



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Performance Based Evaluations/Certificated

1. **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.

2. **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.

3. **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 RC1, and most complete an iGrants to make claims for it.

Beneficiaries in 2021-22 School Year:

Number of School Districts:	295
Number of Schools:	All
Number of Students:	All
Number of Educators:	All
Other:	9 - Educational Service Districts (ESDs)

Number of OSPI staff associated with this funding (FTEs): 3.71

Number of contractors/other staff associated with this funding: 29

FY22 Funding:	State Appropriation:	\$3,418,000
	Federal Appropriation:	\$0
	Other Fund Sources:	\$0
	TOTAL (FY22)	\$3,418,000

4. 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).

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
2022	\$3,418,000	\$3,117,892
2021	\$3,418,000	\$2,854,144
2020	\$3,418,000	\$3,248,006
2019	\$3,687,000	\$3,686,714
2018	\$3,935,000	\$3,686,831

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

Fiscal Year	Number of Schools
FY22	295 school districts
FY21	295 school districts
FY20	295 school districts
FY19	295 school districts
FY18	295 school districts

7. Programmatic changes since inception (if any):

The program of professional learning continues to be 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 instructional and leadership framework specialists; support for implementation of framework and student growth updates, support for eVAL, the electronic evaluation management system; continued development of the "Equity in Your Framework" professional learning; and a growing focus on culturally responsive pedagogy especially through implementation of the revised Student Growth Goals.

Some funds are being allocated to support novice principals and their evaluators (superintendents) with mentoring for their evaluation roles. Student growth goals were revised in response to feedback from educators and systems to include a stronger focus on equitable practices. With the assistance of school, district and ESD leaders, as well as CSTP, the program developed and supported the development of tools and resources for professional learning on these changes to student growth.

Continuing in 2021-22 was work with Dr. Adeyemi Stenbridge, the author of "Culturally Responsive Education in the Classroom." Dr. Stenbridge held 14 residencies, impacting 15 different schools from across the state. During the residencies, the over 100 teachers who participated had opportunities to collaboratively develop culturally responsive lessons and units. As one teacher reflected on the residency experience,

"I can unequivocally say that this residency was the best professional development I have attended, ever. Since it ended on Friday, I have not been able to get it out of my head. I have been planning nonstop all weekend and am energized to get into the classroom and retool how things are done. Another gift of this residency was the community that was built within the nine of us that attended. Though we all respected each other before, it now feels like we are all on the same page and have a new mission. The experience of working together to plan a lesson (and watch us nail execution of it) was powerful. We made plans to work together on teacher collaboration days and help each other plan units and lessons with our new practices."

Additionally, Dr. Stenbridge contributed to 4 virtual book studies engaging over 300 educators in discussions on supporting culturally responsive education. The 2022-23 school year will provide opportunities for 24 residencies and continued book studies.

The 2021-22 school year was an opportunity to reconnect with the "Equity in Your Framework" facilitation team after the momentum for the trainings had stalled out during the pandemic due to lack of availability of subs and time to attend professional learning. The 16 facilitators convened in May to discuss how to move the work forward and increase interest in the training. Teams also looked at connections to student growth and the revised Cultural Competency Diversity Equity and Inclusion (CCDEI) standards.

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 the framework, make connections to student growth and engage in discussions about

centering equity in the work of the training on the instructional frameworks. The work of the Leads remained closely connected to the national framework authors through monthly meetings and a full-day collaboration meeting in May 2022.

8. Evaluations of program/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.

9. Major challenges faced by the program:

While some aspects of schooling returned to normal, the COVID crisis continued to impact the education system. This resulted in fewer school districts piloting the revised student growth goal rubrics, lower attendance at professional learning due to the limited availability of subs, and fewer systems having capacity to place instruction and evaluation front and center. Having already created a professional learning system that allowed for in-person and virtual options, optional flexibility was granted to districts to ease the encumbrance of maintaining aspects of the evaluation system with reduced capacity and resources. The TPEP Steering Committee will discuss how to support post-pandemic evaluation procedures that honor the commitment to feedback and growth that comprise the foundational tenets of TPEP.

10. Future opportunities:

In moving away from operating schools in the manner that was necessary in the last two years, new hybrid opportunities have emerged to better serve the learning needs of educators across the state. Both in-person and virtual options are now available to principals for their required training. The virtual options continue to save districts money in travel time and costs and are an opportunity to be in a virtual community with educators from outside their school's region. Having both the virtual and in-person options allows increased choice for schedule and format. ESDs coordinate their offerings both to ensure there are in-person options in each region and a variety of virtual options throughout the year.

During the 2020-21 school year, the Student Growth Goal process was revised to better incorporate student voice and experience and make the process more reflective for teachers and principals. These changes were piloted by a number of schools in the 2021-22 school year forming the basis for robust feedback used in finalizing the rubrics. Schools and districts have two years to operationalize the

changes with continued support being provided and developed to support implementation.

11. Statutory and/or budget language:

ESSB 5693, Sec. 515(2)(b) - \$3,418,000 of the general fund—state appropriation for fiscal year 2022 and \$3,418,000 of the general fund—state appropriation for fiscal year 2023 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).

12. Other relevant information:

N/A

13. Schools/districts receiving assistance:

See [OSPI's grantee list](#).

14. Program Contact Information:

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