Teacher Principal Evaluation Training

Budget Language

$2,000,000 of the general fund—state appropriation for fiscal year 2026 and $2,000,000 of the general fund—state appropriation for fiscal year 2027 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 training provides 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.

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 and Principal Evaluation Criteria are categorized into three tiers, with the first tier being the highest priority, as 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 2025-26 School Year

Number of School Districts:	250
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
2026	$2,000,000	$1,995,779
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

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

Fiscal Year	Number of Beneficiaries
2026	250
2025	237
2024	232
2023	230
2022	218

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. In addition to this, the original funding of $4,000,000 was cut in half starting in fiscal year 2026.

Program(s) Evaluation or Major Findings

Most districts accessed the training funding in 2025-26, especially compared to years prior. Those districts that did not request or use the funds tended to be small and remote. Districts use 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 Program(s)

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

To build on initial TPEP training, support is needed for recurring, practice-based learning beyond the required training for new educators that strengthens all educators' application of the instructional frameworks and helps make evaluation more consistent, useful, and manageable. Restoring the annual TPEP funding allocation to the prior level would allow the state to maintain support for initial training while also helping districts provide ongoing framework learning and evaluator calibration.

Other Relevant Information

The 2025-26 school year was the second year that the application and allocation for this funding was distributed through EGMS, which continued to present a learning curve for 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 2026 Fiscal Year.

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