

Teacher and Principal Evaluation Decision Matrix

What are state and what are local decisions?

Items	Item Definitions	State Decisions	Local Decisions
Criteria	Criteria by which certificated classroom Teachers, Principals, and Assistant Principals will be evaluated beginning 2013-14.	Eight criteria for certificated classroom Teachers and eight criteria for Principals & Assistant Principals Criteria: RCW 28A.405.100 (Sec. 1)(2)(b) & (Sec. 5)(Sec. 6)(b)	School boards adopted revised criteria by Sept. 10, 2013.
Criteria Definitions	Definitions developed by TPEP districts during pilot development to help clarify criteria and assist in determining evidence and measures.	Criteria Definitions: WAC 392-191A-060	None
Certificated Classroom Teacher	A certificated employee who provides instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140 (1) through (3) and 181-79A-142 (1), (2)(a), (b), (d) and (3).	Definition of certificated classroom Teacher: WAC 392-191A-030 Guidance on determining “academically-focused instruction to students” defined in the TPEP-FAQ , “If a teacher does all three of the following, then they should be evaluated under TPEP: <ul style="list-style-type: none"> Plans or modifies instruction; Instructs students; and Monitors student progress.” 	Determine which educators are included in the teacher evaluation system. Those who should not be included should be evaluated using the previous evaluation process or another model chosen by the district. Those who provide “academically focused instruction to students” should be included in the evaluation system. For further guidance, please consult the TPEP-FAQ under the tab “Employee Groups”. Local discussion should focus on the roles/responsibilities of the employee as related to the criteria and approved frameworks.



Items	Item Definitions	State Decisions	Local Decisions
<p>Certificated Principal and Assistant Principal</p>	<p>A person who is employed to supervise the operation and management of a school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140 (4)(a) and 181-79A-142 (1), (2)(a), (d), and (3).</p>	<p>Definition of certificated Principal and Assistant Principal: WAC 392-191A-030.</p> <p>Timeline for completing the evaluation for a Principal or Assistant Principal: WAC 392-191A-160(8) and WAC 392-191A-190(8).</p>	<p>Local discussion should focus on the roles/responsibilities of the employee as related to the criteria and frameworks.</p> <p>Determine applicability of evaluation using AWSP Leadership Framework for roles such as Deans of Students, Athletic Directors, and those with split Superintendent/Principal roles.</p> <p>For guidance, see the TPEP FAQ and The AWSP Leadership Framework.</p> <p>Districts will maintain records of completion of required training by evaluators.</p>
<p>Instructional & Leadership Frameworks</p>	<p>"Instructional Framework" means one of the approved Instructional Frameworks adopted by the Superintendent of Public Instruction to support the evaluation system pursuant to RCW 28A.405.100.</p> <p>"Leadership Framework" means one of the approved Leadership Frameworks adopted by the Superintendent of Public Instruction to support the evaluation system pursuant to RCW 28A.405.100.</p>	<p>Instructional Frameworks</p> <ul style="list-style-type: none"> • CEL 5Ds + University of Washington • Danielson - Framework for Teaching • Marzano- Teacher Evaluation Framework <p>Current evaluation materials are available on the TPEP website under the specific framework.</p> <p>Leadership Framework</p> <p>The AWSP Leadership Framework</p>	<p>District use a local process select one Instructional framework and post their selection on their district website.</p> <p>Decisions to change to a different instructional framework would need to undergo a local process for making the change and include plans for re-training all employees. OSPI would need to be notified of the change.</p>

Items	Item Definitions	State Decisions	Local Decisions
<p>Modification or Adaptations to Instructional Frameworks</p>	<p>Minor modifications or adaptations to Instructional Frameworks.</p>	<p>The structure and text of frameworks and rubrics may only be changed by OSPI.</p> <p>With the framework authors, OSPI has created a process for reviewing and authorizing minor modifications or adaptations.</p> <p>RCW 28A.405.100 (Sec. 1)(2)(e)</p> <p>Instructions for districts to make minor modifications to their Instructional and Leadership Framework</p>	<p>Local decisions can be made regarding adding possible teacher observables and possible student observables to the 5D+ rubric, critical attributes to the Framework for Teaching, and possible teacher evidence and possible student evidence to the Marzano Teacher Evaluation Model.</p> <p>Any local additions to the frameworks should be carefully considered and may not be less than what is provided in RCW, WAC, or state guidance.</p> <p>Districts should consult with the TPEP office when considering making any changes.</p>
<p>Four Level Rating System</p>	<p>The continuum of performance that indicates the extent to which the criteria have been met or exceeded.</p>	<p>1-Unsatisfactory 2-Basic 3-Proficient 4-Distinguished</p> <p>RCW 28A.405.100 (Sec. 1)(2)(c)</p>	<p>None</p>
<p>Annual Report of Evaluation Data (SEES)</p>	<p>Districts report annually to OSPI the following for each employee group: (i) Evaluation criteria and rubrics; (ii) a description of each rating; and (iii) the number of staff in each rating. RCW 28A.150.230 (2)(a).</p>	<p>OSPI provides performance data for all educators through the annual State Educator Evaluation Survey (SEES) to US Dept. of Education in compliance with stated expectations.</p>	<p>Complete the survey once opened and prior to the stated due date. Once the survey is opened, districts collect, and report performance data of teachers aggregated by school and of other educators by district. Where applicable, four-level ratings are reported.</p>

Items	Item Definitions	State Decisions	Local Decisions
			<p>Local decisions are made regarding the following questions:</p> <ul style="list-style-type: none"> • How and when will performance data for all educators be collected? • Where and how will data be stored? • How will the data be analyzed and utilized?
Comprehensive Evaluation	<p>All eight criteria must contribute to the overall summative evaluation and must be completed at least once every six years.</p> <p>The evaluation must include an assessment of the criteria using the framework rubrics and OSPI's approved student growth rubrics.</p>	<p>Teachers, Principals and Assistant Principals</p> <p>Overall Summative Scoring Methodology using the OSPI summative scoring band.</p> <p>(see definitions below)</p> <p><u>WAC 392-191A-080</u> <u>WAC 392-191A-090</u> <u>WAC 392-191A-140</u> <u>WAC 392-191A-160</u></p>	None
Focused Evaluation	<p>One of the eight criteria must be assessed in every year that a Comprehensive evaluation is not required. Assignment to a Focused evaluation is always at the discretion of the evaluator.</p> <p>The selected criterion must be approved by the Teacher's, Assistant Principal's, or Principal's evaluator. Must include an assessment of the</p>	<p>Teachers</p> <p>The Focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6 or 8 are selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 3 or 6 student growth rubrics. See focused scoring methodology.</p>	<p>Comprehensive must be used at least once every six years; local schedule may vary but may not exceed every five years.</p> <p>Identify a district plan for supporting evaluator workload.</p> <p>Evaluators/Employees who are to be moved/wish to move from a Focused evaluation to the Comprehensive evaluation during the school year must be informed of this decision in</p>

Items	Item Definitions	State Decisions	Local Decisions
	<p>criterion using the Instructional or Leadership Framework rubrics and OSPI's approved student growth rubrics.</p>	<p><u>WAC 392-191A-120</u> Principals & Assistant Principals</p> <p>The Focused evaluation will include the student growth rubrics selected by the Principal or Assistant Principal and approved by the Principal's evaluator. See focused scoring methodology.</p> <p><u>WAC 392-191A-190</u></p>	<p>writing on or before December 15 of that school year.</p>
<p>Summative Performance Rating Descriptions</p>	<p>Description of summative performance at each of the four levels based on the work of the TPEP pilot districts.</p>	<p>Summative Performance Rating Descriptors for certificated classroom Teachers, Principals and Assistant Principals.</p> <p><u>WAC 392-191A-140</u></p>	<p>None</p>
<p>Criterion Level Scoring Methodology</p>	<p>Method for scoring the criterion-level scores using the Instructional Framework rubrics and student growth rubrics.</p>	<p>A criterion score is comprised of two components:</p> <ul style="list-style-type: none"> • The framework rubric elements identified by OSPI for that criterion. • The applicable student growth rubrics. 	<p>Criterion-level Scoring Methodology is a local decision including procedures and practices to establish criterion scores which are summed equally to create a summative score.</p> <p>Guidance is available from OSPI in the TPEP modules (<i>in process of being updated, available July 2024</i>)</p>
<p>Final Summative Scoring Methodology</p>	<p>Common statewide method for calculating the Comprehensive and Focused evaluation performance ratings for each of the approved Instructional</p>	<p>OSPI has defined the common method of calculating a final summative score at the end of each school year.</p>	<p>Local decisions create procedures and practices to establish criterion scores and they are summed equally to create a summative score.</p>

Items	Item Definitions	State Decisions	Local Decisions
	<p>Frameworks. RCW 28A.405.100(2)(c).</p>	<p>WAC 392-191A-080; WAC 392-191A-090;</p> <p>WAC 392-191A-140; and WAC 392-191A-160</p> <p>A Comprehensive summative score has two steps:</p> <ul style="list-style-type: none"> • Districts use a local process to create procedures and practices to establish criterion scores and they are summed equally to create a summative score. Framework rubric scores and student growth rubric scores are included in the calculation. The state’s scoring matrix assigns a corresponding label (Unsatisfactory to Distinguished or 1-4). • Evaluators calculate the Student Growth Impact Rating, which is the sum of the five student growth rubrics (3,6,8 for Teachers and 3,5,8 for Principals). The Student Growth Impact Rating only has consequences when the rating is “Low”, or any rubric score is “1”. Certificated 	<p>Assure that evaluators understand and can accurately and reliably apply the procedures for scoring educator performance using OSPI’s framework rubrics, student growth rubrics and any locally defined processes.</p> <p>Local decisions must clarify a process on how to derive a summative score when an educator ends service prior to the end of school or when an educator is hired late in the school year.</p> <p>Employ strategies to maximize rater agreement; consult OSPI resources for guidance and support (<i>in process of being updated, anticipated July 2024</i>).</p>

Items	Item Definitions	State Decisions	Local Decisions
		<p>classroom Teachers with low student growth rating will engage with their evaluator, in a student growth inquiry pursuant to WAC 392-191A-100.</p> <p>A Focused summative score is determined as follows:</p> <ul style="list-style-type: none"> • A summative score is assigned using the summative score from the most recent Comprehensive evaluation. This score becomes the Focused summative evaluation score for any of the subsequent years following the Comprehensive summative evaluation in which the certificated classroom Teacher, certificated Principal or Assistant Principal is placed on a Focused evaluation. Should a Teacher, Principal or Assistant Principal provide evidence of exemplary practice on the chosen Focused criterion, a level 4 (Distinguished) score 	

Items	Item Definitions	State Decisions	Local Decisions
		<p>may be awarded by the evaluator. WAC 392-191A-120 (Teachers) WAC 392-191A-190 (Principals and Assistant Principals). Should a Teacher or Principal need or wish to be moved from a Focused to a Comprehensive evaluation during a school year, that decision must be communicated in writing by December 15 of each year.</p>	
<p>Observation (Teacher Only)</p>	<p>Observe or observation as defined in WAC means the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence (Evidence means observed practice, products, or results of a certificated classroom Teachers or certificated Principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system.) over time against the</p>	<p>Comprehensive</p> <p>All classroom Teachers shall be observed at least twice each school year in the performance of assigned duties for at least sixty minutes during each school year, plus at least two opportunities for confidential conferences with his or her immediate supervisor.</p> <p>Comprehensive (Provisional)</p> <p>Districts must observe new employees for at least thirty minutes during the first ninety calendar days of the new employee's employment period. No summative score is required.</p>	<p>Additional observation guidance (either formal or informal) may be determined locally.</p>

Items	Item Definitions	State Decisions	Local Decisions
	<p>Instructional or Leadership Framework rubrics pursuant to this section. WAC 392-191A-030</p> <p>In accordance with WAC 392-191A-110, as appropriate the evaluation of the certificated classroom teacher may include the observation of duties that occur outside of the classroom setting.</p>	<p>Provisional (3rd Year)</p> <p>Observe at least three times in the performance of assigned duties for at least ninety minutes during the school year.</p> <p>Focused</p> <p>School districts must ensure that all classroom Teachers are observed for the purpose of Focused evaluation at least twice each school year in the performance of their assigned duties. As appropriate, the evaluation of the certificate classroom Teacher may include the observation of duties that occur outside the classroom setting. School districts must ensure that all certificate classroom Teachers are subject to a Focused evaluation and observed for a period of no less than sixty minutes during each school year.</p> <p>RCW 28A.405.100 (Sec. 1)(3)(a) WAC 392-191A.110</p>	
Evaluation (Principal and Assistant Principals)	<p>Timeline for summative conference and final evaluation for principals/assistant principals.</p>	<p>Summative conference must occur prior to June 1st for both comprehensive and focused evaluations for principals and assistant principals.</p>	<p>Observations related to the evaluation process and any subsequent timelines will be determined at the local level for principal and assistant principal evaluations.</p>

Items	Item Definitions	State Decisions	Local Decisions
		<p>WAC 392-191A-160 and WAC 392-191A-190.</p>	
<p>Student Growth and Student Growth Impact Rating</p>	<p>Student Growth</p> <p>The change in student achievement between two points in time. RCW 28A.405,100 (2)(f)</p> <p>Student Growth Data</p> <p>The relevant and available multiple measures using classroom, school, district, and state-based tools.</p>	<p>OSPI approved student growth rubrics must be used in criterion level scoring. More than one measure of student growth data must be used in scoring the student growth rubrics. Rating must be determined by an analysis of evidence.</p> <p>Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated classroom Teacher, (WAC 392-191A-090) Principal or Assistant Principal's (WAC 392-191A-170) (student growth impact rating. The student growth impact rating will be determined by the Superintendent of Public Instruction's student impact rating scoring band. For additional details on student growth impact ratings view the Comprehensive and Focused Diagrams.</p>	<p>Determine available and relevant multiple measures.</p> <p>Determine how assessment literacy and best practices will be incorporated into educator training.</p> <p>Consider whether to design a menu of professional growth options for educators who receive a low student growth impact rating.</p> <p>Consult Student Growth resources and modules (<i>in process of being updated, available July 2024</i>) for additional guidance and professional learning.</p>

Items	Item Definitions	State Decisions	Local Decisions
Perception Data	Student or building staff input to provide data about the Teacher, Assistant Principal or Principal's performance.	<p>Student input may be included in the (Teacher) evaluation process: RCW 28A.405.100 (Sec. 1)(2)(g).</p> <p>Building staff input may be included in the (Principal and Assistant Principal) evaluation process: RCW 28A.405.100 (Sec. 1(6g).</p>	<p>The role of student and staff input into evaluation is a local decision.</p> <p>Resources for engaging with student perception and feedback can be found on The Center for Strengthening the Teaching Profession's website, under Student Perception Project.</p>
Analysis of Revised Evaluation System	Representatives of OSPI and statewide associations shall analyze how the evaluation systems in RCW 28A.405.100 (2) and (6) affect issues related to a change in contract status. RCW 28A.405.102	<p>Teachers & Principals</p> <p>Annually the TPEP Steering Committee will examine educator performance data (SEES) and contract issues related to implementation of the four-level rating system.</p>	None
Use of Evaluation Results in HR Decisions	HR decisions include positive consequences (e.g., granting continuing contract status, preference in assignments, and teacher leadership roles) as well as negative consequences (probationary status, transfers, RIFs, and displacement, and hiring staff). Access to professional development offerings based on teacher performance and/or district	<p>Teachers, Assistant Principals & Principals</p> <p>Beginning with the 2015-16 school year, evaluation results for certificated Teachers, Assistant Principals, and Principals must be used as one of multiple factors in making human resource and personnel decisions. Human resource decisions include, but are not limited to staff assignment, including the consideration of an agreement to an assignment by an appropriate</p>	<p>Initial decisions were completed in 2015-16. Any changes to original decisions would be determined at a local level including how evaluation results will be considered in a variety of personnel decisions for both Teachers and Principals and</p> <p>what "multiple factors" will be considered, including evaluation results.</p>

Items	Item Definitions	State Decisions	Local Decisions
	<p>priorities can also be an HR decision.</p>	<p>Teacher, Assistant Principal, Principal and Superintendent; and reduction in force. Nothing in this section limits the ability to collectively bargain how the multiple factors shall be used ... with the exception that evaluation results must be a factor.</p> <p><u>RCW 28A.405.100(8)(a)</u></p>	