

“The long-term sustainability and success of the evaluation policy may be linked to the ways in which districts think and talk about teaching. According to many educators, the conversation should be centered around instruction and professional growth, rather than scoring and ‘checking off a box.’ Districts communicate the primary purposes of TPEP, and this can influence whether or not educators see the policy as a means to continuous improvement or as simply a requirement to be met. Districts can also prioritize the creation of a trusting and collaborative culture that supports improvement efforts and coherently integrates the evaluation system into the broader set of initiatives and activities aimed at improving student and professional learning.”

- Ana Elfers and Margaret Plecki, *Washington’s Teacher and Principal Evaluation System: Examining the Impact of a Complex Policy* (University of Washington, Center for the Study of Teaching and Policy, July 2017)

INTRODUCTION

The Office of Superintendent of Public Instruction (OSPI) manages the state’s Teacher and Principal Evaluation Program (TPEP), working with its education partners and a statewide cadre of framework and other training specialists to provide professional learning and other supports for the evaluation system.

In the fall of 2016, in partnership with OSPI and leaders from some of Washington’s Educational Service Districts (ESDs), the Center for Strengthening the Teaching Profession (CSTP) brought together people from all parts of the system and all regions of the state to develop a toolkit of practices and resources that could guide district and school work in supporting the evaluation system. This body of knowledge becomes more robust and rich with each review. With that in mind, the vision for this document is that it becomes refreshed periodically to include the insights and resources of practitioners around the state and nation.

OVERVIEW

Purpose of this document: While statutes, rules, and collective bargaining agreements guide the overall implementation of TPEP, the actual district and school practices taking place within these guidelines determine the positive impact on individual and system growth. This document is designed to capture key elements and indicators of robust evaluation systems in a format that allows district, school, and classroom leaders to see their program strengths and develop possible next steps.

What's in the Toolkit? The Evaluation System Toolkit is organized into four Elements:

- 1. District Leadership**
- 2. Professional Learning - Teachers**
- 3. Professional Learning - Principals and Principal Supervisors**
- 4. Foundational and Routine Procedures**

The section for each Element includes the following:

- A general description of the Element
- Key indicators of quality practice
- System status descriptors for each indicator, with the opportunity to gauge the current level of practice
 - N - Not Yet: Indicator describes a new idea or information not yet acted upon
 - E - Emerging Practice: Indicator is in early stages of implementation
 - C - Consistent Practice: Indicator is solid feature of the system
 - I - Innovative: Indicator receives continuous attention and regular improvement
- Ideas and examples from around the state
- Vignette(s) of problematic practices and discussion questions
- Resources

Who is the audience, and how might we use this? The Toolkit is designed to promote reflection, assessment, and growth of the evaluation systems with district leaders, school leaders, and teacher leaders. Best use will be made if users:

- 1. Collaborate:** Both job-alike and heterogeneous teams will bring value to the exploration of the Toolkit.
- 2. Explore the system Elements and self-assess:** Indicators of quality practice for each Element are further described in rubrics that allow users to self-assess the status of their own systems.
- 3. Discuss the vignettes:** These stories of TPEP “misses” include discussion questions that support analysis of what makes programs successful and how they might be improved.
- 4. Determine next steps:** Use the reflective questions to set priorities for refining the systems and processes, and to determine who will be responsible for implementing these.

Reflective Questions:

- As you consider your district's/school's areas of strength in this element, what are some ways you are or could be using these strengths to leverage growth outside of the evaluation system itself?
- Looking at the indicators in which your district's/school's practice is “Developing”, which might have the greatest impact were you to focus time and energy on strengthening them?
 - What specific actions might be important in making that happen?
 - Who would be responsible for leading the work?

EVALUATION SYSTEM ELEMENT 1: DISTRICT LEADERSHIP

District vision and leadership are critical for organizational success. District leaders, including the school board, superintendent, and other key managers from across the departments of the central office need to develop and articulate a vision and set of practices that sends a clear message that the district system values and supports a learning-centered philosophy and structure. Regular data analysis should be used to determine impact of the evaluation system and to determine areas for growth. A mutually accountable feedback system needs to be established between stakeholders.

KEY INDICATORS OF QUALITY PRACTICE:

- The district superintendent sponsors and supports the work of the evaluation system.
- The organization is committed to educator growth and has moved beyond ritual compliance.
- The district conducts a regular review of the teacher and principal evaluation systems.
- A strong relationship/partnership exists between the administration and the various associations' leaders.
- District and school leaders use student and educator data to guide district and school professional learning and support for teachers and principals.

Self-Assessment: **N= Not Yet** **E= Emerging** **C=Consistent** **I= Innovative**

| Key Indicators | Descriptors of quality performance | System Status |
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| District leadership sponsors and supports evaluation work. | The district's strategic goals, improvement plans and budget reflect a priority for teacher and administrator growth through a rigorous evaluation system implemented with integrity. | N E C I |
| | A district-level leader is identified to facilitate and lead the district's teacher and principal evaluation work. | N E C I |
| | District leadership ensures that evaluators of principals and teachers receive required and on-going training as described in Elements 2 and 3. | N E C I |
| | District leaders have a thorough understanding | |

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| | <p>of the instructional framework adopted by the district.</p> <p>District leaders have a thorough understanding of the leadership framework adopted by the district.</p> <p>District leaders continually build evaluators' capacity to have learning-focused conversations and crucial conversations.</p> | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| Organization is committed to educator growth and has moved beyond ritual compliance. | <p>The district's vision for teacher and principal growth is well articulated and is accompanied by policies that support educators to implement that vision.</p> <p>The district communicates its expectation that all individuals within the community—students, teachers, and leaders at all levels—are constantly learning and growing over time.</p> | <p>N E C I</p> <p>N E C I</p> |
| The district conducts a regular review of the teacher and principal evaluation results. | <p>The district actively seeks and responds to feedback from all stakeholder groups about the evaluation system.</p> <p>District leadership annually reviews summative teacher and principal evaluations for equity (including racial equity), quality, and calibration purposes.</p> <p>District leadership leads and engages in regular and ongoing professional development and calibration on the instructional and leadership frameworks across the district, guided by data from the previous year.</p> | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| District administration and associations have a strong partnership. | District administrators and association leaders meet on a regular basis. | N E C I |

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| | District administration and association leaders actively seek and respond to feedback. | N E C I |
| District and school leaders use student and educator data to guide district and school professional learning and support for teachers and principals | District leaders expect principals to use educator and student performance data to design professional development that meets the teachers' needs. | N E C I |
| | District ensures principals and teachers have access to actionable data and opportunities to plan and use data. | N E C I |
| | District ensures resources, structures and systems are available to teachers and principals to meet in collaborative teams about student growth. | N E C I |

Ideas and examples from around the state (and nation):

- The Superintendent designates a particular day of the week for administrators to specifically target classroom visits, and lets parents know that school leaders will not be available because they will be observing in classrooms on that day.
- The Superintendent is present in buildings and visits classrooms with the principals.
- Prior to the start of the school year, district leaders hold a meeting during which school leaders analyze their criterion-level evaluation data and reflections, looking for areas of strength and challenge. District and school leaders then use this information to develop budgets and plan professional learning for their staff.
- District leaders meet monthly with principal and association representatives to discuss emerging issues with an eye toward preventing problems down the road.
- District leaders ensure that principals are provided equitable opportunities for growth.
- On a regular basis, the district-level principal meetings begin with a rater agreement activity. Principals view a ten-minute classroom videotape and discuss in small groups where teaching practice in the video falls on their instructional framework rubric. Groups compare their conclusions and determine areas for deeper study at a future meeting.
- District curriculum, pacing guides and professional development all align and correlate with proficient practices described in the instructional framework.
- Evaluators schedule regular "out in classrooms" appointments on the calendar and protect the time.
- Other ideas...

Vignette:

Principals in Peachtree District are regularly scheduled by Central Office for district-level meetings that are consumed by operational and routine conversations unrelated to increasing teacher expertise. Therefore, principals are not finding time to access learning and conversations to support increasing teacher expertise in their schools. Principals feel this time detracts from time they could be using for classroom visits and conversations with teachers.

Discussion Questions:

1. What advice might you give to Central Office leaders in Peachtree to meet principal needs for learning and collaboration while also meeting district leader needs to communicate key procedures, etc?
2. What are some ways district leaders ensure principals devote significant time to educator growth and development?
3. Thinking of your own district, what are some practices at the school and district level that demonstrate your commitment to educator growth?
4. What is your process for reviewing your evaluation system and making appropriate changes? How are the associations included in this?
5. What are some ways the superintendent and other district leaders sponsor evaluation work based on a philosophy of growth? How do they model this philosophy?

Resources

Some of the following resources talk about the conditions at the district level that must be present for school principals to be more effective. Even though they don't speak directly to teacher evaluation, they do give district leaders a general direction of how to best support principals in high performing schools - of which teacher evaluation is an integral component.

Great Principals at Scale: Creating District Conditions That Enable All Principals to Be Effective
<http://newleaders.org/wp-content/uploads/2016/09/Great-Principals-at-Scale-Report.pdf>

The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning
http://publications.sreb.org/2009/09V11_District_Leadership_Challenge_color.pdf

What Do Effective District Leaders Do? Strategies for Evaluating District Leadership
http://www.gtlcenter.org/sites/default/files/Evaluating_District_Leadership.pdf

EVALUATION SYSTEM ELEMENT 2: PROFESSIONAL LEARNING - TEACHERS

Professional learning for teachers includes ongoing, job-embedded, timely learning. Collaboration around the instructional framework using common language, rubrics and student evidence provides opportunities for teachers to reflect on and refine instructional practice.

KEY INDICATORS OF QUALITY PRACTICE:

- New teachers and teachers new to an instructional framework receive initial training to acquire knowledge of the framework.
- Teachers new to the district receive training in district and school evaluation procedures.
- Districts/schools provide ongoing professional learning to all teachers, to dive more deeply into the instructional framework.
- Districts provide training and support in setting student growth goals, matched with key teacher learnings, all aligned with the instructional framework.
- Teachers are supported in choosing a challenging area (criterion) for their Focused evaluation, and in growing in that area.

| Self-Assessment: N= Not Yet E= Emerging C=Consistent I= Innovative | | |
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| Key Indicators | Descriptors of quality performance | System Status |
| New teachers and teachers new to an instructional framework receive initial training to acquire knowledge of the framework. | New teachers and teachers new to the instructional framework will participate in: <ul style="list-style-type: none"> • 6 hours of initial training led by a Framework Specialist or other trained district designee. • A self-assessment and the development of a professional growth goal with their evaluator • Tools such as eVAL, Student Perception Survey, etc | N E C I N E C I N E C I |
| Teachers new to the district receive training in district and school evaluation procedures. | Teachers newly hired in the district, whether experienced or new, receive training on the conduct of the comprehensive evaluation, including both state and locally-determined procedures, documentation and evidence collection. | N E C I |
| Districts/schools provide ongoing professional learning | School districts use a needs assessment to offer or direct teachers to the ESD or district resources for a variety of ongoing, timely training throughout the school year aligned to the state's Professional | N E C I |

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| | <p>Principal and teacher meet for a final student growth conference using artifacts and evidence.</p> <p>For students struggling to meet student growth goals, teachers are encouraged to identify non-academic supports that might be needed (both school/district-based and community based) in addition to the academic supports.</p> | <p>N E C I</p> <p>N E C I</p> |
| <p>The Focused evaluation provides an opportunity for teachers to be supported in working on a challenging area (criterion).</p> | <p>Using the results of the comprehensive evaluation, teachers and their evaluators collaboratively select/suggest criterion of focus. Selection carefully considers student needs.</p> <p>Teachers have opportunities for professional development, coaching, peer observation, etc....) to support their growth.</p> <p>Collaborative groups of teachers working on a common criterion may be led by the principal, a teacher with expertise in that area, instructional coach, etc.</p> <p>Teacher evaluators utilize their skills to engage in learning-focused conversations.</p> <p>Teacher evaluators carefully consider decisions to transition a teacher on a Focused evaluation to Comprehensive, providing support instead if the teacher is clearly working hard to grow in the chosen criterion.</p> | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| <p>The school/district makes use of teacher leaders when possible to assist in leading professional learning on the framework or system development.</p> | <p>Teacher leaders participate in the “Teacher Overview Training of Trainers” to gain the capacity to provide foundational training on the framework to teachers new to the district/school.</p> <p>Teacher leaders serve on teams/committees that monitor and grow school-wide and district-wide practices for teacher evaluation.</p> | <p>N E C I</p> <p>N E C I</p> |

Ideas and examples from around the state (and nation):

- Using data and reflections from the previous year's evaluations, the district provides a calendar with a menu of professional learning options tied to specific areas of the instructional framework, both those offered in-district and those offered at the ESD.
- A principal spends ten minutes at each staff meeting highlighting one component of their Framework and shares a specific example from a classroom that they observed.
- A principal gathers staff and uses the School Improvement Plan to help teachers write student growth goals aligned with the student growth goals in the school improvement plan, where appropriate (and does not force this where the fit is questionable).
- Each school in the district has at least one teacher who has attended the "Teacher Overview Training of Trainers" for the district's instructional framework, and is ready to provide the overview to teachers new to the school.
- The principal models the "growth mindset" by sharing with staff what s/he is working on for their evaluation: which criterion s/he has chosen, what professional learning and support s/he is seeking, what some of the struggles are, and what success will look like in their chosen criterion.
- A district surveys all new hires trained in their instructional framework. Survey results are compiled, disaggregated (new to the profession, experienced teacher but changed framework, etc.) and data is used to plan for professional learning to precede the second round of observations. Facilitators of professional learning plan and meet regularly with teachers to address their expressed needs.
- Teachers working on similar goals review the OSPI or WEA student growth modules together.
- Teacher leaders receive professional development in Learning-focused Conversations and support colleagues in developing these skills.
- New teachers receive their 6 hour initial framework training in the Fall: 2 hours in August, 2 in September, 2 in October.
- Early-career teachers share mid-year TPEP information with their mentors; mentor assists in helping the early-career teacher think about the evidence needed to move from B to P.
- Share areas of Focused efforts so teachers can find ways to work together.
- Small Schools: Establish instructional collaboratives, similar to what happens with athletics. Five or six districts locate, develop and share local expertise.
- Small Schools: A small district fosters open-choice PLCs to personalize teacher learning. Their process connects formative assessments, instruction and standards, providing evidence for the teacher's student growth goals.
- Rural/ Remote: Use CANVAS online modules with new employees who can't travel to regional trainings.
- Other ideas...

Vignette A:

Bellwether School District leaders have just announced that the district will be bringing in a national expert on differentiation for a day of district-wide professional development. They will also begin their implementation of PBIS, and provide professional development for all elementary teachers on the new math curriculum. The principals across the district have just received their schools' discipline data, and have been asked to "work on that." The teachers on a Comprehensive evaluation, especially those at the elementary level, are expressing some alarm about the number of initiatives.

Discussion questions:

1. What might be some ways that a principal, in collaboration with teacher leaders, can address the issues of "initiative fatigue" described here?
2. How are decisions about the professional learning focus for teachers made in your school/district? What role does data play in those decisions?

Vignette B:

All Aboard Elementary School's site team looked at their students' attendance data and decided that every teacher should set an attendance goal as their student growth goal for TPEP. Teachers used the previous year's data to set up growth percentages in attendance for each of their students, and developed weekly tracking systems. Some staff members were concerned about losing the focus on academic goals with this new directive.

Discussion questions:

1. What might be some ways that a school could leverage both academic (required by statute) and non-academic goals in the student growth goal setting for teacher evaluation?
2. What school-level resources are available to teachers who uncover needs for non-academic supports in order for students to reach their academic learning goals?

Vignette C:

For the past three years, RuralRemote District has relied on their local ESD to provide a robust training plan for principals and central office. Back in the district, principal meetings devote an hour each month to calibrating instructional videos or examining an element of the leadership framework. Principals meet regularly with groups of teachers who are working collaboratively on student growth goals. The district is adopting a new K-12 writing curriculum. Principals say they don't have time or money to spend on TPEP anymore.

Discussion questions:

1. How might district leaders work to help building leaders integrate the curricular work with evaluation work?
2. What fiscal resources might be able to help ease this situation?

3. How might the talents of principals and instructional leaders contribute to a coherent approach?
4. How might the Focused evaluation process for teachers and the student growth process for both teachers and principals blend these initiatives?

Resources

Standards for Professional Learning outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. These are now required standards for Washington state, per HB 1345 <https://learningforward.org/standards>

OSPI Student Growth Module, including examples LINK

WEA Student Growth Module LINK

OSPI Student Growth Case Studies LINK

CANVAS modules LINK

EVALUATION SYSTEM ELEMENT 3: PROFESSIONAL LEARNING - PRINCIPALS AND THEIR SUPERVISORS

An effective teacher and principal evaluation system promotes teacher and principal skill and capacity and provides quality assurance. Such a system requires supervisors to participate in high quality and ongoing professional learning opportunities in the instructional/leadership framework and its rubrics, along with the process of conducting learning focused collaborative conversations with teachers and principals.

KEY INDICATORS OF QUALITY PRACTICE: PRINCIPALS

- All principals have a deep knowledge of their district's instructional framework for teachers.
- All principals have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Instructional Framework.
- All principals have the skills to conduct feedback conversations that promote teacher reflection and growth.
- All principals have opportunities for ongoing, differentiated, job-embedded professional learning.
- All principals are supported to effectively guide teachers in developing and monitoring student growth and learning.
- Principals receive training and support for the Leadership Framework and their own evaluation.

KEY INDICATORS OF QUALITY PRACTICE: PRINCIPAL SUPERVISORS

- All principal supervisors have a deep knowledge of the AWSP leadership framework.
- All principal supervisors have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Leadership Framework.
- All principal supervisors have the skills to conduct feedback conversations that promote principal reflection and growth.
- All principal supervisors are supported to effectively guide principals in developing and monitoring student and teacher growth and learning.

| Self-Assessment: N= Not Yet E= Emerging C=Consistent I= Innovative | | |
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| Key Indicators | Descriptors of quality performance | System Status |
| All principals have a deep knowledge of their district's instructional framework for teachers. | Principals participate in Stage I Training (Foundational Stage) that consists of framework orientation and aligning evidence. | N E C I |

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| | Principals participate in Stage II Training (Application Stage) that consists of training on scoring, calibration, and best practices. | N E C I |
| All principals have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Instructional Framework. | Principals engage in collaborative activities that develop common understandings of levels of performance in the Instructional Framework (i.e., rater agreement.) | N E C I |
| | Principals engage in ongoing professional learning that increases the calibration of ratings (Stage 3 per the Framework authors.) | N E C I |
| | Principals engage in rater anti-bias training that reviews, extends, and deepens previous learning in this area. | N E C I |
| All principals have the skills to conduct feedback conversations that promote teacher reflection and growth. | Principals have professional learning opportunities on effective feedback conversations. | N E C I |
| | Principals have ongoing coaching and practice in developing skills in collaborative feedback conversations. | N E C I |
| | Principals work with teachers to develop collaborative relationships and promote a growth mindset. | N E C I |
| | Principals engage in collaborative conversations with teachers that promote reflection and growth. | N E C I |
| All principals have access to ongoing, differentiated, job-embedded professional learning opportunities. | All principals are afforded equitable growth opportunities and professional development to prepare them for advancement. | N E C I |
| | Principals receive training for electronic tools for teacher evaluation (e.g., eVAL). | N E C I |
| | Principals have opportunities to professionally collaborate to refine their practice on a regular, ongoing basis (monthly calibration, reflection, & learning walks). | N E C I |

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| | <p>Principals receive regular input on their feedback to teachers.</p> <p>Principals continually update their skills and knowledge in classroom observation as it relates to the framework.</p> | <p>N E C I</p> <p>N E C I</p> |
| All principals effectively guide teachers in developing and monitoring student growth and learning. | <p>Principals promote systems that support teachers in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning.</p> <p>Principals provide teacher growth and leadership opportunities.</p> <p>Principals facilitate professional collaboration for vertical, horizontal, or other teams.</p> | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| Principals receive training and support for the Leadership Framework and their own evaluation. | <p>All new principals and assistant principals receive training in the Leadership Framework (may occur with their evaluators.)</p> <p>All administrators receive ongoing training in the Leadership Framework (deeper dive).</p> | <p>N E C I</p> <p>N E C I</p> |
| All principal supervisors have a deep knowledge of the leadership framework. | <p>All principal supervisors participate in a two-day training in the Leadership Framework.</p> <p>All principal supervisors refresh their knowledge of the leadership framework regularly.</p> | <p>N E C I</p> <p>N E C I</p> |
| All principal supervisors have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Leadership Framework. | <p>Principal supervisors engage in collaborative activities that develop common understandings of levels of performance in the Leadership Framework (i.e., rater agreement.)</p> <p>Principal supervisors engage in professional learning that ensures their ratings are calibrated to the Framework.</p> | <p>N E C I</p> <p>N E C I</p> |

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| All principal supervisors have the skills to conduct feedback conversations that promote principal reflection and growth. | Principal supervisors learn and apply strategies for effective feedback conversations (learning-focused supervision, cognitive coaching, etc). | N E C I |
| | Principal supervisors have ongoing coaching and practice in developing skills in collaborative feedback conversations. | N E C I |
| | Principal supervisors work with principals to develop collaborative relationships and promote a growth mindset. | N E C I |
| | Principal supervisors engage in collaborative conversations with principals that promote reflection and growth. | N E C I |
| | Principal supervisors provide or assure equitable mentoring/coaching opportunities for all principals. | N E C I |
| All principal supervisors are supported to effectively guide principals in developing and monitoring student and teacher growth and learning. | Principal supervisors promote systems that support principals in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning. | N E C I |
| | Principal supervisors provide principal growth and leadership opportunities. | N E C I |
| | Principal supervisors facilitate professional collaboration for vertical, horizontal, or other teams. | N E C I |

Ideas and examples from around the state (and nation):

- Principals and teachers watch an instructional video and code the components and calibrate the level of performance together.
- Principals compile components of the evaluation to determine professional learning needs (disaggregated by department/ grade level).
- Principals/leadership team disaggregates student growth data and has conversations around gaps/trends.
- Principal teams conduct regular calibration conversations to develop consistency around evaluations/reports, conducting observations, feedback conversations, pre-conference conversations, etc.

- Principal supervisors lead Instructional Rounds during which principals identify a problem of practice, and observe classrooms and hold discussions to learn more deeply about it.
- Principals bring evidence or anecdotal stories that focus on one instructional component to a meeting. Principals discuss how they would score this evidence and decide on next steps and a possible conversation with the teacher.
- District periodically provides refresher training in the leadership framework for principals, assistant principals and those who evaluate them.
- Knowing many evaluators in the district received their initial framework training several years ago, the district provides regular opportunities to calibrate with colleagues across the system.

Vignette A:

A group of principals do a book study on how to have feedback conversations that promote professional growth because they know they need to improve their conversations with teachers and make them more learner focused. After the book study, the team revamps their questions for goals conferences and pre and post conferences. A year later, the team no longer consistently uses the questions they agreed upon.

Discussion Questions

1. How might a principal approach their colleagues or district leadership about this?
2. What might need to be in place for the team to stay consistent?
3. How does the team help new principals learn the systems they've agreed upon?
4. What evidence of or possibilities for effective collaboration do you see in the vignette?

Vignette B:

Rocky Point School District administrators had been successful over the past few years in recruiting a racially diverse pool of principals. They noticed, however, that when positions opened up in the district office, principals of color were rarely reaching the finalist pool. When they looked more deeply, they found that the district was sending white principals to professional development on topics like curriculum, data, assessments, and PLC development, while principals of color were being sent to sessions on discipline, PBIS, and family engagement. District administration positions were likely to be focused on the first set of topics rather than the second, and principals of color were not seen as having the matching background knowledge.

Discussion Questions

1. What might be some key next steps for Rocky Point district leaders?
2. In what ways might this same scenario play out in the career move from teacher to principal?
3. As you consider your own school or district, what are some ways you might be able to determine whether or not educators are receiving equitable opportunities to prepare for advancement?

Resources:

Lipton, Laura and Wellman, Bruce. "How to Talk So Teachers Listen." Educational Leadership. September 2007, Volume 65. Pages 30-34. (This article describes effective learning focused conversations, including 3 key components: psychologically safe environment, clear focus, and a differentiation based on responses.)

Lipton, Laura and Wellman, Bruce. Learning-focused Supervision: Developing Professional Expertise in Standards-Driven Systems. (This book focuses on effective learning conversations from a supervisory standpoint. It describes effective learning focused conversations, including 3 key components: psychologically safe environment, clear focus, and a differentiation based on responses. It includes exercises to practice these components.)

Marshall, Kim. "It's Time to Rethink Teacher Supervision and Evaluation." Phi Delta Kappan. June 2005. (This article discusses a four part strategy for teacher evaluators to use to improve teaching and learning. Marshall recommends changing emphasis from evaluation of teaching to continuously analyzing learning.

EVALUATION SYSTEM ELEMENT 4: FOUNDATIONAL AND ROUTINE PROCEDURES

Districts must have effective systems in place to ensure that teacher and principal evaluation occur and are documented in an effective, efficient and legally compliant manner. In themselves, Foundational Elements and Routines do not lead an organization towards improvement in terms of professional growth or student success; however progress can be optimized when these elements are well-constructed and clearly communicated.

KEY INDICATORS OF QUALITY PRACTICE:

- District procedures and forms support learning conversations and professional growth.
- Tools and processes offer structures to reduce ambiguity and uncertainty and allow for a system to be efficient and relevant.
- Clearly defined roles and responsibilities provide a foundation for the system.
- Clear, aligned, and consistent communication with all stakeholders is present to support the TPEP process.
- Supervisors and those they evaluate collaboratively engage in the TPEP process, resulting in a sense of shared ownership.

| Self-Assessment: N= Not Yet E= Emerging C=Consistent I= Innovative | | | | |
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| Key Indicators | Descriptors of quality performance | | System Status | |
| District procedures and forms support learning conversations and professional growth. | Practices are aligned to district policy/ procedures, state law, and the State's TPEP Steering Committee recommendations. | | N E C I | |
| | Collective Bargaining Agreements comply with RCW and WAC and correctly portray the intent of a professional growth mindset and system, including: <ul style="list-style-type: none"> • Timelines and Evaluation Process • Training • Guidelines for pre/post observations and feedback conversations | | N E C I | |
| Tools and processes offer structures to reduce ambiguity and uncertainty and allow for the system to be efficient and | Tools are appropriately and consistently utilized for teachers and principals to allow for the organization and tracking of methods to support the TPEP process. Below are steps in the process that may require tools and/or tracking methods: <ul style="list-style-type: none"> • Student Growth Goals (setting and measuring) • Observation cycle • Annual list of Focused/Comprehensive assignments | | N E C I | |
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| relevant. | <ul style="list-style-type: none"> Collection of Evidence/Artifacts | N E C I |
| Clearly defined roles and responsibilities provide a foundation for a system. | <p>District designee is responsible for:</p> <ul style="list-style-type: none"> Tracking annual list of focused/comprehensive evaluations, provisional/continuing status, and assigned evaluators Analyzing system-wide evaluation data (ex: summative scores, criterion scores, criteria chosen for Focused) Maintaining training records and assuring teachers and administrators attend required trainings | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| Clear, aligned, and consistent communication with all stakeholders is present to support the TPEP process. | <p>District designee assures:</p> <ul style="list-style-type: none"> Adherence to the required timelines, with appropriate notification Website specifies district's instructional framework as required by RCW Continuous professional growth is emphasized as the vision and purpose of educator evaluation School board members, certificated staff, association leaders, school administrators, central office administrators and families have access to RCW, WAC, forms, processes and framework updates, matching content to audience. Building and district staff have clear lines of responsibility | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |
| Supervisors partner with those they evaluate to collaboratively engage in the TPEP process, resulting in a sense of shared ownership. | <p>Supervisor and evaluatee reflect on evidence gathered and levels of performance, first individually and then collaboratively.</p> <p>Supervisor provides feedback that helps promote and sustain professional growth</p> <p>Evaluatee reflects on evidence collected and level of performance as measured by the framework to set new goals</p> <p>Supervisor supports/provides targeted feedback and assistance with goals that emerge.</p> | <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> <p>N E C I</p> |

Ideas and examples from around the state (and nation):

- A district developed and communicates annually to stakeholders a system that allows for all to be aware of the TPEP processes. A “Year at a Glance” document for both teachers and principals aligns trainings and requirements to the intended audiences.
- After principals finish an observation, they look around the room and record information they didn’t capture in their scripting. They stay in the classroom for a few minutes to align their observational evidence to the components in the rubrics. Within 24 hours, observation notes are shared with teachers so they can add information.
- Principals observe planning and preparation during PLC or team meetings. They take one set of notes in a Word document, and then pull out the notes applicable to each teacher for their individual observations.
- Principals talk with their specialists in teams - music, PE, World Languages, Special Education, etc. - about what Unsatisfactory, Basic, Proficient and Distinguished Levels of Performance would look like in their particular areas with the goal of developing a shared understanding. In larger districts, this work is shared across the district, with each principal taking responsibility for one or more specialist groups.
- To build knowledge, relationships and trust, principals attend teacher trainings on the instructional framework or other trainings that do a deeper dive into the framework.
- To develop continuity and build trust, a teacher leader from each building is selected by their colleagues to serve on the district’s evaluation leadership team. The team meets with district leaders to train on the framework and eVAL support and share their learning with building principal and colleagues. This team meets quarterly, reviewing concerns and sharing what’s working well.

Vignette A:

A district receives feedback early on in the school year from their association that teachers don’t know who their assigned evaluator is, what the timelines for observations are, and where to locate forms and procedures for writing student growth goals. Some teachers aren’t clear whether they are on a Comprehensive or Focused evaluation.

Discussion Questions:

1. How might miscommunication and uncertainty about legal requirements impact the ability to have growth conversations?
2. What might be some ways stakeholders could be informed on an annual basis about the foundational elements and routines of TPEP?
3. What might be some procedures/activities that could be in place to support the idea of shared ownership of the TPEP process between the district and the association?

Vignette B:

A district is in year 4 of a 5-year strategic improvement plan that includes a professional learning focus. Even though 80% of teachers score basic in a subscore of Criterion 2 where there is a pattern of questioning techniques, the district continues with the plan without adapting to the identified needs.

Discussion Questions:

1. What are some ways a district might consider incorporating TPEP data review into their strategic plan goals?
2. What processes are in place to connect TPEP data to professional learning?
3. What resources are needed and/or available to support the district in changing their focus?

Vignette C:

A Special Education teacher is teaching a student with multiple, severe disabilities. The principal understands that the instructional framework describes student discussion and responses to teacher questioning at the Proficient and Distinguished levels. The principal tells the teacher that she can receive no higher than a Basic rating because the student with whom she is working is unable to speak.

Discussion Questions:

1. Given that all educators have the right to demonstrate proficiency, what might be some ways for the principal to approach this situation?
2. What district-level resources might be available?
3. In what contexts beyond Special Education might this situation arise and need attention?

Resources:

Teacher Evaluation and Support Systems: A Roadmap for Improvement. The Aspen Institute, Washington, DC. 2016

<http://www.k12.wa.us/TPEP/Frameworks/default.aspx#instructional>

“Putting the G in TPEP” LINK