

Teacher Principal Evaluation Training

Statutory and/or Budget Language

\$4,000,000 of the general fund—state appropriation for fiscal year 20243 and \$4,000,000 of the general fund—state appropriation for fiscal year 2024 are provided solely for the provision of training for teachers, principals, and principal evaluators in the performance-based teacher principal evaluation program.

Purpose

Since Teaching and Principal Evaluation was overhauled in 2015, the state supports training of teachers, principals, and principal evaluators in the performance-based teacher and principal evaluation program known as TPEP. The trainings provide an opportunity for teachers and principals to gain an in-depth understanding of the teacher evaluation system and the instructional framework that will be used to evaluate teacher performance, and for principals and their evaluators to deeply understand the Association of Washington School Principals (AWSP) leadership framework.

Description of Services Provided

Professional learning for teachers and principals on the processes and procedures of the educator evaluation system as well as the specifics of their district's selected instructional framework, the application of student growth, and the appropriate use of artifacts and evidence.

Professional learning that dives more deeply into any of the State 8 Teacher of Principal Evaluation Criteria are categorized into three tiers, with the first tier being the highest priority described in our [funding priorities for Form Package 664](#).

Criteria for Receiving Services and/or Grants

All public-school districts received an allotment based on certificated FTE (including teacher, principal and other certificated administrators) with modifications made to ensure an adequate "floor" for small districts. Those districts that applied by the grant deadline were approved to claim expenses against their allotment. Allotments for districts that did not apply were reallocated to participating districts.

Beneficiaries in the 2023-24 School Year

Number of School Districts	237
Number of Schools	N/A
Number of Students	N/A
Number of Educators	N/A
Other	N/A



Are Federal or Other Funds Contingent on State Funding?

No

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$4,000,000	\$3,948,451
2023	\$4,000,000	\$3,824,511
2022	\$4,000,000	\$3,840,489
2021	\$4,000,000	\$3,712,508
2020	\$4,000,000	\$3,883,331

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

See above.

Programmatic Changes Since Inception (If Any)

The 2018 Legislature changed proviso language to allow these funds to be used for both teacher and administrator training. This allowed districts to complete a single grant application for all their TPEP training needs, reducing workload and facilitating districts in taking a more integrated view of the program.

Program Evaluation or Evaluation of Major Findings

Most districts accessed the training funding in 2023-24. Those districts that did not request or use the funds tended to be small and remote. Districts used the funds for salary and benefits to support additional teacher time, substitute teachers for release time, purchasing the services of approved trainers, registration fees, and training supplies and materials. Due to the continued availability of virtual trainings, travel costs remained low.

Major Challenges Faced by the Program

Major challenges can be seen in the shortage of time and resources for administrators to be released from their administrative duties to take the required Stage I and Stage II trainings. While varied training dates and times exist, finding building coverage and general support during the school year when administrators are required to attend training is a challenge for schools and districts.

Turnover in the district or building staff is also a major challenge. Continual reminders for people new in their roles to know what RC dollars can go towards and how to access these monies are ongoing. Having knowledge of how these dollars can be utilized also helps ensure the continuity of the program for schools and districts.

Future Opportunities

Program: TPEP is well-placed to leverage growth in educator understandings and practices for culturally responsive teaching and leading. As the state-level program funds in RJ2 are being used to bring in expertise and learning opportunities for educators, the district-level grant funds of RC2 support educators in taking advantage of them.

The ways in which the district-level grant funds can be prioritized to meet the requirements of RCW 28A.405.106 were clarified by implementing a three-tier system for using the grant funds that communicated to districts how to prioritize their allocation.

Budget: For 2023-24 allocations were adjusted to ensure that an adequate base level of funding was provided for small districts and funding aligned with planned activities. For the 2024-25 school year, the grant system will be transitioning from iGrants to EGMS which will increase our application submission period to allow for a greater learning curve, keeping in mind districts that choose not to apply will have their allotment redistributed to districts that indicate an additional need.

Other Relevant Information

The 2023-24 school year was the last year that allocations were distributed through the iGrants system. In the 2024-25 school year, application and allocation for this funding will be distributed through EGMS, which will present a learning curve for both OSPI staff and school districts. Streamlining the application questions to closely align with proviso language will result in a shorter application process for districts that will hopefully yield a greater percentage of school districts claiming their funds. Program data that was previously collected via the iGrants application will need to be collected through other methods.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2024 Fiscal Year.](#)

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