TPEP in Specialized Learning Environments

This document (formerly referred to as the "OSPI Study Group Report") guidance to evaluators of teachers assigned to the following learning environments in the state of Washington and was developed in collaboration with the representatives of the three instructional frameworks used in our state for teacher evaluation (CEL, Danielson and Marzano) as well as OSPI personnel from departments who support teachers in these environments:

- Non-traditional or alternative learning environments
- Pre-School, Transition to Kindergarten and Kindergarten
- Special Education

General Guidance

Effective teacher evaluations are established by selecting an instructional framework that includes a research-based definition of effective teaching. Once the instructional framework is selected by a school district, there are several prerequisites to a successful and reliable evaluation of a teacher who teaches within the learning environments described above.

- Evaluators and teachers must have a deep level of understanding of the selected instructional framework. This understanding can be developed through state-sponsored training or through district provided training. This understanding is crucial to being able to use the instructional framework with and for specific audiences and not assume a practice is either not in the framework or that the practice does not apply to a specific setting.
- The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. All teachers should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a proficient or distinguished performance rating.
- Districts must determine which positions should be evaluated using the selected instructional framework and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the selected instructional framework. If the certificated teacher creates his/her own lesson plans either individually, or with a collaborative team, instructs students, and assesses students with both formative and summative assessment tools then the instructional framework should be used to evaluate the employee.
- If, however, the employee is a certificated teacher whose assigned job does not require instructional practice, that certificated employee should be evaluated using the previous evaluation process or another model chosen by the district. Possible examples of roles that would not be evaluated using the instructional framework: a certificated teacher

who manages student transition, an on-time graduation specialist who monitors progress towards a diploma, a media specialist who does not teach students, an instructional coach, a certificated teacher who monitors student progress in an online program.

Specific Learning Environment Guidance

Non-traditional or Alternative Learning Environments

The intent of alternative learning experiences is to ensure that students have educational opportunities designed to meet their individualized needs and while promoting inclusion and equity.

Online Learning

Online courses require an appropriately certificated and endorsed Washington state teacher assigned to supervise instruction. Supervising instruction includes responsibilities such as designing and planning instruction, assessing student progress towards state standards, and assigning grades. Parents and non-certificated individuals do not supervise instruction.

- For teachers assigned to supervise instruction for a course, the instructional framework is appropriate for evaluating the teacher. Use the full instructional framework and rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the online environment. This is most likely to occur when a district teacher supervises the instruction. Approved online course providers are responsible for evaluating their teachers.
- For teachers supporting online courses by monitoring progress toward course completion and communicating with students and parents/guardians without planning lessons and units, instructing and assessing those students, then the instructional framework is not the appropriate tool to evaluate that employee. This is most likely to occur when the district contracts with a vendor/school district to provide online courses (e.g. teacher and curriculum).

Institutional Education

- **Teachers of Short-Term Students** – It is up to the district to determine the most appropriate evaluation tool for teachers who work with students who are assigned to temporary juvenile justice placements while awaiting legal decisions. The instructional frameworks and rubrics were not designed to be used in settings where the majority of students are in attendance for a short period of time (1-15 days.)

- **Teachers of Long-Term Students** – The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students who are incarcerated for extended periods of time. No adjustments to the instructional framework or rubric are necessary nor should be made.

Alternative Learning Experience (ALE)

ALE courses require an appropriately certificated and endorsed Washington State teacher assigned to supervise instruction. Supervising instruction includes responsibilities such as designing and planning instruction, assessing student progress towards state standards, and assigning grades. Parents and non-certificated individuals do not supervise instruction.

- **For teachers assigned to supervise instruction for a course or grade-level coursework**, the instructional framework is appropriate for evaluating the teacher. Use the full instructional framework and rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the content delivery method. Although this individual might be commonly referred to as the "teacher of record," they are the individual responsible for supervising instruction and should be evaluated as such.
- **For teachers supporting a written student learning plan and managing ALE requirements to claim enrollment without directly supervising instruction**, the instructional framework is not the appropriate tool to evaluate that employee. This is mostly likely to occur when the district contracts with a vendor/school district to provide an online ALE course or has an individual assigned to approve and monitor the written student learning plan who is separate from the individual assigned to supervise the instruction for the course or grade-level coursework.

Resources:
Guide to Offering ALE
ALE Guide to Teacher Endorsement

Pre-School, Transition to Kindergarten and Kindergarten Learning Environments

The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with pre-school, Transition to Kindergarten, and kindergarten students. Developmentally appropriate expectations and evidence apply across the instructional frameworks and rubrics. For example, content driven student-to-student talk will look and sound different for Kindergarteners than it does for high school seniors, but it should occur. In the January 31, 2019 report by Beth Meloy, Madelyn Gardner and Linda Darling-Hammond titled "Untangling the Evidence of Preschool Effectiveness: Insights for Policymakers" the authors indicate measuring the quality of classroom interactions and provide actionable feedback for teachers to improve instruction as an element of preschool programs that successfully prepare children for school. The opportunity for preschool teachers to participate in TPEP is an opportunity to receive this kind of feedback on their practice relative to the instructional framework selected by the district in which they teach.

Resources:

Special Education Learning Environments

Resource and Inclusive Learning

The full instructional frameworks and rubrics are appropriate evaluation tools for teachers who work with students on an Individualized Education Program (IEP) in various contexts and roles as they support student learning. Special Education learning environments require an appropriately certificated and endorsed Washington State teacher assigned to deliver and/or supervise instruction. Supervising instruction includes responsibilities such as designing and planning instruction, assessing student progress towards state standards, and reporting progress. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.

Self-Contained

The full instructional frameworks and rubrics are appropriate evaluation tools for teachers who work with students on an Individual Learning Program (IEP) in a self-contained learning environment. The evidence for instructional framework and rubric indicators/components is identified based on student learning needs for classrooms where students are on an IEP and have more severe or multiple needs. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertains to the learning needs of students for each indicator / component. Student feedback is an important element of teacher performance evaluation and should be solicited for all students. For students who may be nonverbal or low verbal, questions can be adapted so that students can for example, select a yes/no card, communicate on their augmentative communication device or use preprinted pictures to convey their responses.

Resources:

Comparable Content Core Substitutions means that all students need all credits to graduate, educators can change depth, breadth and complexity of those standards. Reference: OSPI Graduation Toolkit, page 24.

For non-verbal or low-verbal students, consult the OSPI Graduation Toolkit, FAQ-Companion, Question1-B, page 8.

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