Performance Based Evaluations / Certificated

1. **Purpose:**
   Engrossed Second Substitute Senate Bill 6696 and ESSSB 5895 created new evaluation criteria for both teachers and principals united by common themes. Evaluation is now focused on continuous improvement for every educator every year and on academic growth for students. Beginning in September 2013, every provisional teacher and principal in Washington and all those on probation were being evaluated using the revised process, which includes observations and measures of student growth. Beginning last September, school districts have been implementing the revised educator evaluation with all staff.

2. **Description of services provided:**
   Three 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 trainers of principals and teachers and the grants provided to all 295 school districts. View the TPEP website at: http://k12.wa.us/TPEP/default.aspx.

3. **Number of staff associated with this program/service (indicate where applicable):**

   **Fiscal Year 2016**
   
   | # of OSPI staff associated with this funding (FTEs): | 2.7 FTE’s |
   | # of contractors/other staff associated with this funding: | 1.5 FTE WSLA |
   | | 20 Contractors |

   **FY 16 Funding - State Appropriation: $3,935,000**

4. **Is continued funding needed in the next biennium?** Yes – the districts are at full implementation of the revised system and continue to need support for successful performance. RCW 28A.405.100 has outlined expectations for the TPEP Steering Committee and OSPI through 2017.

5. **What is the current status of this program’s implementation?**
   **FRAMEWORK TRAINING**
   One hundred ten teacher-leaders and principals have been trained by the framework authors, vetted by them, and now appear on the state list of approved framework specialists. They offer Stage I and Stage II training to principals and assistant principals, a six-hour teacher overview, and, new this year, a “training of trainers” for the teacher overview. Districts are encouraged to send teacher leaders from each school to this last module to build capacity in the district and schools to readily train new teachers in the instructional framework.

   Twenty-six principals and district leaders were engaged by OSPI to support the learning of the central office staff who serve as evaluators of principals in a two-day training on the AWSP Leadership Framework and additional sessions to support this work around the state. OSPI sent attendance records of both instructional and leadership framework training to the superintendent of each school district to assist in the district’s charge of maximizing rater agreement.
OSPI also recruited and trained a team of 20 experienced principals and instructional coaches who are now teaching the skills of learning-focused supervision to enhance the efficacy of evaluators in supervisory conversations.

ESD WORK GROUPS
The ESDs formed work groups that are focused on creating professional development and resources to be shared and offered in all regions. The “Evidence” work developed a session that includes components for collecting, scoring, assigning, and determining the level of performance for evidence. The “Assessment” work group prepared six sessions designed to increase the assessment literacy of participants. The “Coherence” work group developed sessions that weave a “through line” between the state evaluation criteria, the Washington State Learning Standards, and the Smarter Balanced Assessment System using the Fundamentals of Learning. This year, work groups will develop modules on Criterion 3 (Differentiation) and Student Engagement, and revisions will be made to the Assessment sessions. In addition, this year OSPI is convening an Equity Design Team that will review all modules and develop activities and examples that ensure they are addressing cultural competence and language acquisition. The goal is to strengthen teacher understanding of the foundational instructional practices that promote student success for all.

RESEARCH

The University of Washington is engaged in a two-year study of TPEP implementation to follow up on questions raised in the study completed in 2015 now that the system is at full implementation. This mixed-methods research design is both diving deeply into teacher and principal evaluation in ten districts that have been constructively engaged in TPEP, and also conducting a randomized sample survey across the state. UW is also conducting a principal retention study to determine what role, if any, the revised evaluation system is playing in attrition of school administrators.

LEVERAGING RESOURCES
The Bill and Melinda Gates Foundation renewed a grant that had been made to OSPI to develop eVAL, an online evaluation management tool. The new $1,743,000 grant is funding:

- Further significant enhancements to the eVAL electronic management tool by ESD 113 (completed and launched in July, 2016).
- Professional development with principals and their evaluators to increase principal and principal evaluator use of the tool (AWSP and WASA).
- A pilot of a student perception survey and study of that pilot (CSTP).
- The deployment of teacher leaders to train peers in the skillful use of formative assessment (WEA).
- A study to illuminate the district practices that support effective implementation of educator evaluation (UW).
6. **When will the project be completed?** Districts have transitioned all teachers and principals to the revised system as of the 2015-16 school year, but the learning process will not be complete for a number of years if the evaluation process is going to leverage teacher and principal growth.

7. **First year funded:** 2014

8. **State funding since inception:**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>FY16</td>
<td>$3,935,000</td>
</tr>
<tr>
<td>FY15</td>
<td>$3,935,000</td>
</tr>
<tr>
<td>FY14</td>
<td>$5,851,000</td>
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9. **Major challenges faced by the program:**

When asked about the challenges of implementing TPEP, a universal response from teachers, principals, and district leaders is that there is not enough time available to implement the system with fidelity. All educators need time to deeply understand the framework that will be used to evaluate them, and to discuss instruction and student progress with their evaluators. Evaluators need to deeply understand the framework they are using to make judgments about educator performance and to have the dialogue with those they evaluate as well. During 2015-16, this continued to be a focus – and took a great deal of time in a profession that does not have much non-student time available. An emerging need is for “Stage III” training for evaluators, with a focus on calibration to the framework and on the skills needed to have effective conversations about practice.

The evaluation of principals continues to need attention. While the focus over the initial years of implementation has been on learning how to evaluate teachers, there is now a greater resolve to bring principal evaluation to the fore. In addition to providing leadership framework training for principal evaluators, OSPI is sponsoring AWSP to bring teams of principals and their evaluators together to discuss the framework and the evaluation process. This work is ongoing.

10. **Statutory and/or Budget language:**

Budget Proviso Language: 2ESHB 2376 – Sec. 511 (3) - $5,851,000 of the general fund-state appropriation for fiscal year 2016 and $3,935,000 of the general fund-state appropriation for fiscal year 2017 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).