



# Memorandum

**Date:** November 13, 2013  
**To:** Senate Committee on Early Learning and K-12 Education  
**From:** Eric Wolf, Senate Early Learning and K-12 Education Committee Staff  
**Re:** **Implementation of the Teacher/Principal Evaluation Project (TPEP)**

**Legislative History.** The Teacher/Principal Evaluation Project (TPEP) was created pursuant to Engrossed Second Substitute Senate Bill 6696 (2010). The evaluation provisions of the bill were part of a larger reform effort made as part of Washington's Race to the Top application. The bill created a pilot project to test statewide implementation of an evaluation system, and moved the state from a two-tiered system of satisfactory/unsatisfactory ratings to a four-tiered evaluation system. The legislation also created eight criteria on which teachers and principals are evaluated:

<b>TPEP EVALUATION CRITERIA</b>	
<b>TEACHERS</b>	<b>PRINCIPALS</b>
Centering instruction on high expectations	Creating a culture
Demonstrating effective teaching practices	Ensuring school safety
Individualizing instruction	Planning with data
Demonstrating subject matter knowledge	Aligning curriculum
Fostering a safe, positive learning environment	Improving instruction
Using student data to modify instruction	Managing resources
Communicating with parents and school community	Engaging communities
Exhibiting collaborative and collegial practices	Closing the gap

E2SSB 6696 also established a TPEP steering committee, including representatives from OSPI, the Governor's office, the Washington Education Association, the Association of Washington School Principals, the Washington Association of School Administrators, the Washington State Parent Teacher Association, and the Washington State School Directors' Association. In March 2012, the Legislature passed Engrossed Substitute Senate Bill 5895, requiring OSPI to adopt three "preferred" instructional and leadership frameworks to be used in teacher and principal evaluations in conjunction with the eight TPEP criteria developed in E2SSB 6696.

**Timeline of Implementation.** During the 2010-11 school year, pilot districts developed new teacher and principal evaluation models. In summer 2011, OSPI recommended three research-based instruction frameworks for a statewide evaluation model. During the 2011-12 school year, pilot districts implemented and tested evaluation systems. In fall 2011, OSPI introduced Regional Implementation Grants to qualifying Educational Service Districts to encourage widespread implementation of the work done by pilot districts; 96 districts have since begun implementation using funding from a Regional Implementation Grant. In September 2012, OSPI identified three instructional and leadership frameworks to incorporate into the evaluation system. In winter 2012, OSPI adopted rules providing a common methodology for reaching a final summative performance rating for teachers and principals, and adopted rules describing levels of performance ratings.

Statewide implementation of the evaluation system begins in the 2013-14 school year. During the first year of implementation, all provisional certificated staff (typically, certificated staff with less than three years of employment in a Washington school district) will be assessed using the new evaluation system. By the 2016-17 school year, all certificated staff will have been assessed.

**Pilot Programs and Regional Implementation Grants.** In spring 2010, over 50 districts applied to participate as a TPEP pilot district. As part of their pilot application, districts chosen to participate in the pilot agreed to a number of activities, including: development of criteria for evaluations; identification of appropriate and multiple measures of student growth; development of evaluation forms; submission of evaluation data and all district collected student achievement, aptitude, and growth data regardless of whether the data factored into evaluations; and collaboration with other pilot districts, OSPI, and the TPEP steering committee. The following eight districts and one consortium from ESD 101 were awarded grants ranging from \$100,000 to \$180,000 to develop evaluation procedures during school year 2010-11 and implement their pilot programs in 2011-12:

- *Anacortes School District*
- *Central Valley School District*
- *Kennewick School District*
- *North Mason School District*
- *North Thurston Public Schools*
- *Othello School District*
- *Snohomish School District*
- *Wenatchee School District*
- *ESD 101 (Almira, Davenport, Liberty, Medical Lake, Pullman, Reardan-Edwall, Wellpinit, and Wilbur)*

In the summer of 2011, OSPI introduced Regional Implementation Grants with the goal of increasing the number of districts involved in the new evaluation system. Administered through the state Educational Service Districts, 96 districts have received funding to act as "early adopters" of the work done in the pilot programs. In addition to following the work of the pilot districts, the Regional Implementation Grant recipient districts also followed the model and experience of ESD 101 in collaborating on their work. As of summer 2013, Regional Implementation Grants have been awarded to ESDs 101, 105, 112, 113, 114, 121, 123, 171, and 189.

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**Frameworks.** Pursuant to ESSB 5895, OSPI identified instructional and leadership frameworks districts must incorporate into their evaluation systems for classroom teachers, and two leadership frameworks to be incorporated into principal evaluation systems. The frameworks pertaining to classroom teachers are: CEL 5D+ Teacher Evaluation Rubric 2.0; Charlotte Danielson's Framework for Teaching (2011); and Marzano's Teacher Evaluation Model. Leadership frameworks chosen for the principal evaluation system are the AWSP Leadership Framework and Marzano's School Leadership Evaluation Model. Each framework incorporates student growth into the evaluation model.

Districts are encouraged, but not required, to inform OSPI of their framework choices. Districts are required to post information regarding their chosen frameworks on their district website, and may submit to OSPI requests for minor modifications and adaptations to their chosen frameworks beginning in spring 2014.

Districts are instructed to use *both* their chosen frameworks and the eight TPEP criteria when evaluating the performance of certificated classroom teachers, principals, and assistant principals.

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**Training Funding and Principal Standards.** In 2013, the Legislature appropriated \$10 million "solely for the provision of training for teachers in the performance-based teacher principal evaluation system." This Teacher Training Fund will support teacher training on the revised system, with a focus on student growth as a factor in the system. The Fund additionally provides money to introduce provisional teachers transitioning to the evaluation system in the 2013-14 school year to the revised evaluation system and a working knowledge of each district's chosen framework. Additionally, continuing-contract teachers moving to the revised system will be provided an opportunity to learn about the new expectations in the evaluation system, including a deep understanding of the student growth component.

Because the first year of TPEP implementation will primarily consist of evaluating provisional certificated staff, training on the principal leadership frameworks is not covered by the Teacher Training Fund.