28A.405.100. The SPS will provide a copy of the Superintendent's letter placing an employee on probation to the Executive Director of the SEA.
4. At the beginning of probation the employee will be provided with a draft of the specific and reasonable Performance Improvement Plans (PIP) pursuant to RCW 28A.405.100. The employee will meet with the principal/supervisor within five (5) working days following the receipt of the draft plan for the purpose of discussing and providing input to the PIP. The principal/program manager has the responsibility to complete the final plan. The principal/program manager will provide the employee with the final plan within five (5) working days after that meeting. Any objection to the plan will be made at the time the final plan is provided to the employee. If there is a disagreement, an SEA representative will collaborate with a designee of the Chief Academic Officer to develop the parts of the plan in question.
5. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of the progress, if any, made by the employee.
6. The probationer may be removed from probation if he/she has demonstrated improvement to the satisfaction of the principal/program manager in those areas specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her Performance Improvement Plan (PIP).
7. Upon recommendation of the evaluator, the Superintendent may remove the employee from probationary status if satisfactory performance improvement has been observed and documented.
8. Non-renewal of any employee will be accomplished in accordance with the procedures established by applicable law.