



# P.E.A. Patch



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## A note from your president...

January 27th marked the half-way point on our academic calendar and a great opportunity to share the progress PEA has made this school year advocating for our members while outlining PEA's direction for the remainder of the year.

In this PEA Patch, I have highlighted key contractual issues that require significant attention in my role as your association president.



**Peninsula Education Association**

**Affiliated with**

**Washington Education Association & National Education Association**

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## GET out the VOTE...

We are in the final stretch of the levy campaign. Between district presentations & the addition of site based "quad" teams comprised of certified, classified & administrative staff and parents, we have delivered over 50 personalized informational levy presentations to school and community organizations.

**Reminder: Ballots are due February 9th!**

Sign-up to help with the final push at: <http://peninsulaea.com/>

## WORKING CONDITIONS

PEA monitors **class size** (Section 5.6), **staffing solutions for hard to fill positions** (Section 5.5.F) and **caseload overages** (Section 5.24) at all grade levels. PEA works with impacted staff and building and district administration to put resolutions in place. During the school year, these resolutions are temporary fixes, band-aid so to speak.

PEA is seeking proactive solutions for 2016-17, which include staffing projections that account for growth (i.e. staffing at our goals not the contract max), revision of out-of-date class size language bringing it in line with current state funding mechanisms and the prototypical schools model and, finally, building master schedules that minimize class conflicts and reduce the variation in class size and overages experienced at the secondary level.

## Looking for NO or LOW Cost Professional Development Opportunities to satisfy your Self-Directed BPD Day?

Check out the



<https://www.washingtonea.org/pd/>

## Last call for WEA-RA delegates!

PEA is looking for delegates to represent our members at the WEA Rep Assembly. We will be sending 8 delegates to the state meeting (April 7-9 in Spokane) *What happens at WEA-RA?* WEA-RA is where representatives from statewide locals meet, discuss and bring New Business Items (NBI) to the floor. If passed, NBIs are used to guide WEA's vision and focus for the coming year. WEA-RA is reflective of the diversity within our state, allowing delegates to learn about educational issues that impact large or small districts, educators who work in rural, suburban or urban settings and find ways we can support each other for our shared focus, educating our students. Here's a link for more information: <https://www.washingtonea.org/ra/>

Interested? PEA is accepting nominations through February 5th. Rep Council will approve the delegates. If there are more nominees than the 8 allotted spots, we will vote in buildings on Wednesday, February 10th and the delegates will be announced on February 11th. Delegates are reported to WEA on February 12th.

## CLASSROOM TEACHER EVALUATIONS—TPEP

PEA spends a significant portion of its time clarifying and trouble shooting the “**TPEP process**”. What you need to know is that PEA and the district have a year-to-year Letter of Agreement that is reviewed and revised each spring by a subcommittee and approved at DAC. This was intentional so PEA could change, improve or even rewrite the language before it is ever embedded into a binding multi-year contract.

Here is a recap of the implementation:

2012-13: PSD joined a Regional Implementation Grant (PEA, PPA & PSD admin representation)

2013-14: 1/4 Comprehensive—New / Provisional Employees, Volunteers, by Seniority

2014-15: 1/4 Comprehensive & 1/4 Focused Post Comprehensive (PC)

2015-16: 1/4 Comprehensive, 1/2 Focused PC & 1/4 Focused No Comprehensive (NC)

What you may not realize is that our LOA one of the most simplified in WA State. You can read the entire LOA at: [https://staticfiles.psd401.net/psd/documents/CentralServices/HumanResources/CollectiveBargaining/LOA\\_TPEP\\_2015-16\\_Final.pdf](https://staticfiles.psd401.net/psd/documents/CentralServices/HumanResources/CollectiveBargaining/LOA_TPEP_2015-16_Final.pdf)

### So why in a PEA survey did over 65% of members indicate that TPEP evaluations were too intensive?

The answer is complicated but it boils down to inconsistencies in how TPEP is being implemented at the site level throughout our district. So it isn't necessarily the language that is the problem but more and more **non-negotiated** forms, checklists, tools and documentation requirements that come from many sources, and usually with good intent but ultimately causing differential evaluation systems within and between sites across the district.

### How have PEA and the district tried to address workload & other concerns surrounding TPEP?

- Paid Summer training for those new to Comprehensive.
- Instructional Facilitator / TOSA to lead trainings and provide support.
- Stipend for TPEP Building Leads who provide in building support for colleagues.
- 3 Collaboration Wednesdays to train entire staff on Writing Student Growth Goals, Mid-Year Conference (Evidence & Artifacts) & Preparing for the Summative Conference
- After School Site and District TPEP trainings—(Eligible for 7.5 Self-Directed BPD day @ per diem)
- Joint communication model developed to address questions about TPEP process & requirements:
  - John Hellwich sends clarifications to district and building administration
  - Mary Caseley sends clarifications to TPEP Building Leads
  - Carol Rivera sends clarifications to PEA Building Reps, Bargainers and Executive Board
- Use of Schoology as the **ONLY** location for required documents /approved forms and tools.
- Joint recognition by PEA and the district that the TPEP binders contain extraneous information & require serious revisions and streamlining to accurately reflect negotiated language and process.

PEA values the feedback provided by its members during the TPEP phase in process. PEA recognizes that our current TPEP evaluation process is not working as it should. TPEP has become too time consuming, too data driven and frequently, a distraction from the real task at hand, creating and delivering meaningful learning opportunities for our students. Moving forward, PEA's focus is to streamline the TPEP process and bring consistency to teacher evaluations by clearly communicating expectations, better defining requirements and using only association agreed upon forms.

### What steps is PEA taking to accomplish this?

This spring, PEA will bring together TPEP Building Leads to assess what is working within the current system & identify what areas need the greatest attention to reduce teacher frustration. From there, a subcommittee comprised of teachers & administrators representing elementary, middle and high schools will review current TPEP process, make revisions to the documents and additions to the LOA.

### Interested in being involved in this process and/or sharing your concerns or ideas?

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