

TPEP Guidance for 2020-21

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Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Why new guidance?

- **Reduce demands** on educators at a time of great challenges.
- Ensure **fairness** for teachers and principals who are being asked to do their work in very different ways.
- Emphasize what is most important about the system: **GROWTH**
- Introduce concepts that increase **cultural responsiveness**.



Comprehensive Evaluation Guidance

Employment/Evaluation Status	Recommended Process
<p>Teachers and principals in years 2 and beyond who are scheduled for a Comprehensive evaluation under RCW 28A.405.100</p>	<p>Decide on two criteria to be formally scored using evidence provided during the 20-21 school year. Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher's or principal's evaluator, per WAC 392-191A-120 and 392-191A-210. <i>Choose one student growth goal, either 3 or 6.</i></p> <p>Teacher/principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15.</p>



Comprehensive Evaluation Guidance (cont'd.)

Employment/Evaluation Status	Recommended Process
<p>Teachers/principals in their first year of teaching/leading, on a Comprehensive evaluation</p>	<p>Use the traditional Comprehensive process OR Determine at least two criteria to be formally scored using evidence provided during the 20-21 school year. Remaining criteria to be scored "Basic" as default score. <i>Districts are encouraged to note the use of "default scores due to the circumstances of the COVID-19 pandemic" where applicable.</i></p> <p>Determination of the scored criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher's or principal's evaluator, per WAC 392-191A-120 or 392-191A-210.</p> <p>If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may over-ride the Basic score.</p>



Comprehensive Evaluation Guidance (cont'd.)

Employment/Evaluation Status	Recommended Process
Teachers/principals with two or more years of successful performance in another WA district ("Provisional 3") or another state who are in their first year of teaching/leading in a new district (and, therefore, on a Comprehensive evaluation)	Use the traditional Comprehensive process OR use process identified in #2 above OR handle locally on a case-by-case basis.
Teachers/principals on probation or plan of improvement	Handle locally on case-by-case basis.



Student Growth Goals: Changes for 20-21

- Modified Comprehensive: Choose one goal, either Criterion 3 or 6
- Focused: Same as in the past (3, 6, or 8 if that is the chosen criterion)
- All:
 - Significant learning goal from the WA State Learning Standards
 - Unit of study (several weeks)
 - Students involved in formative assessment
 - Teacher seeks information on how students are experiencing the learning

SGG Changes for 20-21 (cont'd.)

- *Promising Practices*
 - Goal includes a habit of mind or Social/Emotional element
 - Learning measured using performance tasks
 - Universal Design for Learning (UDL) for instruction/assessment
- 3.2 and 6.2
 - Reflective questions
 - New rubrics



SGG Resources

- Performance assessments and sample goals: <http://vue.annenberginstitute.org/issues/47/performance-assessment-examples-quality-performance-assessment-network>
- Karin Hess's Cognitive Rigor Matrices: <https://www.karin-hess.com/cognitive-rigor-and-dok>
- Habits of Mind: <https://www.habitsofmindinstitute.org/wp-content/uploads/2018/10/HabitsofTheMindChartv2.pdf>
- Student Perception Surveys: Located in the Teacher part of the eVAL evaluation management system ("Perception Survey"). Available to all districts.

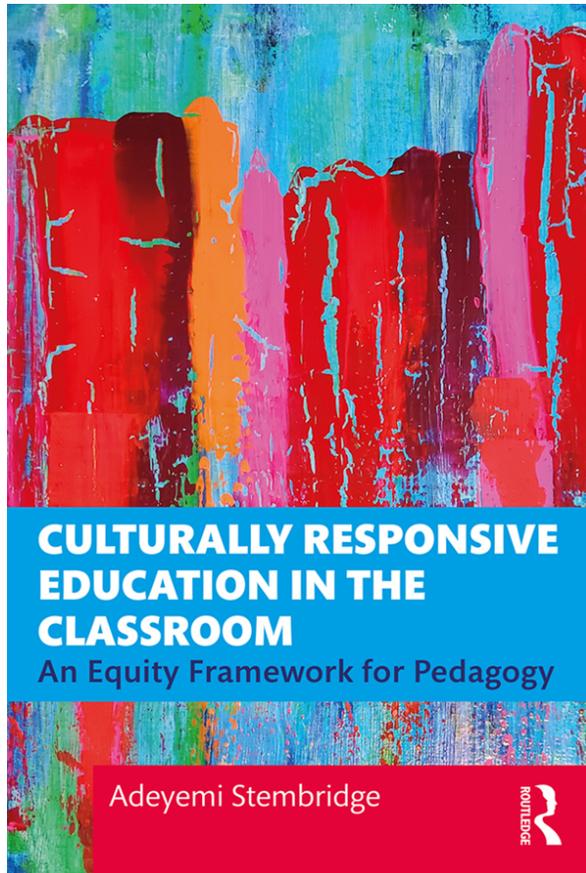


What about eVAL?

- System allows for “Focused,” “Comprehensive,” and “Modified Comprehensive”
- “Assigned” scores will come from the last overall Comprehensive score (not criterion-specific)
- Student Growth rubrics are being updated for 3.2 and 6.2



What's next for TPEP?



- CSTP - Statewide Book Club on this book
- CSTP Leadership Lab with Dr. Stenbridge and teachers/principals who have worked with him
- “Equity in Your Framework” offerings



Your questions...



Thank you!

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