



# Washington Office of Superintendent of **PUBLIC INSTRUCTION**

## **Teacher and Principal Evaluation Training**

1. **Purpose:**

Opportunity for teachers and principals to gain an in depth understanding of the revised teacher evaluation system and the instructional framework that will be used to judge teacher performance, and for principals and their evaluators to deeply understand the AWSP leadership framework.

2. **Description of services provided:**

School districts used these funds to support travel, registration fees, substitutes, materials, non-contract time, and purchased services for:

- Professional learning for teachers and principals on the processes and procedures of the revised 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. This included offerings on "Equity in Your Framework", a Leadership Lab on "Culturally Responsive Education in the Classroom," ESD sessions on facilitating remote learning, and a remote conference sponsored by the Association of Washington School Principals (AWSP), among other offerings.

3. **Criteria for receiving services and/or grants:**

All districts received an allotment based on teacher FTE, with modifications made to ensure an adequate "floor" for small districts. These amounts were then adjusted based on past claims. Those districts that applied by the grant deadline were approved to claim expenses against their allotments. Allotments for districts that did not apply were reallocated to participating districts.

**Beneficiaries in 2020-21 School Year:**

<b>Number of School Districts:</b>	246
<b>Number of Schools:</b>	NA
<b>Number of Students:</b>	NA
<b>Number of Educators:</b>	NA
<b>Other:</b> Educational Service Districts	3

**Number of OSPI staff associated with this funding (FTEs):** 0

**Number of contractors/other staff associated with this funding:** 11

**FY21 Funding: State Appropriation:** \$4.0 million  
**Federal Appropriation:** \$0  
**Other fund sources:** \$0  
**TOTAL (FY21)** \$4.0 million

4. **Are federal or other funds contingent on state funding?**

No

Yes, please explain.

*If state funds are not available, the state will not be eligible...*

5. **State funding history:**

<b>Fiscal Year</b>	<b>Amount Funded</b>	<b>Actual Expenditures</b>
FY21	\$4,000,000	\$3,712,508
FY20	\$4,000,000	\$3,883,331
FY19	\$4,000,000	\$4,000,000
FY18	\$5,000,000	\$4,790,902
FY17	\$5,000,000	\$4,937,561
FY16	\$5,000,000	\$4,890,234
FY15	\$5,000,000	\$4,973,789
FY14	\$10,000,000	\$9,402,213

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

<b>Fiscal Year</b>	<b>Number of School Districts</b>
FY21	
FY20	246
FY19	242
FY18	229
FY17	216
FY16	212
FY15	213
FY14	280

7. **Programmatic changes since inception (if any):**

The 2018 Legislature changed proviso language to allow this fund to be used for both teacher and administrator training. This allowed districts to complete a single iGrant form for all of their TPEP training needs, reducing workload and facilitating districts in taking a more integrated view of the program. This year, it was particularly helpful as districts were scrambling to redo budgets in the face of COVID-related changes in activities. The flexibility made it easier for them to make changes.

8. **Evaluations of program/major findings:**

Most districts accessed the Teacher Training Fund in 2019-20. 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, training supplies and materials, and travel to training. Due to COVID, travel costs were reduced and many districts made budget changes to access remote professional learning opportunities (registration fees).

In March, 2019, the University of Washington's Center for the Study of Teaching and Policy completed a study to see how principals are handling the demands of the evaluation system on top of their many other duties. They found that the essential elements for productive engagement in teacher evaluation include:

- Leveraging the capacity of school leadership teams, so not all of the work to support professional growth sits on the shoulders of the principal;
- Having opportunities to collaborate and grow professionally with other principals, both on how they evaluate teachers and on their own evaluations;
- Integrating and aligning school initiatives, to ensure TPEP isn't seen as just one more "hoop" but rather part of the school's instructional priorities;
- Streamlining the evaluation process through efficient time management and delegation of tasks; and
- Staffing schools adequately, so the evaluation load is compatible with the actual capacity of the principal or leadership team to complete them in ways that support teacher growth.

Read the Executive Summary of the report [here](#)

9. **Major challenges faced by the program:**

COVID impacted professional learning for TPEP as it did nearly every other district function this spring. Travel costs were reduced, and the use of substitutes declined. Many districts made budget adjustments to purchase registrations for training to

support remote learning, or to attend virtual conferences. OSPI suggested books that might be purchased and used for staff book studies.

10. **Future opportunities:**

Program: It has become increasingly clear that 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 RJ1 are being used to bring in expertise and learning opportunities for educators, the district-level grant funds in RC1 will support educators in taking advantage of them.

Budget: For 2019-20, allocations were adjusted based upon past claiming percentages. In 2020-21, OSPI has maintained those allocation levels. Until mid-October, allocations for districts that did not apply for the grant in 19-20 are being held. Should they not apply again in 20-21, their allocations will be redistributed to districts that have indicated additional need.

11. **Statutory and/or budget language:**

Budget Proviso: ESSB 5092, Sec. 1511 (2)(f) - \$4,000,000 of the general fund--state appropriation for fiscal year 2020 and \$4,000,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for the provision of training for teachers, principals, and principal evaluators in the performance-based teacher evaluation program.

12. **Other relevant information:**

*Click or tap here to enter text.*

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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