

MOU between Seattle Education Association and Seattle Public Schools regarding contractual changes for schools participating in the state's School Improvement Grant

Evaluation

1. All SIG schools will use the SEA-SPS Joint Evaluation Task Force **four-level rating system evaluation** tool for all instructional staff (here after called the 'evaluation tool')
2. All instructional staff in SIG schools will be held accountable to a **dual-bar for performance**: they must be rated either proficient or innovative on the evaluation tool AND they must meet an annually-established target for typical student growth.
3. Proficient on the evaluation tool means having met the requirements for proficiency in all four domains. Innovative means having met the requirements for innovation in all four domains.
4. The **roll-out** of this dual-bar for performance will be as follows:
 - A. End of 2010-11 school year (Y1 of SIG) all teachers will need to be proficient or innovative on the evaluation tool (=> only one performance bar to meet).
 - B. An exception will be made for new teachers. Teachers in their first three years of their teaching career will be expected to be Basic overall but Proficient in the number of domains equivalent to their years of teaching (one for year one teachers; two for year two; and three for year three). The teachers will be expected to be proficient in the domains as outlined by the joint task force recommendations and then by any subsequent negotiated agreement in the SEA/SPS Collective Bargaining Agreement.
 - C. End of 2011-12 school year all teachers will need to be proficient or innovative on evaluation tool AND have met student growth target (dual bar to meet; see exception in 4.B.).
5. Staff who does not meet the expected performance bars (evaluation and growth) will be displaced. If the four-level rating system evaluation tool is negotiated into the CBA during any future negotiations, the CBA guidelines concerning evaluation will be followed.
6. Staff will have ample opportunity to improve their practice during the school year, prior to being displaced. All staff will have mid-year evaluations prior to the winter break. This mid-year feedback session will be held with the principal using the evaluation tool to help focus on specific areas where additional growth and support are needed. If there are any concerns, a conference will take place between the teacher and administrator about how to help the teacher become proficient; and resources, as outlined below, will be provided. If there are concerns that the teacher is unsatisfactory, they will be subject to the same state and contractual guidelines as teachers in non-SIG schools and will be placed on plans of improvement and possibly probation. All staff in these schools will have access to the following **professional supports**: facilitated professional learning communities; instructional and content coaching; mentoring (as provided through STAR); and other supports. Teachers will be expected to access and use these supports.
7. Student growth targets will be calculated – based on state and district test results *over two years* – that define the minimum performance requirements for a SIG teacher. By

November 1, 2010, the district will work with SEA staff from the affected schools to jointly develop the model to be used.

Incentives and Performance Recognition Opportunities

8. Teachers in these schools who perform at Innovative level on the evaluation tool beginning with the 2010-11 evaluations, will be able to access **additional career growth opportunities** in the school for the 2011-12 school year, leading to additional responsibilities and compensation.
 - a. Career opportunities would be two-year appointments and would be dependent on the candidate maintaining the same performance level and the district having adequate funding to support the plan
 - b. District will determine how many positions are available at each school based on size, need and performance progress, and provide that information to the principal by January 31 every year.
 - c. District and SEA will establish selection criteria and a process for the career opportunities (complete by October 1, 2010).
 - d. Career opportunities will include up to three options. SEA and SPS will create job responsibilities for each (including how the positions will be evaluated) and agree on financial compensation for each position (complete by October 1, 2010). All of these positions are non-evaluative in their interactions with other teachers.
 - “Demonstration teacher” – teacher who agrees to have her/his classroom open to ‘instructional rounds’ on a regular basis (up to 2x/month) and leads professional development sessions for colleagues (e.g., on classroom management and instructional approach).
 - “Mentor teacher” – teacher who supports new or struggling teachers in the same building or at a low-performing school within the same geographic feeder pattern (.1 release from regular duties OR stipend)
 - “Master teacher” – teacher who leads school professional learning communities; tracks, coordinates, monitors and assesses the results of school-wide professional development (.2 release from regular duties OR stipend)
9. Staff in these schools will be able to earn **additional dollars for reinvesting in their schools based on achieving school-wide growth** targets for student performance
 - e. Incentive compensation will be determined by the Central Office according to school size (student population and staff size) and aligned with available grant funds.
 - f. Recognition compensation will be pooled for the school to determine reinvestment priorities.
 - g. Using the below specified criteria, staff will select a reinvestment strategy; the principal and SIG Director will ensure that the recommendation meets the criteria and have veto authority over any questionable expenses.
 - h. Two guiding principles underlie the following reinvestment criteria: first, funds must directly support the school’s transformation strategy; and second, funds cannot be used to support ongoing costs (in recognition of the short-term nature of the grant funding). Specific reinvestment criteria follow:

- i. Funds can support specific professional development opportunities that align with the school's transformation plan, including paying for outside technical assistance providers, substitute time, materials, or extra teacher time
- ii. Funds can support one-time equipment or material costs that directly support the school's transformation plan, as long as there are no ongoing, unbudgeted costs for upkeep, maintenance, or replacement
- iii. Funds can support family engagement, communication and outreach efforts, including translations, interpreters, and events that connect families to their students' academic work
- iv. Funds can support efforts to motivate, recognize and celebrate student academic accomplishments
- v. Funds can support non-classroom-based, one-year contract staff positions
- vi. Funds cannot be used for out-of-state travel

Any requests that address an issue not covered here will be sent to the SIG director for review and approval

Instructional Time

- 10. SIG schools will have **additional instructional time** (specific schedules and details will be refined by each school's Design Team and will be dependent on having adequate outside funding). Each school's Design Team must make a recommendation to SPS' Chief Academic Officer by April 30, 2010 with an outline of the specific proposed schedule, including a calculation of total instructional minutes students will receive. Staff will be compensated at their established rates for the additional time. Staff at the schools will know the amount of time required prior to signing their individual commitment contracts.

Staffing

- 11. SIG schools will be **exempt from taking any forced placements** and will be given priority staffing status.
- 12. Teachers in SIG schools who have met the required performance bars will be **exempt from RIF** regardless of seniority, for the three-year duration of the grant funding.
- 13. Cleveland High School staff, trained in the STEM model, will be exempt from RIF this year.

Decision-Making

- 14. The three SIG schools, using their school decision making matrix, will be required to align their CSIP, professional development and resources with the school improvement grant approved by OSPI. The district's SIG Director will have the authority to override decisions that he/she determines are not aligned with or supportive of the requirements or intention of the school improvement grant.

Commitment Document

- 15. Staff in the SIG schools will be required to **sign a "Commitment Contract"** that outlines all expectations and requirements for their position in the school. Staff will need to decide whether to 'opt in' or 'opt out'. Those who want to retain their position in the building will be required to sign the 'Commitment Contract' by April 30, 2010.

Components of the 'Commitment Contract' include:

- Participation in professional development opportunities, including common planning time, coaching, and extra work days
- Length of school year and school day
- Competencies for staff
- Use of new evaluation tool and dual-bar for performance (including use of student growth targets)
- Incentive opportunities

Term of the MOU

16. This MOU is effective from date of agreement through August 31, 2013. Everything in this document is contingent on funding from OSPI. If for any reason during the three years, the state changes its funding commitment, SPS and SEA will revisit all terms of this MOU and anything not agreed to by both parties will be considered null and void.