



Teacher and Principal Evaluation Project

Summary

Washington State, as other states across the country, is engaged in a comprehensive overhaul of our teacher and principal evaluation systems. Educator effectiveness continues to be a focus and critical ingredient in the education reform dialogue. To this end, the Washington State Legislature passed ESSB 5895, which became state law on June 7, 2012.

Enabling legislation

[Engrossed Substitute
Senate Bill 5895](#)

Background

The Teacher and Principal Evaluation Project (TPEP), which was created in [Engrossed Second Substitute Senate Bill 6696](#) (E2SSB 6696) in the 2010 legislative session, offers Washington the opportunity to identify the measures of effective teaching and leading. Complimentary legislation, Engrossed Substitute Senate Bill 5895 (ESSB 5895), adds specificity to the regulations outlined in E2SSB 6696. The new evaluation system must hold educators accountable and serve to leverage authentic professional growth. This emerging system was built on the foundation of the new teacher and principal evaluation criteria and developed by Washington educators. It provides a direction that will empower teachers, principals, and district leaders to meet the needs of all students in Washington. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice.

TPEP Steering Committee and Pilot Districts

The TPEP work is led by a state-level steering committee comprised of the Office of Superintendent of Public Instruction (OSPI), Washington Education Association (WEA), Association of Washington School Principals (AWSP), Washington Association of School Administrators (WASA), Washington State Parent Teacher Association (WSPTA), and the Washington State School Directors' Association (WSSDA). These six organizations model the collaborative process required to implement this new evaluation system.

The pilot consists of eight districts and one consortium of smaller districts. Pilot sites work with the TPEP Steering Committee organizations to develop new and innovative teacher and principal

Randy I. Dorn
State
Superintendent
of Public
Instruction

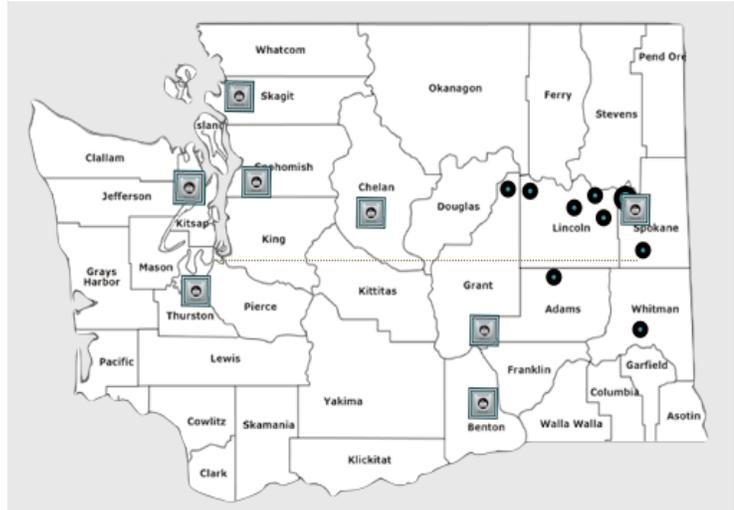
OSPI
Old Capitol
Building
PO Box 47200
Olympia, WA
98504-7200



evaluation systems that comply with the legislation and lead to a cycle of continuous improvement for both teachers and principals.

TPEP Pilot Participants

8 Districts	1 Consortium
Anacortes	Almira
Central Valley	Davenport
Kennewick	Liberty
North Mason	Medical Lake
North Thurston	Pullman
Othello	Reardan-Edwall
Snohomish	Wellpinit
Wenatchee	Wilbur



OSPI contracted with the American Institutes for Research (AIR) over the past two years to study the development of the pilot districts. The 2011 and 2012 TPEP Pilot Case Studies are available at: <http://tpep-wa.org/resources/tpep-reports-studies-presentations-surveys/>.

Implementation Status

Regional Implementation Grant Districts (RIGS)

The project expanded in August of 2011 to include another 65 districts using the regionally based Educational Service Districts (ESDs). These 65 districts used the learning from the first year of the TPEP pilot and, through a common curriculum formed the foundation of a comprehensive evaluation system for both teachers and principals. These 65 districts are piloting their models in the 2012–13 school year, a full year ahead of the full statewide implementation of 2013–14.

OSPI has issued a 2012–13 grant application for a second and third round of the Regional Implementation Grants. These grants will be used to support the remaining districts to design, implement, and provide professional learning on the new evaluation systems. The RIGs will use consistent curriculum designed by OSPI, the ESDs, and the TPEP steering committee organizations that will include:

- Overview of ESSB 5895 and collaborative decision-making protocols
- Introduction of the evaluation criteria for teachers and principals and the four-level rating system
- Orientation to and use of instructional frameworks
- Orientation to and use of the leadership frameworks
- Best practices in developing and using data in the evaluation systems, including multiple measures, student growth data, classroom observations, and other measures and evidence

Instructional and Leadership Criteria and Framework Feedback Specialist (CFFSs)

In order to prepare for statewide implementation, OSPI has contracted and trained 100 practitioners from across the state in the instructional and leadership frameworks. These CFFSs will train all of the RIG evaluators in August for piloting their systems in the 2012–13 school year.

Next Steps

ESSB 5895 created a new timeline for OSPI and the TPEP Steering Committee as it relates to specific elements of the new evaluation systems. OSPI will issue the following guidance and create rules for the new teacher and principal evaluation systems in the Summer 2012. Two reports will be issued regarding the new system:

1. Evaluation System and Instructional and Leadership Frameworks – August 2012
2. Student Growth and Summative Methodology – September 2012

For more information regarding the Teacher and Principal Evaluation Project, please see <http://tpep-wa.org> or contact Michaela Miller, Project Manager, at (360) 725-6116 or michaela.miller@k12.wa.us.