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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**  
Chris Reykdal, Superintendent

k12.wa.us

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( ) Action Required  
(X) Informational

## BULLETIN NO. 082-21 EDUCATOR GROWTH AND DEVELOPMENT

TO: Educational Service District Superintendents  
School District Superintendents  
School District Business Managers  
School District Human Resource Managers  
School District Learning and Teaching Managers

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Teacher and Principal Growth and Evaluation (TPEP) Guidance for 2021–22

CONTACT: Sue Anderson, Director, Educator Effectiveness  
360-725-6116, [sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us)

### PURPOSE/BACKGROUND

Last fall, the Office of Superintendent of Public Instruction (OSPI) provided guidance to school districts and local associations about teacher and principal evaluation for the 2020–21 school year only. Given the current challenges being faced by school districts, OSPI is providing similar relief for the 2021–22 school year.

In developing this guidance, the TPEP Steering Committee shares the OSPI goal of creating the conditions for each student to be educated in racially literate, culturally sustaining, positive, predictable environments that intentionally prioritize the instruction and development of social-emotional skills and mental health in addition to a primary focus on academic content, by supporting the growth of the educators who teach them and lead their schools.

This guidance represents the minimum state-level expectations for evaluation for teachers, principals, and assistant principals for the 2021–22 school year. Districts and their associations may make local decisions that involve additional requirements.

An optional pilot of new [Student Growth Rubrics](#) continues to be in place for this school year.

## Guiding Principals

We urge district, school, and association leaders to use common sense regarding evaluation.

This includes:

- Understanding that during a year when the mode and demands of teaching and leading may change quickly and multiple times, a formative stance will be most useful.
- Honoring the importance of setting up reasonable expectations for teachers and school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.
- Considering local actions such as a Memorandum of Understanding (MOU) to temporarily modify locally-determined due dates for evaluation processes. Please note the only two state-required dates prior to the final evaluation requirement in the spring are (1) the observation of a new employee within the first ninety calendar days of service under [RCW 28A.405.100 \(3\)\(a\)](#), and (2) written notification of moving an educator scheduled for a Focused evaluation onto a Comprehensive evaluation by December 15 under [WAC 392-191A-120](#) and [WAC 392-191A-190](#).

The chart below will be posted on the [TPEP page of the OSPI website](#).

## Teacher and Principal Evaluation Guidance

	Employment/Evaluation Status	Recommended Process
1	Teachers/principals/assistant principals who are scheduled for a Focused evaluation.	Proceed with regular Focused evaluation process, including one Student Growth Goal.
2	Teachers and principals/assistant principals who have completed their five-year cycle of Focused evaluations and <b>who are therefore scheduled for a Comprehensive evaluation under RCW 28A.405.100.</b>	Decide on at least two criteria and one Student Growth Goal (from Criterion 3 or 6 for teachers; 3, 5, or 8 for administrators) to be formally scored using evidence provided during the 2021–22 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/assistant principal’s evaluator, per WAC 392-191A-120 and 392-191A-210.

	Employment/Evaluation Status	Recommended Process
		Teacher/principal/assistant principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15.
<p><b>3</b></p>	<p>New educators or those new to Washington public school teaching/leading:</p> <ul style="list-style-type: none"> <li>• Teachers new to the profession who are in their first or second year of teaching in the same Washington public school district</li> <li>• Principals/assistant principals new to administration who are in their first, second, and third year of leading in the same Washington public school district</li> </ul> <p>This includes educators with previous experience only in another state or a Washington private school.</p>	<p>Decide on at least two criteria and one Student Growth Goal (from Criterion 3 or 6 for teachers; 3, 5, or 8 for administrators) to be formally scored using evidence provided during the 2021–22 school year. Remaining criteria to be scored “Basic” as default score, unless, for Year 2 or 3 educators, there is a criterion score from a previous Comprehensive evaluation that can be assigned.</p> <p>Districts are encouraged to note the use of “default scores due to the circumstances of the COVID-19 pandemic” where applicable.</p> <p>OR use the traditional Comprehensive evaluation OR handle locally on a case-by-case basis.</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 administrator’s evaluator, per WAC 392-191A-120 or 392-191A-210.</p> <p>If adequate evidence that clearly indicates Proficient or Distinguished practice is provided for default criteria, evaluator may override the Basic score.</p>
<p><b>4</b></p>	<p>Teachers in their <b>final year of provisional status</b> as determined by <a href="#">RCW 28A.405.220</a> including:</p>	<p>Use the traditional Comprehensive evaluation (all 8 criteria) OR follow guidance in #3 above OR handle locally on a case-by-case basis.</p>

	Employment/Evaluation Status	Recommended Process
	<ul style="list-style-type: none"><li>Teachers in their third year of teaching in the same Washington district</li><li>Teachers in their first year in a Washington district after two or more years of successful practice in a previous Washington state school district</li></ul>	
5	Teachers/principals on probation or plan of improvement.	Handle locally on a case-by-case basis.

## INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sue Anderson, Director, at 360-725-6116 or email [sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website.

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