

Teacher/Principal Evaluation WAC Change

Changes to WAC 392-191A are finalized and take effect this school year. Districts have the choice to implement the changes to the Focused evaluation (392-191A-120 and 190) in 2016-17 or in 2017-18. Changes include:

- Carrying the score from the Comprehensive evaluation through the Focused evaluation period for teachers and principals who have completed the Comprehensive evaluation, have received a Level 3 (proficient) or Level 4 (distinguished), and have been moved to the Focused evaluation. This change is proposed to encourage teachers and principals to address areas of challenge during the Focused evaluation process.
- Setting a December 15 deadline for moving a teacher/principal from a Focused evaluation to a Comprehensive evaluation within the current school year.
- Expanding the definition of “observation” to include activities that may take place outside the classroom or school day.
- Cleaning up unclear titles, redundant sections, and references that are no longer relevant.

1. **Why is OSPI making the change to move the Comprehensive score forward for a Focused evaluation?**

The TPEP Steering Committee had been hearing from educators around the state that there was a tendency among teachers and principals on the Focused evaluation, who have already been deemed proficient or distinguished in a Comprehensive evaluation, to choose a criterion with which they were comfortable, rather than one that was challenging. Some of that tendency can be explained by the fear of receiving a Level 2 or 1 score on the more challenging criterion, thus increasing the possibility of triggering the probationary process for teachers and principals with more than five years of experience.

In order to remove this disincentive to address key areas of need, and fulfill the original intent of TPEP as a process for facilitating educator growth, the TPEP Steering Committee recommended a rule change that would allow the prior year’s Comprehensive score to carry through the Focused period and serve as the summative score for the Focused year.

2. **Why is OSPI setting a deadline for moving a teacher/principal who has been moved to the Focused evaluation for the school year back to a Comprehensive evaluation?**

The TPEP Steering Committee has proposed this rule change in response to a lack of clarity about when and how this action should take place. The new rule would require the evaluator to notify the evaluatee in writing by **December 15** of the change in evaluation status if it’s to be made for the current school year, or at any time during the year if the change is for the following year.

3. The proposed WAC change also modifies the definition of “observation.” What is the purpose of that change?

The current definition of “observation” restricts this to classroom/worksite visits. In some cases, the pertinent evidence of performance of a particular criterion takes place outside of the classroom or worksite, and may include activities other than work with students. The proposed change to the definition will allow for a more sensible fulfillment of the required observation time for the evaluation process.

4. Now that the Focused evaluation score is pre-determined by the most recent year’s Comprehensive score, will evaluatees still need to produce evidence and track progress, and set and measure student growth goals?

Yes. The process for participating in the evaluation is the same; what has changed is the determination of the score at the end of the year. Highlighted rubrics or other narrative descriptions of practice, possibly as part of a professional growth plan for the coming school year, are possible ways to capture progress toward the goal of proficient or distinguished practice.

5. What if an evaluatee’s performance in a Focused year is Level 4, but their prior Comprehensive score was a 3? Must they receive a level 3 summative score?

No. The intent of this rule change is to incentivize teachers and principals to choose challenging criteria for their Focused evaluation, without fear of the consequences of a summative Basic rating. A Level 4 performance in a Focused evaluation year could trump the prior level 3 summative score on the most recent Comprehensive evaluation - for that year only.

6. Is it the summative (overall) Comprehensive score that carries through the Focused period when the teacher/principal is on the Focused evaluation, or the score for the particular criterion on which the teacher/principal is now focusing?

The score that carries is the summative Comprehensive score. The criterion-level scores from the Comprehensive evaluation may well be used to determine which criterion will be addressed in the Focused evaluation, but the assigned score will be from the summative Comprehensive evaluation. Remember, the intention of this change in scoring is to provide safety to teachers and principals in tackling a criterion that they find challenging.

Questions?

Sue Anderson

Director, Educator Effectiveness Office (TPEP, BEST, NB)

OSPI

Sue.anderson@k12.wa.us

360.725.6116