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Washington Office of Superintendent of
PUBLIC INSTRUCTION
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BULLETIN NO. 089-20 EDUCATOR GROWTH AND DEVELOPMENT

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
School District Human Resource Managers
School Principals

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Teacher and Principal Evaluation Eligibility and Guidance

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

PURPOSE/BACKGROUND

Due to the challenges and uncertainty being faced by teachers and principals for the 2020–21 school year, the TPEP Steering Committee developed [guidance allowing for a modified Comprehensive evaluation](#) for teachers and principals who are scheduled for a Comprehensive evaluation for this school year only.

This bulletin clarifies eligibility for the modified Comprehensive evaluation and shares the guidance for student growth for principal evaluation.

Eligibility for a Modified Comprehensive Evaluation

The modified Comprehensive evaluation was intended and is permissible only for teachers and principals who are required, per RCW 28A.405.100, to participate in a Comprehensive evaluation this year. Any teacher or principal who is electing to do a Comprehensive evaluation this year must do the full Comprehensive evaluation and all three student growth goals.

A teacher or principal who has been assigned a modified Comprehensive evaluation in error may be returned to a Focused evaluation.

Principal Student Growth Goals

Principals on a modified Comprehensive evaluation should choose one student growth goal from among components 3.5, 5.4, or 8.4 of the Association of Washington School Principals (AWSP) Leadership Framework. The general principles to apply for any of these components are as follows:

- The components involving student growth all reflect growth measures of student achievement rather than principal actions. The school leader is accountable for creating a culture of reflection, analysis and focus on student academic progress within their building and school community.
- School leaders seek information from teachers about how teachers are designing the learning and using formative student data to modify their instruction.

The rubrics for principal student growth have not been changed. Further information and reflective questions for principal student growth can be found on the [TPEP website](#).

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Sue Anderson, Director, Educator Effectiveness, at 360-725-6116 or email 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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