

**Memorandum of Understanding
by and between
Federal Way School District #210
and
Federal Way Education Association
Regarding the
Transition to New Student Growth Rubrics

For Use from 2022-2025**

Since the implementation of the Teacher Principal Evaluation Program more than a decade ago there have been updates to improve the process and practices of evaluating teachers. During the 2021-2022 school year, OSPI released updated interim student growth rubrics and provided districts an opportunity to voluntarily begin using these as a pilot in lieu of the student growth rubrics originally provided. Full implementation of the new student growth rubrics will be required beginning with the 2024-2025 school year. The district and association wish to provide a supportive and successful transition.

In the original TPEP student growth rubrics, educators set goals, and then the focus was on growth and achievement data. In the new rubrics, that is changing to a focus on educator reflection, and using student growth data to improve instruction and student learning.

Knowledge of student cultural assets is a part of goal setting in these new rubrics. The new rubric emphasizes responsive practice and authentic conversations, instead of final outcomes in student growth data.

To develop a supportive model for transition, the parties agree to the following:

1. Prior to using the new student growth rubrics for evaluation, all teachers and administrators will receive professional development on the use of the new student growth goal rubrics.
2. Professional development to support the implementation of the new student growth goals will be jointly determined by the association and district and focus on:
 - a. Participating in professional, learning focused conversations that are centered on reflection of practice. A conversation asks learning focused questions in real time without the need for teacher to provide written comment.
 - b. How to center student assets in developing student growth goals.
 - c. Ways to share and acknowledge teacher reflection in the process of setting, assessing, and adjusting student growth goals.
3. Additional training for evaluators on understanding and acknowledging how bias may impact the student growth goals reflection.

4. To provide for a successful implementation of the new rubrics, the parties agree that 2022-23 will be a planning year, with a team of district leadership, principals, and teachers working together to create the process. 2023-24 will be a pilot year for the entire district. The new student growth rubrics will be fully implemented in the 2024-25 school year.
5. In addition to time for professional development, additional time will be provided during the evaluation process for conversations focused on reflection of the student growth goals by the teacher and supported by evaluator; these conversations can be done individually or with the members of one's PLC.
6. It is the intent of the parties that the new rubrics will not require teachers to create additional evidence to document the reflection that takes place by the teacher during the evaluation process. All evidence should be authentic and through a natural harvest provided during individual or PLC professional conversations focused on the sharing of reflections by the teacher on how they will adjust their instruction.
7. The parties recognize that culturally responsive teaching relies on writing goals and reflection based on the teacher's knowledge of their students' assets. To provide opportunity for this to occur, beginning in the 2023-24 school year, the parties agree that Student Growth Goal setting conferences with evaluators will take place no earlier than October 10 and by November 10, and may be done individually or with PLCs. Individual goal-setting conferences and Student Growth Goal setting conferences may occur prior to this window, if mutually agreed upon.
8. To embed the use of student growth goals into the regular flow of instruction, the student growth goal cycle shall be contained within a single unit of study. A unit of study should be aligned to a specific skill/critical standard; it is recommended that it be related to PLC work.
9. At the teacher's discretion, they may use the formal student growth setting process more than once through the year to improve their practice and show additional growth for their evaluation.

**FOR THE FEDERAL WAY
EDUCATION ASSOCIATION**

**FOR THE BOARD OF EDUCATION
FEDERAL WAY SCHOOL DISTRICT**

President

Superintendent

Date

Date