

**Memorandum of Understanding between the Poway Unified School District
and
Poway Federation of Teachers**

Teacher Professional Learning and Effectiveness System

In response to growing national concern regarding teacher evaluation and student learning, PFT and PUSD formed a Core Evaluation Team to review research and produce a “White Paper” – a report of information related to the issues of teacher evaluation and improved student learning. The review of this research and this document were used to make research-based decisions on the development of a new teacher evaluation system. This system will focus on continuous professional learning to ensure that PUSD teachers who are retained and tenured can effectively support student learning throughout their careers. This new system, Teacher Professional Learning and Effectiveness System (TPLES) will continue to include the PUSD/PFT Poway Professional Assistance Program (PPAP) for beginning teachers and our Permanent Teacher Intervention Program (PTIP), to allow for a fair process and timely removal of teachers who do not improve with feedback and intensive support and assistance.

TPLES Components include multiple measures and the process begins with self-reflection and goal setting on the part of the teacher. Multiple ways for self-reflection include but are not limited to student perception surveys, self-reflection forms linked to our Continuum of Teaching Standards and reflective journaling.

TPLES Multiple Measures are components of our system are:

1. Standards-based evidence of practice gathered through observations by trained teachers and administrators, review of classroom videos, data from student perception surveys, and examination of instructional artifacts. Using the PUSD Continuum of Teaching Standards observations will include the administrator and with mutual agreement peer and/or video observations;
2. Teacher’s impact on student learning as measured by teacher-developed Student Learning Objectives (SLOs) that use classroom, department, grade level, or district assessments for benchmark and summative measures of student learning. The teacher’s reflection on practice and implementation of instructional strategies are emphasized rather than student test scores, and,
3. Teacher’s contribution to the profession is based on individual Professional Learning Objectives (PLOs), measured progression toward meeting those goals, and teachers’ contributions to school site goals.

TPLES Advisory Board, comprised of district and federation leadership, principals, and teachers will provide assistance and review of our Teacher Professional Learning and Effectiveness System. At any time during the TPLES process, the administrator and/or teacher (temporary, probationary, or permanent) may request an Advisory Board review of the evaluation process and documentation.

- Any teacher (temporary, probationary or permanent) considered ineffective by the administrator at the mid-year must have a review of the evaluation process and documentation by the Advisory Board. The Advisory Board will make a recommendation to the administrator and personnel regarding the process, documentation, and next steps.

Collected data will inform teachers' ongoing professional development and be used by the district to make key personnel decisions, including awarding permanence (tenure) and appropriate release of teachers not demonstrating effective practice. PUSD peer review programs PPAP and PTIP will remain in place.

SECTION X - SUMMARY OF LEARNING AND EFFECTIVENESS SYSTEM

PROCEDURES

Nothing in the procedure shall preclude any additional evaluation conferences or formal evaluations at the discretion of the evaluator. Nothing in this procedure shall preclude the evaluatee from requesting additional conferences or evaluations.

As provided by California Education Code 44664 (a) (3), the evaluation of permanent teachers who are highly qualified and have taught in PUSD for a minimum of ten years, and have received prior meets standards evaluations may be evaluated every five years. However, the federation and district agree the purpose of TPLES and its evaluation component is designed to focus on self-reflection, to receive meaningful feedback, and to continuously engage in professional learning. To meet this objective teachers with a minimum of ten years of effective practice (meets standards) in PUSD will participate every three years in the TPLES cycle.

- As of July 1, 2016, teachers currently in the five year cycle will not begin the new TPLES three (3) year cycle until their current five year cycle is complete.

TPLES TIMELINE

1. Teachers to be formally placed in TPLES during the current year shall be so notified who his/her primary observer/evaluator will be by Sept. 15.
2. Permanent teachers not notified by Sept. 15 shall not be formally placed in TPLES unless the teacher has been given a thirty (30) day written notice at any time during the year to institute the formal TPLES process.

TPLES CYCLE

- Temporary and Probationary teachers participate in TPLES every year.
- Permanent teachers with effective practice participate every other year, beginning the first year of permanency until year ten (ten years from hire date).
- Permanent teachers with ten years or more in PUSD deemed effective practice overall participate every three years. Permanent teachers shall participate in a mid-year conference with their observer/evaluator and receive a minimum of one formal Learning and Effectiveness Summary (form TPLES3) completed.

TPLES PROCESS:

I. PRIOR TO THE PLANNING CONFERENCE

Each teacher shall participate in a self reflection activity, prepare an individualized Student Learning Objective (SLO) aligned to academic or content standards or IEP goal and a Professional Learning Objective (PLO) aligned to the PUSD Continuum of Teaching Standards for the current school year for review, discussion, and approval by the observer/evaluator (form TPLES1).

II. PLANNING CONFERENCE

The purposes of the planning conference include: a collaborative discussion of the teacher's self-reflection and current evidence of practice; student learning objective details; and determination of observation type (administrator or peer) and format (face-to-face or video), modification if necessary, and approval of the plan.

** Year one (2016-2017) of TPLES implementation requires flexibility with the initial planning conference date to accommodate training dates.*

- A. A Planning Conference shall be held by the observer/evaluator not later than:
 - a) October 15 for temporary and probationary teachers
 - b) October 30 for permanent teachers
- B. The Planning Conference deadline for Alternative Evaluation shall not be later than October 30.

III. CLASSROOM OBSERVATIONS

1. For temporary and probationary teachers there shall be at least two formalized observations, (form TPLES2) totaling a minimum of 60 minutes in both the fall and spring TPLES cycle for a combined total not less than 120 minutes. Formal observations may be augmented by informal observations.
 2. For permanent teachers, the TPLES cycle shall include at least two formalized observations during the school year, (form TPLES2) with a combined total not less than 60 minutes. Formal observations may be augmented by informal observations.
 3. Temporary, probationary, and permanent teachers with fewer than five (5) years of effective practice will have their administrator observe the required number of observations during the first TPLES cycle of the school year. With mutual agreement, observations required during the second TPLES cycle may be administrator and/or peer using a format of face-to-face and/or video.
- A. Administrator Observations:
All written summaries of the observations shall be delivered to the teacher observed within three (3) working days following the observations, and signed by the observer/administrator within five (5) working days following the observations.

- a. A conference (face-to-face or electronic) involving the administrator and the teacher shall take place to review and reflect on the observation. Every effort will be made to hold the conference with five (5) working days.
 - b. The teacher has the right to respond to the observation in writing, and the response shall be attached to the written Learning and Effectiveness Summary.
 - c. Additional observations may be provided as necessary upon the request of the teacher.
- B. Peer Observations:
- a) Pre-meeting conference between teacher and peer to identify observational data supporting the teacher's Student Learning Objective (SLO) and/or Professional Learning Goal (PLO) (TPLES1).
 - b) Debrief to discuss peer observation.
 - c) Teacher reflects on the feedback received from peer and changes made in instructional practice aligned to the teacher's SLO and PLO.
 - d) All written reflections of observations shall be delivered to the Administrator with three (3) working days following the observation (TPLES2a).

IV. LEARNING AND EFFECTIVENESS SUMMARY

1. Temporary and Probationary teachers shall receive two formal Learning and Effectiveness Summaries (form TPLES3) completed, one prior to winter recess and one in the spring.
 - a. Temporary or probationary teachers considered ineffective on the mid-year Learning and Effectiveness Summary will be referred to the TPLES Advisory Board and Personnel.
2. Permanent teachers shall participate in a mid-year conference with their administrator to reflect on the progress of the teacher's SLO and PLO (form TPLES1). Permanent teachers shall receive a minimum of one formal Learning and Effectiveness Summary (form TPLES3) completed no later than 30 days prior to the last day of school.
 - a. Permanent teachers who do not demonstrate overall effective practice on their Learning and Effectiveness Summary shall be referred to the PPAP Governance Board for determination of being placed in PTIP or to continue participation in TPLES.
3. Final Learning and Effectiveness Summary (form TPLES3) shall be delivered to the teacher no later than thirty (30) calendar days before the last day of school.

V. REMEDIATION

1. In the event a teacher (temporary, probationary, or permanent) is not demonstrating effective practice in a satisfactory manner according to the PUSD Continuum of Teaching Standards, the administrator/evaluator shall notify the teacher in writing of such fact and describe such ineffective practice. Recommendations of improvement must be written for the most significant area of need, if improvement is required. Either the administrator or teacher may

request a review of the documentation and determination by the TPLES Advisory Board.

2. Classroom observations, conferences, and/or assigned professional learning opportunities may be increased at the discretion of the administration or TPLES Advisory Board to provide the level of supervision and guidance necessary to resolve the identified problem(s).
3. Permanent teachers in need for improvement, as indicated by the administrator or the TPLES Advisory Board, will be referred to the PPAP Governance Board, which oversees PTIP. The Governance Board will provide assistance, or see that assistance is provided, which may include participation in the Teacher Intervention Program (PTIP), in an effort to support and improve the teacher's performance. Other assistance deemed necessary by the teacher may be considered as part of the improvement process.

ALTERNATIVE EVALUATION PROGRAM

Permanent teachers with a minimum of five (5) years of overall effective practice documented on Learning and Effectiveness Summary reviews (which may include service evaluated as a temporary teacher) and the endorsement of the site principal may opt for the TPLES Alternative Evaluation Program.

PLANNING CONFERENCE

- Notification by September 15 indicating the evaluator/observer.
- Teachers volunteering for this process will develop a plan (TPLES1a) to include a self-reflection component, and the TPLES multiple measures components in self-chosen options. Following agreement by the primary administrator/evaluator, these multiple measures will serve as the basis for TPLES cycle.
- Alternative Evaluation planning conference (TPLES1a) will be completed and approved by October 30.

MID-YEAR CONFERENCE

The teacher or administrator may request a midyear conference to discuss progress and/or support, if needed.

FINAL ALTERNATIVE EVALUATION CONFERENCE

- Prior to the last day of school, the teacher shall be given the opportunity to meet with his/her administrator to discuss the teacher's self-selected Alternative Evaluation topic.
- Final conference includes a discussion, administrator reactions, and signatures on the teacher's SLO/PLO reflections (form TPLES1a).

OTHER

- TPLES and the Learning and Effectiveness Summary procedures may be revised during the term of this agreement by mutual consent of the District and Federation.

- The Learning and Effectiveness Summary and assessment of certificated employees' competence pursuant to this section shall not include the use of publishers' norms established by standardized tests. Teachers may choose to include assessment if part of their written SLO.

OTHER WRITTEN MATERIAL

No written derogatory material shall be placed in a teacher's personnel file unless and until the teacher has a reasonable time to review and comment thereon.

COMPLAINTS

Complaints from community members against an individual teacher, which may affect the Learning and Effectiveness Summary of that teacher, shall be referred to the principal or his/her designee. All complaints so referred will also be promptly brought to the attention of the teacher involved if that complaint may affect his/her Learning and Effectiveness Summary review.

Any complaint or allegation involving potential criminal misconduct shall be exempted from the provisions of this section. Also, the wording of this section shall supersede the provisions of Board Policy and District Administrative Procedure regarding the matters discussed herein.

FORMS

Forms to be used in the 2016-2017 Teacher Professional Learning and Effectiveness System pilot for unit members are:

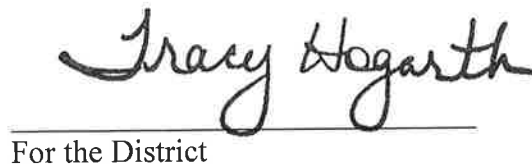
- Professional and Student Learning Objectives form (TPLES1)
- Classroom Observation form (TPLES2)
- Learning and Effectiveness Summary form (TPLES3)
- Alternative Evaluation (TPLES1a)

Forms may be modified during the term of this agreement by mutual consent of the Federation and the District.



For the Federation

04.30.2016
Date



For the District

6-30-2016
Date