

Teacher Principal Evaluation Training

Budget Language

\$4,000,000 of the general fund—state appropriation for fiscal year 2024 and \$4,000,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for the provision of training for teachers, principals, and principal evaluators in the performance-based teacher principal evaluation program.

Proviso 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 (AWSPP) leadership framework.

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 or 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/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 2024-25 School Year

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



Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$4,000,000	\$3,974,826
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

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(s) Evaluation or Major Findings

Most districts accessed the training funding in 2024-25. 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 2024-25 allocations were adjusted to ensure that an adequate base level of funding was provided for small districts and funding aligned with planned activities.

Other Relevant Information

The 2024-25 school year was the first year that the application and allocation for this funding was distributed through EGMS, which presented a learning curve for both OSPI staff and school districts. The application questions were streamlined to more closely align with proviso language which resulted in a shorter application process for districts.

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

Program Contact Information

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