OSPI Study Group Report*

This document is designed to provide instructional framework specific guidance to evaluators of teachers assigned to the following learning environments in the state of Washington:

- Alternative learning environments
- Pre-school and Kindergarten
- Special Education

General Guidance

Effective teacher evaluations are established by selecting an instructional framework that includes a research-based definition of effective teaching. Once the instructional framework is selected by a school district, there are several prerequisites to a successful and reliable evaluation of a teacher who teaches within the learning environments described above.

1. Evaluators and teachers must have a deep level of understanding of the selected instructional framework. This understanding can be developed through state-sponsored training or through district provided training. This understanding is crucial to being able to use the instructional framework with and for specific audiences and not assume a practice is either not in the framework or that the practice does not apply to a specific setting.

2. The population of students a teacher is working with should not influence the summative evaluation rating that describes the teacher's instructional practice performance level during a specific school year. For example, a teacher who works with severely medically involved students should have the same opportunities to grow their instructional practice to the point where an analysis of the instructional practice data results in a distinguished performance level rating as a teacher working with academically gifted students.

3. Districts must determine which positions should be evaluated using the selected instructional framework and which positions should not. Just because an employee is a certificated teacher and is on the teacher salary schedule for the district does not mean the employee should be evaluated using the selected instructional framework. If the certificated teacher creates his/her own lesson plans either individually, or with a collaborative team, instructs students, and assesses students both formatively and summatively, then the instructional framework should be used to evaluate the employee. If, however, the employee is a certificated teacher whose assigned job does not require instructional practice, that certificated employee should be evaluated using the previous evaluation process or another model chosen by the district. Possible examples of roles that would not be evaluated using the instructional framework: a certificated teacher who manages student transition, an on-time graduation specialist who monitors progress towards a diploma, a media specialist who does not teach students, an instructional coach, a certificated teacher who monitors student progress in an online program.

Specific Learning Environment Guidance

Alternative Learning Environments

Online Learning: Districts determine the role of the certificated staff member.

If a certificated teacher plans, instructs, and assesses students then the instructional framework is appropriate for evaluating the teacher. Use the full instructional framework and rubric for growing teaching practice and summative evaluation; the framework does not need to be adjusted. Instructional practice evidence would be observed and collected from the online environment. This is most likely to occur when the district the teacher teaches in sponsors the online learning environment.

If a certificated teacher monitors progress, including calculating grades and communicating with students and parents/guardians without planning lessons and units, instructing and assessing those students, then the instructional framework is not the appropriate tool to evaluate that employee. This is most likely to occur when the district contracts with a vendor/school district to provide online learning to its students.

Juvenile Justice System:

Teachers of Short Term Students – It is up to the district to determine the most appropriate evaluation tool for teachers who work with students who are assigned to temporary juvenile justice placements while awaiting legal decisions. The instructional frameworks and rubrics were not designed to be used in settings where the majority of students are in attendance for a short period of time (1-15 days.)

Teachers of Long Term Students – The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students who are incarcerated for extended periods of time. No adjustments to the instructional framework or rubric are necessary nor should be made.

Home School:

The district determines the role of the certificated staff member. Staff members who monitor materials and progress only should be evaluated using a different process. Their role is not a teacher role. Staff members who develop learning and engage in the learning (plan, instruct and assess) with their students should be evaluated using the full framework / rubric, even if they see their students once per week.

Pre-School / Kindergarten Learning Environments

The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with pre-school and kindergarten students. Developmentally appropriate expectations and evidence apply across the instructional framework / rubric. For example, content driven student-to-student talk will look and sound different for Kindergarteners than it does for high school seniors, but it should occur.

Special Education Learning Environments

Resource and Inclusive Learning

The full instructional framework and rubric is an appropriate evaluation tool for teachers who work with students on an Individual Learning Plan (IEP) in a resource or an inclusive educational setting. This includes students who receive their core instruction from a special education teacher and their elective instruction from a general education teacher.

Multiply Involved Self-contained

The evidence for instructional framework and rubric indicators / components is identified based on student learning needs for classrooms where students are on an IEP and have more severe or multiple conditions. Principals and teachers collaboratively identify the questions to adapt the teacher/student evidence that pertain to the learning needs of students for each indicator / component. For example, a student who is non-verbal may be communicating through eye blinks or via computer with a para-educator. Evidence that shows the teacher's growth in developing this practice would apply to the indicator for the student-to-student talk.