

Using TPEP to Leverage Instructional Improvement

Enumclaw School District
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We began in 2007...before TPEP

- ▶ Teachers and administrators wanted evaluation to support instructional improvement
- ▶ Research and design committee formed



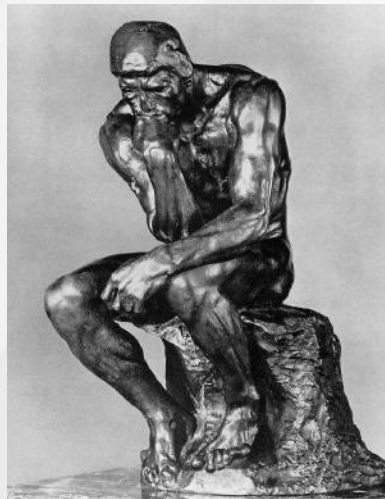
Reading and data collection

- ▶ 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

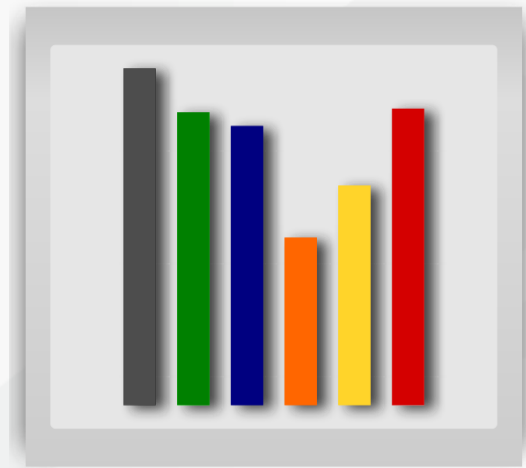
- ▶ District partnership with CEL (2010 – 2013)
- ▶ All administrative leadership meetings focused on instruction (information items in writing)



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)

Teachers say that...

- ▶ Collaboration around goals
- ▶ Aligned initiatives
- ▶ Limited, consistent focus on rubric

helps them most with
instructional improvement!