Washington State Teacher and Principal Evaluation Project

Combining Multiple Measures Into a Summative Rating
Overview of Intended Outcomes for Module

- Review the principles for criterion scoring.

- Understand how the instructional framework rubric and student growth rubrics are used within the summative scoring methodology for the focused and comprehensive evaluations.

- Assign a summative score to EXAMPLE teachers or principals using the instructional AND leadership framework rubrics and student growth rubrics.
Guidance Icon Key

\[ \mathbf{G!} = \text{A capital “G!” indicates that the guidance represents Washington state law.} \]

\[ \mathbf{g} = \text{A lower-case “g” indicates that the guidance represents research-based best practice but is not mandated by law.} \]
The Year-Long Evaluation Cycle

**Standards**
- 8 Criteria
  - Criteria aligned to instructional/leadership and student growth rubrics
  - Professional goals
  - Instructional/leadership goals
  - Student growth goals

**Evidence**
- Observation
- Student Growth
- Evidence

**Criterion Rating**
- District-determined process
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

**Summative Rating**
- State-determined process
  - Distinguished
  - Proficient
  - Basic
  - Unsatisfactory

**Step 1:**
- Criteria aligned to instructional/leadership and student growth rubrics
- Professional goals
- Instructional/leadership goals
- Student growth goals

**Step 2 & 3:** Select and collect evidence
- 2 observations
- Student growth
- Other evidence

**Step 4:** Determine 8 Criteria Scores

**Step 5:** Summative Score
OSPI’s Guiding Principles for Criterion Scoring for Teacher Evaluation

- The primary goal of any system of teacher evaluation is to promote teacher and student learning.

- Accurate teacher evaluation requires trained observers using a research-based instructional framework. Trained observers make accurate assessments of practice based on evidence.

- The value of accurate assessments of practice is to shape the conversations that lead to improved practice.

- Embedded in each instructional framework is a system for growth in teaching practice.

- Reliability and validity of the instructional framework relies on implementation of the full framework rather than individual components/indicators.

- It is imperative to remain in the formative mindset until the final summative rating is determined.
Three sources of information:

1. Observations (of classroom, or other work sites, visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties)
2. Student growth data as measured by student growth rubrics
3. Other evidence relevant to the frameworks
The Evidence Cycle – Roles and Responsibilities

The Evidence Cycle

1. Collect
2. Sort and align
3. Interpret and clarify
4. Draw conclusions

<table>
<thead>
<tr>
<th>Step of the Evidence Cycle</th>
<th>Teacher Role</th>
<th>Evaluator Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Sort and align</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Interpret and clarify</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. Draw conclusions</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Summative Performance Rating

Things to remember:

- It is a process, not a final rating!
- There is a balance between professional judgment and transparent rating process
- Uniformity and transparency are key in developing the summative rating
Comprehensive Evaluation: Teachers

- Assesses all eight evaluation criteria
- All criteria contribute to the comprehensive summative evaluation rating
- Student growth rubrics embedded in criteria (3, 6, and 8)
- All provisional classroom teachers and classroom teachers not on level 3 or level 4 receive comprehensive evaluation
- All classroom teachers shall receive a comprehensive summative evaluation at least once every four years
Comprehensive Evaluation: Principals

- Assesses all eight evaluation criteria
- All criteria contribute to the comprehensive summative evaluation rating
- Student growth rubrics embedded in criteria (3, 5, and 8)
- “Due to the importance of instructional leadership and assuring rater agreement among evaluators, particularly those evaluating teacher performance, school districts are encouraged to conduct comprehensive summative evaluations of principal performance on an annual basis.”

— Section 1, (12 c(v))
Comprehensive Evaluation

Four Steps to Assign Comprehensive Summative Score

- **Step 1:** Determine each criterion score
- **Step 2:** Assign Preliminary Summative Score
- **Step 3:** Determine Impact on Student Learning
- **Step 4:** Use the Summative Rating and Impact on Student Learning Matrix to determine summative score
Comprehensive Evaluation

Step 1: Determine each criterion score

1a: Assemble all evidence for each component/indicator for each criterion

1b: Use locally-determined process to establish the score for each criterion (e.g., preponderance of evidence, recency, average, etc.)
Comprehensive Evaluation

Step 2: Assign *Preliminary Summative Score*

2a: Transfer criterion scores to summative scoring sheet

2b: Add the eight criterion scores to create a sum

2c: Compare the sum score to the scoring band

2d: Assign a preliminary summative score
# The RAW Score Model: Preliminary Summative Score

<table>
<thead>
<tr>
<th>Teaching Criteria</th>
<th>Overall Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: Centering instruction on high expectations for student achievement</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 2: Demonstrating effective teaching practices</td>
<td>4</td>
</tr>
<tr>
<td>*Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs</td>
<td>3</td>
</tr>
<tr>
<td>Criterion 4: Providing clear and intentional focus on subject matter content and curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 5: Fostering and managing a safe, positive learning environment</td>
<td>3</td>
</tr>
<tr>
<td>*Criterion 6: Using multiple student data elements to modify instruction and improve student learning</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 7: Communicating and collaborating with parents and school community</td>
<td>3</td>
</tr>
<tr>
<td>*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Summative Score**

22

<table>
<thead>
<tr>
<th>OSPI Approved Summative Scoring Band</th>
<th>8–14</th>
<th>15–21</th>
<th>22–28</th>
<th>29–32</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unsatisfactory</td>
<td>2 Basic</td>
<td>3 Proficient</td>
<td>4 Distinguished</td>
<td></td>
</tr>
</tbody>
</table>

Evaluators place teachers into **preliminary** summative rating categories based on score bands. **As shown, this teacher would receive a preliminary overall summative rating of proficient.**
Comprehensive Evaluation

Step 3: Determine *Impact on Student Learning*

3a: Transfer student growth rubric scores to student growth summative scoring sheet

3b: Add the five student growth rubric scores

3c: Compare the sum to the student growth scoring band

3d: Assign impact on student learning score
Student Growth Rubric and Rating (Teachers Only)

<table>
<thead>
<tr>
<th>Student Growth</th>
<th>Goal Setting Score Based on Rubric</th>
<th>Student Growth* Score Based on Rubric</th>
<th>Overall Student Growth Criterion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 3</td>
<td>3</td>
<td>2**</td>
<td>5</td>
</tr>
<tr>
<td>Criterion 6</td>
<td>2</td>
<td>2**</td>
<td>4</td>
</tr>
<tr>
<td>Criterion 8</td>
<td>2</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Student Growth Score</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

Evaluators place teachers into summative rating categories based on score bands. As shown here, this teacher would receive a low student growth rating.

<table>
<thead>
<tr>
<th>OSPI Approved Student Growth Impact Rating</th>
<th>Scoring Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-12</td>
<td>Low</td>
</tr>
<tr>
<td>13-17</td>
<td>Average</td>
</tr>
<tr>
<td>18-20</td>
<td>High</td>
</tr>
</tbody>
</table>

*Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

**A student growth score of “1” in any of the student growth rubrics will result in a low growth rating.
Summative Rating & Impact on Student Learning Matrix

Consequences as a result of intersection between summative rating and impact on student learning rating

Impact on student learning

Proficient Rating
Student Growth Inquiry

Distinguished Rating

Basic Rating
Student Growth Inquiry

Basic Rating

Unsatisfactory Rating
Plan of improvement

Low Average High
Comprehensive Evaluation

Step 4: Use the *Summative Rating and Impact on Student Learning Matrix* to determine summative score

- **Educators with preliminary rating of distinguished with average or high student growth rating:** These educators will receive an overall distinguished rating and will be formally recognized and/or rewarded (per regulations).

- **Educators with preliminary rating of unsatisfactory and high student growth rating:** These evaluations will be reviewed by the evaluator’s supervisor when an educator is rated unsatisfactory and receives a high student growth rating. The supervisor will take these discrepancies into account in the evaluator’s evaluation.

- Educators who receive a score of 1 on the achievement of student growth goals will automatically receive a low student growth rating.
Focused Evaluation
Certificated Classroom Teachers

- Includes a formative focus on one of the eight criteria
- Student growth rubrics from one of the three criteria
  - If a teacher chooses criterion 3, 6, or 8, their accompanying student growth rubrics will be used.
  - If a teacher chooses criterion 1, 2, 4, 5, or 7, the accompanying student growth rubrics from criterion 3 or 6 will be used.
- Approved by the teacher’s evaluator
- Score assigned using the most recent summative Comprehensive score
- A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled
Focused Evaluation
Principals and Assistant Principals

- Includes an assessment of one of the eight criteria
- Student growth rubrics from one of the three criteria
  - The focused evaluation will include the student growth rubric row selected by the principal or assistant principal.
- Criterion and student growth rubric rows must be approved by the principal’s evaluator
- Score assigned using the most recent summative Comprehensive score
- A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled
Thank you!

Questions? Contact the Educator Effectiveness Office:
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or
tpep@k12.wa.us