

WASHINGTON STATE

ESEA Flexibility Request

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Proficient Rating. *Note.* New educators are all on a one-year Developing Educator Plan, regardless of their overall and student growth ratings. Additionally, the supervisors of evaluators rating an educator a with Low student growth as Distinguished on the preliminary rating will review the evaluation. The supervisor will take these discrepancies into account in the evaluator’s evaluation.

- B. **Educators with preliminary rating of Proficient with Low Student Growth Rating:** These educators will receive an overall Proficient Rating and will be placed on a one-year growth plan focusing on the specific areas of weak student impact. *Note.* New educators rated Proficient or Distinguished are all on a one-year Developing Educator Plan, regardless of student growth rating.
- C. **Educators with preliminary rating of Distinguished with Average or High Student Growth Rating:** These educators will receive an overall Distinguished Rating and will be formally recognized and/or rewarded (per regulations).
- D. **Educators with preliminary rating of Unsatisfactory and High Student Growth Rating:** These evaluations will be reviewed by the evaluator’s supervisor when an educator is rated **Unsatisfactory** and receives a **High** student growth rating. The supervisor will take these discrepancies into account in the evaluator’s evaluation.

Growth Plan Consequences: Within two months of receiving the low student growth score or at the beginning of the following school year, whichever is later, one or more of the following must be completed by the evaluator:

- Conduct two thirty-minute observations;
- Schedule monthly conferences with the teacher to discuss/revise goals, progress toward meeting goals, and best practices;
- Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment; and/or
- Create and implement a professional development plan to address student growth areas.

I.D. State Guidance for Implementation at Local Level

OSPI will provide **guidance** to districts regarding implementation of the new evaluation system, including use of student growth as described below.

- **Evaluations and Student Growth Rubrics:** OSPI is required to write rules guiding the comprehensive and focused evaluation summative methodology. OSPI intends to write rules that include student growth rubrics for both a comprehensive and focused evaluation summative methodology. Teachers and principals will be evaluated every year using the student growth measures.

II. Core Principles and Key Components

The new Washington State Teacher and Principal Evaluation System is built around six fundamental or core principles:

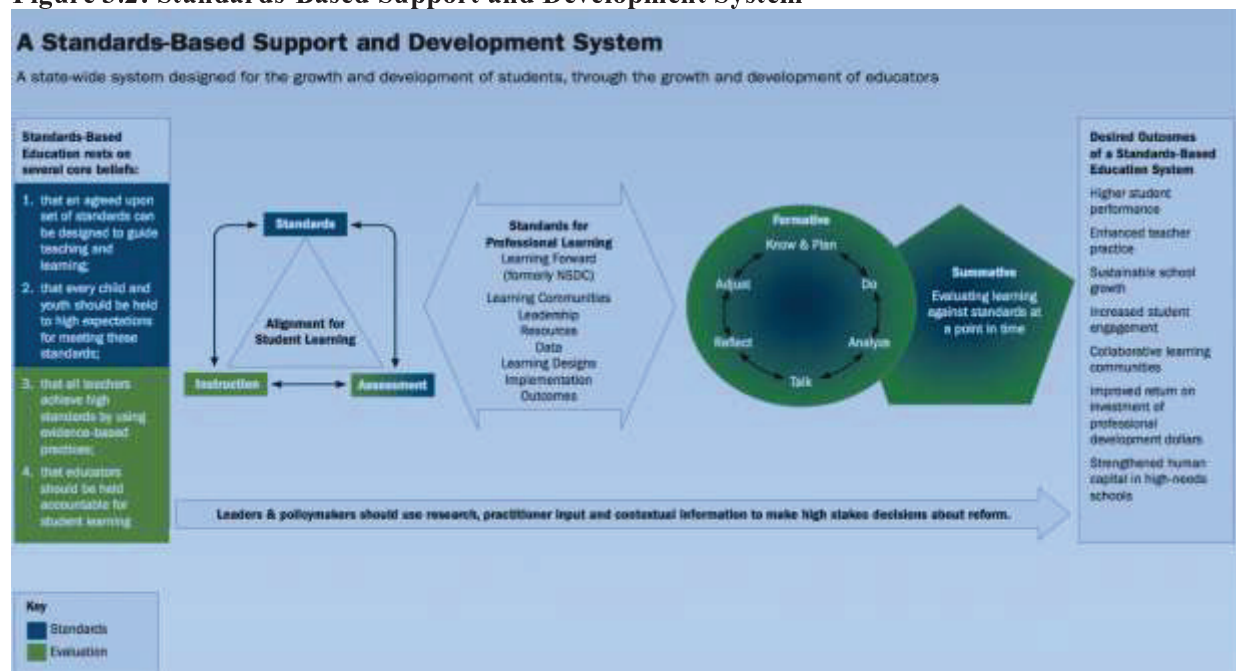
1. The critical importance of teacher and leadership quality impacting ALL students.
2. The professional nature of teaching and leading in a school.
3. The complex relationship between the system for teacher and principal evaluation and district systems and negotiations.
4. The belief in professional learning as an underpinning of the new evaluation system.
5. The understanding that the career continuum must be addressed in the new evaluation system.

6. The complexities of balancing “inputs/acts” and “outputs/results.”

Research demonstrates that feedback for *both* educators and students is one of the most impactful strategies for improving student achievement (Hattie, 2010). This feedback is at the heart of our new evaluation system; when intentionally implemented, the system will produce positive results for both students and educators.

Figure 3.2 shows the key components of a system which links high-quality student standards with a solid, research-based teacher and principal evaluation system. These components include: identification of core beliefs and desired outcomes that provide the foundation for the standards-based education system; articulated and aligned standards, instruction, and assessments for student learning; and standards for professional learning, including multiple formative and summative assessments. Embedded within this system are the strategies and frameworks (e.g., Response to Intervention, English language development training and support, differentiated instruction) that lead to more accomplished teaching and leading. These strategies must be embedded in the formative cycle of the “architecture of accomplished teaching and leading,” a process developed by the National Board for Professional Teaching Standards. It is important to ensure *all measures used in a district’s evaluation and support systems are valid, meaningful measures that are clearly related to increasing student academic achievement and school performance; moreover, they must be implemented in a consistent and high-quality manner across schools within each district.*

Figure 3.2: Standards-Based Support and Development System



III. Key State Legislation

The Teacher and Principal Evaluation Project (TPEP), which was created in Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696) in the 2010 Legislative Session, offers Washington State the opportunity to identify the measures of effective teaching and leading. Complimentary legislation, Engrossed Senate Substitute Bill (ESSB) 5895, was signed into law by the governor in spring 2012; this newer legislation adds specificity to the statutes put forth in E2SSB 6696. The new evaluation system must hold educators accountable and serve to leverage authentic professional growth. This emerging system was built on the

foundation of the new teacher and principal evaluation criteria and developed by Washington State educators. It provides a direction that will empower teachers, principals, and district leaders to meet the needs of ALL students in Washington State. The new evaluation system sets high expectations for what teachers and principals should know and be able to do, values diversity, and fosters a high commitment to teaching and leading as professional practice. For many districts, this will mean a renewed focus on practices and support that will help lead to increased learning for their English language learners (ELLs), students with disabilities, and students from historically underserved subgroups.

III.A. Regulatory or Other Authority to Use Student Growth as a Substantial Factor

The new state law, ESSB 5895, goes into effect June 2012 and puts into place statutory regulation for OSPI to identify up to three instructional frameworks and up to three leadership frameworks to be used in the teacher and principal evaluation systems by each of Washington State’s 295 school districts. These frameworks must be implemented beginning in 2013–14 and must be tied to the eight principal and teacher criteria delineated in **RCW 28A.405.100**. Because each framework must tie back to the state-level criteria, this system creates one state model with specific and consistent choices for districts to consider as they construct their teacher and principal evaluation systems. Because district systems will be aligned to state-approved instructional and leadership frameworks, the state is confident that the systems are all in alignment with the teacher and principal criteria in RCW 28A.405.100. See Attachment 12.5: RCW 28A.405.100—Minimum criteria for the evaluation of certificated employees, including administrators – procedure – scope – models – penalty.

ESSB 5895 requires student growth to be a “substantial factor” in a minimum of three of the eight teacher and principal criteria. The statute also requires the use of multiple measures of student growth, when available and appropriate; these include state-based data from state assessments for tested grades and subjects, as well as district-, school-, and classroom-based measures. While student growth must be used as a “substantial factor,” the legislature did not require that a specific percentage be attributed to student growth. However, the state will provide guidance around the use of student growth as a substantial factor. Decisions regarding student growth will be determined over the next six months, and details will be described in a report required through ESSB 5895 that is due December 8, 2012. The Washington State Task Force on Student Growth, Perception Data and Evaluator Training and Support has been approved to move forward and will form recommendations to be considered by the Teacher and Principal Evaluation Project (TPEP) Steering Committee and Superintendent Dorn as the state determines how to use multiple measures of student growth in teacher and principal evaluations. See Attachment 12.6: ESSB 5895.

Note. The timelines for this ESEA Flexibility Request do not align with the timeline for the final recommendations to be made to the Washington State Legislature regarding the final evaluations models (June 2012) and student growth (December 2012). However, the state can provide an overview of the draft recommendations that will be made prior to their submission to the legislature.

III.B. Required Frameworks

ESSB 5895 requires the identification of up to three instructional frameworks and up to three leadership frameworks. The three instructional frameworks are those authored by Robert Marzano, the University of Washington (Five Dimensions), and Charlotte Danielson. OSPI is working with these authors to ensure their frameworks link directly and explicitly to the eight evaluation criteria for teachers. The leadership framework authored by the Association of Washington School Principals (AWSP) has been selected for the principal evaluation system; a Request for Qualifications process has been initiated to identify/adopt up to two additional leadership frameworks.

III.C. Summary of E2SSB 6696 and ESSB 5895

These new laws requires OSPI to work in collaboration with organizations representing teachers,

principals, district administrators, parents, and school directors to develop new evaluation models for both classroom teachers and principals. Specifically, Section 202 of E2SSB 6696 mandates statewide implementation in all districts by 2013–14 and requires every board of directors to “establish evaluation criteria and a four-level rating system” (p. 17-18) for both certificated teachers and principals: “A new certificated classroom teacher evaluation system...and a new principal evaluation system...shall be phased-in beginning with the 2010–11 school year by [pilot] districts and implemented in all school districts beginning with the 2013–14 school year. (p. 21)

ESSB 5895 clarified the transition by explaining:

Each school district board of directors shall adopt a schedule for implementation of the revised evaluation systems that transitions a portion of classroom teachers and principals in the district to the revised evaluation systems each year beginning no later than the 2013–14 school year, until all classroom teachers and principals are being evaluated under the revised evaluation systems no later than the 2015–16 school year. A school district is not precluded from completing the transition of all classroom teachers and principals to the revised evaluation systems before the 2015–16 school year. The schedule adopted under this subsection (7)(c) must provide that the following employees are transitioned to the revised evaluation systems beginning in the 2013–14 school year:

- (i) Classroom teachers who are provisional employees under RCW [28A.405.220](#);
- (ii) Classroom teachers who are on probation under subsection (4) of this section;
- (iii) Principals in the first three consecutive school years of employment as a principal;
- (iv) Principals whose work is not judged satisfactory in their most recent evaluation; and
- (v) Principals previously employed as a principal by another school district in the state of Washington for three or more consecutive school years and in the first full year as a principal in the school district.

As described below, E2SSB 6696 and recently ESSB 5895 revised the evaluation criteria for both classroom teachers and principals, created a four-level rating system, and identified use of student growth:

Teachers:

The minimum criteria shall include: (i) Centering instruction on high expectations for student achievement; (ii) demonstrating effective teaching practices; (iii) recognizing individual student learning needs and developing strategies to address those needs; (iv) providing clear and intentional focus on subject matter content and curriculum; (v) fostering and managing a safe, positive learning environment; (vi) using multiple student data elements to modify instruction and improve student learning; (vii) communicating and collaborating with parents and the school community; and (viii) exhibiting collaborative and collegial practices focused on improving instructional practice and student learning. Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria listed in this subsection. (c) The four-level rating system used to evaluate the certificated classroom teacher must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. Student growth data, that are relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Student growth data elements may also include the teacher’s performance as a member of

the overall instructional team of a school when use of this data is relevant and appropriate. As used in this subsection, “student growth” means the change in student achievement between two points in time. Student input may also be included in the evaluation process. (p. 18)

Principals:

The minimum criteria shall include: (i) Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; (ii) demonstrating commitment to closing the achievement gap; (iii) providing for school safety; (iv) leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; (v) assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; (vi) monitoring, assisting, and evaluating effective instruction and assessment practices; (vii) managing both staff and fiscal resources to support student achievement and legal responsibilities; and (viii) partnering with the school community to promote student learning. (c) The four-level rating system used to evaluate the principal must describe performance along a continuum that indicates the extent to which the criteria have been met or exceeded. Student growth data that is relevant to the principal must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools. As used in this subsection, “student growth” means the change in student achievement between two points in time. Input from building staff may also be included in the evaluation process. (p. 20-21)

OSPI will provide both guidelines and adopt rules per ESSB 5895 statutory language. OSPI developed and is executing the plan for training principals and district administrator aligned with ESSB 5895. The plan is “designed to implement the revised systems and maximize rater agreement.” The training will begin June 2012 and continue through August 2013 to ensure all evaluators of teachers and principals receive training.

Three specific guidelines will impact the overall decision of the new evaluations system:

1. By September 1, 2012 OSPI is required to “identify up to three instructional and leadership frameworks that support the revised evaluation systems.”
2. By December 1, 2012 OSPI is to adopt rules that “prescribe a common method for calculating the comprehensive summative evaluation rating.”
3. OSPI, in collaboration with the TPEP Steering Committee, will provide guidance on the use of student growth as a “substantial factor in three of the evaluation criteria for teachers and principals.”

Time is always a significant obstacle for planning and implementing a statewide policy. The momentum and collective agreement around the need for a new principal and teacher evaluation system will provide a much needed boost to the project.

Legislation also:

- Increased the length of the provisional status for new teachers; and
- Requires school districts to send OSPI information on the current evaluation system for all employee groups beginning with the 2010–11 school year.

Representatives of the following organizations serve on the TPEP Steering Committee:

- Office of Superintendent of Public Instruction

- Washington Education Association
- Association of Washington School Principals
- Washington Association of School Administrators
- Washington State Parent-Teacher Association
- Washington State School Directors' Association (May 2011)

See Section IV.A. TPEP Steering Committee for additional information.

III.D. From a Compliance-Based System to a System Focused on Improvement and Growth

Educators in Washington State overwhelmingly agree that the current evaluation system requires a much needed overhaul. During the 2010–11 school year, OSPI conducted a state-wide electronic survey and 10 face-to-face forums with nearly 7,000 educators, parents, and school board members outside of our TPEP sites and found that 80 percent indicated the primary purpose of the current evaluation system was compliance. Practitioners in and out of the TPEP sites “want tools for improvement and growth.” (Fetters, J. & Behrstock-Sherratt, E., 2011). All indications are that Washington State took the right step to enact E2SSB 6696 and to anchor the new system in the strong belief that the evaluation changes will produce positive results for our students.

IV. Transitioning to New Teacher and Principal Evaluation Systems

Over the last 18 months, Washington State has taken groundbreaking steps to change the culture, purpose, and impact of teacher and principal evaluations through the leadership of the TPEP Steering Committee and the deep, profound, and sometimes risky innovations in our 15 teacher and principal evaluation pilot districts.

IV.A. TPEP Steering Committee and Final Legislative Reports

The legislation requires OSPI, in collaboration with state associations representing teachers, principals, administrators, and parents, to create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals. OSPI created the TPEP Steering Committee to oversee and monitor the policy direction and decisions of the TPEP Pilot.

One of the key elements of the success of the TPEP work thus far has been the intentional collaboration among the stakeholders outlined in the legislation. The collaboration at the state level modeled the expectation that pilot districts work as a team to ensure stakeholder involvement. It is important that teachers and principals have input and are engaged in meaningful way in the pilot of the system; further, it has been important to include teachers of students with disabilities, English language learners, and students from historically underserved groups in the process.

The TPEP Steering Committee met 15 times during the 2010–11 year and have/plan to meet 19 times in 2011–12 to make joint policy decisions about the direction of the project. The TPEP Steering Committee continues to work together and keep the focus on the ultimate goal of creating an evaluation system that provides a model for teachers and principals across the country. We intend to work together throughout the next six months to:

- Develop a common sense, but rigorous transition plan for all districts in Washington State;
- Complete the final evaluation model recommendations; present them to Superintendent Dorn for his approval and include in subsequent legislative report; and
- Institute a state, regional, and district-wide professional learning plan that will support all learners in the new evaluation system

E2SSB 6696 (2010) and ESSB 5895 (2012) require OSPI to submit two legislative report regarding the

Teacher and Principal Evaluation Project:

1. July 2011: OSPI shall report evaluation system implementation status, evaluation data and recommendations to appropriate committees of the legislature.
http://tpep.files.wordpress.com/2011/07/tpep_leg_report-july_2011_full.pdf
2. July 2012: OSPI shall report at the conclusion of the development phase.

IV.B. TPEP Implementation and Professional Learning Committee

The TPEP Implementation and Professional Learning Committee will be formed in spring 2012 to oversee the planning and professional development for the new evaluation system. This committee will include representatives from partner organizations involved in the TPEP Steering Committee and from other state-wide partners that will help carry out the work of TPEP.

The goals of the committee include:

- Bring lead partners in TPEP together to ensure effective and consistent delivery of knowledge and skill building around the new Washington State evaluation system;
- Gather input in order to ensure effective professional learning around the TPEP work;
- Ensure state resources are used effectively and will garner the biggest impact on the state system; and
- Ensure clear and ongoing communication among key stakeholders.

Beyond rules and regulations, Washington State will have to move early and often to ensure effective implementation; strategies and approaches are designed to promote buy-in, gather feedback, educate and prepare the field, and ensure impact. Key elements include:

- Determine and strengthen state-wide level delivery systems to support quality and consistent implementation and to build district, region and state capacity;
- Develop tools, trainings, and technical assistance to guide statewide action; and
- Establish systems to promote clear, ongoing communications and stakeholder engagement.

No one organization in the system can manage and execute all of the necessary professional learning that must take place over the next three years to ensure effective implementation of TPEP. This must be a shared responsibility among those entities committed to the core beliefs of the project. Table 3.4 provides a description of current and future work in implementing the project.

Table 3.4: Description of Current and Future Work Required for Effective Implementation of the Teacher and Principal Evaluation System

Key Milestone 1: District-level focus on TPEP planning and system changes required for effective implementation

Key Activities	<ul style="list-style-type: none"> • Full and Condensed Regional Implementation Grant (RIG) available for up to 150 more districts. • Additional 200 districts select instructional/leadership framework and implement.
Detailed Timeline	<ul style="list-style-type: none"> • 2012–13: RIG implemented in up to 150 more districts • 2012–13 and 2013–14: Remaining districts adopt framework and begin implementation