Washington Teacher and Principal Evaluation Program Faculty Survey Report: Summary of Key Findings

Bo Zhu

Michelle Oliva

Gretchen Weber

Washington Teacher and Principal Evaluation Program Faculty Survey Report: Summary of Key Findings

May 2015

Bo Zhu

Michelle Oliva

Gretchen Weber

AMERICAN INSTITUTES FOR RESEARCH®

2316_05/15

Contents

Executive Summary

Educators in the state of Washington are experiencing significant change. For the past four years, the state has been piloting and expanding implementation of its teacher and principal evaluation systems, referred to as the Teacher and Principal Evaluation Project (TPEP). This initiative is spearheaded by the Washington Office of Superintendent of Public Instruction (OSPI). As TPEP enters its second year of statewide implementation, OSPI asked American Institutes for Research (AIR) to survey faculty members from Washington's institutions of higher education (IHEs) on how they are connecting educator preparation with TPEP and to learn what resources and supports are needed to increase the capacity of IHEs to share information on TPEP with faculty and students. Specifically, the survey addressed the following items:

- Faculty member's **knowledge** of TPEP
- Course **alignment** to TPEP
- **Integration** of TPEP in courses
- Faculty **needs and supports** to better train candidates on the use of multiple measures

Survey results are intended to provide OSPI with a baseline understanding of the degree of coherence between educator preservice preparation and the expectations for educator practice inherent in TPEP and provide OSPI with direction for strengthening such coherence.

Between February and March 2015, 468 faculty members from 21 IHEs were invited to complete a brief survey (approximately 15 minutes) about how they are connecting their educator preparation programs (i.e., teacher preparation, principal preparation, superintendent preparation) with TPEP. A total of 222 (47.4 percent) responses were collected from faculty members. Following, the key findings that emerged from the survey are outlined and presented by type of educator preparation program—teacher, principal, or superintendent.

Key Findings

Response From Faculty in Teacher Preparation Program

- **Knowledge.** The majority of respondents from teacher preparation programs reported understanding the following components of TPEP: (1) how the evaluation criteria connect to the frameworks; (2) the four-tiered performance rating system; and (3) how to set student growth goals and measure student progress toward goals. The partnerships with K–12 school districts (67.2 percent) and (2) the information on the TPEP website (50.4 percent) were the most helpful activities and resources for faculty respondents' understanding of TPEP. Some respondents also noted a connection between edTPA (formerly the Teacher Performance Assessment) and TPEP, while others reported a lack of alignment between the two.

- **Alignment.** The following three activities were reported as the most widely used by faculty to help teacher education program candidates demonstrate various TPEP knowledge and skills: fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment. Respondents also noted using edTPA to help candidates demonstrate various TPEP knowledge and skills.

- **Integration.** Respondents were asked how much time they spend on various TPEP knowledge and skills in their preparation of candidates, and overall, time spent varied among teacher preparation programs. More than half of respondents stated that they spent more than four hours on building candidates' capacity to set goals and to self-reflect. In contrast, the majority reported that they spent less than two hours on building candidates' knowledge of teacher evaluation criteria and understanding of the four-tiered rating system.

  - Respondents also widely noted challenges in integrating TPEP into their coursework, including not having sufficient information on TPEP and being uncertain on how to prioritize different aspects of TPEP into courses and assignments.

- **Needs and Supports.** Respondents reported a need for more training, specifically training on use of student growth data, adapting instruction to meet individual and group needs, and incorporating aspects of TPEP into programs. Respondents also requested resources and materials on student growth data and multiple measures of performance in teacher evaluations. Finally, respondents widely recommended connecting and aligning TPEP to edTPA.

Response From Faculty in Principal Preparation Program

- **Knowledge.** Respondents from principal preparation programs reported a higher level of understanding of TPEP compared to respondents from teacher preparation programs. The majority of principal preparation program faculty respondents (i.e., two thirds or more) reported that they understood TPEP *somewhat well* or *very well,* and this level of understanding was consistent across all different components of TPEP. The majority of respondents thought the most helpful activities and resources for their understanding of TPEP were school and district connections and the information on the TPEP website.

- **Alignment.** Similar to teacher preparation programs, respondents from principal preparation programs reported fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment as the three most widely used activities to help principal candidates demonstrate various TPEP knowledge and skills.

- **Integration.** Similar to respondents from teacher preparation programs, the majority of principal preparation respondents reported varying levels of time allocation in integrating TPEP into their coursework. Principal preparation programs reported spending more time (more than two hours) on the "ability" components of TPEP.

- **Needs and Supports.** Principal preparation program respondents reported that they needed additional training, preferably from a regional office or a state-developed module coursework.

Response From Faculty in Superintendent Preparation Program

- **Knowledge.** Respondents from superintendent preparation programs also reported a higher level of understanding of TPEP compared to respondents from teacher preparation programs. Similar to respondents from teacher and principal preparation programs, the majority of respondents from superintendent programs thought the most helpful activities and resources for understanding TPEP were school and district connections and the information on the TPEP website.

- **Alignment.** Unlike teacher and principal preparation programs, superintendent programs were less likely to use basic course assignments. Instead, respondents reported that superintendent preparation programs most often required candidates to demonstrate their knowledge and skills through fieldwork and applied course assignments.

- **Integration.** As opposed to respondents from teacher and principal preparation programs, respondents from superintendent programs reported that they spent less time (less than two hours) on most TPEP knowledge and skills.

- **Needs and Supports.** Like principal preparation program respondents, respondents from superintendent programs requested additional training, preferably from a regional office or a state-developed module coursework, as well as additional resources and materials, including webinars, written materials, and case studies.

Limitations

Due to the low response rates, results should be interpreted with caution. Results do not necessarily reflect the conditions and perceptions of educator preparation program faculty across the state, nor do the views of respondents within a program necessarily reflect the views of all faculty members within that program. Results reflect the thoughts and opinions of only those who opted to respond to the survey. Nevertheless, they raise some interesting points for consideration.

Recommendations

Findings from this survey resulted in a series of seven recommendations for OSPI to consider as it continues to support IHE faculty members' TPEP knowledge and alignment and integration of TPEP in coursework:

- Leverage the alignment between edTPA and TPEP in teacher preparation on specific skills.

- Strengthen supports for understanding student growth and other measures in TPEP in preparation of candidates.

- Continue to connect or embed TPEP components explicitly within teacher and leadership preparation programs.

- Ensure that foundational information about TPEP ("TPEP 101") is disseminated and professional development opportunities are provided to IHE faculty.

- Focus on the eight criteria as the commonality in effective teaching and leadership among various instructional and leadership frameworks.

- Provide direct clarification of SB5895 and TPEP rules and regulations.

- OSPI needs to support IHEs in their collaboration with school districts.

Introduction

In the past four years, the state of Washington made changes to their educator evaluation systems through the implementation of the Teacher and Principal Evaluation Project (TPEP) (Engrossed Second Substitute Senate Bill 6696, 2010). TPEP created a pilot project that included moving from a two-tiered unsatisfactory-satisfactory evaluation system to a four-tiered evaluation system. The legislation also created eight new criteria on which teachers and principals would be evaluated, with common themes tying the criteria for teachers and principals together.

In March 2012, the Legislature passed Senate Bill 5895, which required the Washington Office of Superintendent of Public Instruction (OSPI) to adopt three "preferred" instructional and leadership frameworks and removed the possibility of a waiver process for districts to propose an alternate framework. Senate Bill 5895 required that OSPI develop a program of professional development modules for teachers, principals, and administrators to support the implementation of the evaluation systems. The legislation also required that all provisional and probationary classroom teachers statewide be on a comprehensive evaluation system beginning in 2013–14. In addition, for all principals in their first three consecutive years, those judged unsatisfactory in 2012–13, and those in their first year in a district are required to have a comprehensive principal evaluation in 2013–14. Beginning with the 2015–16 school year, *all* certificated classroom teachers, principals, and assistant principals must be on the revised system (either comprehensive or focused evaluations).

For the past four years, American Institutes for Research (AIR) has been working with the Washington OSPI on TPEP—conducting data collection and analysis, developing resources for practitioners, and facilitating discussions on key policy considerations. As TPEP enters its second year of statewide implementation, OSPI has contracted with AIR to collect information from institutions of higher education (IHEs) on how they are connecting teacher and principal preparation with TPEP and to learn what resources and supports are needed to increase the capacity of IHEs to share information on TPEP with faculty and students. To this end, AIR conducted a survey with faculty members from 21 educator preparation programs identified by OSPI. The survey sought to address the following research questions:

1. **Knowledge.** How well do program faculty understand the various components of TPEP? How helpful have different activities or resources been for their understanding of TPEP?

2. **Alignment.** To what extent do their programs require candidates to demonstrate skills and knowledge in the educator evaluation activities? What activities do their programs require candidates to do to demonstrate those skills and knowledge?

3. **Integration.** To what extent do the faculty members spend their time on preparing candidates for various skills and knowledge expected in TPEP? What challenges do they face in integrating TPEP into their courses?

4. **Needs and Supports.** To what extent would data from TPEP on their graduates be helpful for continuous improvement of their courses or practicum? How can OSPI better support programs to train candidates on the use of student growth data and multiple measures in evaluations?

This report begins with an overview of the data collection methodology, analysis approach, and discussion of limitations. Survey findings are then presented by topic area: general understanding, alignment, integration, and needs and supports. This report concludes with key recommendations for OSPI to consider as it continues to support IHE faculty members' TPEP knowledge and alignment and integration of TPEP in coursework.

Methodology and Analysis

This section of the report summarizes AIR's data collection methods and analysis approach.

Survey Development

An initial draft of the survey, based on the findings from the needs-sensing interviews, was reviewed by the psychometric experts at the Center for Survey Methods to ensure that the survey content was clear and reliable and that scaling was proper. The draft was then presented to OSPI whose feedback was incorporated into subsequent drafts of the survey. The final approved survey (approximately 15 minutes) was formatted by AIR's Client Technology team for online administration to include branching and skip logic that allowed participants to answer subsequent questions based on the type of educator preparation program in which they spend majority of their time working. A copy of the survey can be found in Appendix A.

Survey Administration

AIR administered the survey between February and March 2015 using a mixed-methods approach. First, AIR received a list of 21 IHEs whose educator preparation program faculty would be eligible for completing the survey. AIR then received a list of e-mail addresses for the faculty members in 19 of the 21 institutions. Prior to the start of data collection, the contact information was loaded into the survey administration system and unique login credentials were created for each targeted faculty member. Each target then received an e-mail invitation (see examples in Appendix B) to participate, containing a unique link to the survey. This approach decreases the likelihood of unauthorized access to the survey (including multiple responses by eligible respondents or survey access by ineligible individuals). The response rate was tracked in real time and reported to OSPI on a weekly basis.

For the faculty members in the three remaining institutions, AIR employed a second approach of creating a unique survey link for each institution. AIR received e-mail addresses for the points of contact at these three institutions, and they were responsible for distributing the survey link to the eligible faculty members in the educator preparation programs. AIR then sent the survey information and survey link to the identified point of contact at each institution. Multiple respondents could access the survey using the institution's link. The survey asked respondents to submit their e-mail addresses when they first logged in. The administration system then tracked their completion status. The response rate was estimated based on the rough approximation of the number of targeted faculty members at each institution and reported to OSPI on a weekly basis.

Both targeted individual respondent and the three identified points of contact received two follow-up e-mails from AIR and communications from OSPI over e-mail and calls to encourage survey completion. No financial incentives were offered to complete the survey.

Sample

A total of 222 responses were collected from approximately 468 targeted faculty members (for an overall response rate of approximately 47 percent). Table 1 provides a breakdown of

respondents by different preparation programs. As shown in the table, the majority of respondents (79.73 percent) were faculty members from teacher preparation programs, while 17.57 percent were from principal preparation programs and 2.7 percent from superintendent preparation programs. In addition, more than half of respondents reported that they had been working in their preparation programs for more than six years (see Table 2).

Table 1. Respondents by Preparation Programs

Program Type	Number of Respondents	Percent of Respondents
Teacher preparation program	177	79.73%
Principal preparation program	39	17.57%
Superintendent preparation program	6	2.70%
Total	**222**	**100.00%**

Table 2. Years of Experience With Program

How long have you been working in this preparation program?	Number of Respondents	Percent of Respondents
Less than 1 year	21	9.46%
1–2 years	31	13.96%
3–5 years	45	20.27%
6+ years	125	56.31%
Total	**222**	**100.00%**

Among these respondents, more than half were full-time faculty members (see Table 3). A smaller portion of respondents identified themselves as program directors (10.86 percent), program coordinators (10.41 percent), and adjunct faculty (14.03 percent). In addition, through open-ended response, six respondents reported roles other than what were listed. Two respondents described their current role in the preparation program as field supervisors, and another two described their role as department chair and director. One respondent reported being affiliate faculty and another respondent a graduate assistant.

Table 3. Current Roles in the Programs

Current Roles in the Program	Number of Respondents	Percent of Respondents
Dean or associate dean	10	4.52%
Program director	24	10.86%
Program coordinator	23	10.41%
Full-time faculty	116	52.49%
Part-time faculty	11	4.98%
Adjunct faculty	31	14.03%
Other	6	2.71%
Total*	**221**	**100.00%**

* Note: One respondent from teacher preparation program did not identify her or his current role in the program.

Of the 222 respondents, 177 reported that they taught courses in their programs (79.73 percent), and 166 provided a description of the courses that they are teaching in the 2014–15 academic year. Many respondents listed more than one course. For this reason, Table 4 has 254 references. The most frequently mentioned courses were teaching Methods ($n = 28$), Teaching and Learning in Literacy ($n = 26$), Principal Preparation course ($n = 26$), fieldwork, student teaching, or practicum ($n = 23$), and Assessment ($n = 20$). The second most frequently reported courses were Multicultural Education ($n = 18$), Teaching and Learning in Science and Mathematics, ($n = 16$ for both), Classroom Management ($n = 10$) and Working With English Language Learners and Literacy Across the Curriculum ($n = 10$).

Table 4. Description of Courses Respondents Reported Teaching

Name of Courses	Number of References
Assessment	20
Capstone	2
Child and Adolescent Development	3
Classroom Management	10
Early Education Curriculum	3
Educational Leadership	9
Fieldwork, Student Teaching, Practicum	23
Instructional Technology	4
MS Curriculum	8
Multicultural Education	18
Working With English Language Learners and Literacy Across the Curriculum	10
NES Exam Prep Course	1
Parent Involvement	2
Principal Preparation Courses—Educational Perspectives	26
School Law	5
Special Education	4
Science, Technology, Engineering, and Mathematics (STEM)	3
Teaching and Learning in Science	16
Teaching and Learning in Mathematics	16
Superintendent Courses	2
Teaching and Learning in Literacy	26
Teaching and Learning in Social Studies and Arts	9
Teaching Methods	28
Understanding Education Research	3
Various, not specified	3

Data Analysis

Data were analyzed descriptively to present faculty members' responses to each item. The survey was designed so that none of the questions were "required," meaning participants could choose to answer some questions and not others. This approach provided participants with the ability to complete the survey while still being able to opt out of certain questions. Consequently, there are varying sample sizes for each question. The majority of items included rating scale items (e.g., *not at all* to *very well*) or check-all-that-apply responses.

The data were analyzed and compared by program type. For the purpose of this report, responses were collapsed and reported in the following three categories: teacher preparation program faculty, principal preparation program faculty, and superintendent preparation program faulty. Findings in the tables represent those individuals who provided a response to a given item; missing or nonresponses are not included in the tables.

In addition to descriptive analysis, the research team also conducted psychometric analysis of the survey items to examine their functioning, or how well they measure the two intended traits of interest ("constructs"): *understanding of TPEP* and *the usefulness of resources and activities for faculties' understanding of TPEP*. The team used Rasch model (Andrich, 1978; Rasch, 1980; Wright & Masters, 1982; Wright & Stone, 1979) to generate a single score (known as a scale score) for a construct that summarizes responses to all of the questions within that construct and to evaluate the reliability and internal consistency of the survey items. The reliability index is a measure of how well the survey items can distinguish among individuals of varying levels on the construct. For the example of *understanding of TPEP*, ideally the respondent with low understanding is expected to have a lower scale score, while the respondent with high understanding should have a higher score. Internal consistency describes the extent to which all of the items (e.g., the frameworks, four-tiered rating system, the revised timeline and responsibility) within the construct measure the same concept (e.g., understanding of TPEP). A detailed description of the Rasch model approach is provided in Appendix C.

Open-ended items were designed to allow for unexpected responses. The responses for those items were analyzed using the following sequential processes, as outlined by Miles and Huberman (1994). First, responses were reviewed for clarity and to identify themes that might be included in the coding structure. Second, responses were coded using qualitative research software (i.e., NVivo). Third, summaries and data displays were created and analyzed to identify themes to inform answers to the research questions.

Limitations

Respondents were not randomly selected on specific criteria, and due to limited response rates in the survey, **AIR recommends that these results be interpreted with caution.** Results do not necessarily reflect the conditions and perceptions of educator preparation program across the state, nor do the views of respondents within a program necessarily reflect the views of all faculty members within that program. Results reflect the perceptions and opinions of only those who opted to respond to the survey.

In addition, due to the use of an institution-level specific link rather than a unique individual survey link, the research team cannot provide the exact population targeted in three of the institutions in the survey. The overall response rate was then estimated based on a rough approximation of the total number of eligible faculty members in those institutions.

Key Findings: Connection Between Educator Preparation and Evaluations

This section of the report highlights key findings from AIR's 2015 survey of Washington educator preparation program faculty. Findings are organized by the following five topic areas: (1) respondents' major responsibility, (2) general understanding of educator evaluations, (3) alignment between educator preparation programs and TPEP, (4) integration of TPEP into preparation programs, and (5) needs and supports.

Respondents' Major Responsibility

Respondents were asked if it was their major responsibility to focus on TPEP in their coursework. Among all the 177 respondents who taught courses, only 34 (19.54 percent) reported that their major responsibility was to focus on TPEP.

General Understanding of Educator Evaluations

Faculty members were asked about their level of understanding of the various components of TPEP and their perceptions on the helpfulness of different activities and resources for their understanding of TPEP.

Understanding of TPEP

All faculty members were asked about their level of understanding of the various aspects of TPEP, including the instructional and leadership frameworks,[1] the connections between the frameworks and evaluation criteria,[2] the four-tiered performance rating system,[3] the revised evaluation timelines and responsibilities,[4] the student growth goal-setting process and progress measurement,[5] as well as the use of other educator effectiveness measures in evaluations.[6] Participants were asked to indicate their level of understanding of TPEP on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*.

Survey Items Are Internally Consistent. According to the results of Rasch model analysis, the various items under this construct are internally consistent and measure the same concept.

Respondents' Reported Knowledge on Various TPEP Aspects. Results show that the understanding of the TPEP varied by respondent group (i.e., teacher preparation faculty, principal preparation faculty, superintendent preparation faculty) and by TPEP component.

---

[1] More information regarding the frameworks is available at http://tpep-wa.org/the-model/framework-and-rubrics/.
[2] More information regarding the evaluation criteria is available at http://tpep-wa.org/the-model/criteria-and-definitions/.
[3] More information regarding the four-tiered performance system is available at http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.405.100.
[4] More information is available at http://tpep-wa.org/about-tpep/legislation/.
[5] More information regarding the student growth module is available at http://tpep-wa.org/trainingpd/tpep-training-modules/student-growth-module/.
[6] More information regarding multiple measures of performance is available at http://tpep-wa.org/trainingpd/tpep-training-modules/multiple-measure-of-performance-module/.

Overall, respondents from principal and superintendent preparation programs reported a higher level of understanding of the various TPEP components compared to those from teacher preparation programs. As shown in Table 5, the majority of both principal and superintendent preparation program faculty respondents reported that they understood the TPEP *somewhat well* or *very well*. And this level of understanding was consistent across all different components of TPEP. However, teacher preparation program faculty's understanding varied depending on the aspect of TPEP, and there were some significant gaps in their level of understanding. For example, more than half of teacher preparation program faculty respondents stated that they understood *somewhat well* or *very well* the instructional frameworks, the connection between frameworks and evaluation criteria, the four-tiered performance rating system, and student growth goal setting process and progress measurement. In contrast, they reported a lack of understanding of the revised evaluation timelines and responsibilities and the use of other educator effectiveness measures in evaluations. The results indicate that there is an inconsistent understanding of the various aspects of TPEP among teacher preparation program faculty. Note that these findings are not necessarily representative of all educator preparation program faculty in the state of Washington.

Table 5. Respondents Reporting Their Level of Understanding of Various Aspects of TPEP

How well do you understand the following aspects of TPEP?	Not at All or Not Very Well			Somewhat Well or Very Well		
	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)
The instructional frameworks	24.2% (*n* = 40)	8.3% (*n* = 3)	0.0% (*n* = 0)	75.8% (*n* = 125)	91.7% (*n* = 33)	100.0% (*n* = 6)
The leadership frameworks	54.5% (*n* = 90)	11.1% (*n* = 4)	0.0% (*n* = 0)	45.5% (*n* = 75)	88.9% (*n* = 32)	100.0% (*n* = 6)
How the evaluation criteria connect to the frameworks	37.3% (*n* = 62)	11.1% (*n* = 4)	16.7% (*n* = 1)	62.7% (*n* = 104)	88.9% (*n* = 32)	83.3% (*n* = 5)
The four-tiered performance rating system	37.7% (*n* = 61)	11.1% (*n* = 4)	16.7% (*n* = 1)	62.3% (*n* = 101)	88.9% (*n* = 32)	83.3% (*n* = 5)
The revised educator evaluation timeline, roles, and responsibilities	59.4% (*n* = 98)	20.0% (*n* = 7)	33.3% (*n* = 2)	40.6% (*n* = 67)	80.0% (*n* = 28)	66.7% (*n* = 4)
How to set student growth goals and measure student progress toward goals	33.7% (*n* = 55)	31.4% (*n* = 11)	16.7% (*n* = 1)	66.3% (*n* = 108)	68.6% (*n* = 24)	83.3% (*n* = 5)
How other measures of educator effectiveness (e.g., perception data) will be used in educator evaluations	61.3% (*n* = 100)	31.4% (*n* = 11)	33.3% (*n* = 2)	38.7% (*n* = 63)	68.6% (*n* = 24)	66.7% (*n* = 4)

Activities and Resources Helpful for Faculty's Understanding of TPEP

In addition to rating their level of understanding of the various aspects of TPEP, respondents also rated the helpfulness of various activities and resources for their understanding of TPEP. The activities and resources included discussions with program directors and peer faculty members, attending faculty meetings, policy statements, partnerships with other IHEs, partnerships with K–12 school districts, information on the TPEP website, information on Professional Educator Standards Board (PESB) website, information on professional association websites, and current or previous employment with a school district. Participants rated the helpfulness of those activities and resources on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *to a great extent*.

Survey Items Are Internally Consistent. Similar to the construct of *understanding of TPEP*, the results of the Rasch model analysis show that the items under this construct are also internally consistent and measure the same concept.

Respondents' Reported Helpfulness of Various Activities and Resources. Similar to the level of understanding of the various components of TPEP, respondents had varying ratings on the usefulness by different activity and resource. As shown in Table 6, the resource that all respondents felt most helpful was the partnerships with K–12 school districts, followed by the information on the TPEP website. For both resources, more than half of respondents across three groups reported that the resources were helpful *to a moderate extent* or *to a great extent*. In contrast, the resource (or activity) that was thought the least helpful was the information on the PESB website, followed by attending faculty meetings. More than half of respondents across three groups reported that those two resources (or activities) were *not at all* or *to a limited extent* helpful.

In addition to the variations by different resource and activity, the results shown in Table 6 also demonstrate a gap in the faculty's perceptions by respondent group. Although more than half of both teacher and principal preparation program respondents reported that the information on professional association websites (73.2 percent and 60 percent, respectively) was helpful, approximately two thirds of the respondents from superintendent preparation programs felt this information helpful. However, given the limited total number of superintendent preparation program faculty members who responded to this question ($N = 6$), this may not be an accurate representation of the level of disagreement (or agreement) across all educator preparation program faculty in Washington.

Table 6. Faculty' Perceptions on the Helpfulness of Various Activities and Resources for Understanding TPEP

To what extent has each of the following activities or resources been helpful for your understanding of TPEP?	Not at All or To a Limited Extent			To a Moderate Extent or To a Great Extent		
	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)
Discussions with program director or peer faculty members	41.7% (*n* = 55)	35.3% (*n* = 12)	60.0% (*n* = 3)	58.3% (*n* = 77)	64.7% (*n* = 22)	40.0% (*n* = 2)
Attending faculty meetings	58.1% (*n* = 72)	53.8% (*n* = 14)	80.0% (*n* = 4)	41.9% (*n* = 52)	46.2% (*n* = 12)	20.0% (*n* = 1)
Policy statements within program	64.2% (*n* = 79)	48.1% (*n* = 13)	80.0% (*n* = 4)	35.8% (*n* = 44)	51.9% (*n* = 14)	20.0% (*n* = 1)
Partnerships with other IHEs	70.5% (*n* = 79)	42.3% (*n* = 11)	75.0% (*n* = 3)	29.5% (*n* = 33)	57.7% (*n* = 15)	25.0% (*n* = 1)
Partnerships with K–12 school districts	32.8% (*n* = 43)	21.2% (*n* = 7)	33.3% (*n* = 2)	67.2% (*n* = 88)	78.8% (*n* = 26)	66.7% (*n* = 4)
Information on the TPEP website	49.6% (*n* = 63)	26.5% (*n* = 9)	33.3% (*n* = 2)	50.4% (*n* = 64)	73.5% (*n* = 25)	66.7% (*n* = 4)
Information on the PESB website	68.7% (*n* = 90)	51.5% (*n* = 17)	100.0% (*n* = 5)	31.3% (*n* = 41)	48.5% (*n* = 16)	0.0% (*n* = 0)
Information on professional association websites (e.g., Washington Association of Colleges for Teacher Education [WCEAP])	73.2% (*n* = 93)	60.0% (*n* = 18)	33.3% (*n* = 2)	26.8% (*n* = 34)	40.0% (*n* = 12)	66.7% (*n* = 4)
Current or previous employment with a school district	59.5% (*n* = 69)	28.6% (*n* = 8)	20.0% (*n* = 1)	40.5% (*n* = 47)	71.4% (*n* = 20)	80.0% (*n* = 4)

Other Reported Helpful Activities and Resources. Through open-ended response, respondents reported "other" activities and resources that they thought were helpful for their understanding of TPEP. The "other" resource that faculty survey respondents most frequently reported as helpful for understanding TPEP is a school or district connection. For respondents, this meant having some connection to a district where they saw TPEP in action or learned about TPEP. For example, one respondent reported attending TPEP trainings at a local school district:

> Because I wanted to know more about TPEP, I asked (name withheld) School District if I could attend some of their TPEP trainings last year and this fall. I was only able to attend two due to my college job requirements, but it was very helpful to join "real" teachers and hear their discussions with the trainers about the frameworks and requirements of the district. The materials given out by the trainer were helpful and could be used at the university.

For other respondents, the school or district connection meant serving as a school board member, discussing TPEP with teachers and principals who are currently using it, previously serving in a district committee that trained teachers on TPEP, attending guest presentations on TPEP by principals and school administrators, and previously working at a school district. The second most reported "other" useful resource is the professional boards (i.e., WCEAP and the Association of Washington School Principals [AWSP]) and attending the boards' conferences and workshops where the TPEP frameworks are explained.
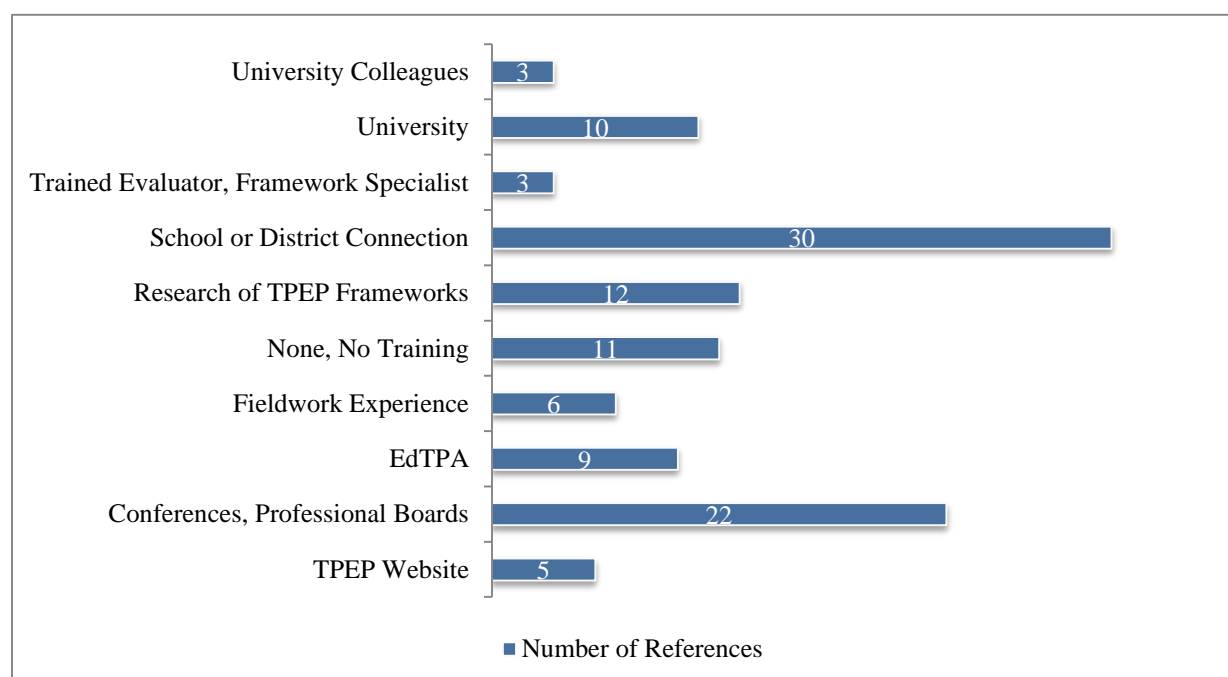
As shown in the Figure 1, other activities and resources that faculty reported as helpful in their understanding of TPEP included reviewing research on the TPEP frameworks or conducting their own research on the TPEP frameworks. Other respondents also reported that information about TPEP obtained from their educator preparation program and colleagues was helpful in understanding TPEP.

EdTPA (formerly the Teacher Performance Assessment). There were nine references to edTPA in this question. However, the comments on the helpfulness of edTPA in furthering faculty respondents' understanding of TPEP varied. Only one respondent explicitly listed sections of edTPA that are helpful for understanding TPEP. Three other respondents noted that they use edTPA and have aligned it to TPEP or make a connection between the two for their candidates. However, one respondent noted that edTPA and TPEP are not aligned, stating:

> The edTPA is not well aligned with the various models for teacher evaluation. This is causing problems. Unfortunately, there was no effort to do a complete alignment between the two. It is the basic problem of one side not talking to the other.

Still, four respondents commented that their focus in the preparation program is edTPA. One respondent noted, "It is the edTPA that is our main focus in teacher preparation. It might be useful for you to think about asking teacher educators about their work in professional development to make connections to TPEP." This response suggests that the respondent views edTPA as the focus for teaching candidates and TPEP as the focus for practicing teachers.

Figure 1. "Other" Activities Identified by Respondents

Figure 1. "Other" Activities Identified by Respondents

Activity	Number of References
University Colleagues	3
University	10
Trained Evaluator, Framework Specialist	3
School or District Connection	30
Research of TPEP Frameworks	12
None, No Training	11
Fieldwork Experience	6
EdTPA	9
Conferences, Professional Boards	22
TPEP Website	5

■ Number of References

Alignment Between Educator Preparation Programs and TPEP

All participants were asked to rate the alignment between their educator preparation programs and the knowledge and skills required in TPEP and to report on the activities their programs used to help candidates to demonstrate the knowledge and skills. The results are presented in the following section separately by respondent group.

Knowledge and Skills

The faculty members from teacher preparation programs were asked to what extent their programs covered knowledge and skills useful for successful participation in TPEP. Participants were asked to rate on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*.

Alignment of Teacher Preparation Programs to TPEP. For 10 out of 17 knowledge and skills (58.8 percent), more than (or approximately) two thirds of respondents stated that their programs required candidates, *to a moderate extent* or *to a great extent*, to demonstrate the given knowledge and skills in the teacher evaluation activities (see Table 7). However, for knowledge of the instructional frameworks, evaluation conference participation, four-tiered rating system, and the use of online tools for observation notes review and material submission, more than one third of the respondents reported that their programs covered that knowledge *to a limited extent* or even *not at all*. It is also worth noting that approximately 20 percent of respondents did not know whether their programs required candidates to demonstrate the following knowledge or skills: understanding of the four-tiered rating system, knowledge of three instructional frameworks, knowledge of evaluation conference participation, knowledge of the use of online tools for observation notes review and material submission, and the ability to gather best practices in teacher evaluations.

Table 7. Skills and Knowledge Aligned to TPEP, Teacher Preparation Program

To what extent does your program require your candidates to demonstrate knowledge and skills in the following teacher evaluation activities?	Not at All or To a Limited Extent % (*n*)	To a Moderate Extent or To a Great Extent % (*n*)	Do Not Know % (*n*)
Knowledge of Washington's teacher evaluation requirements and criteria	20.8% (*n* = 30)	64.6% (*n* = 93)	14.6% (*n* = 21)
Understanding of the four-tiered performance rating system	31.7% (*n* = 45)	50.7% (*n* = 72)	17.6% (*n* = 25)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	30.3% (*n* = 43)	47.9% (*n* = 68)	**21.8%** **(*n* = 31)**
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	35.9% (*n* = 51)	42.3% (*n* = 60)	**21.8%** **(*n* = 31)**
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	43.3% (*n* = 61)	31.9% (*n* = 45)	**24.8%** **(*n* = 35)**
Ability to self-assess instructional practices	6.9% (*n* = 10)	**86.1%** **(*n* = 124)**	6.9% (*n* = 10)
Ability to set goals for effective instructional practices	4.2% (*n* = 6)	**89.6%** **(*n* = 129)**	6.3% (*n* = 9)
Ability to reflect on instructional practices	4.9% (*n* = 7)	**89.6%** **(*n* = 129)**	5.6% (*n* = 8)
Ability to gather evidence over time	8.4% (*n* = 12)	**84.6%** **(*n* = 121)**	7.0% (*n* = 10)
Understanding of how to use student growth data to evaluate instructional practices	7.7% (*n* = 11)	**85.2%** **(*n* = 121)**	7.0% (*n* = 10)
Understanding of how multiple measures are used to evaluate instructional performance	10.6% (*n* = 15)	**81.0%** **(*n* = 115)**	8.5% (*n* = 12)
Knowledge of how to participate in an evaluation conference	35.0% (*n* = 50)	46.9% (*n* = 67)	18.2% (*n* = 26)
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	40.4% (*n* = 57)	40.4% (*n* = 57)	19.1% (*n* = 27)
Establishing student growth goals for individual or subgroups of students	19.6% (*n* = 28)	69.2% (*n* = 99)	11.2% (*n* = 16)
Establishing student growth goals for the whole class based on standards and aligned to school and district goals	19.7% (*n* = 28)	69.0% (*n* = 98)	11.3% (*n* = 16)
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	26.1% (*n* = 37)	56.3% (*n* = 80)	17.6% (*n* = 25)
Creating a personal improvement plan	16.3% (*n* = 23)	68.8% (*n* = 97)	14.9% (*n* = 21)

Alignment of Principal Preparation Programs to TPEP. Participants from principal preparation programs were asked about the extent to which their programs reflected the knowledge and skills required in teacher and principal evaluations, given that principals have roles in both educator evaluation activities. The results displayed in Table 8 imply that, overall, the principal preparation programs align with the knowledge and skills required in TPEP to a greater degree, compared to the teacher preparation programs. More than half of responding faculty members from the principal preparation programs reported that their programs required candidates to demonstrate the majority of knowledge and skills. Particularly, more than 85 percent respondents reported their programs required candidates to demonstrate the following knowledge and skills: knowledge of evaluation requirements, understanding of the four-tiered performance rating system, and ability to self-assess leadership practices, set goals, self-reflect, gather evidences, and observe classrooms. However, the majority of respondents reported that their programs reflected Marzano Leadership Framework *not at all* or *to a limited extent*. This could result from the fact that the majority of districts in Washington are implementing the AWSP Leadership Framework rather than the Marzano Leadership Framework (Zhu, Yoder, Giffin, & Brandt, 2014). Thus, the principal preparation programs may focus more on the AWSP framework.

Table 8. Skills and Knowledge Aligned to TPEP, Principal Preparation Program

To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?	Not at All or To a Limited Extent % (*n*)	To a Moderate Extent or To a Great Extent % (*n*)	Do Not Know % (*n*)
Knowledge of Washington's evaluation requirements and criteria	2.9% (*n* = 1)	**94.3%** (***n* = 33**)	2.9% (*n* = 1)
Understanding of the four-tiered performance rating system	5.9% (*n* = 2)	**91.2%** (***n* = 31**)	2.9% (*n* = 1)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	20.6% (*n* = 7)	70.6% (*n* = 24)	8.8% (*n* = 3)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	29.4% (*n* = 10)	61.8% (*n* = 21)	8.8% (*n* = 3)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	17.6% (*n* = 6)	73.5% (*n* = 25)	8.8% (*n* = 3)
Knowledge of the preferred leadership framework: AWSP Leadership Framework	14.7% (*n* = 5)	73.5% (*n* = 25)	11.8% (*n* = 4)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	51.5% (*n* = 17)	39.4% (*n* = 13)	9.1% (*n* = 3)
Understanding of teachers' self-assessment practices	14.7% (*n* = 5)	79.4% (*n* = 27)	5.9% (*n* = 2)
Understanding of teachers' goal-setting practices	17.6% (*n* = 6)	76.5% (*n* = 26)	5.9% (*n* = 2)
Understanding of teachers' reflective practices	17.6% (*n* = 6)	76.5% (*n* = 26)	5.9% (*n* = 2)

To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?	Not at All or To a Limited Extent % (*n*)	To a Moderate Extent or To a Great Extent % (*n*)	Do Not Know % (*n*)
Ability to self-assess leadership practices	8.8% (*n* = 3)	**91.2%** (***n* = 31**)	0.0% (*n* = 0)
Ability to set goals for effective leadership	11.8% (*n* = 4)	**88.2%** (***n* = 30**)	0.0% (*n* = 0)
Ability to reflect on leadership practices	12.1% (*n* = 4)	**87.9%** (***n* = 29**)	0.0% (*n* = 0)
Ability to gather evidence over time	5.9% (*n* = 2)	**94.1%** (***n* = 32**)	0.0% (*n* = 0)
Ability to observe classrooms	5.9% (*n* = 2)	**94.1%** (***n* = 32**)	0.0% (*n* = 0)
Understanding of the influence of bias	15.6% (*n* = 5)	81.3% (*n* = 26)	3.1% (*n* = 1)
Strategies for achieving rater agreement	31.3% (*n* = 10)	56.3% (*n* = 18)	12.5% (*n* = 4)
Understanding of how to use student growth data to evaluate instructional practices	19.4% (*n* = 6)	74.2% (*n* = 23)	6.5% (*n* = 2)
Understanding of how to use student growth data to evaluate leadership practices	21.9% (*n* = 7)	75.0% (*n* = 24)	3.1% (*n* = 1)
Understanding of how to use multiple measures to evaluate instructional practices	12.9% (*n* = 4)	**83.9%** (***n* = 26**)	3.2% (*n* = 1)
Understanding of how to use multiple measures to evaluate leadership practices	12.5% (*n* = 4)	**84.4%** (***n* = 27**)	3.1% (*n* = 1)
Ability to lead an evaluation conference	12.5% (*n* = 4)	**81.3%** (***n* = 26**)	6.3% (*n* = 2)
Ability to develop teacher support plans based on evaluation data	15.6% (*n* = 5)	75.0% (*n* = 24)	9.4% (*n* = 3)
Knowledge of how to use an online tool to manage the collection of observation notes and other materials related to the conduct of the evaluation	43.8% (*n* = 14)	46.9% (*n* = 15)	9.4% (*n* = 3)
Providing evidence of student growth that connects to the school improvement planning process	12.5% (*n* = 4)	**84.4%** (***n* = 27**)	3.1% (*n* = 1)
Providing evidence of student growth of selected teachers	22.6% (*n* = 7)	67.7% (*n* = 21)	9.7% (*n* = 3)
Providing evidence of closing the achievement gap	12.5% (*n* = 4)	**81.3%** (***n* = 26**)	6.3% (*n* = 2)
Gathering best practices or finding resources about educator evaluations	15.6% (*n* = 5)	**81.3%** (***n* = 26**)	3.1% (*n* = 1)

Alignment of Superintendent Preparation Programs to TPEP. When asked about the alignment between their programs and the required knowledge and skills in principal evaluations, participants from superintendent preparation programs reported similarly with those from principal preparation programs. As shown in Table 9, the majority of respondents stated that their programs required their candidates to demonstrate most of the listed knowledge and skills. Yet they reported a lack of reflection of the knowledge of the Marzano Leadership Framework. Similarly, this could result from the fact that most districts are implementing the AWSP Leadership Framework rather than the Marzano Leadership Framework.

The results indicate that respondents from principal and superintendent preparation programs felt their programs were better aligned with TPEP compared to those from teacher preparation programs. Yet given the limited number of respondents, this may not be an accurate interpretation of all faculty members' perception of the alignment.

Table 9. Skills and Knowledge Aligned to TPEP, Superintendent Preparation Program

To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?	Not at All or To a Limited Extent % (*n*)	To a Moderate Extent or To a Great Extent % (*n*)	Do Not Know % (*n*)
Knowledge of Washington's evaluation requirements and criteria	16.7% (*n* = 1)	**83.3%** (***n* = 5**)	0.0% (*n* = 0)
Understanding of the four-tiered performance rating system	16.7% (*n* = 1)	66.7% (*n* = 4)	16.7% (*n* = 1)
Knowledge of the preferred leadership framework: AWSP Leadership Framework	16.7% (*n* = 1)	**83.3%** (***n* = 5**)	0.0% (*n* = 0)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	**83.3%** (***n* = 5**)	16.7% (*n* = 1)	0.0% (*n* = 0)
Understanding of principals' self-assessment practices	0.0% (*n* = 0)	100.0% (*n* = 6)	0.0% (*n* = 0)
Understanding of principals' goal-setting practices	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)
Understanding of principals' reflective practices	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)
Ability to gather evidence over time	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)
Ability to observe leaders' practice	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)
Understanding of the influence of bias	16.7% (*n* = 1)	**83.3%** (***n* = 5**)	0.0% (*n* = 0)
Strategies for achieving rater agreement	50.0% (*n* = 3)	50.0% (*n* = 3)	0.0% (*n* = 0)

To what extent does your program require your candidates to demonstrate knowledge and skills in the following educator evaluation activities?	Not at All or To a Limited Extent % (*n*)	To a Moderate Extent or To a Great Extent % (*n*)	Do Not Know % (*n*)
Knowledge of how to use student growth data to evaluate leadership practices	16.7% (*n* = 1)	**83.3%** (***n* = 5**)	0.0% (*n* = 0)
Knowledge of how to use multiple measures to evaluate leadership practices	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)
Ability to lead an evaluation conference	33.3% (*n* = 2)	66.7% (*n* = 4)	0.0% (*n* = 0)
Ability to develop principal support plans based on evaluation data	16.7% (*n* = 1)	**83.3%** (***n* = 5**)	0.0% (*n* = 0)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	**100.0%** (***n* = 6**)	0.0% (*n* = 0)	0.0% (*n* = 0)
Providing evidence of student growth that connects to the school improvement planning process	33.3% (*n* = 2)	66.7% (*n* = 4)	0.0% (*n* = 0)
Providing evidence of closing the achievement gap	0.0% (*n* = 0)	**83.3%** (***n* = 5**)	16.7% (*n* = 1)
Gathering best practices or finding resources about educator evaluations	0.0% (*n* = 0)	**100.0%** (***n* = 6**)	0.0% (*n* = 0)

Activities Used to Help Educator Program Candidates Demonstrate TPEP-Related Knowledge and Skills

In addition to rating the alignment between programs and TPEP, participants were also asked about the extent to which their programs used the following activities to help candidates to demonstrate knowledge and skills required in TPEP:

- Basic course assignment

- Applied course assignment

- A specific test or assessment

- Fieldwork (practicum, internship)

- Self-assessment

For a given knowledge or skill, the respondent could choose multiple activities that their program required candidates to do. Figures 2 through 4 illustrate faculty members' selections for each knowledge or skill separately by respondent group. In the figures, each activity is represented by a colored bar. The percentages are based on the total number of respondents who responded to a given knowledge or skill and the number of those who reported that their programs used the certain activity. The *N* in parentheses stands for the total number of participants who responded to a given knowledge or skill.

Activities That Teacher Preparation Programs Use to Demonstrate TPEP Knowledge and Skills. Figure 2 shows that the three most widely used activities to help candidates demonstrate the various knowledge and skills are fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment. In particular, for 13 out of 17 different knowledge or skills (76.5 percent), more than half of responding teacher preparation program faculty members reported that their programs used fieldwork. In contrast, the use of a specific test or assessment was relatively low across various knowledge and skills with only about 10 percent to 30 percent of respondents reporting their use of activities to demonstrate knowledge and skills required in the revised teacher evaluations.

The results displayed in Figure 2 demonstrate that teacher preparation programs had varying focus on activities depending on different knowledge and skills. For example, 76 percent of faculty members from teacher preparation programs reported that their programs required candidates to do fieldwork (e.g., practicum, internship) to demonstrate the ability to set goals for effective instructional practices, yet only 32 percent reported that they used the same activity for candidates to demonstrate the knowledge of Marzano instructional framework. For that particular knowledge, most respondents (55 percent) indicated that they used basic course assignments.

Through open-ended response, some respondents also reported "other" activities their teacher preparation programs required candidates to do for each knowledge and skill. Although the majority of respondents who provided an open-ended response wrote in, "Don't know," respondents did add edTPA and reflective seminar as other activities. EdTPA was noted most frequently reported for the ability to reflect on instructional practices, ability to gather evidence over time, and understanding of how to use student growth data to evaluation instructional practices. EdTPA was mentioned for knowledge of evaluation criteria and requirements, ability to self-assess instructional practices, ability to set goals, knowledge of the use of online tools to review observation notes and material submission, and the ability to establish student growth goals for individual or subgroups of students. Other activities mentioned include the following:

- Capstone
- Portfolio
- Reflective seminar
- Quarter assessment
- Discussion
- Professional growth personal improvement

A comprehensive presentation of open-ended responses regarding "other" activities is displayed in Figure D1 in Appendix D.

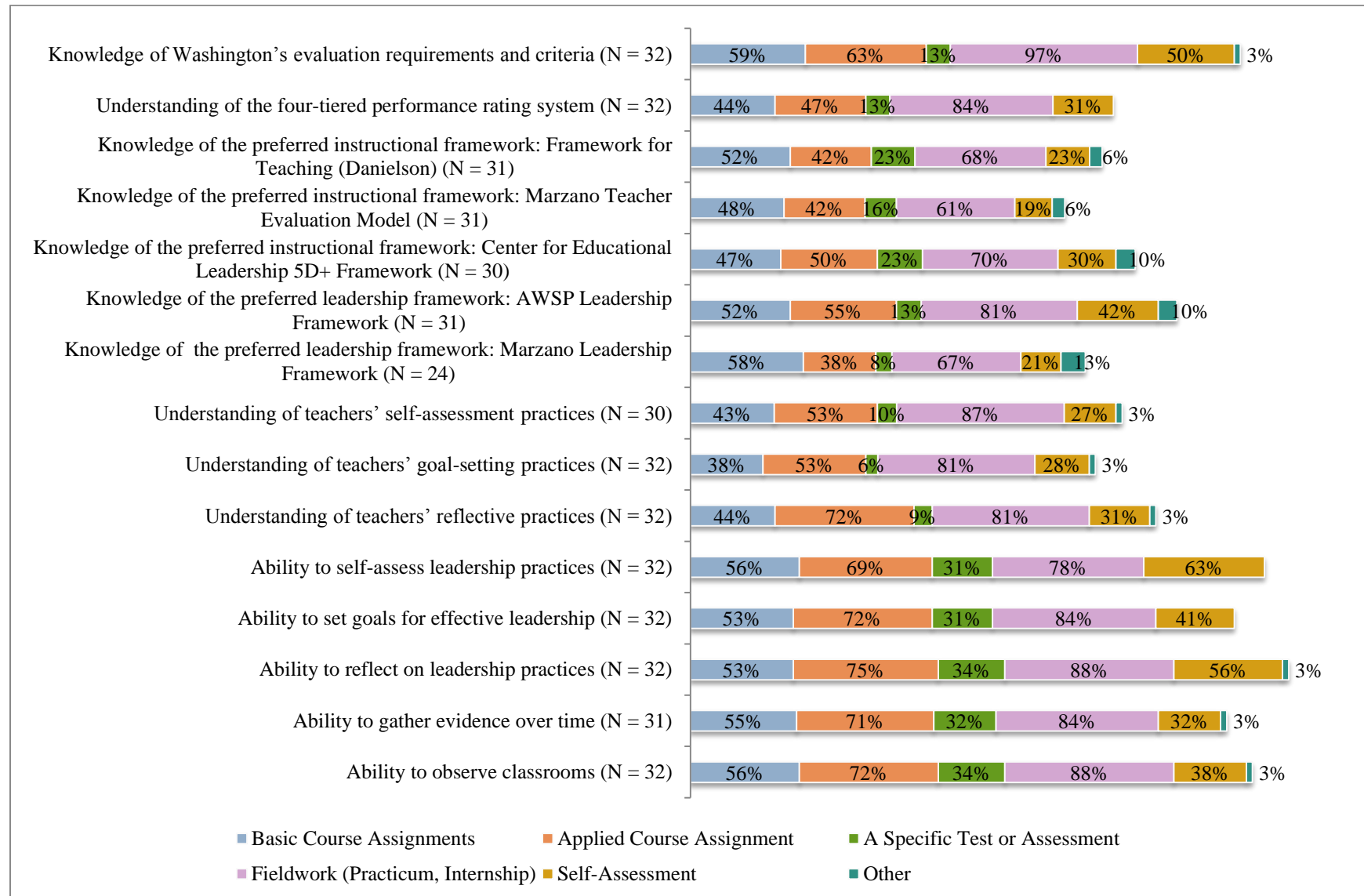**Figure 2. Activities Required, Teacher Preparation Program**

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship)	Self-Assessment	Other
Knowledge of Washington's teacher evaluation requirements and criteria…	52%	32%	11%	53%	35%	10%
Understanding of the four-tiered performance rating system (N = 82)	46%	29%	9%	45%	21%	13%
Knowledge of the preferred instructional framework: Framework for…	55%	29%	12%	39%	24%	14%
Knowledge of the preferred instructional framework: Marzano Teacher…	55%	26%	9%	32%	14%	16%
Knowledge of the preferred instructional framework: Center for…	56%	21%	7%	36%	11%	16%
Ability to self-assess instructional practices (N = 104)	47%	54%	22%	63%	53%	9%
Ability to set goals for effective instructional practices (N = 109)	47%	61%	34%	76%	49%	6%
Ability to reflect on instructional practices (N = 110)	53%	62%	41%	75%	57%	6%
Ability to gather evidence over time (N = 105)	44%	66%	33%	73%	39%	9%
Understanding of how to use student growth data to evaluate instructional…	42%	58%	38%	71%	32%	8%
Understanding of how multiple measures are used to evaluate instructional…	49%	59%	36%	69%	35%	7%
Knowledge of how to participate in an evaluation conference (N = 70)	34%	29%	11%	60%	16%	10%
Knowledge of how to use an online tool to review observation notes and…	32%	34%	26%	50%	13%	8%
Establishing student growth goals for individual or subgroups of students…	41%	51%	34%	73%	27%	7%
Establishing student growth goals for the whole class based on standards…	44%	55%	31%	73%	26%	6%
Gathering best practices in teacher evaluation or finding resources about…	53%	43%	24%	60%	31%	7%
Creating a personal improvement plan (N = 94)	27%	48%	30%	67%	52%	6%

Activities That Principal Preparation Programs Use to Demonstrate TPEP Knowledge and Skills. Similar to teacher preparation programs, the three activities most widely used by principal preparation programs for various knowledge and skills were, respectively, fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment. Particularly, for all of the 28 distinct knowledge and skills except for one (understanding of the influence of bias), more than half of principal preparation programs reported that their programs required candidates to do fieldwork. For that particular knowledge (understanding of the influence of bias), it was most demonstrated by fulfilling the basic course assignments, as stated by 61 percent of the 28 faculty members who responded (see Figure 3b). In contrast, the use of a specific test or assessment was relatively low across various knowledge and skills.

In addition, the results shown in Figures 3a and 3b indicate that principal preparation programs had varying focus on activities depending on different knowledge and skills. For example, 75 percent of faculty members from principal preparation programs reported that their programs required applied course assignments to demonstrate the ability to lead an evaluation conference; yet, only 38 percent reported that they used the same activity for candidates to demonstrate the knowledge of how to use an online tool to manage the collection of observation notes and other materials related to the conduct of the evaluation. For that particular knowledge, most respondents (90 percent) indicated that they used fieldwork.

Not many respondents added an "other" activity required by the programs. When respondents did provide a description of a specific "other" activity, they most often reported reading logs, the use of TPEP in their candidates' districts, and performance task. A comprehensive presentation of their descriptions regarding "other" activities is displayed in Figure D2 in Appendix D.

Figure 3a. Activities Required, Principal Preparation Program

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship)	Self-Assessment	Other
Knowledge of Washington's evaluation requirements and criteria (N = 32)	59%	63%	13%	97%	50%	3%
Understanding of the four-tiered performance rating system (N = 32)	44%	47%	13%	84%	31%	
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson) (N = 31)	52%	42%	23%	68%	23%	6%
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model (N = 31)	48%	42%	16%	61%	19%	6%
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework (N = 30)	47%	50%	23%	70%	30%	10%
Knowledge of the preferred leadership framework: AWSP Leadership Framework (N = 31)	52%	55%	13%	81%	42%	10%
Knowledge of the preferred leadership framework: Marzano Leadership Framework (N = 24)	58%	38%	8%	67%	21%	13%
Understanding of teachers' self-assessment practices (N = 30)	43%	53%	10%	87%	27%	3%
Understanding of teachers' goal-setting practices (N = 32)	38%	53%	6%	81%	28%	3%
Understanding of teachers' reflective practices (N = 32)	44%	72%	9%	81%	31%	3%
Ability to self-assess leadership practices (N = 32)	56%	69%	31%	78%	63%	
Ability to set goals for effective leadership (N = 32)	53%	72%	31%	84%	41%	
Ability to reflect on leadership practices (N = 32)	53%	75%	34%	88%	56%	3%
Ability to gather evidence over time (N = 31)	55%	71%	32%	84%	32%	3%
Ability to observe classrooms (N = 32)	56%	72%	34%	88%	38%	3%

- Basic Course Assignments
- Applied Course Assignment
- A Specific Test or Assessment
- Fieldwork (Practicum, Internship)
- Self-Assessment
- Other

Figure 3b. Activities Required, Principal Preparation Program

Activity	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship)	Self-Assessment	Other
Understanding of the influence of bias (N = 28)	61%	36%	18%	46%	32%	
Strategies for achieving rater agreement (N = 20)	55%	45%	5%	75%	20%	
Understanding of how to use student growth data to evaluate instructional practices (N = 28)	54%	57%	29%	79%	21%	
Understanding of how to use student growth data to evaluate leadership practices (N = 28)	64%	50%	21%	79%	25%	4%
Understanding of how to use multiple measures to evaluate instructional practices (N = 29)	62%	55%	34%	76%	31%	
Understanding of how to use multiple measures to evaluate leadership practices (N = 27)	63%	59%	41%	74%	33%	
Ability to lead an evaluation conference (N = 28)	50%	75%	32%	93%	46%	4%
Ability to develop teacher support plans based on evaluation data (N = 28)	39%	61%	25%	89%	36%	
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the…	43%	38%	14%	90%	10%	10%
Providing evidence of student growth that connects to the school improvement planning process (N = 29)	55%	72%	24%	76%	31%	
Providing evidence of student growth of selected teachers (N = 26)	46%	58%	23%	85%	27%	
Providing evidence of closing the achievement gap (N = 27)	59%	63%	33%	74%	41%	
Gathering best practices or finding resources about educator evaluations (N = 28)	61%	61%	25%	79%	36%	

Legend: ■ Basic Course Assignments ■ Applied Course Assignment ■ A Specific Test or Assessment ■ Fieldwork (Practicum, Internship) ■ Self-Assessment ■ Other

Activities That Superintendent Preparation Programs Use to Demonstrate TPEP Knowledge and Skills. Consistent with the results for the other two preparation program groups, the two activities most widely used in superintendent preparation programs were fieldwork and applied course assignments (see Figure 4). However, basic course assignments were not used as commonly in superintendent preparation programs as they were in teacher and principal preparation programs. For 17 out of 19 knowledge and skills, less than half of responding faculty members reported that their programs used basic course assignments. Yet given the limited number of responding faculty members from superintendent preparation programs, this may not be an accurate interpretation of all superintendent program faculty's perception on the use of activities.

Overall, fieldwork and applied course assignments were most widely required activities across all preparation programs for candidates to demonstrate various knowledge and skills. In contrast, the use of the specific test and self-assessment was lower across all programs. In addition, respondents reported an inconsistency of requiring basic course assignments in their programs. As reported by respondents, teacher and principal preparation programs used basic course assignments more than superintendent preparation programs did.

Figure 4. Activities Required, Superintendent Preparation Program

Activity	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship)	Self-Assessment
Knowledge of Washington's evaluation requirements and criteria (N = 5)	40%	60%		100%	
Understanding of the four-tiered performance rating system (N = 5)	40%	80%		100%	
Knowledge of the preferred leadership framework: AWSP Leadership Framework…	40%	80%		80%	
Knowledge of the preferred leadership framework: Marzano Leadership Framework…		50%		100%	
Understanding of principals' self-assessment practices (N = 6)	17%	50%	17%	50%	33%
Understanding of principals' goal-setting practices (N = 6)	17%	33%	33%	67%	17%
Understanding of principals' reflective practices (N = 6)	17%	50%	17%	67%	17%
Ability to gather evidence over time (N = 6)	17%	33%	17%	83%	17%
Ability to observe leaders' practice (N = 6)	17%	17%	17%	67%	17%
Understanding of the influence of bias (N = 6)	33%	33%	17%	33%	
Strategies for achieving rater agreement (N = 5)	20%	40%		60%	
Knowledge of how to use student growth data to evaluate leadership practices (N = 6)	50%	33%	17%	67%	17%
Knowledge of how to use multiple measures to evaluate leadership practices (N = 6)	50%	50%	17%	83%	
Ability to lead an evaluation conference (N = 6)	33%	50%		67%	17%
Ability to develop principal support plans based on evaluation data (N = 5)	20%	40%		60%	
Knowledge of how to use an online tool to manage the collection of observation…		33%		67%	
Providing evidence of student growth that connects to the school improvement…	17%	67%	17%	67%	
Providing evidence of closing the achievement gap (N = 6)	33%	50%	50%	67%	
Gathering best practices or finding resources about educator evaluations (N = 5)	20%	60%		60%	

■ Basic Course Assignments ■ Applied Course Assignment ■ A Specific Test or Assessment
■ Fieldwork (Practicum, Internship) ■ Self-Assessment ■ Other

Integration of TPEP Into Preparation Programs

Participants were asked about how they integrated the various aspects of TPEP into their preparation programs, with the following two regards: (1) how much time they spent on preparing candidates for different knowledge and skills required in TPEP; and (2) challenges that they had encountered as they integrated TPEP into their courses.

Time Allocation

Teacher Preparation Programs' Reported Time Spent on Knowledge and Skills. Table 10 shows the responding teacher preparation program faculty reported varying levels of time allocation depending on knowledge or skill. For example, the majority of respondents reported that they spent less than two hours on preparing candidates on eight of the 17 knowledge and skills,[7] but spent more time (more than two hours) on preparing candidates on another five knowledge and skills. These five include the ability for self-assessment, for goal setting, for self-reflections, for evidence gathering, and understanding how to use student growth and other measures in teacher evaluations.

Table 10. Time Allocation on Preparing Various Skills and Knowledge, Teacher Preparation Program

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of Washington's teacher evaluation requirements and criteria	21.1% (*n* = 24)	44.7% (*n* = 51)	14.9% (*n* = 17)	19.3% (*n* = 22)
Understanding of the four-tiered performance rating system	33.9% (*n* = 39)	43.5% (*n* = 50)	13.0% (*n* = 15)	9.6% (*n* = 11)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	40.0% (*n* = 46)	39.1% (*n* = 45)	8.7% (*n* = 10)	12.2% (*n* = 14)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	47.3% (*n* = 53)	36.6% (*n* = 41)	8.0% (*n* = 9)	8.0% (*n* = 9)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	54.1% (*n* = 60)	36.0% (*n* = 40)	6.3% (*n* = 7)	3.6% (*n* = 4)
Ability to self-assess instructional practices	8.7% (*n* = 10)	27.8% (*n* = 32)	13.9% (*n* = 16)	49.6% (*n* = 57)
Ability to set goals for effective instructional practices	9.6% (*n* = 11)	19.1% (*n* = 22)	20.9% (*n* = 24)	50.4% (*n* = 58)

---

[7] The eight knowledge and skills are knowledge of teacher evaluation criteria; knowledge of the four-tiered rating system; knowledge of three instructional frameworks; knowledge of how to participate in an evaluation conference; knowledge of how to use an online tool to review observation notes and submit materials for an evaluation; ability to set student growth goals individually, for subgroups and for the whole class; ability to gather best practices; and ability to create a personal improvement plan.

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Ability to reflect on instructional practices	6.1% (*n* = 7)	17.4% (*n* = 20)	16.5% (*n* = 19)	60.0% (*n* = 69)
Ability to gather evidence over time	10.5% (*n* = 12)	24.6% (*n* = 28)	16.7% (*n* = 19)	48.2% (*n* = 55)
Understanding of how to use student growth data to evaluate instructional practices	14.8% (*n* = 17)	27.0% (*n* = 31)	14.8% (*n* = 17)	43.5% (*n* = 50)
Understanding of how multiple measures are used to evaluate instructional performance	10.5% (*n* = 12)	28.1% (*n* = 32)	19.3% (*n* = 22)	42.1% (*n* = 48)
Knowledge of how to participate in an evaluation conference	42.6% (*n* = 49)	31.3% (*n* = 36)	7.0% (*n* = 8)	19.1% (*n* = 22)
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	50.4% (*n* = 57)	24.8% (*n* = 28)	6.2% (*n* = 7)	18.6% (*n* = 21)
Establishing student growth goals for individual or subgroups of students	23.9% (*n* = 27)	31.0% (*n* = 35)	11.5% (*n* =)13	33.6% (*n* = 38)
Establishing student growth goals for the whole class based on standards and aligned to school and district goals	24.3% (*n* = 28)	26.1% (*n* = 30)	12.2% (*n* = 14)	37.4% (*n* = 43)
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	33.9% (*n* = 39)	27.8% (*n* = 32)	13.0% (*n* = 15)	25.2% (*n* = 29)
Creating a personal improvement plan	22.6% (*n* = 26)	34.8% (*n* = 40)	17.4% (*n* = 20)	25.2% (*n* = 29)

Principal Preparation Programs' Reported Time Spent on Knowledge and Skills. As shown in Table 11, more than half of respondents from principal preparation programs spent less than two hours on 13 out of 28 components.[8] In contrast, faculty members spent more time (more than two hours) on the knowledge of evaluation requirements and criteria, the ability for self-assess leadership practices, to set goals for effective leadership, to reflect on leadership practices, to gather evidence over time, to observe classrooms, to lead an evaluation conference, to provide evidence of student growth that connects to the school improvement planning process, to provide evidence of closing the achievement gap, and to gather best practices or finding resources about educator evaluations. The results indicate that faculty members in principal preparation programs focus more on "ability" components of TPEP as they integrate TPEP into their courses.

---

[8] The 13 components are understanding of four-tiered performance rating system, knowledge of instructional and leadership frameworks (except for the Association of Washington School Principals Leadership Framework), understanding of teachers' self-assessment and goal setting, understanding of the influence of bias, strategies for achieving rater agreement, ability to develop teacher support plans based on evaluation data, knowledge of how to use online tools to manage observation notes and other materials, and ability to provide evidence of student growth of selected teachers.

Table 11. Time Allocation on Preparing Various Skills and Knowledge, Principal Preparation Program

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of Washington's evaluation requirements and criteria	0% (n = 0)	36.7% (n = 11)	23.3% (n = 7)	40.0% (n = 12)
Understanding of four-tiered performance rating system	3.3% (n = 1)	60.0% (n = 18)	26.7% (n = 8)	10.0% (n = 3)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	3.4% (n = 1)	65.5% (n = 19)	20.7% (n = 6)	10.3% (n = 3)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	3.4% (n = 1)	62.1% (n = 18)	24.1% (n = 7)	10.3% (n = 3)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	6.7% (n = 2)	53.3% (n = 16)	20.0% (n = 6)	20.0% (n = 6)
Knowledge of the preferred leadership framework: AWSP Leadership Framework	3.3% (n = 1)	40.0% (n = 12)	30.0% (n = 9)	26.7% (n = 8)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	30.0% (n = 9)	40.0% (n = 12)	23.3% (n = 7)	6.7% (n = 2)
Understanding of teachers' self-assessment practices	6.7% (n = 2)	50.0% (n = 15)	23.3% (n = 7)	20.0% (n = 6)
Understanding of teachers' goal-setting practices	6.7% (n = 2)	50.0% (n = 15)	20.0% (n = 6)	23.3% (n = 7)
Understanding of teachers' reflective practices	3.3% (n = 1)	40.0% (n = 12)	30.0% (n = 9)	26.7% (n = 8)
Ability to self-assess leadership practices	0% (n = 0)	20.0% (n = 6)	26.7% (n = 8)	53.3% (n = 16)
Ability to set goals for effective leadership	0% (n = 0)	16.7% (n = 5)	30.0% (n = 9)	53.3% (n = 16)
Ability to reflect on leadership practices	0% (n = 0)	23.3% (n = 7)	16.7% (n = 5)	60.0% (n = 18)
Ability to gather evidence over time	0% (n = 0)	26.7% (n = 8)	30.0% (n = 9)	43.3% (n = 13)
Ability to observe classrooms	0% (n = 0)	14.3% (n = 4)	14.3% (n = 4)	71.4% (n = 20)
Understanding of the influence of bias	3.3% (n = 1)	56.7% (n = 17)	26.7% (n = 8)	13.3% (n = 4)
Strategies for achieving rater agreement	13.3% (n = 4)	73.3% (n = 22)	3.3% (n = 1)	10.0% (n = 3)

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Understanding of how to use student growth data to evaluate instructional practices	6.9% (*n* = 2)	37.9% (*n* = 11)	24.1% (*n* = 7)	31.0% (*n* = 9)
Understanding of how to use student growth data to evaluate leadership practices	6.9% (*n* = 2)	41.4% (*n* = 12)	24.1% (*n* = 7)	27.6% (*n* = 8)
Understanding of how to use multiple measures to evaluate instructional practices	7.1% (*n* = 2)	42.9% (*n* = 12)	17.9% (*n* = 5)	32.1% (*n* = 9)
Understanding of how to use multiple measures to evaluate leadership practices	6.7% (*n* = 2)	36.7% (*n* = 11)	26.7% (*n* = 8)	30.0% (*n* = 9)
Ability to lead an evaluation conference	3.4% (*n* = 1)	31.0% (*n* = 9)	24.1% (*n* = 7)	41.4% (*n* = 12)
Ability to develop teacher support plans based on evaluation data	3.3% (*n* = 1)	53.3% (*n* = 16)	16.7% (*n* = 5)	26.7% (*n* = 8)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	20.0% (*n* = 6)	66.7% (*n* = 20)	0% (*n* = 0)	13.3% (*n* = 4)
Providing evidence of student growth that connects to the school improvement planning process	3.4% (*n* = 1)	34.5% (*n* = 10)	20.7% (*n* = 6)	41.4% (*n* = 12)
Providing evidence of student growth of selected teachers	6.9% (*n* = 2)	55.2% (*n* = 16)	17.2% (*n* = 5)	20.7% (*n* = 6)
Providing evidence of closing the achievement gap	0% (*n* = 0)	40.0% (*n* = 12)	20.0% (*n* = 6)	40.0% (*n* = 12)
Gathering best practices or finding resources about educator evaluations	0% (*n* = 0)	43.3% (*n* = 13)	33.3% (*n* = 10)	23.3% (*n* = 7)

Superintendent Preparation Programs' Reported Time Spent on Knowledge and Skills. For the superintendent preparation program case, respondents reported that they spent their time on fewer elements. The majority of respondents spent more than two hours on the following five of the 19 knowledge and skills: understanding of principals' reflective practices; ability to observe; knowledge of using student growth data in principal evaluations; ability to lead an evaluation conference; and to provide evidence of student growth that connects to the school improvement planning process (see Table 12). However, given the limited number of faculty members who responded to this question (fewer than six), the results may not be an accurate representation of the time allocation for all faculty members from superintendent preparation programs in Washington.

Table 12. Time Allocation on Preparing Various Skills and Knowledge, Superintendent Preparation Program

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Knowledge of Washington's evaluation requirements and criteria	0.0% (*n* = 0)	60.0% (*n* = 3)	20.0% (*n* = 1)	20.0% (*n* = 1)
Understanding of four-tiered performance rating system	0.0% (*n* = 0)	75.0% (*n* = 3)	0.0% (*n* = 0)	25.0% (*n* = 1)
Knowledge of the preferred leadership framework: AWSP Leadership Framework	0.0% (*n* = 0)	75.0% (*n* = 3)	25.0% (*n* = 1)	0.0% (*n* = 0)
Knowledge of the preferred leadership framework: Marzano Leadership Framework	25.0% (*n* = 1)	75.0% (*n* = 3)	0.0% (*n* = 0)	0.0% (*n* = 0)
Understanding of principals' self-assessment practices	0.0% (*n* = 0)	50.0% (*n* = 2)	0.0% (*n* = 0)	50.0% (*n* = 2)
Understanding of principals' goal-setting practices	0.0% (*n* = 0)	50.0% (*n* = 2)	0.0% (*n* = 0)	50.0% (*n* = 2)
Understanding of principals' reflective practices	0.0% (*n* = 0)	25.0% (*n* = 1)	25.0% (*n* = 1)	50.0% (*n* = 2)
Ability to gather evidence over time	0.0% (*n* = 0)	25.0% (*n* = 1)	0.0% (*n* = 0)	75.0% (*n* = 3)
Ability to observe leaders' practice	0.0% (*n* = 0)	25.0% (*n* = 1)	25.0% (*n* = 1)	50.0% (*n* = 2)
Understanding of the influence of bias	0.0% (*n* = 0)	50.0% (*n* = 2)	0.0% (*n* = 0)	50.0% (*n* = 2)
Strategies for achieving rater agreement	0.0% (*n* = 0)	100.0% (*n* = 4)	0.0% (*n* = 0)	0.0% (*n* = 0)
Knowledge of how to use student growth data to evaluate leadership practices	0.0% (*n* = 0)	25.0% (*n* = 1)	50.0% (*n* = 2)	25.0% (*n* = 1)
Knowledge of how to use multiple measures to evaluate leadership practices	0.0% (*n* = 0)	50.0% (*n* = 2)	25.0% (*n* = 1)	25.0% (*n* = 1)
Ability to lead an evaluation conference	0.0% (*n* = 0)	25.0% (*n* = 1)	50.0% (*n* = 2)	25.0% (*n* = 1)
Ability to develop principal support plans based on evaluation data	0.0% (*n* = 0)	100.0% (*n* = 4)	0.0% (*n* = 0)	0.0% (*n* = 0)
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	50.0% (*n* = 2)	50.0% (*n* = 2)	0.0% (*n* = 0)	0.0% (*n* = 0)
Providing evidence of student growth that connects to the school improvement planning process	0.0% (*n* = 0)	25.0% (*n* = 1)	50.0% (*n* = 2)	25.0% (*n* = 1)
Providing evidence of closing the achievement gap	0.0% (*n* = 0)	50.0% (*n* = 2)	25.0% (*n* = 1)	25.0% (*n* = 1)

Please indicate how much time you spent on each of the following elements in your preparation of candidates.	0 hours	0–2 hours	2–4 hours	More than 4 hours
Gathering best practices or finding resources about educator evaluations	0.0% (n = 0)	100.0% (n = 4)	0.0% (n = 0)	0.0% (n = 0)

Challenges

The survey asked respondents to identify challenges that they had encountered as they integrated TPEP into courses. Table 13 details the number and percentage of faculty members in each respondent group who selected a given challenge. Overall, 99 faculty members from teacher preparation programs, 26 from principal preparation programs, and four from superintendent preparation programs responded to this question for a total of 129 respondents. The three challenges most selected by respondents were (1) not having sufficient information on TPEP (selected by 45.5 percent of teacher preparation program faculty), (2) the difficulty of articulating TPEP "well" across the many frameworks (selected by 46.5 percent of teacher preparation program faculty and 65.4 percent of principal preparation program faculty), and (3) not being certain about how to prioritize different aspects of TPEP into their courses and assignments (selected by 32.3 percent of teacher preparation program faculty, 38.5 percent of principal preparation program faculty, and 25 percent of superintendent preparation program faculty).

Table 13. Challenges in the Integration of TPEP Into Courses

Which of the following challenges have you encountered as you have integrated TPEP into your courses? (Check all that apply.)	Faculty of Various Preparation Programs		
	Teacher Preparation Faculty % (n)	Principal Preparation Faculty % (n)	Superintendent Preparation Faculty % (n)
I do not have sufficient information on TPEP.	45.5% (n = 45)	19.2% (n = 5)	0.0% (n = 0)
There are so many frameworks in TPEP that it is difficult to articulate all well.	46.5% (n = 46)	65.4% (n = 17)	0.0% (n = 0)
I am not certain about how to prioritize different aspects of TPEP into my course and assignment.	32.3% (n = 32)	38.5% (n = 10)	25.0% (n = 1)
It is difficult to assess students' understanding of TPEP in my course.	28.3% (n = 28)	19.2% (n = 5)	0.0% (n = 0)
I have to make changes to course requirements and expectations, which is difficult.	19.2% (n = 19)	11.5% (n = 3)	25.0% (n = 1)
I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.	26.3% (n = 26)	26.9% (n = 7)	25.0% (n = 1)
I do not intend to integrate TPEP into my course.	16.2% (n = 16)	0.0% (n = 0)	0.0% (n = 0)

Which of the following challenges have you encountered as you have integrated TPEP into your courses? (Check all that apply.)	Faculty of Various Preparation Programs		
	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)
Other (Please specify.):	18.2% (*n* = 18)	19.2% (*n* = 5)	25.0% (*n* = 1)
None of the above	8.1% (*n* = 8)	26.9% (*n* = 7)	25.0% (*n* = 1)

Note: There were 99 teacher preparation program faculty, 26 principal preparation program faculty, and four superintendent preparation program faculty who responded to this question.

Other Challenges. Through open-ended response, respondents also reported "other" challenges they encountered in integrating TPEP into courses (see Table 14). Respondents most frequently mentioned the challenge of integrating TPEP into their courses when TPEP is not part of their course. The second most frequently reported other challenge is that edTPA—not TPEP—is the focus of their course and edTPA is reportedly time-consuming. It seems as though TPEP could be viewed as competing for time with edTPA. Respondents specifically stated the following about edTPA in response to this question:

- "Students must focus on edTPA so [they] have little time or energy for learning other systems."

- "EdTPA takes up [a] great deal of time in my course."

- "It is difficult since edTPA is all consuming and would confuse candidates [if we did] do more than briefly touch on TPEP. Should be the individual's school responsibility to mentor new teachers on this."

- "Demands of edTPA cut into candidate's time."

- "Students are so concerned about the immediate preparation program, student teaching, and edTPA that they don't see learning this in detail right now as relevant."

Time constraints were also reported to be a great challenge in integrating TPEP into courses:

- "Finding ways to make the whole experience happen for future teachers. I do see the struggle with some of their Core Teachers feeling overwhelmed with TPEP."

- "With the current demands on teacher preparation, content, pedagogy, edTPA, NES, etc. it is difficult to add another component to the plate of these novice educators."

- "Many of my students are getting more training from their individual districts, based on their particular framework, than I have time to provide."

- "Time constraints. Time is limited and there are many other important standards to be met."

Table 14. "Other" Challenges in TPEP Integration

Challenges Integrating TPEP Into Courses (Other, Specify)	Number of References
TPEP is not part of my course.	7
EdTPA	6
Time constraints (too many demands on teacher preparation programs)	5
Districts vary in their implementation of TPEP.	2
TPEP needs to be taught in the context of P–12 classroom.	1
TPEP information is general (not specific) in preparation programs.	1
IHEs lack access to quality TPEP training.	1
Focusing on many changing state criteria	1

Needs and Supports

Data From TPEP on Graduates

The survey asked respondents to indicate what TPEP data on their graduating candidates would be helpful for continuous improvement of their courses or practicum. A total of 73 faculty respondents provided a response to this open-ended question (see Table 15). Of the 73 respondents, 40 stated that yes, additional data would be helpful. Of the 40 respondents who said that additional data would be helpful, 15 specified the types of data that would be useful or how the data would be useful. Two main themes that surfaced in these responses were the data to understand how the TPEP process leads to improving teaching and learning for the candidate and postgraduation data on candidates' effectiveness in the classroom and leadership roles. As two respondents indicated, "Graduate data from TPEP could show trends in challenges and strengths that overall would be valuable for continuous program improvement considerations." Another respondent noted that data would help "to identify gaps for remediation via coursework or field experience" and "to change individual courses to address needs reflected by our graduates."

Table 15. Respondents' Perceptions on the Needs for Data From TPEP

Data From TPEP on Graduates for Continuous Improvement of Courses or Practicum	Number of References
No, TPEP data would not be helpful.	30
Yes, data would be helpful.	40
Need TPEP training to prepare students for evaluation process.	2
TPEP is not part of my course.	1

Almost as many faculty respondents ($n = 30$) reported that additional data would not be helpful. For these faculty respondents, it was not clear how additional TPEP data would be helpful. Many noted that many candidates' performances are already being measured in multiple ways, and one of the most time-intensive ways that they reported was the edTPA. Issues that surfaced are the time spent on edTPA and the time required to address on three additional TPEP frameworks. Furthermore, faculty respondents reported alignment between the TPEP and edTPA. For

example, one respondent noted, "We have had to integrate information about the edTPA into the undergraduate teacher education program and that takes up much time. I am not convinced that we could add the information about the TPEP to the program as well." Another respondent stated, "TPEP and the edTPA are aligned very well. Our focus is on the edTPA because that is the hurdle to get through during student teaching. In my setting is not appropriate or timely to deal with all of these other issues."

In the open-ended questions, a number of respondents took issue with idea that TPEP could accurately measure and quantify a teacher's effectiveness. Although this theme surfaced to a greater extent in later questions, we begin to see it emerge in this survey item. The following response begins to paint this viewpoint:

> It [TPEP] might be one indicator, but there are many other factors in teacher effectiveness that the TPEP does not measure, and could never be quantified. Frankly, those intangibles are the difference between a great teacher and one who is merely adequate at best. As a teacher educator, I am personally driven to teach and mentor the great educators of the future that will have the maximum positive impact on their own students, not teachers who get high TPEP scores.

Two respondents noted that they needed training in TPEP to prepare candidates for the evaluation process, and one respondent noted that TPEP is not part of his/her course.

Use Student Growth and Multiple Measures in Educator Evaluations
Teacher Evaluation

Participants were also asked what assistance or support from OSPI, PESB, and other professional associations would better help their programs train candidates on the use of student growth data and multiple performance measures in teacher evaluations.

Of the 85 faculty members from teacher and principal preparation programs who answered this question, there were 25 references to needing more training (see Table 16). In some cases, respondents asked for training for themselves, and in other cases, the respondents asked for training for faculty at their IHE. For instance, one respondent stated, "I would like all field supervisors to receive training in the TPEP (all three) for teachers so that we can support our student teachers in their evaluation of their teaching which is aligned with the one of the TPEP models." Another respondent noted, "Professors/instructors need training that matches the training given the district teachers so that we are all sharing the same information with our teacher candidates that the teachers are getting in practice." Some respondents, such as the following examples, provided a description of the types of training they would like for faculty on the use of student growth data and multiple measures of performance.

- "A cadre of practicing educators who are proficient in the sophisticated use of student growth data and adapting instruction to meet individual and group needs that are willing and able to host candidates during practicum and internship experiences and to provide a venue for the candidates to observe and then apply those skills"
- "Provide (engaging and meaningful) workshops for faculty in teacher education programs regarding how we might be able to incorporate aspects of TPEP into our program.

Provide engaging speakers (principals and teachers) to come into our programs to do workshops with our teacher candidates."

In addition to training, faculty respondents requested resources and materials on student growth data and multiple measures of performance in *teacher* evaluations, including updated information on the TPEP website, webinars, videos, and written curriculum.

A third of respondents ($n = 24$) provided recommendations to facilitate the teaching and use of TPEP. These recommendations include moving from three frameworks to one framework, and clarifying expectations for the use of student growth to reduce the variability across district's use of student growth data in TPEP. Perhaps the most prevalent recommendation is to link and align TPEP to edTPA. The following respondents' comments capture the request to link TPEP to edTPA:

- "Align the TPEP with the edTPA. This makes good sense and would be efficient."
- "[Do] not require edTPA. Instead work with TPEP measures to earn certification. This gives students direct experience. Suggested materials, presentations to include in courses or share with students."
- "Develop materials/training to link the demands of edTPA to the expectations of practice observed and evaluated by TPEP."
- "[Develop] modules that help increase candidate knowledge about TPEP that show direct links between TPEP and edTPA."

One respondent's comments summarized the recommendations, overall:

My main goal is to prepare my students for the aspects of the edTPA. If TPEP can be integrated into that, that would work. However, it would take quite a bit of training for me [to] be comfortable with TPEP requirements. Also, are there commonalities among all three tools? If not, I believe it is asking too much for teacher prep programs to shoulder the responsibility of teaching all three models.

Table 16. Support to Train Candidates to Use Multiple Measures for Teacher Evaluations

Support From OSPI, PESB, and Other Professional Associations to Train Candidates to Use Multiple Measures for Teacher Evaluation	Number of References
Training for IHE on TPEP	**25**
Resources and materials*	**16**
TPEP website with updated information	(6)
Written materials or curriculum	(6)
Webinars, video clips	(4)
Recommendations*	24
Move to one framework	(3)
Guest speakers for field experience seminars	(2)
Reduce paperwork, requirements for candidates	(1)
Access to real school data	(1)

Support From OSPI, PESB, and Other Professional Associations to Train Candidates to Use Multiple Measures for Teacher Evaluation	Number of References
Add socioeconomic context into measures of teaching	(1)
Student growth embedded in all courses	(1)
Clear expectations; current requirements for student growth vary by district	(3)
Link TPEP to EdTPA	(12)
Comments, Feedback*	25
Don't know	(3)
None	(2)
We have an in-house TPEP expert	(3)
Only if TPEP needs to be embedded and aligned in all courses	(1)
Focus is EdTPA.	(5)
Displeased with survey item	(11)

Note: The responses in the shaded rows capture the larger themes present in the open-ended response data. The italicized responses provide detailed information on the data contained within the larger theme.

A few respondents reported that they did not need any assistance or support ($n = 5$, none and we have an in-house TPEP expert), were not sure if they needed additional support ($n = 3$), or stated they only would need support if TPEP would need to be embedded and aligned in all courses ($n = 1$).

Finally, a small group of respondents ($n = 11$) were displeased with the actual survey item and the focus on TPEP and student growth data and multiple measures. One respondent reported, "Shift focus from test scores to truly embrace and practice the use of multiple measures." Another respondent noted, "We prepare candidates as strong teachers and that has to be our focus in the limited amount of time we have. Assistance that aligns strong teaching and postcertification assessment is the best avenue." Although some respondents provided brief responses, other respondents were very put off by this question:

> Terrible question. "Student growth data"...blah, blah, blah. Would you give us a break already? There are multiple ways to show what students are learning. Do you realize that students did a good job learning before measures of "student growth data" were enforced across the state? It's as if some think that America was a third-world country before NCLB in 2001 and the more recent use of teacher evaluation systems. Oh, where oh, where would we be without these essential metrics?

For other respondents, this question for assistance and support felt a little too late: "We find the state is more than two years late [in] thinking about the preparation programs. The best support we are getting is from our partner districts. We would like some collaborative support, but strongly fear that it will roll out as an intrusive mandate."

Principal Evaluation

A total of 28 faculty respondents from principal and superintendent preparation programs provided a description of the assistance or support they need from OSPI, PESB, and other

professional associations to help their program better train candidates on how to use student growth data and multiple measures of performance in *principal* evaluations. As shown in Table 17, a quarter of these respondents (*n* = 7) said they need additional training such as regional training or state-developed module coursework. A concern for this group of respondents is whether or not they have the latest information from the state on the use of student growth and multiple measures. As one respondent noted, "I understand how complex growth data and multiple measures of performance are and the information coming from OSPI/PESB was constantly changing—I am not sure I have the newest information now that I have been out of the field for two years." Another concern is consistency in training for superintendents across the state:

> Although candidates receive training in the course of their job performance, there is a discrepancy statewide on the level of training and preparation candidates receive in their home districts. State standards for superintendent preparation are extensive and finding time to do an in depth review of TPEP and AWSP frameworks is not possible. It is challenging to find even one or two hours within the preparation program to devote to this topic. [Have] the state develop a module for preparation programs and/or provide staff to train future administrators; that would ensure consistent training of future superintendents statewide.

Similarly, another quarter of respondents requested additional resources and materials including webinars, written materials, and case studies. Respondents also provided the following three recommendations: (1) Have PESB create an expert panel regarding how principals should be evaluated; (2) limit the number of critical subcriteria to the ones that are most linked to measurable change in student outcomes; and (3) understand the extent of required curriculum in preparation program and the limited time faculty have to cover more content.

Table 17. Support to Train Candidates to Use Multiple Measures for Principal Evaluations

Support From OSPI, PESB to Train Candidates to Use Multiple Measures for Principal Evaluation	Number of References
Additional training	7
Resources and materials	7
Webinars, videos	(1)
Written materials	(3)
Case studies	(3)
Recommendations	3
Comments and feedback	7
Clarifications from OSPI	(1)
Don't know	(1)
None	(2)
Reported dissatisfaction with OSPI or PESB	(3)

Note: The responses in the shaded rows capture the larger themes present in the open-ended response data. The italicized responses provide detailed information on the data contained within the larger theme.

A few respondents reported that they did not need any assistance or support ($n = 2$), were not sure if they needed additional support ($n = 1$), or needed further clarification from the state on the role of programs in training candidates to use student growth data and multiple measures of performance in *principal* evaluations. Finally, a few respondents ($n = 3$) reported their dissatisfaction with OSPI or PESB. For two respondents, they did not believe additional training from OSPI or PESB would be valuable. The best resources for these two respondents have been the professional boards. A third respondent noted dissatisfaction with the constant changes on the use of student data and multiple measures of performance.

Align TPEP in Course Design and Teaching

When asked about the needs and supports for aligning TPEP in course design and teaching, participants reported varying needs depending on respondent group. The most reported need for faculty members in teacher preparation programs was supports and resources regarding various aspects of TPEP (see Table 18). This is aligned with the challenges they stated previously regarding limited information about TPEP (reviewed in Table 13). The second most reported need was additional supports and resources for how to design course activities to help candidates demonstrate knowledge and skills related to TPEP (22.2 percent). For principal preparation program respondents, they reported that additional support and resources regarding the use of student growth in evaluations were most needed (25 percent). And for superintendent preparation programs, one respondent selected additional support and resources for the use of student growth, one for how to assess candidates' understanding of TPEP, and one for course design to help candidates demonstrate knowledge and skills related to TPEP.

Table 18. Needs for Effective Course Design and Teaching

Which of the following do you need most in order to be able effectively design and teach your course aligned with TPEP?	Faculty of Various Preparation Programs		
	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)
Additional support and resource regarding various aspects of TPEP	28.9% (*n* = 26)	12.5% (*n* = 3)	0.0% (*n* = 0)
Additional support and resource regarding how student growth will be used in educator evaluations	7.8% (*n* = 7)	25.0% (*n* = 6)	25.0% (*n* = 1)
Additional support and resource regarding how to assess my candidates' understanding of TPEP	2.2% (*n* = 2)	8.3% (*n* = 2)	25.0% (*n* = 1)
More conversations with my program directors and coordinators	12.2% (*n* = 11)	8.3% (*n* = 2)	0.0% (*n* = 0)
Information about the successes and challenges of other IHEs	2.2% (*n* = 2)	8.3% (*n* = 2)	0.0% (*n* = 0)
Additional support and resources regarding how to design course activities to help candidates demonstrate knowledge and skills related to TPEP	22.2% (*n* = 20)	12.5% (*n* = 3)	25.0% (*n* = 1)

Which of the following do you need most in order to be able effectively design and teach your course aligned with TPEP?	Faculty of Various Preparation Programs		
	Teacher Preparation Faculty % (*n*)	Principal Preparation Faculty % (*n*)	Superintendent Preparation Faculty % (*n*)
No additional supports are necessary.	13.3% (*n* = 12)	16.7% (*n* = 4)	25.0% (*n* = 1)
Other	11.1% (*n* = 10)	8.3% (*n* = 2)	0.0% (*n* = 0)

Faculty respondents were asked to report in which area (from a list of seven) they needed additional support and resources to effectively design and teach their course aligned with TPEP. Respondents were given the opportunity to describe an area of greatest need if it superseded the seven areas listed. Twelve respondents provided an open-ended response to this question. The responses are shown in Table 19. No real theme emerged from the responses; instead, responses covered a gamut of requests and feedback. Some specified needs are as follows:

- "Assistance in all areas listed above"
- "Access to real student data to use in courses"
- "Support communicating to faculty the concepts of TPEP"

In addition, respondents five reported their shared perspectives, including the following:

- "Question is not applicable (no other description provided)."
- "Improper placement of question"
- "Question implies all courses should focus on TPEP."
- "Limitation of time to spend on TPEP due to the demands of time by edTPA"

Table 19. "Other" Areas Where Assistances and Supports Are Needed

Assistance and Support to Design and Teach Course Aligned With TPEP	Number of References
All areas listed	1
District connections	1
EdTPA limits time for TPEP.	2
Not applicable	1
Not proper placement for question	2
Rationale for TPEP-communicating TPEP concepts	2
Student data	1
Time for professional learning communities	1

Furthermore, 60 respondents provided an explanation for needing the support or resources reported in Table 20. Of the 60 respondents, almost half (*n* = 28) said there is a need for resources and support because they and other faculty at their IHE do not understand TPEP:

I do not currently teach courses that specifically train candidates to be ready for TPEP, but I do train them for edTPA and discuss the connections in very brief ways. If I am to more explicitly teach and assess their preparation for TPEP, I need tools and training.

Respondents also used this open-ended response to discuss TPEP in relation to edTPA. Some respondent reported that they see alignment between TPEP and edTPA, while other respondents reported that they had aligned the two. However, there were respondents requesting support in understanding the similarities between edTPA and TPEP. As one respondent explained:

I need to better understand the similarities between the edTPA and the TPEP. What do the student teachers need to know about the TPEP before they enter the school to be mentored in the public school system? A training offered to all education department staff would be valuable.

Respondents noted that the focus of educator preparation and coursework is edTPA, not TPEP. From their perspective, TPEP is covered in and by districts. For this reason, respondents suggested posing questions about courses in relation to edTPA, not only TPEP. As one respondent described:

It seems this survey is misplaced. As faculty members in teacher education, we don't discuss TPEP at all because that is what happens after certification and in the district schools. Our focus at the level of teacher education is the markers we are required by state law to deal with: PESB expectations, edTPA, T-Cert Portfolios. These are plenty to deal with, and TPEP isn't even discussed.

Another main theme that emerged from the responses to this question was respondents' dissatisfaction with the state's focus on using TPEP as a test to measure teacher effectiveness and the unintended consequences of focusing on teacher evaluation instead of focusing on teaching candidates best practices. As two respondents explained:

- "Again, focusing on best practices for teaching would be far more valuable than focusing on an evaluation instrument. Good teaching is good teaching regardless of how you are being evaluated. I know that TPEP is trying to encourage excellent teaching, but just as we are doing to the children in our schools, we are now doing to our teacher candidates... over testing. These young novice teachers are just beginning to figure out the difference between a math concept and a procedure, how to write a reasonable lesson plan, and how to execute a good lesson in front of children. Adding another component to their already overwhelming plates seems excessive."

- "Our courses focus on best practices, prepares them for the edTPA which is aligned with the TPEP. I believe our teacher candidates could demonstrate knowledge and skills related to TPEP. But, how you expect IHEs to measure that knowledge (multiple choice test?, course syllabi, assignments)? It is not best practice for our program to constantly refer to TPEP as the driver for learning to teach. The analogous situation is when children ask a teacher the question, "is this going to be on the test?" I don't want our teacher candidates to ask, "Is this material going to be on the TPEP?" I want them to focus on learning how to design effective instruction practices that promotes strong academic and socioemotional learning, is culturally responsive and inclusive, partners with families/communities, and develops professional collaborations. Our program director is

currently not equipped to lead a faculty discussion on this topic due to her out-of-field status."

Other respondents noted that student growth measures were a challenging topic to address at their IHE because of faculty's opinions about value-added assessment (VAM). One respondent stated, "This is the most controversial aspect. VAM is not well regarded by me or by my colleagues. When we start from what we believe are well-founded suspicions, it's difficult to incorporate information about it as a requirement."

In general, about a fifth of respondents noted a visceral reaction to questions about student growth data and multiple measures. The tension is felt in comments like the ones below:

> That's great. So now TPEP will high-jack and determine what is taught in higher education courses? Must be nice to hold that much power. May you use it responsibly.

> As a university faculty member, I need more than another new directive to "add" content to my classes, coupled with criticism and patronizing informational talks. Real support is collaborative. It involves truly listening to all stakeholders, being guided by their needs and ideas, and then provides support in the context of the real world teaching and learning environment.

Conclusion and Recommendations

A total of 222 faculty members from educator preparation programs (i.e., teacher preparation program, principal preparation program, and superintendent preparation program) took part in AIR's 2015 TPEP faculty survey in spring 2015. Findings from this survey reveal that participants reported varying levels of understanding of the components of TPEP and of connections (i.e., alignment, integration) between educator preparation program and educator evaluation.

We offer the following recommendations for OSPI to consider as it continues to support IHE faculty members' TPEP knowledge, alignment, and integration of TPEP in coursework:

- **Leverage the alignment between edTPA and TPEP in teacher preparation on specific skills.** Although a few respondents reported that edTPA sections were helpful for their understanding of TPEP, other respondents noted a lack of alignment between the two. Participants also noted that the focus of their educator preparation was edTPA as opposed to TPEP. Rather than being connected and aligned, the relationship between TPEP and edTPA was viewed more as competing for time. In order to help IHEs more efficiently address edTPA requirements and TPEP expectations in preparation of teachers, additional resources and supports are needed regarding alignment between the two in course design and teaching, especially on specific skills (e.g., recognizing student learning needs).

- **Strengthen supports for understanding student growth and other measures in TPEP in preparation of candidates**. Respondents reported that they most needed additional support and resources regarding the use of student growth and other measures in evaluation to better align TPEP in course design and teaching. The following three strategies can be considered in order to further enhance this component:

  - *Provide additional training for faculty on how student growth and other measures are used in TPEP educator evaluations*. Respondents (especially teacher preparation faculty) reported a lack of understanding of using multiple measures of performance in evaluations. Additional training is needed for faculties' better understanding of this component so that they can clarify and share the information with their candidates.

  - *Consider a review of the assessment literacy component of the preparation program in the process of approving program licensure renewals*. The data and assessment literacy component should be embedded in both course design and assessment in educator preparation program. Thus, candidates can specifically learn to understand and use student growth data and other measures; they would also be able to be assessed on their readiness regarding this component before graduation. Therefore, a review on the assessment literacy component could be considered in the approval of licensure renewal.

  - *Provide most updated resources on TPEP website for IHEs with links to sample (anonymized) student growth data and other measures used in evaluations for authentic exploration and practice*. Survey findings indicate that the TPEP website is one major source where faculty members receive information. Respondents also requested most updated resources and materials on student growth data and multiple

measures of performance in evaluations. Therefore, the TPEP website can serve as the primary information center and post current resources or links regarding student growth data and other measures in evaluations that faculty can use for authentic course assignments.

- **Continue to connect or embed TPEP components explicitly within teacher and leadership preparation programs.** Respondents reported that there were knowledge and skills related to TPEP (e.g., knowledge of instructional or leadership frameworks, the use of online tools for observation notes review and material submission) that needed to be further embedded into their programs. Also, a large portion of respondents did not know whether their programs required candidates to demonstrate some knowledge and skills (e.g., understanding of the four-tiered rating system, the ability to gather best practices in teacher evaluations). In order to better prepare candidates for TPEP required knowledge and skills, IHEs should continue to embed various TPEP components more explicitly in their programs through coursework and practical experiences.

- **Ensure that foundational information about TPEP ("TPEP 101") is disseminated and professional development opportunities are provided to IHE faculty**. More than half of teacher preparation respondents reported a lack of understanding of general concepts of TPEP (e.g., the revised educator evaluation timeline, roles and responsibilities), which was also viewed as a challenge in their integration of TPEP into courses. Therefore, a stronger emphasis on "TPEP 101" would be necessary for IHEs.

- **Focus on the eight criteria as the commonality in effective teaching and leadership among various instructional and leadership frameworks**. Respondents noted a challenge in their course design and teaching was a difficulty articulating TPEP well across three instructional and two leadership frameworks given the various framework specifics. It is thus recommended to place a focus on what is common in the frameworks for effective teaching and leadership while simplifying framework specifics in order to avoid the confusion resulted from the variability of different frameworks.

- **Provide direct clarification of SB5895 and TPEP rules and regulations.** Survey findings reveal an ambiguity in respondents' understanding of various aspects of TPEP. In order to better align TPEP into preparation programs, additional resources and training on direct clarification of SB5895 and TPEP are needed for both IHEs and their candidates. Resources can be provided on TPEP website and disseminated using professional boards, and trainings can be embedded into preparation program curricular.

- **There is a need for OSPI to support IHEs in their collaboration with school districts.** More than half of respondents across three groups reported that partnerships with K–12 school districts were most helpful for their understanding of TPEP. In addition, respondents requested additional training that matches training given to the district teachers to ensure faculty members share the same information with candidates that the educators are getting in practice. OSPI can provide IHEs with specific requirements and expectations on TPEP components that prospective educators will encounter in districts. IHEs train their faculty members on the requirements before they teach candidates. Therefore, IHEs can better prepare their candidates for what is most necessary and applicable to the field they are entering after graduation.

References

Andrich, D. (1978). A rating formulation for ordered response categories. *Psychometrika, 43*, 561–573.

Brandt, C., Thomas, J., & Burke, M. (2008). *State policies on teacher evaluation practices in the Midwest Region* (Issues & Answers Report, REL 2008-No. 004). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/techbrief/tr_00408.pdf

Engrossed Second Substitutes Senate Bill 6696, 61st Legislature, Regular Session. (2010). Retrieved from http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/6696-S2.PL.pdf

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Rasch, G. (1980). *Probabilistic models for some intelligence and attainment tests* (Exp. ed.). Chicago, IL: The University of Chicago Press.

Wright, B. D., & Masters, G. N. (1982). *Rating scale analysis*. Chicago: MESA Press.

Wright, B. D., & Stone, M. H. (1979). *Best test design*. Chicago: MESA Press.

Zhu, B., Yoder, N., Giffin, J., & Brandt, C. (2014). *Washington's 2014 state of the state educator survey report: Summary of key findings*. Retrieved from http://tpep-wa.org/wp-content/uploads/TPEP_StatewideSurveyReport_2014.pdf

Appendix A. Washington Educator Preparation Programs: Survey of Faculty

Welcome and Informed Consent Page

Dear Faculty Member:

Thank you for participating in this survey. It should take only about 15 minutes to complete.

American Institutes for Research (AIR) has been contracted by the Washington Office of Superintendent of Public Instruction (OSPI) to collect information from institutions of higher education (IHEs) on how they are addressing changes in educator evaluation (WAC 181-78A-270) in teacher, principal, and superintendent preparation programs and **to learn what resources and supports are needed to increase the capacity of IHEs to incorporate the Teacher and Principal Evaluation Project (TPEP) into courses**. This survey is an opportunity to share your experiences with OSPI about TPEP that may be important to you as a faculty member of an educator preparation program. Please help OSPI and the Professional Educator Standards Board (PESB) better understand your views and needs, so that they can provide resources and support in the future. Please complete this survey before **February 27, 2015.**

This survey is being administered by AIR. Results will be used for research purposes only and reported in aggregate. AIR will keep your identity confidential and will not share individually identifiable responses with your program, IHE, OSPI, PESB, or any entity. Survey responses will be statistically compiled into summaries and will never be presented in any way that would permit readers to identify you. Any reporting of individual responses will be anonymous.

Your participation in this survey is entirely voluntary. Your decision whether or not to participate will not prejudice your future relations with your program, IHE, OPSI, or PESB in any way. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. You can also complete the survey in shorter sessions if you wish. For example, you can take the survey for 5 minutes one day, another 5 minutes a second day, and finish it on a third. There are no known risks to participating in this survey.

If you have any questions regarding this survey, please contact Gretchen Weber at OSPI_facultysurvey@air.org. If you have concerns or questions about your rights as a participant, you may contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) at IRBChair@air.org; toll free at 800-634-0797; or c/o AIR, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Thank you for your participation! Your support and feedback will help ensure that educator preparation and evaluation in Washington are successful. **[Continue Button]**

Background Information

1. In which of the following educator preparation programs do you *spend the majority* of your time working (teaching, coordinating, providing oversight, etc.)? We know that you may spend time working in more than one program, but please select the one in which you spend the majority of your time, and answer the remaining questions with that in mind. If you have equal responsibility for both principal and superintendent programs, please choose Superintendent Preparation Program. **(Choose one.)**

   a. Teacher Preparation Program
   b. Principal Preparation Program
   c. Superintendent Preparation Program

2. Which of the following *best* describes your current role in the preparation program? **(Choose one.)**

   a. Dean or Associate Dean
   b. Program Director
   c. Certification Officer or Certification Director
   d. Program Coordinator
   e. Full-Time Faculty
   f. Part-Time Faculty
   g. Adjunct Faculty
   h. Other (Please specify.): **(Textbox)**

3. Are you teaching a course in the preparation program during 2014–15? **(Choose one.)**

   a. Yes
   b. No

   3a. **[If choose "Yes" to question 3]** Please specify the name of your courses: **(Textbox)**

   3b. **[If choose "Yes" to question 3]** Is it your major responsibility to focus on TPEP in your coursework?

   a. Yes
   b. No

4. How long have you been working in this preparation program? **(Choose one.)**

   a. Less than 1 year
   b. 1–2 years
   c. 3–5 years
   d. 6+ years

Survey Questions

5. How well do you understand the following aspects of the Teacher and Principal Evaluation Project (TPEP)? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**

	Not at all	Not very well	Somewhat well	Very well
The instructional frameworks	○	○	○	○
The leadership frameworks	○	○	○	○
How the evaluation criteria connect to the frameworks	○	○	○	○
The four-tiered performance rating system	○	○	○	○
The revised educator evaluation timeline, roles, and responsibilities	○	○	○	○
How to set student growth goals and measure student progress toward goals	○	○	○	○
How other measures of educator effectiveness (e.g., perception data) will be used in educator evaluations	○	○	○	○

6. To what extent has each of the following activities or resources been helpful for your understanding of TPEP? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Never have this activity or resource.)**

	Not at all	To a limited extent	To a moderate extent	To a great extent	Never have this activity or resource
Discussions with program director and/or peer faculty members	○	○	○	○	○
Attending faculty meetings	○	○	○	○	○
Policy statements within program	○	○	○	○	○
Partnerships with other IHEs	○	○	○	○	○
Partnerships with K–12 school districts	○	○	○	○	○
Information on TPEP website	○	○	○	○	○
Information on Professional Educator Standards Board (PESB) website	○	○	○	○	○
Information on professional association websites (e.g., Washington Association of Colleges for Teacher Education)	○	○	○	○	○
Current or previous employment with a school district	○	○	○	○	○

6a. Please specify any other activities or resources that have been helpful for your understanding of TPEP: **(Textbox)**

7. **[If choose "Teacher Preparation Program" to question 1]** To what extent does your program require **your candidates to demonstrate knowledge and skills** in the following teacher evaluation activities? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Knowledge of Washington's teacher evaluation requirements and criteria	○	○	○	○	○
Understanding of the four-tiered performance rating system	○	○	○	○	○
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○
Ability to self-assess instructional practices	○	○	○	○	○
Ability to set goals for effective instructional practices	○	○	○	○	○
Ability to reflect on instructional practices	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○
Understanding of how multiple measures are used to evaluate instructional performance	○	○	○	○	○
Knowledge of how to participate in an evaluation conference	○	○	○	○	○
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	○	○	○	○	○
Establishing Student Growth Goals for individual or subgroups of students	○	○	○	○	○
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals	○	○	○	○	○
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	○	○	○	○	○

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Creating a personal improvement plan	○	○	○	○	○

8. **[If choose "Principal Preparation Program" to question 1]** To what extent does your program require **your candidates to demonstrate knowledge and skills** in the following educator evaluation activities? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○
Understanding of the four-tiered performance rating system	○	○	○	○	○
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○
Understanding of teachers' self-assessment practices	○	○	○	○	○
Understanding of teachers' goal-setting practices	○	○	○	○	○
Understanding of teachers' reflective practices	○	○	○	○	○
Ability to self-assess leadership practices	○	○	○	○	○
Ability to set goals for effective leadership	○	○	○	○	○
Ability to reflect on leadership practices	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○
Ability to observe classrooms	○	○	○	○	○
Understanding of the influence of bias	○	○	○	○	○
Strategies for achieving rater agreement	○	○	○	○	○

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○
Understanding of how to use student growth data to evaluate leadership practices	○	○	○	○	○
Understanding of how to use multiple measures to evaluate instructional practices	○	○	○	○	○
Understanding of how to use multiple measures to evaluate leadership practices	○	○	○	○	○
Ability to lead an evaluation conference	○	○	○	○	○
Ability to develop teacher support plans based on evaluation data	○	○	○	○	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○
Providing evidence of student growth that connects to the school improvement planning process	○	○	○	○	○
Providing evidence of student growth of selected teachers	○	○	○	○	○
Providing evidence of closing the achievement gap	○	○	○	○	○
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○

9. **[If choose "Superintendent Preparation Program" to question 1]** To what extent does your program require **your candidates to demonstrate knowledge and skills** in the following educator evaluation activities? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○
Understanding of the four-tiered performance rating system	○	○	○	○	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○

	Not at all	To a limited extent	To a moderate extent	To a great extent	Do not know
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○
Understanding of principals' self-assessment practices	○	○	○	○	○
Understanding of principals' goal-setting practices	○	○	○	○	○
Understanding of principals' reflective practices	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○
Ability to observe leaders' practice	○	○	○	○	○
Understanding of the influence of bias	○	○	○	○	○
Strategies for achieving rater agreement	○	○	○	○	○
Knowledge of how to use student growth data to evaluate leadership practices	○	○	○	○	○
Knowledge of how to use multiple measures to evaluate leadership practices	○	○	○	○	○
Ability to lead an evaluation conference	○	○	○	○	○
Ability to develop principal support plans based on evaluation data	○	○	○	○	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○
Providing evidence of student growth that connects to the school improvement planning process	○	○	○	○	○
Providing evidence of closing the achievement gap	○	○	○	○	○
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○

10. **[If choose "Teacher Preparation Program" to question 1]** Which of the listed activities in the rows below does your program require **candidates to do to demonstrate their knowledge and skills** for each aspect of TPEP? **(Choose all that apply for each aspect of TPEP.)**

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Knowledge of Washington's teacher evaluation requirements and criteria	○	○	○	○	○	**(Textbox)**	○
Understanding of the four-tiered performance rating system	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○	**(Textbox)**	○
Ability to self-assess instructional practices	○	○	○	○	○	**(Textbox)**	○
Ability to set goals for effective instructional practices	○	○	○	○	○	**(Textbox)**	○
Ability to reflect on instructional practices	○	○	○	○	○	**(Textbox)**	○
Ability to gather evidence over time	○	○	○	○	○	**(Textbox)**	○
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○	**(Textbox)**	○

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Understanding of how multiple measures are used to evaluate instructional performance	○	○	○	○	○	**(Textbox)**	○
Knowledge of how to participate in an evaluation conference	○	○	○	○	○	**(Textbox)**	○
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	○	○	○	○	○	**(Textbox)**	○
Establishing Student Growth Goals for individual or subgroups of students	○	○	○	○	○	**(Textbox)**	○
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals	○	○	○	○	○	**(Textbox)**	○
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	○	○	○	○	○	**(Textbox)**	○
Creating a personal improvement plan	○	○	○	○	○	**(Textbox)**	○

11. **[If choose "Principal Preparation Program" to question 1]** Which of the listed activities in the rows below does your program require **candidates to do to demonstrate their knowledge and skills** for each aspect of TPEP? **(Choose all that apply for each aspect of TPEP.)**

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○	**(Textbox)**	○
Understanding of the four-tiered performance rating system	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○	**(Textbox)**	○
Understanding of teachers' self-assessment practices	○	○	○	○	○	**(Textbox)**	○
Understanding of teachers' goal-setting practices	○	○	○	○	○	**(Textbox)**	○

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Understanding of teachers' reflective practices	○	○	○	○	○	**(Textbox)**	○
Ability to self-assess leadership practices	○	○	○	○	○	**(Textbox)**	○
Ability to set goals for effective leadership	○	○	○	○	○	**(Textbox)**	○
Ability to reflect on leadership practices	○	○	○	○	○	**(Textbox)**	○
Ability to gather evidence over time	○	○	○	○	○	**(Textbox)**	○
Ability to observe classrooms	○	○	○	○	○	**(Textbox)**	○
Understanding of the influence of bias	○	○	○	○	○	**(Textbox)**	○
Strategies for achieving rater agreement	○	○	○	○	○	**(Textbox)**	○
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○	**(Textbox)**	○
Understanding of how to use student growth data to evaluate leadership practices	○	○	○	○	○	**(Textbox)**	○
Understanding of how to use multiple measures to evaluate instructional practices	○	○	○	○	○	**(Textbox)**	○
Understanding of how to use multiple measures to evaluate leadership practices	○	○	○	○	○	**(Textbox)**	○

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Ability to lead an evaluation conference	○	○	○	○	○	**(Textbox)**	○
Ability to develop teacher support plans based on evaluation data	○	○	○	○	○	**(Textbox)**	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○	**(Textbox)**	○
Providing evidence of student growth that connects to the school improvement planning process	○	○	○	○	○	**(Textbox)**	○
Providing evidence of student growth of selected teachers	○	○	○	○	○	**(Textbox)**	○
Providing evidence of closing the achievement gap	○	○	○	○	○	**(Textbox)**	○
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○	**(Textbox)**	○

12. **[If choose "Superintendent Preparation Program" to question 1]** Which of the listed activities in the rows below does your program require **candidates to do to demonstrate their knowledge and skills** for each aspect of TPEP? **(Choose all that apply for each aspect of TPEP.)**

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○	**(Textbox)**	○
Understanding of the four-tiered performance rating system	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○	**(Textbox)**	○
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○	**(Textbox)**	○
Understanding of principals' self-assessment practices	○	○	○	○	○	**(Textbox)**	○
Understanding of principals' goal-setting practices	○	○	○	○	○	**(Textbox)**	○
Understanding of principals' reflective practices	○	○	○	○	○	**(Textbox)**	○
Ability to gather evidence over time	○	○	○	○	○	**(Textbox)**	○
Ability to observe leaders' practice	○	○	○	○	○	**(Textbox)**	○

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Understanding of the influence of bias	○	○	○	○	○	**(Textbox)**	○
Strategies for achieving rater agreement	○	○	○	○	○	**(Textbox)**	○
Knowledge of how to use student growth data to evaluate leadership practices	○	○	○	○	○		○
Knowledge of how to use multiple measures to evaluate leadership practices	○	○	○	○	○	**(Textbox)**	○
Ability to lead an evaluation conference	○	○	○	○	○	**(Textbox)**	○
Ability to develop principal support plans based on evaluation data	○	○	○	○	○	**(Textbox)**	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○	**(Textbox)**	○
Providing evidence of student growth that connects to the school improvement planning process	○	○	○	○	○	**(Textbox)**	○
Providing evidence of closing the achievement gap	○	○	○	○	○	**(Textbox)**	○

	Basic Course Assignments	Applied Course Assignment	A Specific Test or Assessment	Fieldwork (Practicum, Internship, etc.)	Self-Assessment	Other (Please specify.)	N/A
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○	**(Textbox)**	○

13. **[If choose "Teacher Preparation Program" to question 1]** Please indicate how much time you spent on each of the following elements in your preparation of candidates. **(Choose one.)**

	0 hour	0–1 hours	1–2 hours	2–4 hours	4–6 hours	More than 6 hours
Knowledge of Washington's teacher evaluation requirements and criteria	○	○	○	○	○	○
Understanding of the four-tiered performance rating system	○	○	○	○	○	○
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○	○
Ability to self-assess instructional practices	○	○	○	○	○	○
Ability to set goals for effective instructional practices	○	○	○	○	○	○
Ability to reflect on instructional practices	○	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○	○

	0 hour	0–1 hours	1–2 hours	2–4 hours	4–6 hours	More than 6 hours
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○	○
Understanding of how multiple measures are used to evaluate instructional performance	○	○	○	○	○	○
Knowledge of how to participate in an evaluation conference	○	○	○	○	○	○
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	○	○	○	○	○	○
Establishing Student Growth Goals for individual or subgroups of students	○	○	○	○	○	○
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals	○	○	○	○	○	○
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	○	○	○	○	○	○
Creating a personal improvement plan	○	○	○	○	○	○

14. **[If choose "Principal Preparation Program" to question 1]** Please indicate how much time you spent on each of the following elements in your preparation of candidates. **(Choose one.)**

	0 hour	0-1 hours	1-2 hours	2-4 hours	4-6 hours	More than 6 hours
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○	○
Understanding of four-tiered performance rating system	○	○	○	○	○	○

	0 hour	0-1 hours	1-2 hours	2-4 hours	4-6 hours	More than 6 hours
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	○	○	○	○	○	○
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	○	○	○	○	○	○
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	○	○	○	○	○	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○	○
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○	○
Understanding of teachers' self-assessment practices	○	○	○	○	○	○
Understanding of teachers' goal-setting practices	○	○	○	○	○	○
Understanding of teachers' reflective practices	○	○	○	○	○	○
Ability to self-assess leadership practices	○	○	○	○	○	○
Ability to set goals for effective leadership	○	○	○	○	○	○
Ability to reflect on leadership practices	○	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○	○
Ability to observe classrooms	○	○	○	○	○	○
Understanding of the influence of bias	○	○	○	○	○	○
Strategies for achieving rater agreement	○	○	○	○	○	○
Understanding of how to use student growth data to evaluate instructional practices	○	○	○	○	○	○
Understanding of how to use student growth data to evaluate leadership practices	○	○	○	○	○	○

	0 hour	0-1 hours	1-2 hours	2-4 hours	4-6 hours	More than 6 hours
Understanding of how to use multiple measures to evaluate instructional practices	○	○	○	○	○	○
Understanding of how to use multiple measures to evaluate leadership practices	○	○	○	○	○	○
Ability to lead an evaluation conference	○	○	○	○	○	○
Ability to develop teacher support plans based on evaluation data	○	○	○	○	○	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○	○
Providing evidence of student growth that connects to the school improvement planning process	○	○	○	○	○	○
Providing evidence of student growth of selected teachers	○	○	○	○	○	○
Providing evidence of closing the achievement gap	○	○	○	○	○	○
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○	○

15. **[If choose "Superintendent Preparation Program" to question 1]** Please indicate how much time you spent on each of the following elements in your preparation of candidates. **(Choose one.)**

	0 hour	0–1 hours	1–2 hours	2–4 hours	4–6 hours	More than 6 hours
Knowledge of Washington's evaluation requirements and criteria	○	○	○	○	○	○
Understanding of four-tiered performance rating system	○	○	○	○	○	○
Knowledge of the preferred leadership framework: Association of Washington School Principals Leadership Framework	○	○	○	○	○	○
Knowledge of the preferred leadership framework: Marzano Leadership Framework	○	○	○	○	○	○
Understanding of principals' self-assessment practices	○	○	○	○	○	○
Understanding of principals' goal-setting practices	○	○	○	○	○	○
Understanding of principals' reflective practices	○	○	○	○	○	○
Ability to gather evidence over time	○	○	○	○	○	○
Ability to observe leaders' practice	○	○	○	○	○	○
Understanding of the influence of bias	○	○	○	○	○	○
Strategies for achieving rater agreement	○	○	○	○	○	○
Knowledge of how to use student growth data to evaluate leadership practices	○	○	○	○	○	○
Knowledge of how to use multiple measures to evaluate leadership practices	○	○	○	○	○	○
Ability to lead an evaluation conference	○	○	○	○	○	○

	0 hour	0–1 hours	1–2 hours	2–4 hours	4–6 hours	More than 6 hours
Ability to develop principal support plans based on evaluation data	○	○	○	○	○	○
Knowledge of how to use an online tool to manage the collection of observation notes, and other materials related to the conduct of the evaluation	○	○	○	○	○	○
Providing evidence of student growth that connects to the school improvement planning process.	○	○	○	○	○	○
Providing evidence of closing the achievement gap	○	○	○	○	○	○
Gathering best practices or finding resources about educator evaluations	○	○	○	○	○	○

16. **[If choose "Yes" to question 3]** Which of the following challenges have you encountered as you have integrated TPEP into your courses? **(Check all that apply.)**

    a. I do not have sufficient information on TPEP.
    b. There are so many frameworks in TPEP that it is difficult to articulate all well.
    c. I am not certain about how to prioritize different aspects of TPEP into my course and assignment.
    d. It is difficult to assess students' understanding of TPEP in my course.
    e. I have to make changes to course requirements and expectations, which is difficult.
    f. I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.
    g. I do not intend to integrate TPEP into my course.
       Other (Please specify.): **(Textbox)**
    h. None of the above

       16a. How would data from TPEP on your graduates be helpful for continuous improvement to your courses or practicum? **(Textbox)**

17. **[If choose "Teacher Preparation Program" or "Principal Preparation Program" to question 1]**What assistance or support from OSPI, PESB, and other professional associations would better help your program train your candidates on how to use student growth data and multiple measures of performance in *teacher* evaluations? **(Textbox)**

18. **[If choose "Principal Preparation Program" or "Superintendent Preparation Program" to question 1]**What assistance or support from OSPI, PESB, and other professional associations would better help your program train your candidates on how to use student growth data and multiple measures of performance in *principal* evaluations? **(Textbox)**

19. **[If choose "Yes" to question 3]** Which of the following do you need most in order to be able effectively design and teach your course aligned with TPEP? **(Choose one.)**

    a. Additional support and resource regarding various aspects of TPEP
    b. Additional support and resource regarding how student growth will be used in educator evaluations
    c. Additional support and resource regarding how to assess my candidates' understanding of TPEP
    d. More conversations with my program directors and coordinators
    e. Information about the successes and challenges of other IHEs
    f. Additional support and resource regarding how to design course activities to help candidates demonstrate knowledge and skills related to TPEP
    g. No additional supports are necessary.
    h. Other (Please list.): **(Textbox)**

   19a. Please explain why you need this support or resource most: **(Textbox)**

Thank you for taking the time to complete this survey! OSPI and PESB will use the results to improve our supports for your program.

If you want regular updates about TPEP activities, sign up for the TPEP electronic mailing list at the bottom of the TPEP homepage:
tpep-wa.org

END SURVEY

Appendix B. Initial Survey Invitation Letters

[Subject Line] Statewide Survey of Educator Preparation Faculty from OSPI and PESB

Dear [Insert Institution Name] Faculty:

We are writing to request your completion of an important statewide survey that is being administered by American Institutes for Research (AIR) on behalf of the Washington Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB). The survey should take only about 15 minutes to complete.

AIR has been contracted by OSPI to collect information from faculty at institutions of higher education (IHEs) for two purposes: (1) to ascertain how they are addressing changes in educator evaluation (Washington Administrative Code [WAC] 181-78A-270) in teacher, principal, and superintendent preparation programs; and (2) **to learn what resources and supports are needed to increase the capacity of IHEs to create strong connections between educator preparation and educator evaluation by incorporating the components of the Teacher and Principal Evaluation Project (TPEP) into courses**. This survey is an opportunity to share your experiences and understanding with OSPI about TPEP, so that OSPI and PESB can better understand your views and needs and provide resources and support in the future. Please complete the survey by **February 27, 2015.**

Please note that your honest answers are important and will remain confidential. Survey results will be used for research purposes only and reported in aggregate. Any reporting of individual responses will be anonymous.

Your participation in this survey is entirely voluntary. Your decision whether or not to participate will not prejudice your future relations with your program, IHE, OPSI, or PESB in any way. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. You can also complete the survey in shorter sessions if you wish. For example, you can take the survey for 5 minutes one day, another 5 minutes a second day, and finish it on a third. There are no known risks to participating in this survey.

To begin the survey, simply click on the URL below, and click "Start Survey."

 [Insert Individual-Level Survey Link]

You can leave the survey at any point. To go back and continue the survey, click on the URL above, and the system will take you where you were your last time and allow you to proceed.

If you have any questions regarding this survey, please contact Gretchen Weber at OSPI_facultysurvey@air.org. If you have concerns or questions about your rights as a participant, you may contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) at IRBChair@air.org; toll free at 800-634-0797; or c/o AIR, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Best regards,
[Insert Name]
Washington Office of Superintendent of Public Instruction
Professional Educator Standards Board
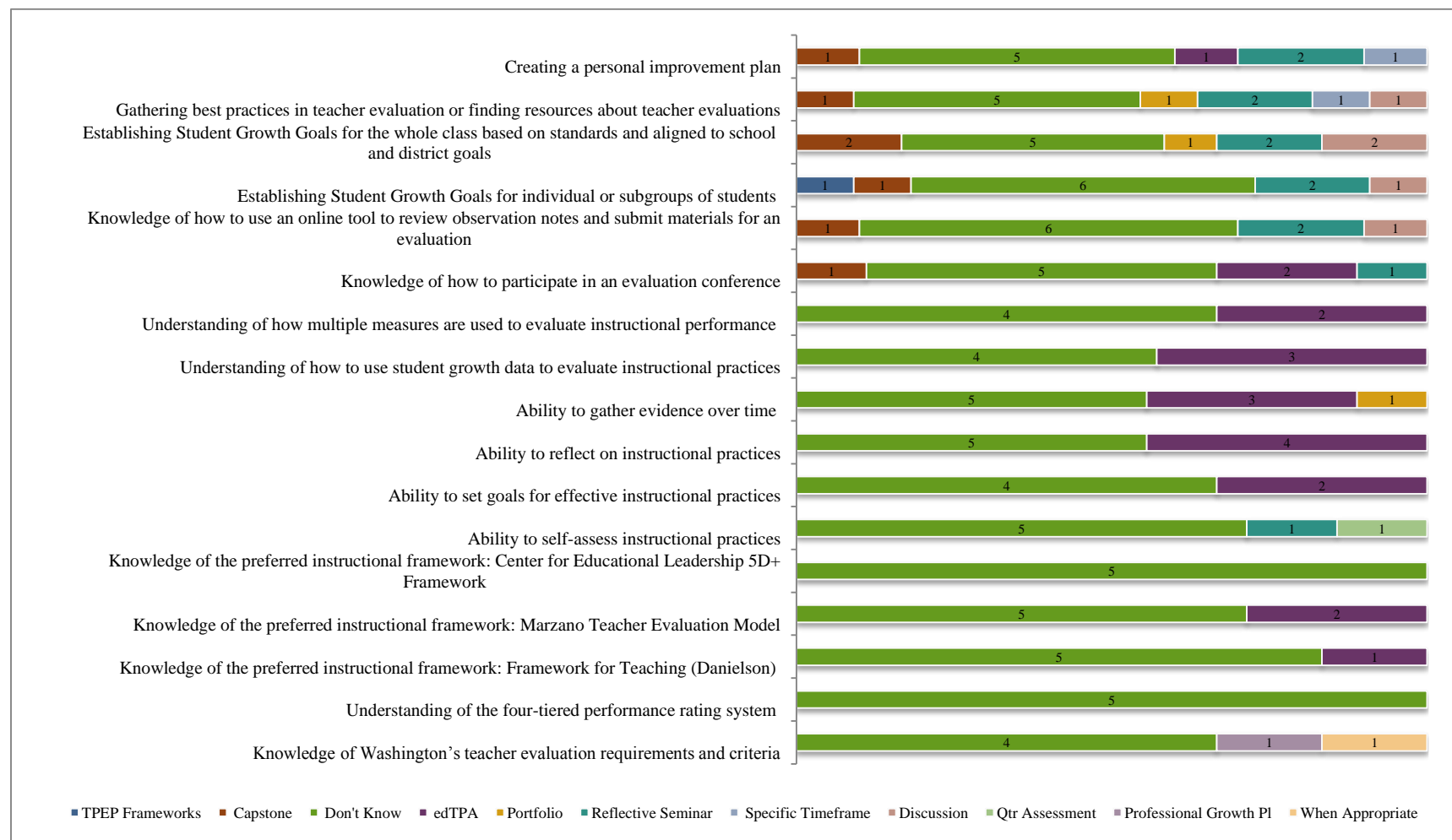
Appendix C. Rasch Analysis

For groups of survey items measuring a common latent trait (e.g., understanding of TPEP), the research team employed the Rasch Model for ordered categories (Andrich, 1978; Rasch, 1980; Wright & Masters, 1982; Wright & Stone, 1979). This highly rigorous and psychometric method focuses on analyzing sets of survey items together to see whether they form reliable constructs. The measurement properties of the constructs derived from the surveys should be examined using the Rasch Model. This approach will provide a quantitative view of the frequency and intensity of respondents' answers across a range of items that represent these constructs and can be used to provide concise descriptions. The evaluator relies primarily on the following rating scale model for these analyses:

$$\pi_{nix} = \frac{\exp \sum_{j=0}^{x} \left(\beta_n - (\delta_i + \tau_j) \right)}{\sum_{k=0}^{m} \exp \left(\sum_{j=0}^{k} (\beta_n - \delta_i + \tau_j) \right)},$$

where the estimated probability that a respondent n, with ability (or level of the underlying construct) β_n, responds with a rating of x to item i of difficulty δ_i where the response scale is ordered from 0 to m. The τ_j represents the rating scale thresholds, or transition points, between categories. These Rasch measures allow for the aggregation of responses from many items into an overall categorization relative to the specific content of the construct. This process greatly simplifies the reporting of results because a single classification can be used to interpret data rather than classifications from myriad items. Two constructs were developed through this process—understanding of TPEP and the usefulness of resources/activities for understanding of TPEP. The constructs were presented descriptively and reported in the tables.

Appendix D. Open-Ended Response for "Other" Activities

Figure D1. "Other" Activities Used to Demonstrate TPEP Knowledge and Skills, Teacher Preparation Program

Activity	TPEP Frameworks	Capstone	Don't Know	edTPA	Portfolio	Reflective Seminar	Specific Timeframe	Discussion	Qtr Assessment	Professional Growth Pl	When Appropriate
Creating a personal improvement plan		1	5	1		2	1				
Gathering best practices in teacher evaluation or finding resources about teacher evaluations		1	5		1	2	1	1			
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals		2	5		1	2		2			
Establishing Student Growth Goals for individual or subgroups of students	1	1	6			2		1			
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation		1	6			2		1			
Knowledge of how to participate in an evaluation conference		1	5	2		1					
Understanding of how multiple measures are used to evaluate instructional performance			4	2							
Understanding of how to use student growth data to evaluate instructional practices			4	3							
Ability to gather evidence over time			5	3	1						
Ability to reflect on instructional practices			5	4							
Ability to set goals for effective instructional practices			4	2							
Ability to self-assess instructional practices			5			1			1		
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework			5								
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model			5	2							
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)			5	1							
Understanding of the four-tiered performance rating system			5								
Knowledge of Washington's teacher evaluation requirements and criteria			4							1	1

Figure D2. "Other" Activities Used to Demonstrate TPEP Knowledge and Skills, Principal Preparation Program
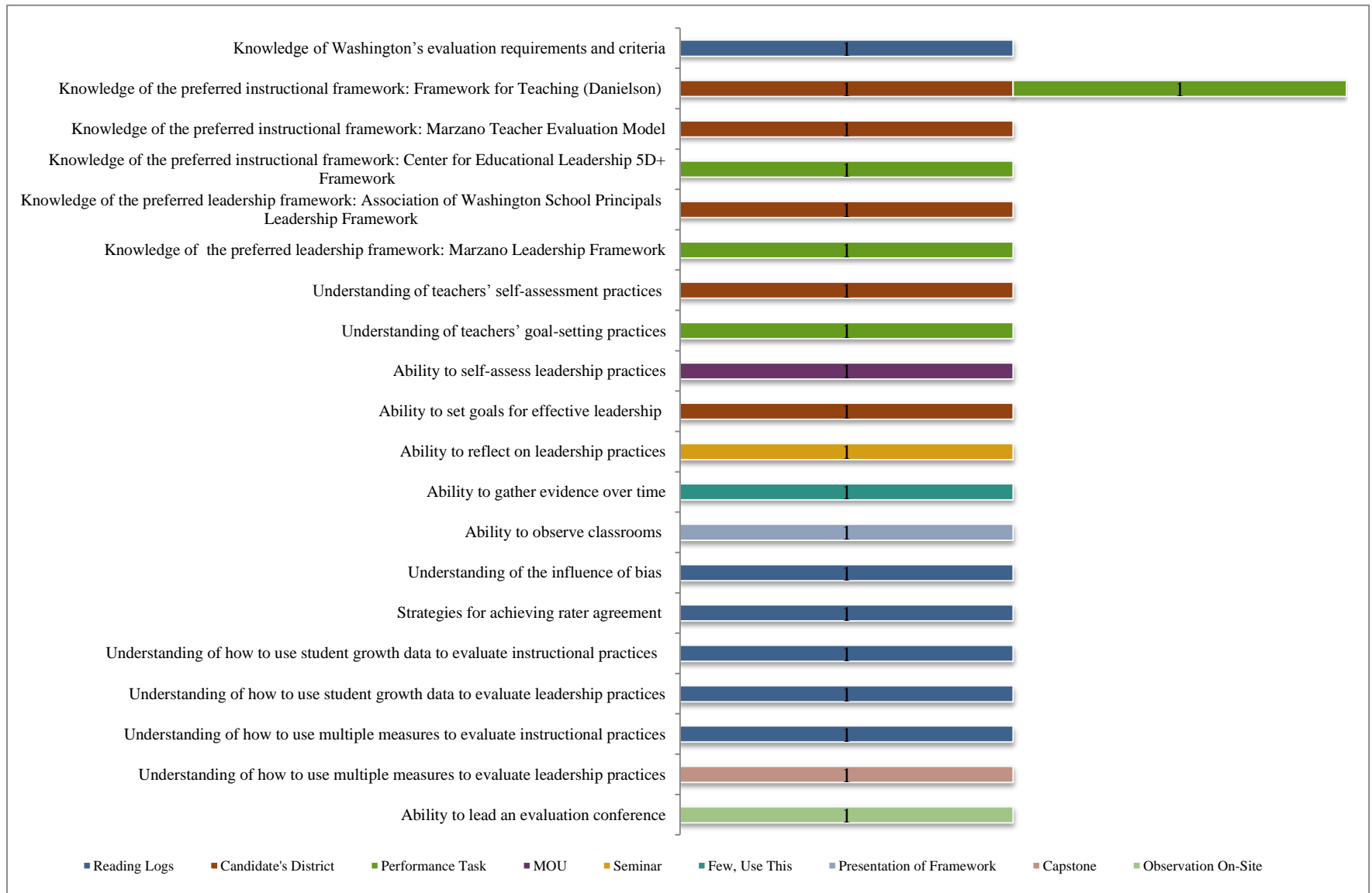
ABOUT AMERICAN INSTITUTES FOR RESEARCH

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

LOCATIONS
Domestic
Washington, D.C.

Atlanta, GA

Baltimore, MD

Chapel Hill, NC

Chicago, IL

Columbus, OH

Frederick, MD

Honolulu, HI

Indianapolis, IN

Naperville, IL

New York, NY

Portland, OR

Sacramento, CA

San Mateo, CA

Silver Spring, MD

Waltham, MA

International
Egypt

Honduras

Ivory Coast

Kenya

Liberia

Malawi

Pakistan

South Africa

Zambia

Making Research Relevant