

**Side Letter of Agreement
Between
The San Diego Unified School District
And
The San Diego Education Association
2022-2023 Evaluation Process and E3 Pilot
September 7, 2022**

The San Diego Unified School District (“District”) and the San Diego Education Association (“SDEA”), collectively referred to as the “Parties”, have reached this Side Letter Agreement (“Side Letter”).

WHEREAS, the Parties’ current Collective Bargaining Agreement (“CBA”) provides for the collaborative development and implementation of new evaluation models as defined in Article 14, Section 14.8.

WHEREAS, the 2022-2023 evaluation process will be completed pursuant to the process outlined in this Side Letter, which is in accordance with the Parties’ CBA.

NOW THEREFORE, the Parties agree as follows:

1. The Educator Effectiveness and Empowerment (E3) Growth and Development Process
 - 1.1. In order to participate in the E3 pilot the educator’s most recent evaluation rating must be satisfactory. Temporary, Leave Replacement and Probationary teachers may participate in the E3 Pilot.
 - 1.2. During the 2022-2023 school year, classroom educators will have the option to participate in the Educator Effectiveness and Empowerment (E3) Growth and Development Model pursuant to Section 14.8 in lieu of the Stull Evaluation process (Article 14.6). Non- classroom educators will either participate in the Stull Evaluation process as defined in Section 14.6 of the CBA or may participate in the pilot as described in Section 4 of this Agreement.
 - 1.2.1. Participation by individual unit members in the pilot program shall be voluntary and mutually agreed upon by the evaluator and unit member.
 - 1.2.2. Unit members who are not scheduled to be evaluated during the pilot year are eligible to participate in the pilot program.
 - 1.3. Those unit members who do not elect to participate in the E3 process will be evaluated pursuant to Article 14 of the current collective negotiations contract (see Appendix A for the approved timeline).
2. Educators Utilizing the California Standards for the Teaching Profession (“CSTP”)
 - 2.1. Educators in the following classifications who are on their scheduled evaluation cycle (as determined by Human Resources) may voluntarily participate in the Educator Effectiveness and Empowerment (E3) growth and development process:
 - 2.1.1. All Classroom Educators
 - 2.1.2. Education Specialists (Mild/Mod and Mod/Sev)
 - 2.1.3. Elementary Preparation and Enrichment Educators
 - 2.1.4. Resource Teachers who work directly with students
 - 2.1.5. Early Childhood Education Educators
 - 2.2. Educators must complete the steps within the professional growth and development (“

MyPGD”) platform and make progress on their goal or be rated “Accomplishing” in all CSTPs, in order to be considered effective and identified as having completed the 2022-2023 E3 Growth and Development Process. Progress made will be focused on the essential elements connected to the goal including, evidence of growth connected the overall goal with a minimum of 5 indicators of growth based on their practice using the critical attributes identified in the rubrics.

3. Educators Utilizing the Universal Best Practices Developed by the E3 Non Classroom Educator Committee

3.1. Non-classroom educators who are on their scheduled evaluation cycle (as determined by Human Resources) and for whom an E3 pilot is available (see section 3.1.5 below), may choose to either participate in the E3 pilot pursuant to Section 14.8 of the CBA or the Alternative Evaluation process pursuant to Section 14.7 of the CBA.

3.1.1. In order to participate in the E3 pilot the educator’s most recent evaluation rating must be satisfactory. Temporary, Leave Replacement and Probationary educators may participate in the E3 Pilot.

3.1.2. Participation by individual unit members in the E3 pilot program shall be voluntary and mutually agreed upon by the evaluator and unit member.

3.1.3. Effectiveness of E3 Pilot Participants - Unless an employee is recommended for non-reelection as a probationary employee, educators who participate in the E3 pilot, outlined in Section 3.a. above, in the 2022-2023 school year will be deemed effective for the current evaluation cycle.

3.1.4. Unit members who are not scheduled to be evaluated during the pilot year are eligible to participate in the pilot program.

3.1.5. This section applies to non-classroom educators in the following classifications:

3.1.5.1. Counselors

3.1.5.2. Psychologists

3.1.5.3. Speech- Language Pathologists

3.1.5.4. Resource Teachers who do not work directly with students

3.2. On-cycle non-classroom educators for whom an E3 pilot is not available, may participate in the Alternative Evaluation process pursuant to Section 14.7 of the CBA, or the Stull evaluation process as defined in Section 14.6 of the CBA.

3.2.1. This section applies to non-classroom educators in the following classifications:

3.2.1.1. School Nurses

3.2.1.2. Librarians

3.2.1.3. Audiologists

4. E3 Growth and Development Training

4.1. The District will provide training focused on the E3 Growth and Development Model and the MyPGD platform to all administrators, area superintendents, and participating educators.

4.2. The District shall compensate educators at the Workshop Rate to participate in trainings in addition to their workday.

5. E3 Growth and Development Process

5.1.1. The following growth and development process will be used for the 2022-2023 school year (for reference see Appendix A):

5.2. E3 Overview Meeting

5.2.1. August 29, 2022 - September 23, 2022

5.2.2. Site administrator and educator(s) meet to review:

- 5.2.2.1. E3 purpose, process and documents
- 5.2.2.2. Discuss targeted feedback cycle
- 5.2.2.3. Examine district/ site focus
- 5.2.2.4. Discuss timeline for implementation

5.3. Step 1: Self-Assessment and Reflection

5.3.1. September 1, 2022 - October 14, 2022

5.3.2. Educators will:

- 5.3.2.1. Complete the self-assessment using the designated framework (California Standards for the Teaching Profession [CSTP] or SDUSD developed Universal Best Practices)
- 5.3.2.2. Analyze student data
- 5.3.2.3. Goal writing and action plan development
- 5.3.2.4. Optional- collaborate with administrator or colleagues

5.4. Step 2: Collaborative Goal Setting Conference

5.4.1. September 15, 2022 - October 28, 2022

5.4.2. Administrator(s) and educator(s) meet to establish:

- 5.4.2.1. Goals
- 5.4.2.2. Action plan for implementation
- 5.4.2.3. Possible forms of evidence
- 5.4.2.4. Coaching supports and resources

5.5. Visits/ Fall Reflective Conversations/ Scheduled Observations

5.5.1. October 3, 2022 - January 27, 2023

5.5.2. The administrator(s) and educator(s) will establish the format of and select dates for the visits and conversations

5.5.3. A minimum of one Reflective Conversation and one Scheduled Observation prior to the Mid-Year Check-In.

5.6. Step 3: Mid-Year Check-In

5.6.1. Probationary 1, 2 and Temporary Status: January 3, 2023 - January 27, 2023

5.6.2. Permanent Status: January 3, 2023 - February 16, 2023

5.6.3. Administrator and educators(s) meet to:

- 5.6.3.1. Calibrate and discuss progress goals
- 5.6.3.2. Revise goals (if applicable)
- 5.6.3.3. Review coaching and supports
- 5.6.3.4. Identify current level of practice

5.6.4. In the event an educator is needing more support during the Mid-Year Check-In, additional support will be offered using the Advisory Phase.

- 5.6.4.1. Support will be offered by the Teacher Prep and Support Department.
- 5.6.4.2. Educators can accept or decline additional support.

5.7. Visits/ Winter/Spring Reflective Conversations/ Scheduled Observations

5.7.1. January 30, 2023 - March 3, 2023

5.7.2. The administrator(s) and educator(s) will establish the format of and select dates

for the visits and conversations
5.7.3. A minimum of one Reflective Conversation and one Scheduled Observation prior to the Summary Growth Conference

5.8. Step 4: Summary Growth Conference

5.8.1. Probationary 1, 2 and Temporary Status: by March 10, 2023

5.8.2. Permanent Status: by April 28, 2023

5.8.3. Administrator and educator(s) meet to:

- 5.8.3.1. Review progress towards goals
- 5.8.3.2. Identify current level of practice
- 5.8.3.3. Discuss educator reflection
- 5.8.3.4. Identify next steps in learning
- 5.8.3.5. Celebrate successes

5.8.4. In the event an educator is not making progress and/ or is rated “Emerging” in two or more areas in the growth and development cycle:

- 5.8.4.1. The educator will be referred to the Advisory Panel.
- 5.8.4.2. The Advisory Panel will review information from both the administrator and educator to determine if additional support will be provided by the Teacher Preparation and Support Department.

6. E3 Committee Planning and Development

6.1. The E3 Committee will continue to work in partnership on finalizing components of the E3 Growth and Development Process during the 2022-2023 school year including:

- 6.1.1. The Extended Advisory Component for educators who are not progressing in the growth and developing process.
- 6.1.2. Continued development of the non-classroom educators growth and development process to include additional specialized service groups.

7. All components of the current Collective Bargaining Agreement between SDEA and the District not addressed by the terms of this Side Letter shall remain in full effect.

8. This Side Letter shall expire in full without precedent on the last day of the 2022-2023 traditional school year, unless extended by mutual written agreement.

FOR THE DISTRICT:

DocuSigned by:
Jessica Falk Michelli september 8, 2022

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 Jessica Falk Michelli Date
 Executive Director, Labor Relations

DocuSigned by:
Acacia Thede september 8, 2022

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 Acacia Thede Date
 Chief Human Resources Officer

FOR SDEA:

DocuSigned by:
Kyle Weinberg september 8, 2022

 68800B6262E8427...
 Kyle Weinberg Date
 President

DocuSigned by:
Abdul Sayid september 8, 2022

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 Abdul Sayid Date
 Executive Director

E3 GROWTH & DEVELOPMENT TIMELINES 2022-2023 SCHOOL YEAR

| STEPS | DESCRIPTION | TIMELINE |
|--|--|---|
| E3 Overview Meeting | <ul style="list-style-type: none"> Participate in site informational meeting to understand the E3 purpose, process, and documents, while discussing evidenced based feedback and examining district/site focus | August - September <i>(by first 4 weeks of pupil attendance)</i> August 29, 2022 - September 23, 2022 |
| Step 1: Self-Assessment and Reflection 1 | <ul style="list-style-type: none"> Complete self-assessment using CSTP Essential Elements Rubrics Analyze student data Begin goal writing and action plan development <i>Collaborate with administrator or colleagues (optional)</i> | September - October <i>(by 2nd Friday in October)</i> September 1, 2022 - October 14, 2022 |
| Step 2: Collaborative Goal Writing Conference 2 | <ul style="list-style-type: none"> Discuss reflection and initial goal/action plan Identify CSTP Essential Elements that align to goal Use SMARTE Framework to refine goal Discuss possible forms of evidence to monitor progress Mutually agree on goal Think about supports and resources needed | September - October <i>(by last Friday in October)</i> September 15, 2022 - October 28, 2022 |
| Visits: Fall Reflective Conversations Scheduled Observations | <ul style="list-style-type: none"> Participate in minimum of 2 Visits prior to Mid-Year Check-In <ul style="list-style-type: none"> 1 Reflective Conversation 1 Scheduled Observation Collect and discuss evidence on progress towards goal | October - January <i>(by last Friday in January)</i> October 3, 2022 - January 27, 2023 |
| Step 3: Mid-Year Check-In 3 | <ul style="list-style-type: none"> Reassess practice using CSTP Essential Elements Rubrics Discuss and calibrate progress on goal Revise goal/action plan (if applicable) Review coaching and supports | January - February Prob. 1, Prob 2, and Temporary Status <i>(by last Friday in January)</i> January 3, 2023 - January 27, 2023 Permanent , <i>(by 3rd Friday in February)</i> January 3, 2023 - February 16, 2023 |
| Visits: Winter/Spring Reflective Conversations Scheduled Observations | <ul style="list-style-type: none"> Participate in minimum of 2 Visits prior to Summary Growth Conference <ul style="list-style-type: none"> 1 Reflective Conversation 1 Scheduled Observation Collect and discuss evidence on progress towards goal | January - March <i>(by first Friday in March)</i> January 30, 2023 - March 3, 2023 |
| Step 4: Summary Growth Conference 4 | <ul style="list-style-type: none"> Reflect on practice and progress towards goal Identify current level of practice using CSTP Essential Elements Rubrics Present evidence of goal progress Identify next steps in learning Celebrate successes! | March - April Prob. 1, Prob. 2 and Temporary Status <i>(by second Friday in March)</i> March 10, 2023 Permanent , <i>(by last workday in April)</i> April 28, 2023 |

**CERTIFICATED EVALUATION TIMELINES
2022-2023 SCHOOL YEAR**

| Article 14 Stull Evaluation Process For Unit Members on a Remediation Plan/ Special Evaluation | | Alternative Evaluation (Article 14, Section 7) | |
|--|-----------------------------------|--|---|
| Staff Meeting (1 st 4 weeks of pupil attendance) | August 29 – September 23, 2022 | 14.7.2.2 Pre-Evaluation Conference (1 st 4 weeks of pupil attendance) | August 29 - September 23, 2022 |
| Objectives/Assessment Discussion Conference (no later than 35 calendar days after school starts) | October 3, 2022 | 14.7.2.2 Evaluation Plan The schedule of evaluation activities will be determined during the development of the evaluation plan. | |
| Employee Turns In Written Objectives, Criteria and Assessment Techniques To Supervisor (10 workdays after conference) | October 17, 2022 | 14.7.2.2, 14.7.2.3, 14.7.2.5, 14.7.2.6 Evaluation Plan The Evaluator and Evalutee will schedule evaluation updates throughout the assessment prior. These may include, but are not limited to reflection on student data, self-assessment, reflective conversations, scheduled observations, etc. | |
| Supervisor Review of Objectives (Must approve or disapprove within 10 workdays) | October 31, 2022 | Final Evaluation The schedule of evaluation activities will be determined during the development of the evaluation plan. | Prob.1, Prob. 2 and Temporary Status (by the second Friday in March) March 10, 2023 |
| Last Day Progress Check/ Remediation Plan For Prob 2 (50 work days before summary evaluation report) | November 15, 2022 | This is a suggested timeline | Permanent (by the last work day in April) April 28, 2023 |
| Last Day Progress Check/ Remediation Plan For Prob 1, Intern & Permanent (50 work days before summary evaluation report) | February 8, 2023 | Eligibility: 14.7.2.1 Permanent non classroom unit members with a minimum of five (5) years of effective certificated experience in the District may, with mutual agreement of the supervisor, participate in the alternative evaluation process. Non Classroom unit members on their scheduled evaluation cycle, whose most recent evaluation was rated effective and with mutual agreement from their supervisor. | |
| Summary Evaluation Draft For Prob 2 Discussion, meeting, Then final copy (3 rd Friday of February) Due no later than | February 21, 2023* | On-cycle non-classroom educators for whom an E3 pilot is not available, shall participate in the Alternative Evaluation process pursuant to Section 14.7 of the CBA. | |
| Summary Evaluation Draft For Prob 1, Permanent, Leave Replacement, Restricted, Intern Discussion, meeting, then final copy (Last work day in April for traditional) Due no later than | April 28, 2023 | <ul style="list-style-type: none"> • School Nurses • Librarians • Audiologists | |
| Evaluation Due to Employee Not later than 30 calendar days prior to the last day of school | May 15, 2023 | | |
| <p>Earlier timelines are established for evaluation of certificated unit members whose performance has been evaluated as “requires improvement” or “unsatisfactory” during the previous school year (see Collective Bargaining Agreement). Timelines may vary for unit members working an individual calendar. * The third Friday in February is a holiday as is the following Monday.</p> | | | |