

Performance Based Evaluations/Certificated

Statutory and/or Budget Language

\$3,418,000 of the general fund—state appropriation for fiscal year 2023 and \$3,418,000 of the general fund—state appropriation for fiscal year 2024 are provided solely for implementation of a 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).

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.

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.

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 RC2, and most complete an application to make claims for it. Funds in this proviso support the numerous trainings and professional learning opportunities all schools and districts have access to in accordance with RCW 28A.405.100.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Beneficiaries in the 2023-24 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

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).

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2024	\$3,418,000	\$3,236,200
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

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

Fiscal Year	Number of Beneficiaries
2024	All
2023	All
2022	All
2021	All
2020	All

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 (100) 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 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, ASWP, and ESDs.

Continuing in 2023-24 was work with Dr. Adeyemi Stemberidge, the author of *Culturally Responsive Education in the Classroom* and *Brilliant Teaching*. Dr. Stemberidge held 29 residencies, impacting 497 educators from 19 different school districts and 3 ESD regions. 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, three educators had this to say of their participation in a residency experience:

This 3-day residency was one of the strongest learning experiences for me – both in content and delivery from Dr. Stemberidge, but also the opportunity to partner with our staff and other schools.

I have already begun incorporating this thinking into my work. This training and Yemi's enthusiasm really infused some passion back into my practice! Yemi's framework created a scope and sequence to intentionally plan for students and use my DOK, GLADD, and UDL training. I will be more intentional including those practices!

I finally understand what rigor really is! The CRE residency learning experience was outstanding!

With the revised Student Growth Goals becoming required in 2024-25, CSTP held a *Student Growth Goal Emerging Practices Colloquium* to respond to a need from Building and District Administrators to learn from each other around how they are implementing new practices and shifting conversations to better meet their growth goals and changing needs of teachers and students. The colloquium engaged 116 participants including teachers, mentors, coaches, principals and district administrators representing 36 different districts and yielded the following comment from one participant:

We must resist the urge, no matter how well intended, to "standardize" this process. When we do, we run the risk of unintentionally stifling growth and fighting against the spirit and vision of the new revisions. We must focus on why data matters in our instruction and tout the process over the product.

Additionally, Dr. Stemberidge contributed to three (3) virtual book studies engaging 377 educators in discussions on supporting culturally responsive education.

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 of training on the instructional frameworks. The work of the Leads remained closely connected to the national

framework authors through on-going collaboration especially as we support the implementation of an update version of the Danielson Framework for Teaching, required for use in teacher evaluations in the 2025-26 school year.

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.

Major Challenges Faced by the Program

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. eVAL 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.

Future Opportunities

In the 2024-25 school year, the revised Student Growth Goals and in 2025-26 the updated Danielson Framework for Teaching will be required for use 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.

Other Relevant Information

With over 120 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.

Schools/Districts Receiving Assistance

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

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