

Performance Based Evaluations/Certificated

1. **Purpose:** Since September 2015, every provisional teacher and principal in Washington and all those on probation are being evaluated using a four-tiered evaluation process, which includes observations and measures of student growth. School districts phased in existing teachers and principals, and have now completed the fourth year of implementing the revised educator evaluation with all designated staff.
2. **Description of services provided:** OSPI staff provide technical assistance, create tools and resources, facilitate the TPEP Steering Committee and manage the work of the ESDs, the framework authors, the research team, the statewide cadre of framework specialists who train teachers, principals, and principal evaluators, and the training grants provided to all 295 school districts. View the [TPEP website](#) for more information.
3. **Criteria for receiving services and/or grants:** All school districts are required to participate in the revised evaluation system, and have access to statewide programs of support through OSPI, Educational Service Districts (ESDs), the Center for Strengthening the Teaching Profession (CSTP), the Association of Washington School Principals (AWSP), the Washington Education Association (WEA), and the Washington Association of School Administrators (WASA). All districts are allocated training funding, and most complete an iGrant in order to make claims for it.

Beneficiaries in 2018-19 School Year:

# of School Districts:	295
# of Schools:	All
# of Students:	All

# of OSPI staff associated with this funding (FTEs):	3.05
# of contractors/other staff associated with this funding:	28

FY 19 Funding:	State Appropriation:	\$3.687 million
	Federal Appropriation:	\$0.0
	Other fund sources:	\$0.0
	TOTAL (FY19)	\$3.687 million

4. **Are federal or other funds contingent on state funding? If yes, explain.** Yes. If state funds are not available, the state will not be implementing with fidelity its equity plan in ESSA (Title II, Part A).
5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY19	\$3,687,000	\$3,686,714
FY18	\$3,935,000	\$3,686,831
FY17	\$3,935,000	\$3,688,270
FY16	\$3,935,000	\$3,295,035
FY15	\$3,935,000	\$3,351,910
FY14	\$5,581,000	\$4,286,387

6. **Number of beneficiaries (e.g., schools, students, districts) history:**

Fiscal Year	# of Districts
FY19	295
FY18	295
FY17	295
FY16	295
FY15	295
FY14	Pilot

7. **Programmatic changes since inception (if any):** The program continues to be refined to better meet the professional learning and growth needs of teachers, principals, and systems. Continuing activities include service agreements to support framework, student growth, rater agreement, and evaluation systems learning at ESDs statewide; ongoing development of the state's cadre of over one hundred instructional and leadership framework specialists; leadership labs and colloquia to allow districts to share best practices; and research to better understand the impacts of the system on principals and how these might be mitigated while keeping a focus on teacher growth.

Some funds are being allocated to support first-year principals and their evaluators (superintendents) with mentoring for their evaluation roles. Changes to the framework trainings to include a focus on cultural competency and equitable practices were incorporated and shared with the cadre of framework specialists. A select group of specialists for each framework joined with district equity specialists to begin development of a module, "Equity and Your Framework," to ensure principals who were trained prior to the revisions have an opportunity to understand these concepts through the lens of their framework. In addition, with previous funds provided by the Bill & Melinda Gates Foundation, student perception survey questions were developed and vetted; these have been posted on the eVAL tool so teachers can access them and develop web-based surveys to administer to their students. Calibration videos and exercises for evaluators for all three instructional frameworks have also been created and are being posted in eVAL. With the assistance of school, district, and ESD leaders, as well as CSTP, the program developed a new "Evaluation and Growth System Toolkit" that allows districts and schools to assess their programs and see examples of best practices from around the state and nation.

8. **Evaluations of program/major findings:** The program surveys districts annually for their aggregated teacher (by school) and principal (by district) evaluation scores using the School Employee Evaluation Survey (SEES). They also report the use of this data in personnel decisions, as well as their use of evaluation management systems.

In March, 2019, the University of Washington’s Center for the Study of Teaching and Policy completed and published a study to see how principals are handling the demands of the evaluation system on top of their many other duties. They found that the essential elements for productive engagement in teacher evaluation include:

- Leveraging the capacity of school leadership teams, so not all of the work to support professional growth sits on the shoulders of the principal;
- Having opportunities to collaborate and grow professionally with other principals, both on how they evaluate teachers and on their own evaluations;
- Integrating and aligning school initiatives, to ensure TPEP isn’t seen as just one more “hoop” but rather part of the school’s instructional priorities;
- Streamlining the evaluation process through efficient time management and delegation of tasks; and
- Staffing schools adequately, so the evaluation load is compatible with the actual capacity of the principal or leadership team to complete them in ways that support teacher growth.

The Executive Summary is available [here](#).

9. **Major challenges faced by the program:** While in some districts the instructional and leadership frameworks provide a clear path for professional growth, in others they simply fulfill a compliance role without being used formatively to improve teacher and principal practice. Often this is due to the challenge for principals of finding adequate time to spend in teachers’ classrooms, given all of the other responsibilities they have. Additionally, the process of setting and measuring student growth goals is not reaching its full potential to impact significant, high-leverage learnings that address both academic and social-emotional goals for students and for teachers. This is one focus of the program in the 2019-20 school year.
10. **Future opportunities:** As districts and schools look for ever better levers for growth, more leaders and teachers understand the powerful role that a clear framework, combined with frequent feedback and support, as well as impactful student growth goals, can play in improving educator practice and student learning.
11. **Statutory and/or Budget language:**

Budget Proviso: ESHB 1109 Section 1412(3) - \$3,935,000 of the general fund-state appropriation for fiscal year 2018 and \$3,687,000 of the general fund-state appropriation for fiscal year 2019 are provided solely for implementation of a new performance-based

evaluation for certificated educators and other activities as provided in chapter 235, Laws of 2010 (education reform) (E2SSB 6696) and chapter 35, Laws of 2012 (certificated employee evaluations).

12. Other relevant information: NA
13. List of schools/districts receiving assistance: All districts may access program activities and information.
14. Program Contact Information:
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