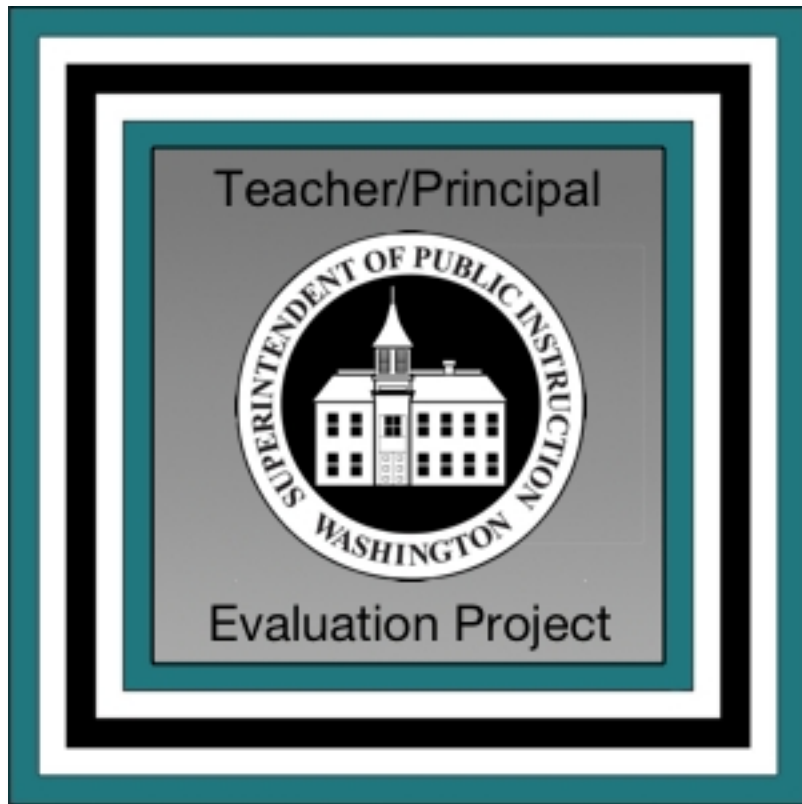


Teacher & Principal Professional Growth and Evaluation

Overview Presentation



Jim Koval

OSPI

Michaela Miller

OSPI

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Washington State Teacher/Principal Evaluation Project

Improving Student Learning Through Improved Teaching and Leadership

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Quick Links | News & Updates eVAL CEL Danielson Marzano AWSP Framework Marzano Leadership iTunes U RIGs

Education Pathways TPEP Meeting

Pictured from left to right: Paula Quinn & Gary Kipp, AWSP; Brian Vance, Seattle Public Schools; Michaela Miller, OSPI; Jeanne Harmon, CSTP; and Mark Gardner, Camas School District.

Using IE and not seeing images above? Find out how to fix it here.

News & Updates

- Watch the Marzano School Leadership Evaluation Model Webinar
- Now Accepting Applications for Marzano LCFESs
- Statewide Professional Learning Plan Released
- Register Now for the Marzano School Leadership Evaluation Model Webinar on Feb. 19
- Memo, New Rules on Professional Growth and Evaluation of School Personnel Now Available

About the Project

Welcome to the home of Washington's Teacher/Principal Evaluation Project (TPEP). Designed as a resource and tool, you'll be able to learn about the legislation that created the program, see much of the process our pilot sites went through in developing their models, and get the latest information about the upcoming 2013-14 implementation.

TPEP Core Principles

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance "inputs or acts" with "outputs or results."
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

TPEP Status

- 77% of the state's districts are involved as a pilot, RIG, or School Improvement site
- The 226 involved districts cover 83% of the state's students
- Nearly 70% of districts have already selected an instructional framework
- Learn more with our one-page overview document (PDF)

View the list of district framework choices.

The Wisdom of Practice

*“After 30 years of doing such work, I have concluded that classroom teaching...is perhaps the most complex, most challenging, and most **demanding, subtle, nuanced, and frightening activity** that our species has ever invented...The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster.”*

– Lee Shulman
Stanford University

Why Assess Teacher & Principal Effectiveness?

- Quality Assurance
- Professional Learning

Teacher/Principal Evaluation Project

- Teacher and Principal Evaluation System Overview
 - Instructional and Leadership Frameworks
 - Definitions of comprehensive and focused evaluations
 - Summative Methodology
 - Criterion Scoring
 - Student Growth within Teacher and Principal Evaluation
- Support and Resources
 - Rater Agreement Definition/Principal Training
 - eVAL Management System

TPEP Core Principles

“We Can’t Fire Our Way to Finland”

- The critical importance of teacher and leadership quality.
- The professional nature of teaching and leading a school.
- The complex relationship between the system for teacher and principal evaluation and district systems and negotiations.
- The belief in professional learning as an underpinning of the new evaluation system.
- The understanding that the career continuum must be addressed in the new evaluation system.
- The system must determine the balance of “inputs or acts” and “outputs or results.”

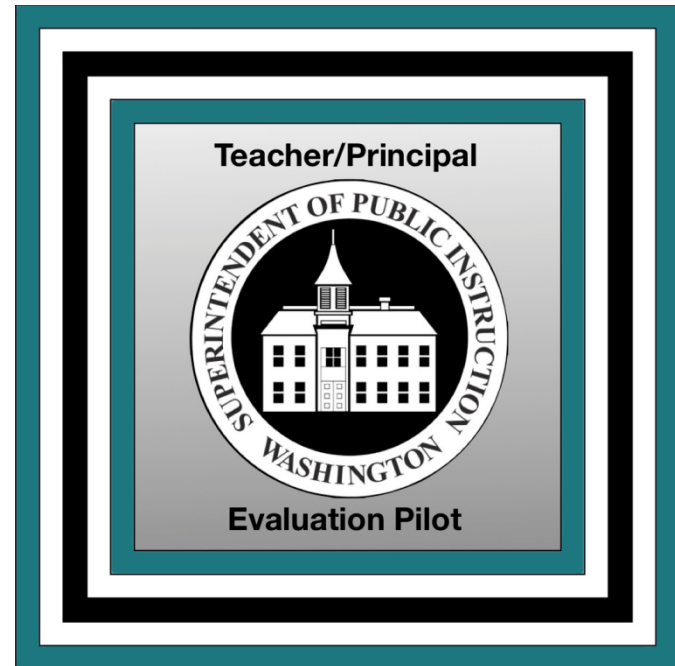
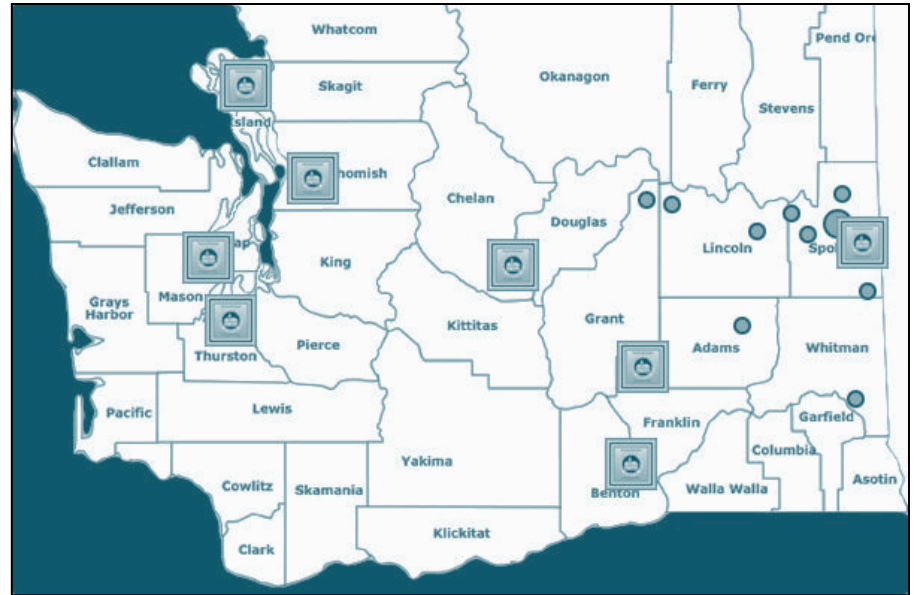
TPEP Pilot Sites

Teacher and Principal Evaluation Project (TPEP)

Anacortes
Central Valley
Kennewick
North Thurston
North Mason
Othello
Snohomish
Wenatchee

ESD 101 Consortium

Almira
Davenport
Liberty
Medical Lake
Pullman
Reardan-Edwall
Wellpinit
Wilbur



Steering Committee



E2SSB 6696
(2010)

SB 5895
(2012)

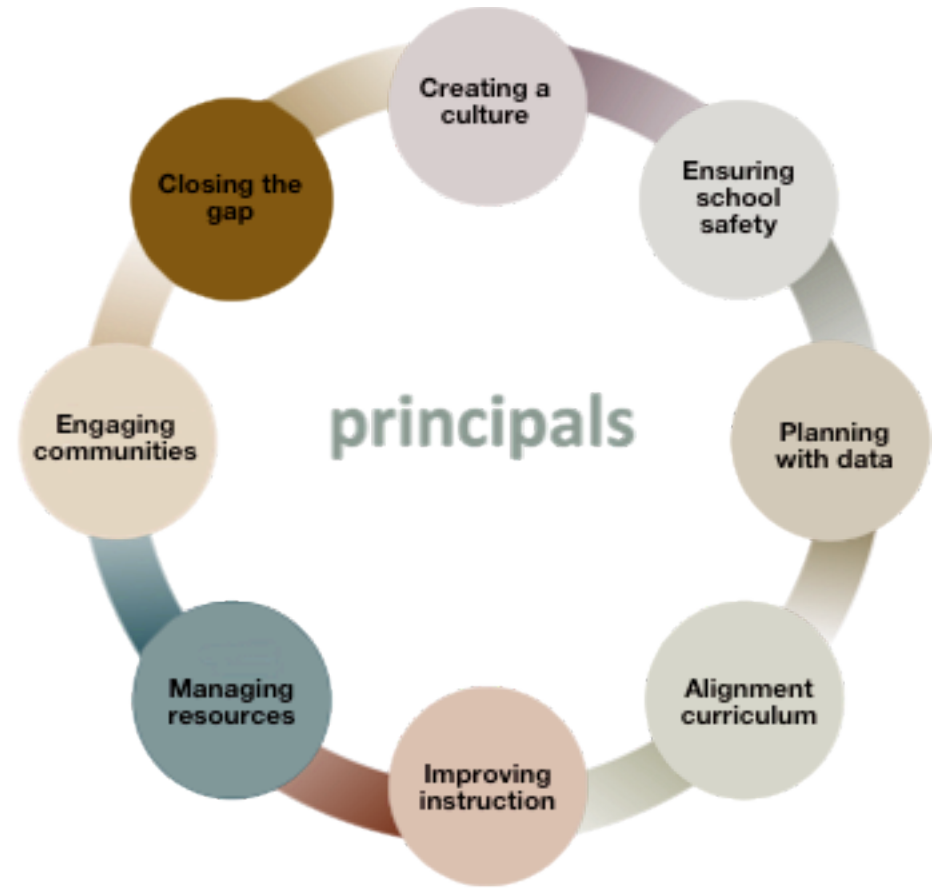
ESEA Waiver
(Summer 2012)



Teacher and Principal Evaluation Criteria

INSTRUCTIONAL AND LEADERSHIP FRAMEWORKS

TPEP Criteria Themes



Culture

Data

Content

Instruction

Community

Frameworks in 2013-14

| Framework | Changes from Framework Authors | Modification and Adaptations from Districts |
|-------------------------|--|---|
| CEL 5 Dimensions + | NO | NO Changes to Rubrics/Adding Indicators May add to Possible Observables |
| Danielson | Yes- Danielson 2013 Very Minor Changes to Framework Available May 2013 | NO Changes to Rubrics/Adding Components May add to Critical Attributes/Examples |
| Marzano (Instructional) | NO | NO Changes to Rubrics/Adding Components May add to Possible Evidence |
| AWSP Leadership | Yes- AWSP 2013 Very Minor Changes to Framework – May 2013 | NO Changes to Rubrics/Adding Components May add to possible Measures/Evidence |
| Marzano (Leadership) | NO | NO Changes to Rubrics/Adding Components May add to Possible Evidence |

Comprehensive Evaluation Teachers

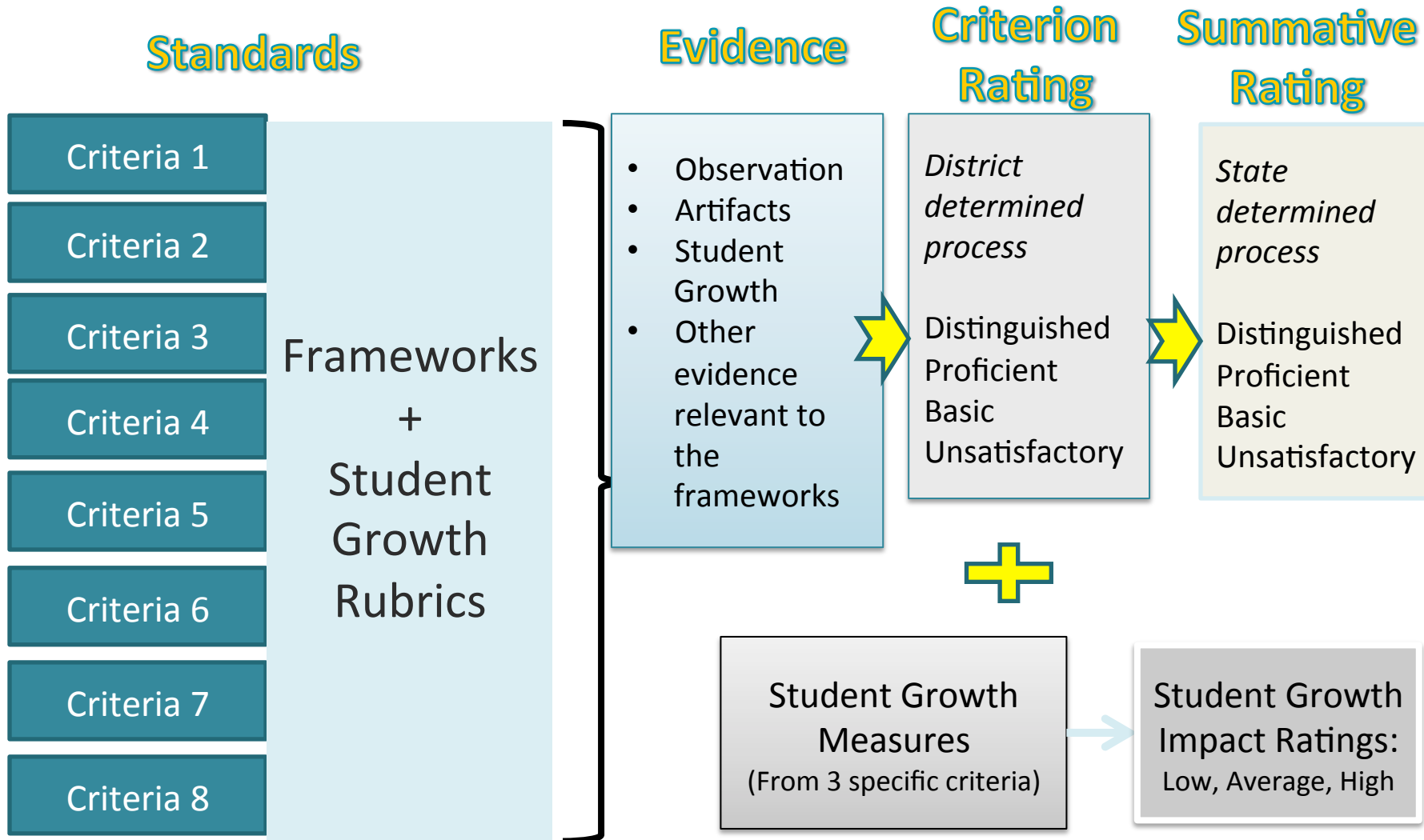
- Assesses all 8 evaluation criteria.
- All criteria contribute to the comprehensive summative evaluation rating.
- Student Growth Rubrics embedded in Criterion. (3, 6, 8)
- All provisional classroom teachers and any classroom teacher not on level 3 or level 4 receive Comprehensive evaluation.
- All classroom teachers shall receive a comprehensive summative evaluation at least once every four years.

Comprehensive Evaluation Principals

- Assesses all 8 evaluation criteria.
- All criteria contribute to the comprehensive summative evaluation rating.
- Student Growth Rubrics embedded in Criterion. (3,5,8)
- “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 Scoring Process

Teachers and Principals



Focused Evaluation

Certificated Classroom Teachers

- Includes an assessment of one of the eight criterion.
- Student Growth Rubrics from one of the three criterion
 - *If a teacher chooses 3,6 or 8; their accompanying student growth rubrics will be used.*
 - *If a teacher chooses Criterion 1,2,4,5,7, the accompanying student growth rubrics from Criterion 3 or 6 will be used.*
- Approved by the teacher's evaluator.
- 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 criterion.
- Student Growth Rubrics from one of the three criterion
 - *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.
- A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled.

Focused Evaluation Scoring Process

Teachers and Principals

Standards

Evidence

Criterion = Summative Rating

One
Criterion is
chosen and
approved by
evaluator

Criteria 2

Framework
Components
+
Student
Growth
Rubrics

- Observation
- Artifacts
- Student Growth
- Other evidence relevant to the frameworks



Student Growth
Measures
(A rating of 1 in the rubric
rows triggers a student
growth inquiry)

Distinguished
Proficient
Basic
Unsatisfactory



And now for something much easier
to talk about...

CRITERION SCORING

STUDENT GROWTH PROCESS

SUMMATIVE SCORING METHODOLOGY

Criterion Scoring

- 1. Guiding Principles
- 2. Formative Evidence Gathering Matrix
(Framework Specific)
- 3. Summative Criterion Rating
- 4. Guiding Questions for Criterion Rating
- 5. Use OSPI Summative Scoring Process for Final Rating

Guiding Principles for Criterion Scoring

- The primary goal of any system of teacher or principal evaluation is to promote principal, teacher and student learning.
- Accurate teacher and principal evaluation requires trained observers using a research-based instructional or leadership 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 or leadership framework is a system for growth in practice.
- Reliability and validity of the instructional or leadership framework relies on implementation of the full framework rather than individual components/indicators. (comprehensive)
- It is imperative to remain in the formative mindset until the final summative rating is determined.

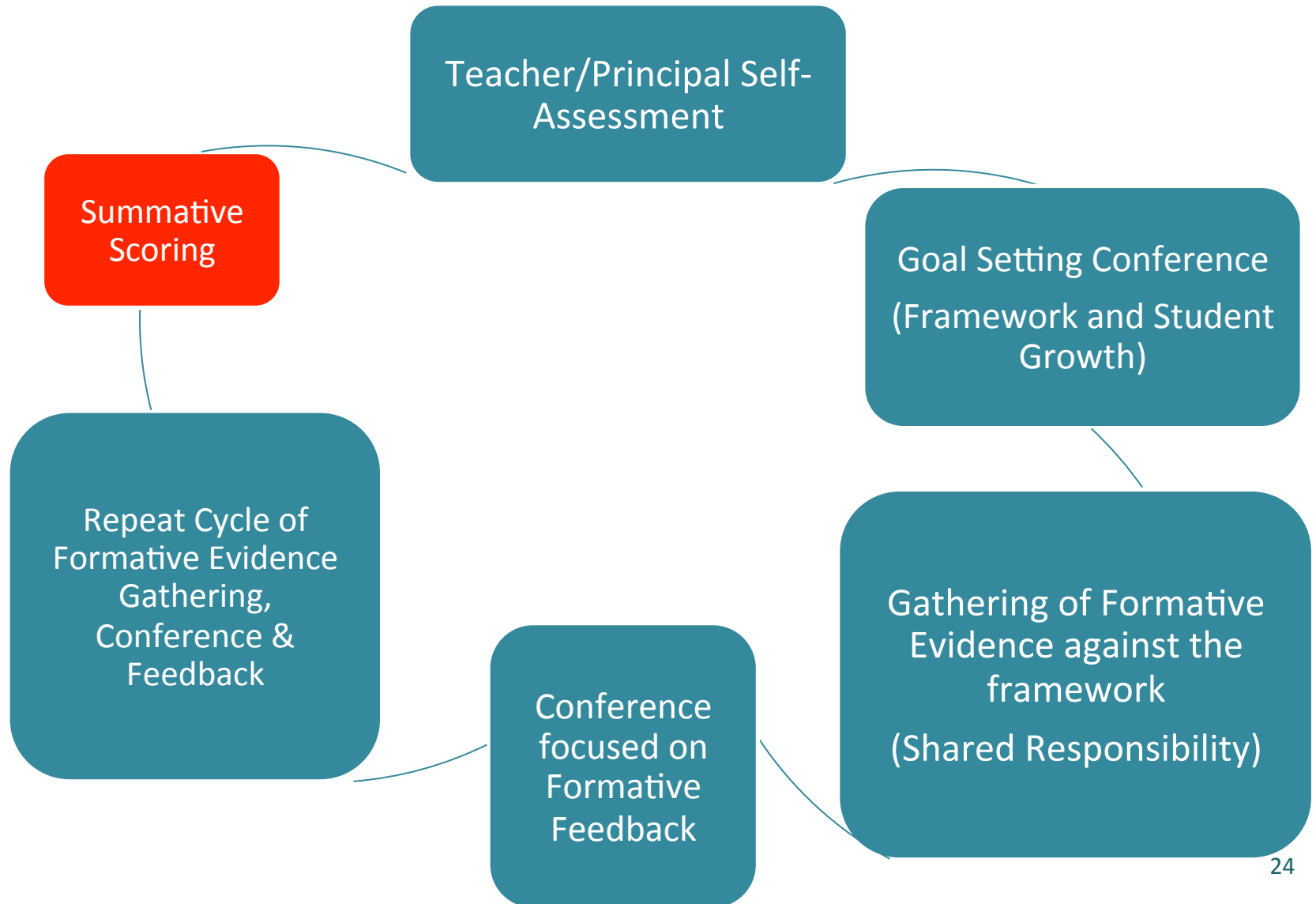
Using the Matrix

- Gather formative evidence of observed practice to enter (a minimum of three pieces or touch point evidence is recommended before each conference). **FORMATIVE**
- Using the **rubrics** of your districts' chosen framework, make a determination that represents the **preponderance of evidence** that defines the rating for each component/indicator. **FORMATIVE**
- Taking the rating generated from the preponderance of evidence and generating a component/indicator score on the four level rating system. **MOVING FROM FORMATIVE TO SUMMATIVE.**

Evidence

- Evidence means observed practice, products or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. (WAC 392-191A-030)

Criterion Scoring



Criterion Scoring

| Criteria Component/Indicator | Unsatisfactory | Basic | Proficient | Distinguished | Criterion Score |
|--|----------------|-------|------------|---------------|-----------------|
| Criterion 1 Centering instruction on high expectations for student achievement. | | | | | P |
| 2b | | XX | X | | B |
| 3a | | X | XX | | P |
| 3c | | | XXX | | P |
| Criterion 2 Demonstrating effective teaching practices | | | | | ? |
| 3b | | XX | X | | B |
| 4a | | X | XX | | P |

How do you deal with “?”

| CRITERIA | RATING |
|-----------------|---------------|
| Criterion 1 | 3 |
| Criterion 2 | ? |
| Criterion 3 | 3 |
| Criterion 4 | 3 |
| Criterion 5 | ? |
| Criterion 6 | 3 |
| Criterion 7 | 2 |
| Criterion 8 | 3 |

Sample Guiding Questions:

- What else do I need to see or consider to make a final decision – what is available to me?
- What is the distribution of evidence over time?
- Has there been demonstrated and consistent improvement? If there was growth, was the growth sustained?
- What would be the tipping point? If I consistently saw X, I would feel confident that the performance is “Basic” – if I consistently saw “Y”, I would feel confident that the performance is “Proficient”?
- What is the essence of this criterion? (ie: the big picture) – go back and find the key words in the framework/rubric. What does the evidence tell you about the evaluatee’s performance and growth with regards to this essential aspect of the components/indicators criterion?
- Is this evaluatee more basic than s/he is proficient, or more proficient than s/he is basic in this area? What is your evidence based in the framework/rubric to support your decision?

Know Thy Impact!

“There is no recipe, no professional development set of worksheets, no new teaching method, and no band-aid remedy.

It is a way of thinking: ‘My role, as a teacher, is to evaluate the effect I have on my students.’ It is to ‘**know thy impact**,’ it is to **understand** this impact, and it is to **act** on this knowing and understanding.

John Hattie, Visible Learning (2012)

Know Thy Impact!

- This requires that teachers (and leaders) **gather defensible and dependable evidence** from many sources, and hold collaborative discussions with colleagues and students about this evidence, thus **making the effect of their teaching visible to themselves and to others.”**

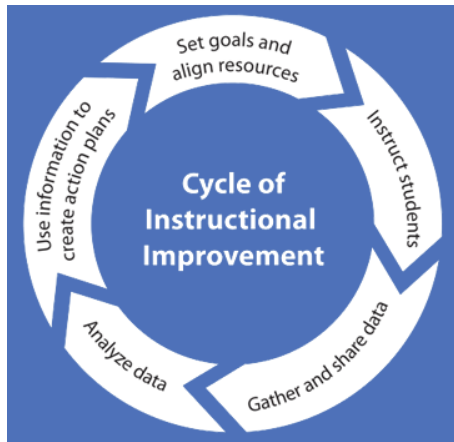
John Hattie, Visible Learning (2012)

Evaluation Measures

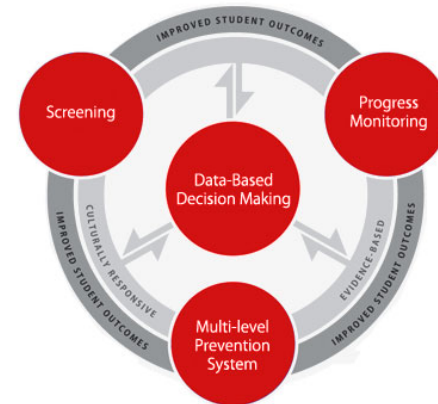
Current vs. New

| Current Evaluation System | New Evaluation System |
|---------------------------|-----------------------|
| Observation | Observation |
| YES | YES |
| Student Growth | Student Growth |
| NO | YES |
| Other Evidence | Other Evidence |
| NO | YES |

We have been working hard on the Improvement of Instructional Practice



What is underneath the surface?



Set new high and worthwhile goals that are appropriate for these students at this time



Evaluate student learning in light of the goals and the instruction

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Implement instruction designed to attain those goals

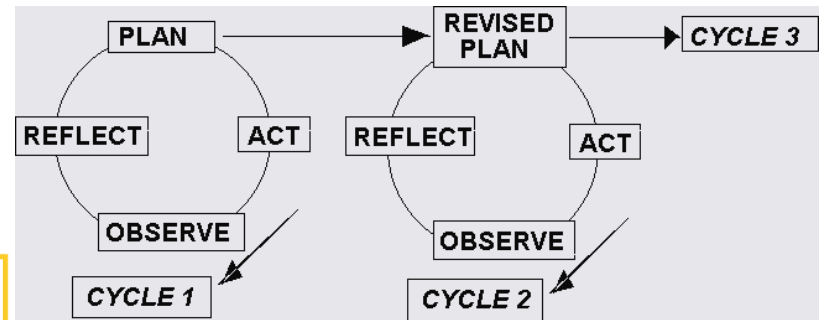
Set high, worthwhile goals appropriate for these students, at this time, in this setting



Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

Five Core Propositions

- ➡ Teachers are committed to students and their learning
- ➡ Teachers know the subjects they teach and how to teach those subjects to students
- ➡ Teachers are responsible for managing and monitoring student learning
- ➡ Teachers think systematically about their practice and learn from experience
- ➡ Teachers are members of learning communities



ESSB 5895 Establishes New Definitions Around Student Growth Measures

Both E2SSB 6696 and ESSB 5895 contain language around student growth including:

- Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth means the change in student achievement between two points in time.

Changes...

- Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria.
- Student growth data elements may include the teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate.

Student Growth Theory of Action

If state leaders **allocate** student growth funds and **provide a viable structure** for setting, monitoring and evaluating student learning goals...

Then district leaders will **present a vision for student learning** that starts with the **students**, data and standards...

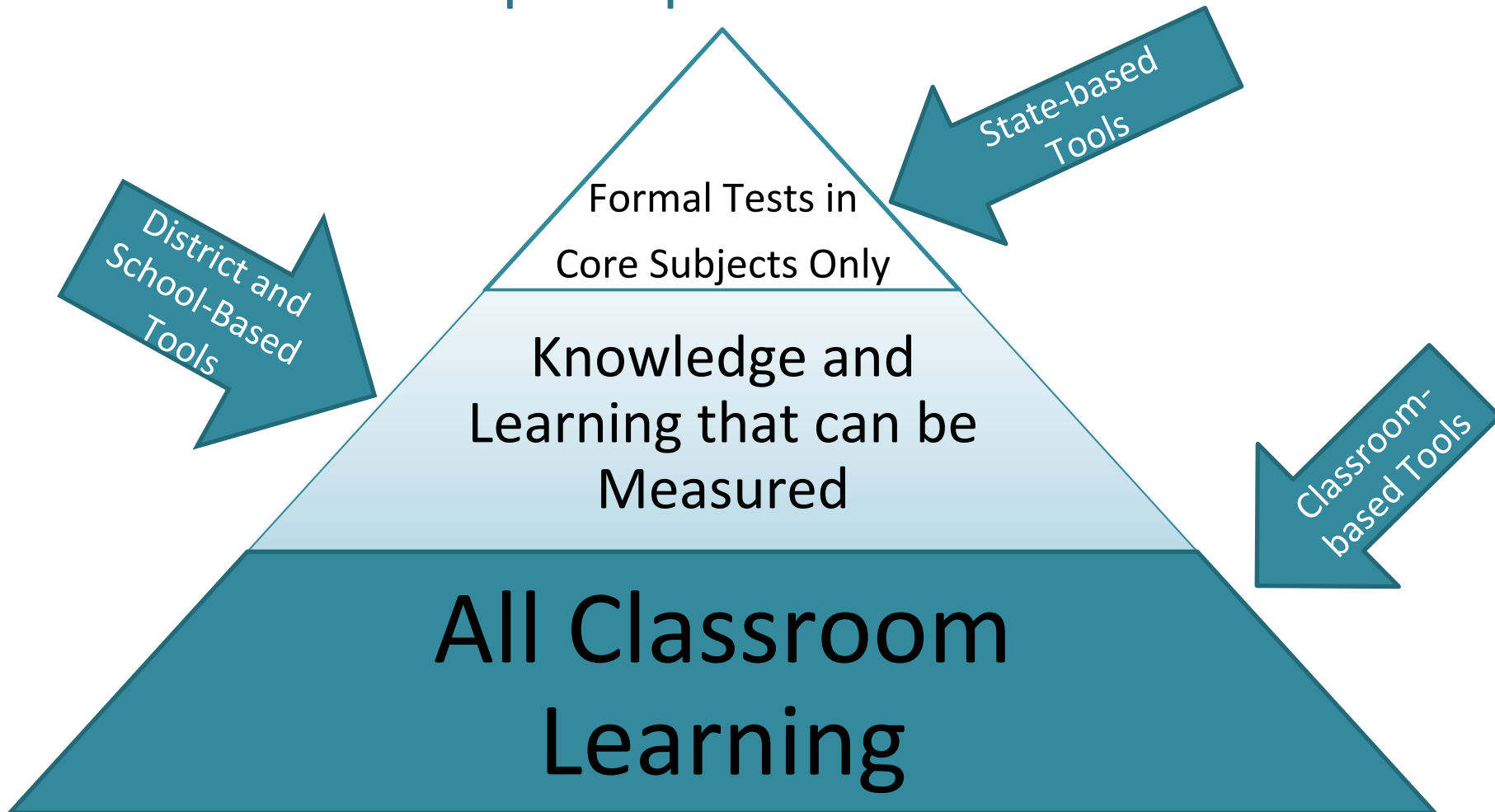
Then teachers and principals will set **meaningful learning targets and monitor growth** for all students...
(3.1, 6.1, 8.1)

And specific outcomes for students will result in **all students reaching their full learning potential**.
(3.2, 6.2)

Defining Key Terms

- **Student Achievement:** The status of subject-matter knowledge, understandings, and skills at one point in time.
- **Student Growth (Learning):** The growth in subject-matter knowledge, understandings, and skill between two points in time.

It is student growth, not student achievement, that is relevant in demonstrating impacts teacher and principals have on students.



Student Growth Rubrics

- The TPEP steering committee organizations approved statewide rubrics for student growth to ensure consistency in implementation of the evaluation system across Washington State.
- The rubrics for student growth describe both goal-setting and outputs of student learning.
- OSPI has provided student growth rubrics for each of the three criterion
 - Teachers #3, #6, and #8
 - Principals #3, #5, and #8

Student Growth Principal Rubric Language

SG 8.3

| | | | practices, demonstrates improvement in closing identified gaps | teaching full learning potential |
|--|---|--|---|--|
| 8.3 Provides evidence of growth in student learning | Achievement data from multiple sources or data points show no evidence of student growth toward the district’s learning goals; there are growing achievement gaps between student subgroups | Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district’s learning goals for identified subgroups of students | Achievement data from multiple sources or data points show evidence of improving student growth toward the district’s learning goals; the average achievement of the student population improved as does the achievement of each subgroup of students identified as needing improvement | Achievement data from multiple sources or data points show evidence of consistent growth toward the district’s learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students |

Student Growth Teacher Rubric Language

SG 3.1 & 3.2

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Student Growth 3.1: Establish Student Growth Goal(s)

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|--|
| Does not establish student growth goals or establishes inappropriate goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals. | Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals. | Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals. | Establishes appropriate student growth goals for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals. |

Student Growth 3.2: Achievement of Student Growth Goal(s)

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|--|
| Growth or achievement data from at least two points in time shows no evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students. | Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students. | Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students. |

Student Growth/Learning - Teachers

- Five Student Growth Rubric Rows
 - 3.1 Establish Student Growth Goals
Re: individual or subgroups of students (achievement/opportunity gap)
 - 3.2 Achievement of Student Growth Goals
Re: individual or subgroups of students (achievement/opportunity gap)
 - 6.1 Establish Student Growth Goals using Multiple Student Data Elements
Re: whole class based on grade-level standards and aligned to school and district goals
 - 6.2 Achievement of Student Growth Goals
Re: whole class based on grade-level standards and aligned to school and district goals
 - 8.1 Establish Team Student Growth Goals
Re: Teacher as part of a grade-level, content area, or other school/district team

Student Growth/Learning - Principals

- Three Student Student Growth Rubric Rows
 - Criterion 3: Demonstrated and measureable improvements in student academic growth readily apparent (whole school data)
 - Criterion 5: Assessment results of selected teachers show measurable and improving academic growth of students (selected subgroup of teachers)
 - Criterion 8 Provides evidence of growth in student learning achievement data related to school and subgroups (achievement/opportunity gap)

Nesting Dolls



Student Growth/Learning Goals

Defining Key Terms

- **Goal:** A Student Learning Goal is a standards-based, rigorous and relevant learning target that teachers set for groups (Criterion 6 & 8) or subgroups of students (Criterion 3).
 - Specific and measureable
 - Based on prior learning data
 - Aligned to state and content standards
 - Aligned to school and district priorities/ SIP
- **Learning Targets:** Learning Targets are statements of intended learning that are used to create and carry out the student learning goal.

Student Growth/Learning Goals

Grain Size

- Finding the right grain size for the “goal(s)” is a major challenge. Some things to keep in mind:
 - There is no perfect grain size, because we are definitely in search of the Goldilocks or “just right” goal.
 - The grain size should be relevant to the rubric language. (i.e. 3 around subgroups or 6 around whole class)
 - Larger grain size “goals” might require multiple assessments, while more specific goals could probably be measured with a minimum of 2 performance tasks or other relevant assessment.

Creating Growth Goals: First Steps

The Goldilocks Approach

STUDENT GROWTH GOAL

Literacy: Informational Text Writing K-5

| | Too Narrow | JUST RIGHT | Too Broad |
|----------------------------|---|--|---|
| 6.1 Whole Group | All students (with 100% accuracy) will determine the meaning of the root word when the affix 'un' is added. | In the 2013-2014 year students in my science class will accurately identify, define and use vocabulary appropriate to the rocks and minerals content area. Tier II word use will transfer to other subject areas i.e. observation, properties. This will be measured through a pre-test, formative assessment, think~write~pair~share, reflective writing and a post-test. | All of my students will understand and apply grade level vocabulary to content areas. |

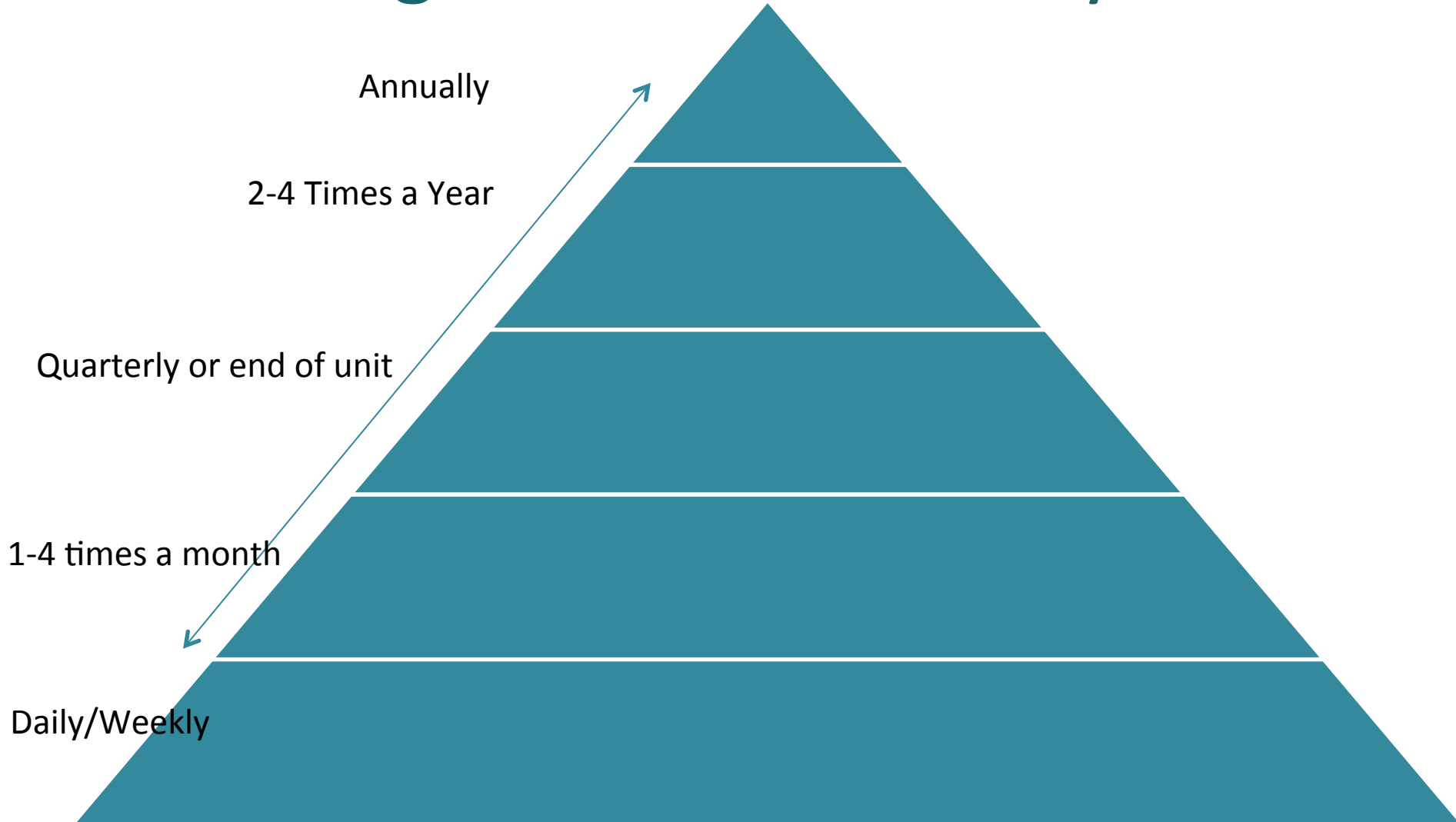
Student Growth/Learning District Preparation

- How can districts prepare for implementing the student growth component of the new evaluation system?
 - 1. Goal Setting: Provide support for teachers and principals to set quality, rigorous and aligned (to standards) goals.
 - 2. Data: Provide relevant student growth data for principals and teachers to use prior to September.
 - 2. Measures: In 2013-14 stay close to the classroom, but experiment with school, district and state-based tools.

Assessments

- We need high quality assessments to evaluate the extent to which students have achieved the goals
- Some thoughts before delving into “assessments”:
 - Think broadly about “assessment” (i.e. performance assessments, project-based and
 - **Do not let the assessment drive the goal**; the assessment should be used to support learning goals (let’s move to “enduring understandings”)
 - The learning goal and assessment should be things that teachers would use in the classroom as part of good instructional practice
 - Beware of Campbell’s Law!
 - Determine how students can be incorporated in the goal setting process in order to have them take some ownership of their own learning.

Creating Your Own Data Pyramid



Summative Rating Process Overview

- ESSB 5895 requires OSPI to determine a summative scoring methodology (In WAC 392-191A)
- Summative Rating is determined through a “Raw Score” Model
- Generated from the TPEP Pilot Sites and approved by the TPEP Steering Committee
- Used for both the teacher and principal evaluation systems
- Determination of overall criterion score based on both:
 - Instructional framework rubrics
 - Student growth rubrics

Teacher & Principal Raw Score Model Sample

| Evaluation Criteria | Overall Criterion Scores |
|-------------------------------|--------------------------|
| * Student Growth- Teachers | |
| ** Student Growth- Principals | |
| Criterion 1 | 3 |
| Criterion 2 | 4 |
| */** Criterion 3 | 3 |
| Criterion 4 | 2 |
| ** Criterion 5 | 3 |
| * Criterion 6 | 2 |
| Criterion 7 | 3 |
| */** Criterion 8 | 2 |
| Total Summative Score | 22 |

| OSPI Approved Summative Scoring Band | | | |
|--------------------------------------|--------------|-------------------|----------------------|
| 8-14 | 15-21 | 22-28 | 29-32 |
| 1 | 2 | 3 | 4 |
| Unsatisfactory | Basic | Proficient | Distinguished |



Student Growth Rubric and Rating (Teacher)

| Student Growth | Goal-Setting Score Based on Rubric | Student Growth* Score Based on Rubric | Overall Student Growth Criterion Score |
|-----------------------------|------------------------------------|---------------------------------------|--|
| Criterion 3 | 3 | 2** | 5 |
| Criterion 6 | 2 | 2** | 4 |
| Criterion 8 | 2 | N/A | 2 |
| Student Growth Score | 7 | 4 | 11 |

| OSPI Approved Student Growth Impact Rating Scoring Band | | |
|---|----------------|-------------|
| 5-12 | 13-17 | 18-20 |
| Low | Average | High |

*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.**

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

Student Growth Rubric and Rating (Principal)

| Student Growth | Student Growth* Score Based on Rubric |
|-----------------------------|---------------------------------------|
| Criterion 3.4 | 2** |
| Criterion 5.2 | 2** |
| Criterion 8.3 | 1** |
| Student Growth Score | 5 |




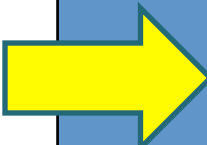
| 3-5 | 6-9 | 10-12 |
|-----|---------|-------|
| Low | Average | High |

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.**

Evaluators place principals into summative rating categories based on score bands. **As illustrated below, this principal would receive a low student growth rating**

Summative Rating & Impact on Student Learning Matrix

| | | | | |
|--|----------------|---|-----------------------------|------|
|  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summative Rating</p> | Distinguished | <i>Proficient Rating</i> Student Growth Inquiry | <i>Distinguished Rating</i> | |
| | Proficient | <i>Proficient Rating</i> Student Growth Inquiry | <i>Proficient Rating</i> | |
| | Basic | <i>Basic Rating</i> Student Growth Inquiry | <i>Basic Rating</i> | |
| | Unsatisfactory | <i>Unsatisfactory Rating</i> Plan of Improvement | | |
| Consequences as a result of Intersection between Summative Rating and Impact on Student Learning Rating | | Low | Average | High |
| | |  Impact on Student Learning | | |

Student Growth Inquiry Consequences:

Within two months of receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be initiated by the evaluator:

- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment;
- Schedule monthly conferences with the teacher to discuss/revise goals, progress toward meeting goals, and best practices; and/or
- Create and implement a professional development plan to address student growth areas.

Modules

- Introduction to Educator Evaluation in Washington
- Using Instructional and Leadership Frameworks in Educator Evaluation
- Preparing and Applying Formative Multiple Measures of Performance: An Introduction to Self-Assessment, Goal Setting, and Criterion Scoring
- Including Student Growth in Educator Evaluation
- Conducting High-Quality Observations and Maximizing Rater Agreement
- Providing High-Quality Feedback for Continuous Professional Growth and Development
- Combining Multiple Measures into a Summative Rating

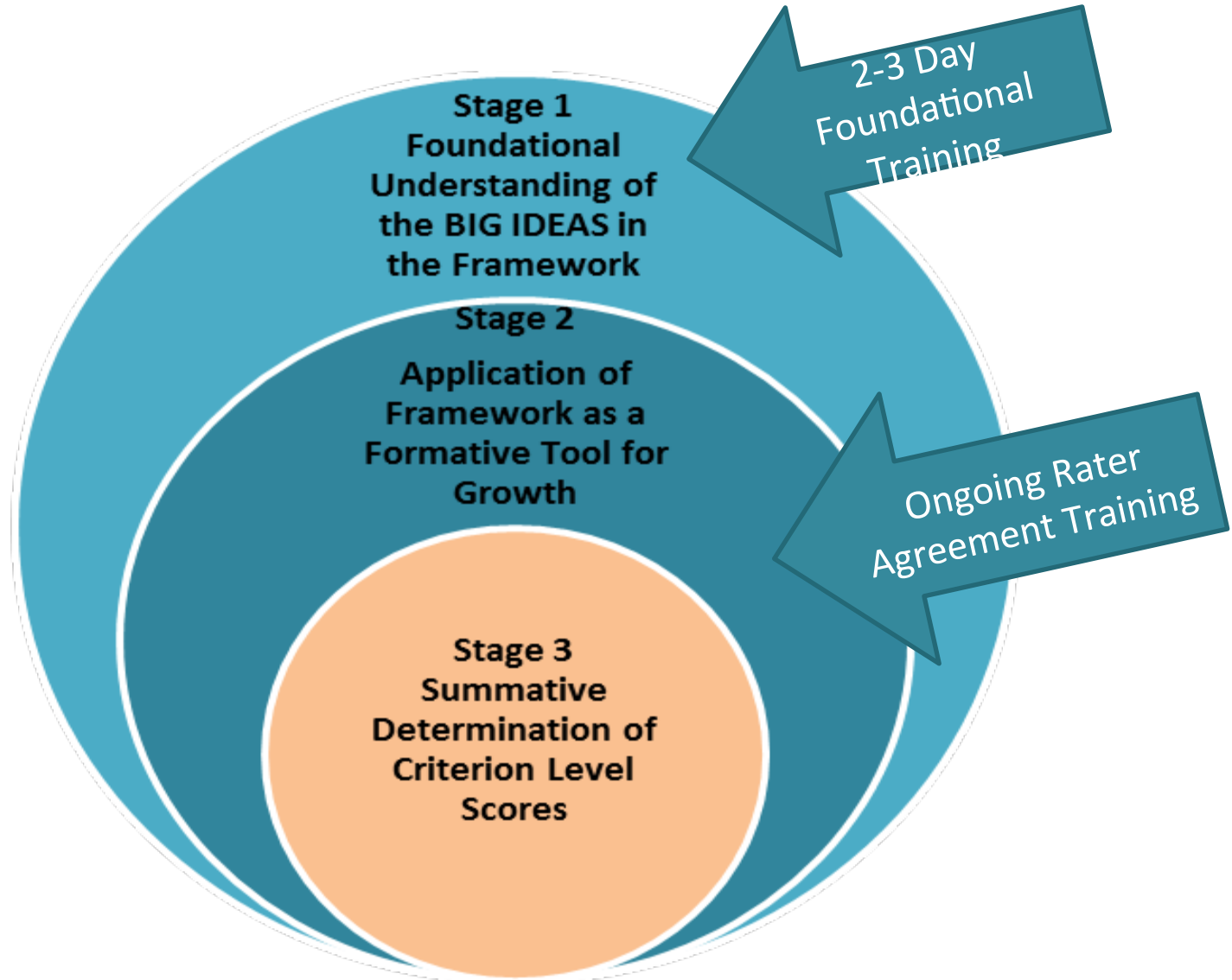
Principal and Administrator Training

RATER AGREEMENT

Rater Agreement Background

- The TPEP project has relied heavily on the growing body of research, the framework authors and the practical input from practitioners in the pilot sites to create a “working definition” of rater agreement for the 2012-13 school year.
- **The new law requires that evaluators of both teachers and principals “must engage in professional development designed to implement the revised systems and maximize rater agreement.”**

Stages of Rater Agreement



Support and Resources

EVAL MANAGEMENT SYSTEM



SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

Welcome Teacher
T1 ESD 113 DAN School!

PLAN AN OBSERVATION →

Follow this link to plan for your observation.

TAKE A SELF ASSESSMENT →

Follow this link to perform a self-assessment.



What you need to know...

- 2013 Legislative Session:
 - OSPI requested 30 million to support the following aspects of the project:
 1. Continued Evaluator Training
 2. Instructional Framework Training for all Classroom Teachers
 3. Student Growth District Training
 4. Staff time to implement student growth component

Final Thought

“It is the mark of an educated man (or woman)...that in every subject he (she) looks for only so much precision as its nature permits.”

(Aristotle, 350 BC)



**When systems align and work together,
real progress is made.**

Washington State Teacher/Principal Evaluation Project

Improving Student Learning Through Improved Teaching and Leadership

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Education Pathways TPEP Meeting

Pictured from left to right: Paula Quinn & Gary Kipp, AWSP; Brian Vance, Seattle Public Schools; Michaela Miller, OSPI; Jeanne Harmon, CSTC; and Mark Gardner, Camas School District.

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News & Updates

- Watch the Marzano School Leadership Evaluation Model Webinar
- Now Accepting Applications for Marzano LCFFSs
- State of the State Educator Survey Report Released
- Register Now for the Marzano School Leadership Evaluation Model Webinar on Feb. 19
- Memo, New Rules on Professional Growth and Evaluation of School Personnel Now Available

About the Site

Welcome to the home of Washington's Teacher/Principal Evaluation Project (TPEP). Designed as a resource and tool, you'll be able to learn about the legislation that created the program, see much of the process our pilot sites went through in developing their models, and get the latest information about the upcoming 2013-14 implementation.

TPEP Status

- 77% of the state's districts are involved as a pilot, RIG, or School Improvement site
- The 226 involved districts cover 83% of the state's students
- Nearly 70% of districts have already selected an instructional framework
- Learn more with our one-page overview document (PDF)
- View the list of district framework choices.

TPEP Core Principles

Quality teaching and leading is critically important.

Professional learning is a key component of an effective evaluation system.

Teaching and leading is work done by a core team of professionals.

Evaluation systems should reflect and address the career continuum.

An evaluation system should consider and balance "inputs or acts" with "outputs or results."

Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

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