



Teacher Principal Evaluation Training

1. **Purpose:**

Since Teacher and Principal Evaluation was overhauled in 2015, the state supports training of teachers, principals, and principal evaluators in the performance-based teacher and principal evaluation program known as TPEP. The trainings provide an opportunity for teachers and principals to gain an in depth understanding of the teacher evaluation system and the instructional framework that will be used to evaluate teacher performance, and for principals and their evaluators to deeply understand the AWSP leadership framework.

2. **Description of services provided:**

Professional learning for teachers and principals on the processes and procedures of the educator evaluation system as well as the specifics of their district's selected instructional framework, the application of student growth, and the appropriate use of artifacts and evidence.

Professional learning that dives more deeply into any of the State 8 Teacher or Principal Evaluation Criteria including offerings described in our [funding priorities for iGrant 664](#).

3. **Criteria for receiving services and/or grants:**

All public-school districts and two tribal compact schools received an allotment based on teacher FTE, with modifications made to ensure an adequate "floor" for small districts. These amounts were then adjusted based on past claims. Those districts that applied by the grant deadline were approved to claim expenses against their allotments. Allotments for districts that did not apply were reallocated to participating districts.

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	295
Number of Schools:	N/A
Number of Students:	N/A
Number of Educators:	N/A
Other:	N/A

4. **Are federal or other funds contingent on state funding?**

No



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5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$4,000,000	\$3,824,511
2022	\$4,000,000	\$3,840,489
2021	\$4,000,000	\$3,712,508
2020	\$4,000,000	\$3,883,331
2019	\$4,000,000	\$4,000,000

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

(See question #3.)

7. Programmatic changes since inception (if any):

The 2018 Legislature changed proviso language to allow this fund to be used for both teacher and administrator training. This allowed districts to complete a single iGrant form for all their TPEP training needs, reducing workload and facilitating districts in taking a more integrated view of the program.

8. Program evaluation or evaluation of major findings:

Most districts accessed the training funding in 2022-23. Those districts that did not request or use the funds tended to be small and remote. Districts used the funds for salary and benefits to support additional teacher time, substitute teachers for release time, purchasing the services of approved trainers, registration fees, and training supplies and materials. Due to the continued availability of virtual trainings, travel costs remained low.

9. Major challenges faced by the program:

With a significant turnover in district and school leadership during the pandemic, and with attention returning to instructional leadership, clarifying what is required for evaluation and unpacking misconceptions are challenges faced by the program. School districts are feeling the loss of the ESSER dollars in support of learning recovery and are looking to state budgets to continue to fund important work begun with federal dollars.

10. Future opportunities:

Program: TPEP is well-placed to leverage growth in educator understandings and practices for culturally responsive teaching and leading. As the state-level program funds in RJ1 are being used to bring in expertise and learning opportunities for educators, the district-level grant funds in RC1 support educators in taking advantage of them.



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The ways in which the district-level grant funds can be prioritized to meet the requirements of RCW 28A.405.106 were clarified by implementing a three-tier system for using the grant funds that communicated to districts how to prioritize their allocation.

The changes in evaluating student growth and the updated instructional framework for ask educators to focus on how they are using information on the amount of growth students were making to inform their practice, how to engage students more deeply in assessing their own progress and next steps, and ways to learn about and understand how students are experiencing the learning. Districts and schools have one more year before required use of the revised student growth goals and the updated Danielson framework. Activities in support of implementation are allowable expenditures of the grant funds.

Budget: For 2022-23 allocations were adjusted to ensure that an adequate base level of funding was provided for small districts and funding aligned with planned activities. For the 2023-24 school year, allocations for all districts are being held until mid-November. Allocations for any districts that do not apply will be redistributed to districts that have indicated additional need.

11. Statutory and/or budget language:

\$4,000,000 of the general fund—state appropriation for fiscal year 2022 and \$4,000,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for the provision of training for teachers, principals, and principal evaluators in the performance-based teacher principal evaluation program.

12. Other relevant information:

With the loss of ESSER funding, districts are seeking additional support through established allocations of state grants to continue programming previously funded by federal dollars. As the capacity of our data systems grow in their predictive capacity, we can better align allocations with need for funding for the training of new educators.

The 2023-24 school year is the last year that allocations are distributed through the iGrants system. In the 2024-25 school year, application and allocation for this funding will be distributed through EGMS, which will present a learning curve for both OSPI staff and school districts. Streamlining the application questions to closely align with proviso language results in a shorter application process for districts that will hopefully yield a greater percentage of school districts claiming their funds. Program data that was previously collected via the iGrants application will need to be collected through other methods.



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13. Schools/districts receiving assistance:

[preliminaryfy23state-fundedprovisograntawardsupdated-42823.xlsx \(live.com\)](#)

14. Program Contact Information:

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