We began in 2007...before TPEP

- Teachers and administrators wanted evaluation to support instructional improvement
- Research and design committee formed
Reading and data collection

- Literature—accountability systems, growth systems, adult learning
- Surveys (all certificated)
- Focus groups
Philosophy of evaluation for Enumclaw

- Growth–oriented (Not punitive)
- Based on high–quality teaching indicators
- Ongoing training
Problems of practice with TPEP

- “How do we maintain our growth-oriented evaluation philosophy using a system that has the potential to be intimidating?”

- “How can we keep teachers and administrators focused on instructional improvement rather than logistics?”
System-wide effort in five areas

- Administrator professional development
- Teacher professional development
- Connection to other initiatives
- Policies and resources
- Time and space to learn
Administrator professional development
Extra resources

- District partnership with CEL (2010 – 2013)
- All administrative leadership meetings focused on instruction (information items in writing)
Administrator professional development

Walkthroughs

- Scripting facts only
- Trends in school/individual teachers
- Leverage points for teachers
- Sticking to 5D+ rubric
Administrator professional development
5D+ rubric

• “You cannot lead what you do not know”
• Full day (or days) discussing one dimension
• Practiced scoring
Administrator professional development

Minimizing logistics

- Set up calendar for observations and conferences
- 5D+ GoObserve tool (training)
Teacher professional development

Legal requirements

- 10 minutes weekly over entire school year...one concept at a time
- Timeline, terminology, scoring
Teacher professional development

One dimension at a time

- Two dimensions in five years
- Consistent focus

Slow and steady wins the race!
Teacher professional development
Walkthroughs using rubric

- All teachers participate
- Report trends to staff
- Professional development focused on findings
Teacher professional development
Flexibility and input

- Building leadership team sets direction, monitors

- Change course if stalled (i.e. professional development plan)
Teacher professional development

4 hours comprehensive training

- Paid by district
- Designed by each principal
- Extra time for new teachers
Connection to other initiatives

PLC work

- Teachers set common goals in departments
- Time for student growth work
- Collaboration within/between departments
Connection to other initiatives
District and building goals

- Goals known in spring…no surprises
- Professional development plan in spring…no surprises
- Teachers align goals with support
Policies and resources

- Volunteers for comprehensive—readiness
- Full release day to work on TPEP
- Building leadership team is for 5D+ rubric only
Time and space to learn

- No extra requirements—policy only
- Frequent, early observations
- Streamlined other requirements (i.e. progress reports)
Collaboration around goals
Aligned initiatives
Limited, consistent focus on rubric

helps them most with instructional improvement!