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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

k12.wa.us

August 7, 2020

() Action Required

Due date:

(X) Informational

BULLETIN NO. 063-20 EDUCATOR GROWTH AND DEVELOPMENT

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Human Resource Managers
School District Learning and Teaching Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Teacher and Principal Growth and Evaluation (TPEP) Guidance for 2020–21

CONTACT: Sue Anderson, Director, Educator Effectiveness
sue.anderson@k12.wa.us

PURPOSE/BACKGROUND

Last spring, the Office of Superintendent of Public Instruction (OSPI) provided guidance to school districts and local associations about teacher and principal evaluation for the 2019–20 school year only. In anticipation of a variety of schooling options for 2020–21, OSPI is providing new guidance for the coming school year.

In developing this guidance, the TPEP Steering Committee shares the OSPI goal of creating the conditions for each student to be educated in racially literate, culturally sustaining, positive, predictable environments that intentionally prioritize the instruction and development of social-emotional skills and mental health in addition to a primary focus on academic content, by supporting the growth of the educators who teach them and lead their schools.

Guiding Principles

We urge district, school, and association leaders to use common sense regarding evaluation. This includes:

- Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.

- Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
- Acknowledging teachers’ and school leaders’ specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
- Honoring the importance of setting up (reasonable) expectations for teachers and school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.

Procedures for the logistics of completing the evaluation process and forms may need to change for the 2020–21 school year. Tools such as phone or Zoom evaluation conferences, remote and/or video observations, electronic and/or email signatures, and forms being used for this year (2020–21) only may be necessary.

The chart below is also posted on the [TPEP page of the OSPI website](#). Check this page frequently for updates.

Teacher and Principal Evaluation Guidance

Item	Employment/Evaluation Status	Recommended Process
1	Teachers/principals who are scheduled for a Focused evaluation.	Proceed with regular Focused evaluation process.
2	Teachers and principals in years two and beyond who are scheduled for a Comprehensive evaluation under RCW 28A.405.100.	<p>Decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392-191A-120 and 392-191A-210.</p> <p>Teacher/principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15.</p>

Item	Employment/Evaluation Status	Recommended Process
3	Teachers/principals in their first year of teaching/leading, on a Comprehensive evaluation.	<p>Use the traditional Comprehensive process OR determine at least two criteria to be formally scored using evidence provided during the 2020–21 school year. Remaining criteria to be scored “Basic” as default score. <i>Districts are encouraged to note the use of “default scores due to the circumstances of the COVID-19 pandemic” where applicable.</i></p> <p>Determination of the scored criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392-191A-120 or 392-191A-210.</p> <p>If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score.</p>
4	Teachers/principals with two or more years of successful performance in another Washington state district or another state who are in their first year of teaching/leading in a new district (and, therefore, on a Comprehensive evaluation) “Provisional 3.”	Use the traditional Comprehensive process OR use process identified in #2 above OR handle locally on a case-by-case basis.
5	Teachers/principals on probation or plan of improvement.	Handle locally on a case-by-case basis.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sue Anderson, Director, Educator Effectiveness, at 360-725-6116 or email sue.anderson@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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