

**Side Letter of Agreement
Between
The San Diego Unified School District
And
The San Diego Education Association

2023-2024 Evaluation Process and E3**

**May 18, 2023
REVISED – May 25, 2023**

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 2023-2024 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. During the 2023-2024 school year, at the unit member’s discretion, educators will have the option to participate in either the Educator Effectiveness and Empowerment (E3) Growth and Development Model pursuant to Section 14.8 or the Alternative Evaluation outlined in Section 14.7 in lieu of the Stull Evaluation process (Article 14.6).

1.1.1. The requirement under 14.7.2.1. for unit members to have permanent status and at least five (5) years of certificated experience to participate in the Alternative Evaluation shall not apply. Unit members with less than five (5) years of teaching experience may participate in the Alternative Evaluation Model in the 2023-2024 school year.

1.1.2. Unit members who are not scheduled to be evaluated during the 2023-2024 school year may choose to participate in E3.

2. E3 Committee

The Parties intend to continue to collaborate on the creation, and roll out of an Educators Effectiveness and Empowerment (E3) Growth and Development model. In order to prepare for the full implementation of E3, the Parties shall convene a joint labor-management committee to assess the E3 model to ensure that learning, implementing, and maintaining the E3 model is manageable for all involved parties.

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3. Educators Utilizing the California Standards for the Teaching Profession (“CSTP”) or Universal Best Practices (“UBPs”) Developed by the E3 Non-Classroom Educator Committee

- 3.1. 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:
 - 3.1.1. All Classroom Educators
 - 3.1.2. Education Specialists (Mild/Mod and Mod/Sev)
 - 3.1.3. Elementary Preparation and Enrichment Educators
 - 3.1.4. Resource Teachers
 - 3.1.5. Early Childhood Education Educators
 - 3.1.6. School Counselors
 - 3.1.7. School Psychologists
 - 3.1.8. Speech- Language Pathologists
- 3.2. 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 or UBPs, in order to be considered effective and identified as having completed the 2023-2024 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.
- 3.3. Unless an employee is recommended for non-reelection as a probationary employee, educators in the following classifications who participate in E3 in the 2023-2024 school year will be deemed effective for the current evaluation cycle:
 - 3.3.1. School Nurses
 - 3.3.2. Audiologists
 - 3.3.3. Librarians

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. The following growth and development process will be used for the 2023-2024 school year (for reference see Appendix A):
- 5.2. E3 Overview Meeting
 - 5.2.1. By October 27, 2023
 - 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

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- 5.3. Step 1: Self-Assessment and Reflection
 - 5.3.1. Educators will:
 - 5.3.1.1. Complete the self-assessment using the designated framework (CSTP or UBP)
 - 5.3.1.2. Analyze student data
 - 5.3.1.3. Goal writing and action plan development
 - 5.3.1.4. Optional- collaborate with administrator or colleagues
- 5.4. Step 2: Collaborative Goal Setting Conference
 - 5.4.1. Administrator(s) and educator(s) meet to establish:
 - 5.4.1.1. Goals
 - 5.4.1.2. Action plan for implementation
 - 5.4.1.3. Possible forms of evidence
 - 5.4.1.4. Coaching supports and resources
- 5.5. Visits/ Fall Reflective Conversations/ Scheduled Observations
 - 5.5.1. The administrator(s) and educator(s) will establish the format of and select dates for the visits and conversations
 - 5.5.2. 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: By January 26, 2024
 - 5.6.2. Permanent Status: By February 23, 2024
 - 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. Educators can accept or decline additional support.
- 5.7. Visits/ Winter/Spring Reflective Conversations/ Scheduled Observations
 - 5.7.1. The administrator(s) and educator(s) will establish the format of and select dates for the visits and conversations
 - 5.7.2. 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 8, 2024
 - 5.8.2. Permanent Status: By April 30, 2024
 - 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

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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. 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.
- 7. This Side Letter shall expire in full without precedent on the last day of the 2023-2024 traditional school year, unless extended by mutual written agreement.

FOR THE DISTRICT:

DocuSigned by:
Jessica Falk Michelli May 26, 2023
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 Jessica Falk Michelli Date
 Executive Director, Labor Relations

DocuSigned by:
Drew Rowlands May 26, 2023
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 Drew Rowlands Date
 Chief Business Officer

FOR SDEA:

DocuSigned by:
Abdul Sayid May 26, 2023
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 Abdul Sayid Date
 Executive Director

DocuSigned by:
Kyle Weinberg May 26, 2023
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 Kyle Weinberg Date
 President

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E3 GROWTH & DEVELOPMENT TIMELINES 2023-2024 SCHOOL YEAR

E3 Growth & Development <i>For Unit Members on a Remediation Plan / Special Evaluation</i>		Alternative Evaluation (Article 14, Section 7)	
E3 Overview Meeting Participate in site informational meeting to understand the E3 purpose, process, and documents, while discussing evidenced based feedback and examining district/site focus.	By October 27, 2023	Section 14.7.2.2: Pre-Evaluation Staff Meeting	By September 15, 2023 <i>(within first 4 weeks of pupil attendance)</i>
Step 1: Self-Assessment and Reflection <ul style="list-style-type: none"> Complete self-assessment using CSTP Essential Elements Rubrics Analyze student data Begin goal writing and action plan development Collaborate with administrator or colleagues (optional) 		Section 14.7.2.2, 14.7.2.5: Evaluation Plan- Pre-Evaluation Conference <ul style="list-style-type: none"> The schedule of evaluation activities will be determined during the development of the evaluation plan. The Evaluator and Evalutee will schedule evaluation updates throughout the assessment period. 	By September 25, 2023 <i>(no later than 35 calendar days after school starts)</i>
Step 2: Collaborative Goal Writing Conference <ul style="list-style-type: none"> Discuss reflection and initial goal/action plan Identify CSTP Essential Elements that align to goal Use SMARTER Framework to refine goal Discuss possible forms of evidence to monitor progress Mutually agree on goal Think about supports and resources needed 		Sections 14.7.2.2, 14.7.2.3, 14.7.2.5, 14.7.2.6: Evaluation Plan- Unit Member Preparation of Objectives, Criteria and Assessment Techniques These may include, but are not limited to reflection on student data, self-assessment, reflective conversations, scheduled observations, etc.	<i>(within 10 workdays after conference)</i> No later than October 10, 2023
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 		Sections 14.7.2.2, 14.7.2.3, 14.7.2.5, 14.7.2.6: Supervisor Review and Approval/Disapproval of Evaluation Plan	<i>(within 10 workdays of receipt from educator)</i> No later than October 24, 2023
Step 3: Mid-Year Check-In <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 	By January 26, 2024 <i>(Prob 1, Prob 2, and Temporary Status)</i> By February 23, 2024 <i>(Permanent Status)</i>	Section 14.6.3: Remediation Plan - Less-than-Effective Performance During the Evaluation Period	<i>(50 workdays before summary evaluation report)</i> November 13, 2023 <i>(Prob 2 Status)</i> February 9, 2024 <i>(Prob 1, Temp, and Permanent Status)</i>
Visits: Winter/Spring Reflective Conversations Scheduled Observations Same as Fall Visits		Section 14.6.3: Final Evaluation The schedule of evaluation activities will be determined during the development of the evaluation plan.	February 15, 2024* <i>(Prob 2- by third Friday in February)</i> <i>*Friday, February 16 is a holiday</i>
Step 4: Summary Growth Conference <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 learningCelebrate successes! 	By March 8, 2024 <i>(Prob 1, Prob 2, and Temporary Status)</i> By April 30, 2024 <i>(Permanent Status)</i>		April 30, 2024 <i>(Prob 1, Temp, and Permanent Status- by last workday in April)</i>
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.			