



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Performance Based Evaluations/Certificated Educators

1. **Purpose:**

Since September 2015, every certificated teacher and principal in Washington is evaluated using a four-tiered evaluation process, which is based on an instructional or leadership framework and includes observations, other evidence, and measures of student growth. These funds support state-level activities designed to maintain and update a sustainable system for required professional learning for teachers and principals as they participate in this evaluation process and to support keeping the focus of evaluation on a system for feedback, reflection and growth for educators to support growth for students.

2. **Description of services provided:**

OSPI staff provide technical assistance, create tools and resources, facilitate the TPEP Steering Committee and manage the work of the ESDs, the framework authors, the statewide cadre of framework specialists who train teachers, principals, and principal evaluators, partner organizations, and the training grants provided to all 295 school districts. View the [TPEP website](#) for more information.

3. **Criteria for receiving services and/or grants:**

All school districts are required to participate in the evaluation system and have access to statewide programs of support through OSPI, Educational Service Districts (ESDs), the Center for Strengthening the Teaching Profession (CSTP), the Association of Washington School Principals (AWSP), and the Washington Association of School Administrators (WASA). All districts are allocated training funding through program RC1, and most complete an iGrant to make claims for it. Funds in this proviso support the trainings and professional learning all schools and districts have access to in accordance with RCW 28A.405.100.

Beneficiaries in the 2022-23 School Year:

Number of School Districts:	295
Number of Schools:	All
Number of Students:	All
Number of Educators:	All
Other:	Educational Service Districts (ESDs) 9



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4. Are federal or other funds contingent on state funding?

Yes, please explain: Yes, if state funds are not available, the state will not be implementing with fidelity its equity plan in ESSA (Title II, Part A).

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2023	\$3,418,000	\$3,102,680
2022	\$3,418,000	\$3,117,892
2021	\$3,418,000	\$2,854,144
2020	\$3,418,000	\$3,248,006
2019	\$3,418,000	\$3,686,714

6. Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:

Fiscal Year	Number of Schools
2023	All
2022	All
2021	All
2020	All

7. Programmatic changes since inception (if any):

The program of professional learning is continually refined to respond to the needs of our students, teachers, principals, and systems. Ongoing activities include service agreements to support framework, student growth, rater agreement, and evaluation systems learning at ESDs statewide; ongoing development of the state’s cadre of over one hundred instructional and leadership framework specialists; support for implementation of framework and student growth updates, support for eVAL, the electronic evaluation management system; continued alignment of all offerings with CCDEI standards; and a growing focus on culturally responsive pedagogy especially through implementation of the revised Student Growth Goals.

Some funds are being allocated to support novice principals and their evaluators (superintendents) with mentoring for their evaluation roles. Additionally, funds were used to support preparation for the revised Student Growth Goals which are required for us in the 2024-25 school year. Support took the form of free tools and resources on the OSPI-TPEP website, professional learning offerings through CSTP, AWSP and ESDs.

Continuing in 2022-23 was work with Dr. Adeyemi Stenbridge, the author of *Culturally Responsive Education in the Classroom* and *Brilliant Teaching*. Dr. Stenbridge held 24



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residencies, impacting over 300 educators from 13 different school districts across the state. The experience educators have in a residency positions them to enact the kind of learning experiences supported by the instructional frameworks and the revised Student Growth Goals. By engaging teachers in job-embedded professional learning to shift their practice, two educators had this to say of their participation in a residency experience:

As a result of my learning, I will plan lessons with a rigorous anchor to introduce a new skill/concept that provides an onramp for all my students, and I will thoughtfully plan about the emotional responses I want my students to experience.

I also loved the discussions and the chance to realign my thinking about culturally responsive education and redefine what I want my classroom to look like.

Responding to a regional need for foundational learning on the principles that underlie the revised Student Growth Goals, CSTP coordinated two Design Studio with Dr. Stembridge that engaged 47 educators from 16 different WA districts, ESDs, and higher education institutions from Washington state and yielded the following comment from one participant:

I gained a new and more complete understanding of what equity and equality is and isn't. I view planning differently, specifically how to add rigor to my lessons for all students. Having resources that I can implement and reference in the future is also beneficial. Thank you.

Additionally, Dr. Stembridge contributed to 3 virtual book studies engaging 281 educators in discussions on supporting culturally responsive education.

As in years past, AWSP supports the legislatively required Leadership Framework training and this year developed an equity companion guide for use with their framework. In the fall of 2020, AWSP and OSPI collaboratively convened a group of building and district level administrators to begin the work of revising the Student Growth Goals 3.5, 5.4, and 8.4 of the Leadership Framework. This workgroup was tasked with the goal of ensuring that the Leadership Framework student growth goals for principals and assistant principals aligned with the newly revised student growth goals for teachers. This every important work is on-going in draft form and will be presented to stakeholder groups during the 2023-24 school year for on-going feedback and refinement.

The "Framework Lead" team of educators for the instructional frameworks met monthly to coordinate support for the cadre of instructional framework specialists and to discuss supporting evaluation as a tool for feedback and growth. In one virtual and one in-person convening, the Framework Leads facilitated professional learning for the Framework Specialists to remain current in their knowledge of their instructional framework, make connections to student growth and engage in discussions about centering equity in the work



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of the training on the instructional frameworks. The work of the Leads remained closely connected to the national framework authors through on-going collaboration throughout the 2023-24 school year especially as we support the implementation of an updated version of the Danielson Framework for Teaching, required for use in teacher evaluations in the 2024-25 school year.

8. Program evaluation or evaluation of major findings:

The program surveys districts annually for their aggregated teacher (by school) and principal (by district) evaluation scores using the School Employee Evaluation Survey (SEES). They also report the use of this data in personnel decisions, as well as their use of evaluation management systems. This data has remained constant over the years of TPEP implementation.

Additionally, Framework Specialists, ESD, CSTP and AWSP regularly collect feedback on the offerings they facilitate. The legislatively appointed TPEP Steering Committee convenes quarterly to help shape the program based on feedback received through membership in the partner organizations.

9. Major challenges faced by the program:

As schools have continued to carry the responsibility for navigating the trauma and learning loss brought on by the pandemic, school leaders and systems have begun to shift the focus back to instructional practice revealing evaluation practices in need of revisiting and revision. Unlearning established practices that may need updating and uncovering misconceptions about what is/is not required will continue to be the work in the year to come. Determining how to provide flexibility for attending professional learning and training will continue to be a conversation as our current system allows for both in-person and virtual learning options. The TPEP Steering Committee will discuss how to support post-pandemic evaluation procedures that honor the commitment to feedback and growth that comprise the foundational tenets of TPEP and that are manageable given the myriad of demands on school systems.

A significant challenge we are facing is the need to update our home-grown evaluation management system known as eVAL. eVAL was created at the onset of TPEP as a free tool for districts to help them manage all aspects of evaluation. The program needs to be made ADA compliant and the platform on which the program currently resides is outdated. Work is currently underway to determine the projected cost of revising eVAL so that it can continue to be a low or no cost tool for districts that can help make the work of evaluation manageable.



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10. **Future opportunities:**

In the 2024-25 school year, the revised Student Growth Goals and the updated Danielson Framework for Teaching will be required for us in evaluation in our state. Both initiatives have a clear and intentional focus on equity, and this creates an opportunity to examine educator practice in ways that center the needs of our students. This provides school districts the opportunity to shift and change policies in practices in support of these classroom and building-level shifts. At a state level, it is our responsibility to continue to provide guidance, tools, and resources to support these changes and consider what changes we can make to support an evaluation system that is an intentional part of educator growth and development at every phase of an educator's career and one that is responsive to the current context and working conditions of educators across our state.

11. **Statutory and/or budget language:**

\$3,418,000 of the general fund—state appropriation for fiscal year 2022 and \$3,418,000 of the general fund—state appropriation for fiscal year 2023 are provided solely for implementation of a new performance-based evaluation for certificated educators and other activities as provided in chapter 235, Laws of 2010 (education reform) and chapter 35, Laws of 2012 (certificated employee evaluations).

12. **Other relevant information:**

With over 136 districts dependent on eVAL, and the magnitude of the work to update eVAL, we are working to project costs that may exceed our current budget capacity without impacting the funding on which districts rely.

ESSER dollars were used to respond to an increased need for providing mentorship for new principals as instructional leaders, including growing their ability to engage with teachers through evaluation to growth their instructional practice. With the expiration of these funds, we have looked at existing budgets to find ways to continue this important work. We are investigating opportunities to provide stable and sustainable systems, including funding, to support school leaders and to increase the capacity to recruit and retain leaders that better reflect the demographic of our current student population.

13. **Schools/districts receiving assistance:**

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