

TPEP EGMS Application Tips

Tips for FP 664

[RCW 28A.405.100](#) which governs the Teacher Principal Evaluation Program (TPEP) establishes the four level rating system for certificated employees and establishes the TPEP Steering Committee.

Total Budget Requested

When entering the application in EGMS, please consider your current allocation and appropriately adjust your budget based on the assurances listed below.

TPEP 664 Assurances

With funding from OSPI, your district will offer opportunities to train new educators in the instructional and leadership frameworks, as well as to refine educators' understanding of the evaluation system and use it to support educator growth.

If you have questions as you complete this application, please reach out to the [TPEP team](#).

With this funding, the district will:

Tier 1: First support required training for new and new-to-framework teachers, principals, assistant principals, and principal evaluators. The district will ensure they receive:

Teachers – Required

- An Introduction to the evaluation system and any local regulations or definitions; and
- A minimum of six (6) hours of professional learning on the district's instructional framework. These hours may be distributed throughout the first months of the school year. For teachers in districts that qualify, this professional learning may be part of induction support for new teachers in the BEST program.

Principals and Assistant Principals (Teacher Evaluators) - Required

- Stage I and Stage II training in the district's chosen instructional framework provided by an OSPI-approved framework trainer. It is strongly encouraged that districts maintain their own internal records about training completion dates.

Principal and Assistant Principal Evaluators – Required (recommended for principals and assistant principals)

- AWSP Leadership Framework training provided by an OSPI/AWSP-approved framework trainer. It is strongly encouraged that districts maintain their own internal records about training completion dates.

Tier 2: Next, districts support professional learning activities that:

- Support implementing the final revised Student Growth Goal rubrics.
- Support the growth and development of beginning educators.
- For districts using the Danielson Instructional framework, districts support activities to prepare for implementation of the updated framework.



Tier 3: With remaining funds, districts support:

- Opportunities to deepen the understanding and application of the instructional framework in evaluation and instructional practice.
- Opportunities to use the instructional and leadership frameworks to support equitable and culturally responsive instructional and leadership practices.
- Attendance at AWSP/WASA Summer Conference in support of TPEP related learning opportunities.