Performance-Based Evaluations/Certificated Educators

Budget Language

3,418,000 of the general fund—state appropriation for fiscal year 2024 and $3,418,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for implementation of a new 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).

Proviso 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.

Services Provided

OSPI staff provide technical assistance, create tools and resources, facilitate the TPEP Steering Committee and manage 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/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 Teacher and Principal Evaluation Training funding, and most districts complete an application to make claims for it. Funds in this proviso support the numerous training and professional learning opportunities all schools and districts have access to in accordance with RCW 28A.405.100.

Beneficiaries in the 2025-26 School Year

Number of School Districts: 295

Number of Schools: All

Number of Students: All

Number of Educators: All

Other (Educational Service Districts): 9

Are Federal or Other Funds Contingent on State Funding?

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
2026	$3,418,000	$3,247,246
2025	$3,418,000	$3,311,534
2024	$3,418,000	$3,236,200
2023	$3,418,000	$3,102,680
2022	$3,418,000	$3,117,892

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

Fiscal Year	Number of Beneficiaries
2026	All schools
2025	All schools
2024	All schools
2023	All schools
2022	All schools

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 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 cultural competence, diversity, equity, and inclusion (CCDEI) standards; and a growing focus on culturally responsive pedagogy.

Continuing in 2025-26 was work with Dr. Adeyemi Stembridge, the author of *Culturally Responsive Education in the Classroom* and *Brillant Teaching*. Dr. Stembridge held 16 residencies, impacting 292 educators from 10 different school districts and 4 ESD regions. By engaging teachers in job-embedded professional learning to shift their practice, 3 educators had this to say of their participation in a residency experience:

> *The training was very well organized, full of big ideas balanced with practical application, and was perhaps the only training I've ever attended (in 23 years) where I got a chance to practice new learning as part of the session.*

> *The pace and presentational style are engaging and easy to follow; the materials are second to none; the process, highly collaborative, within my actual collegial setting, provided the best opportunity yet to integrate a deeper understanding of how to apply CRE planning into my classes and my coaching.*

> *I also thought it was great that the Deputy Superintendent and Admin attended. I appreciated the acknowledgement of the limitations of a 'boxed' curriculum and the emphasis on planning units with the CRE framework. It felt like permission to take risks and experiment with these concepts. Knowing that leadership supports this approach makes me more confident in applying it. I really enjoyed the collaborative work.*

Additionally, Dr. Stembridge contributed to a virtual book study that engaged 53 educators representing 31 different districts 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 connected to the national framework authors.

Program(s) Evaluation or 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 on the use of their evaluation management systems. This data has remained constant over the years of TPEP implementation.

Additionally, Framework Specialists, ESDs, 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 Program(s)

A significant challenge we are facing is the need to update our home-grown evaluation management system known as eVAL. The eVAL evaluation platform was created at the onset of TPEP as a free tool for districts to manage all aspects of the evaluation process. Investment was made this year to revise eVAL for accessibility requirements and improve functionality.

In response to feedback from evaluators, the Steering Committee initiated a review of the required evaluator training for new principals and assistant principals who evaluate teachers. A full training review has not occurred across all instructional framework since the inception of TPEP. This review will set learning objectives for TPEP training that is aligned across all instructional frameworks.

Ongoing efforts are made with grant monitoring and individual outreach to support school districts in leveraging their TPEP grant funds. Continued feedback is provided that the cost to pull district or building level staff together exceeds available funding. Requests for asynchronous training modules and district level lesson plans to support leaders in facilitation of calibration activities continue to climb. While the Steering Committee is interested in accommodating these requests, the budgetary constraints remain a challenge.

Future Opportunities

In the 2026-27 school year, eVAL 3.0 will be launched with improved performance, streamlined workflows, and an ADA-compliant experience. There will also be guidance around a TPEP training refresh that contains a new naming structure and streamlined learning objectives.

Other Relevant Information

With over 120 districts dependent on eVAL, and the magnitude of the work to update eVAL, we are working with the subcontractor to ensure seamless transition from eVAL 2.0 to eVAL 3.0 within the budgetary constraints we are facing as to not further impact funding to districts. eVAL 3.0 is slated to launch in 2026-27.

Schools/Districts Receiving Assistance

Click here to see a list of all OSPI grant recipients in the 2026 Fiscal Year.

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