

## What is TPEP?

TPEP stands for the Teacher and Principal Evaluation Project. Washington State passed legislation requiring school districts to implement a new evaluation system for all teachers and principals beginning in 2013-14. This new system is intended to provide consistent, meaningful feedback to educators that will more effectively promote continuous professional growth.

## Why is the Bellingham School District focusing on TPEP now?

We are engaged in this specific work now to meet the deadlines included in the new state law. Our schools are fortunate to have a strong cadre of staff at all levels, and we believe all employees deserve to have meaningful opportunities to reflect on and improve their work. We appreciate the new evaluation system's emphasis on professional growth, rather than simple compliance, and believe it is in alignment with [The Bellingham Promise](#) of providing great teaching with strong support.

## Where are we in the process?

Many decisions in this process were already made by the state. These include:

- Eight new evaluation criteria for teachers and principals
- Four-tiered rating system instead of the existing two-tiered system
- All school districts in Washington state must begin using the new evaluation system for certificated staff and principals in 2013-14, with full implementation by 2016-17

Each district must choose an instructional framework from three options the state provided. An instructional framework provides a common language (1) to create a shared understanding about effective teaching, (2) to give and receive feedback, and (3) to collect and act upon data to monitor growth. Just before winter break, our district chose the 5 Dimensions Instructional Framework, developed by the University of Washington Center for Educational Leadership (CEL).

## Why did we choose the UW CEL 5 Dimensions as our instructional framework?

Washington State approved three instructional frameworks from which to choose:

- Charlotte Danielson's Framework for Teaching
- Robert Marzano's Teacher Evaluation Model
- The University of Washington's Center for Educational Leadership (CEL) 5 Dimensions

The District TPEP Work Group analyzed all three of the frameworks approved by the state and learned that each offers a detailed and helpful description of what effective teaching looks like. In addition, each framework has a strong research base and is well aligned with the new state evaluation criteria.

While all of the frameworks are useful, there are significant differences among the frameworks in the areas of professional development support and alignment to our district's work:

- Of the three frameworks, the UW-CEL 5D has the strongest level of training support for professional development.
- UW CEL's 5D framework represents the tightest alignment with district wide priorities, ongoing initiatives, and student outcomes described in [The Bellingham Promise](#).
- The associated rubrics promote teacher self-reflection and support goal-setting.
- The majority of districts in our region have adopted the UW CEL's 5D framework, enhancing our ability to collaborate around professional development.

In the feedback that was collected during staff meetings, through e-mail, via face-to-face conversations, on-line surveys, and district-wide information sessions, the majority of district staff either expressed no preference regarding the instructional framework adoption or indicated that they were in favor of adopting the UW CEL 5D model.

### **What's next?**

Setting up our new evaluation system is an evolving process as the state legislature and OPSI are making ongoing decisions that will affect the process. For now, our next steps include:

- Selection of a leadership framework to be used with the 8 new criteria for principal evaluations.
- Development of a comprehensive professional development and implementation plan for evaluators and teachers that focuses on the instructional framework and the new evaluation system.

### **Who will be included in the new evaluation system?**

According to the latest guidance from OSPI, the new system is designed for principals, assistant principals and classroom teachers. Classroom teachers are defined as staff who provide “academically focused instruction” (including but not limited to English LA, Math, Science, Social Studies, Special Education, Music, PE, Art, CTE, etc.) Librarians and instructional coaches may or may not be considered classroom teachers under this definition depending on the nature of their role in the district.

Non-classroom teachers or ESAs (School Counselors, SLP, OT, PT, School Nurses, etc.) are not currently included in the new evaluation system, nor are administrators who do not have the specific role of principal or assistant principal. People in these positions will continue to be evaluated using our current system.

### **Who will be evaluated in the new process first?**

Beginning in 2013-2014, ESSB 5895 requires all provisional and probationary classroom teachers to receive comprehensive evaluations in the new process. Provisional teachers are those who are:

- In their first 3 consecutive years of teaching
- In their first 3 years of teaching in Washington State
- In their first year of teaching in a new district within Washington State

Probationary teachers are those who have received an unsatisfactory evaluation and are on a plan of improvement.

For administrators, ESSB 5895 requires that all principals who are in their first three consecutive years as a principal, or who were rated unsatisfactory in 2012-2013, or who are in their first year in a district must be included in the new evaluation system beginning in 2013-2014.

## What are the new evaluation criteria beginning in the fall of 2013?

Current Teacher Evaluation Criteria	New Teacher Evaluation Criteria
<ol style="list-style-type: none"> <li>1. Instructional skill</li> <li>2. Classroom management</li> <li>3. Professional preparation and scholarship</li> <li>4. Effort toward improvement when needed</li> <li>5. Handling of student discipline and attendant problems</li> <li>6. Interest in teaching pupils</li> <li>7. Knowledge of subject matter</li> </ol>	<ol style="list-style-type: none"> <li>1. Centering instruction on high expectations for student achievement</li> <li>2. Demonstrating effective teaching practices</li> <li>3. Recognizing individual student learning needs and developing strategies to address those needs</li> <li>4. Providing clear and intentional focus on subject matter content and curriculum</li> <li>5. Fostering and managing a safe, positive learning environment</li> <li>6. Using multiple student data elements to modify instruction and improve student learning</li> <li>7. Communicating with parents and school community</li> <li>8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning</li> </ol>
Current Principal Evaluation Criteria	New Principal Evaluation Criteria
<ol style="list-style-type: none"> <li>1. Knowledge of, experience in and training in recognizing good professional performance, capabilities and development</li> <li>2. School administration and management</li> <li>3. School finance</li> <li>4. Professional preparation and scholarship</li> <li>5. Effort toward improvement when needed</li> <li>6. Interest in pupils, employees, patrons and subjects taught in school</li> <li>7. Leadership</li> <li>8. Ability and performance of evaluation of school personnel</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff</li> <li>2. Providing for school safety</li> <li>3. Leads development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements</li> <li>4. Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals</li> <li>5. Monitoring, assisting and evaluating effective instruction and assessment practices</li> <li>6. Managing both staff and fiscal resources to support student achievement and legal responsibilities</li> <li>7. Partnering with the school community to promote student learning</li> <li>8. Demonstrating commitment to closing the achievement gap</li> </ol>

## What are the tiered ratings established by the state?

From ESSB 5895: The ratings/tiers shall be as follows:

- Level 4 - distinguished
- Level 3 - proficient
- Level 2 - basic
- Level 1 - unsatisfactory

## How will proficiency be determined?

Under the new evaluation system, a classroom teacher will receive one of the four ratings (distinguished, proficient, basic, or unsatisfactory) for each of the eight new evaluation criteria. The legislation requires classroom observations, collections of evidence (for unobserved or unobservable criteria), and student growth data to be considered as well. The state has provided a formula for how to balance these components into an overall rating, which the state calls the “comprehensive summative evaluation performance rating.”

## What role will student test scores play in teacher evaluations?

What we currently know comes from ESSB 5895: “*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** (recently identified as 3, 6 and 8). Student growth data that is **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.*”(Emphasis added.)

Because multiple measures are required and because “student growth” is defined as the change in a student’s achievement between two points in time, state test scores cannot be the only measure for this component of teacher evaluation.

## Who will evaluate teachers?

Principals will still evaluate teachers; they will just be using a new system with some teachers starting in 2013-2014.

## How will we ensure that there is consistency among evaluators?

ESSB 5895 states: “*No administrator, principal, or other supervisory personnel may evaluate a teacher without having received training in evaluation procedures. Before evaluating classroom teachers using the evaluation systems required under RCW 28A.405.100, principals and administrators must engage in professional development designed to implement the revised systems and maximize rater agreement. Training for principals and teachers will be provided to ensure deeper understanding of the teacher evaluation system and consistency in its application.*”

Evaluators in Bellingham will receive comprehensive training from state Criteria and Framework Feedback Specialists (CFFS). The CFFSs are a group of teachers and administrators who have received extensive training from the OSPI and the Center for Strengthening the Teaching Profession. CFFS

training for our evaluators (primarily principals) will focus on foundational understandings regarding the instructional framework, application of the framework as a formative tool for growth, and summative determination of criteria level scores. This training will begin in February 2013 and will be on-going.

### **How will the new teacher evaluation system address teachers new to the profession?**

For teachers in years 1-5, an overall rating of 2 (basic) is acceptable. For teachers with 5 or more years of experience, the overall rating must be a 3 (proficient).

From ESSB 5895: *“A teacher will be deemed unsatisfactory if rated Level 1. A teacher will also be deemed unsatisfactory if he/she is a continuing contract employee (under RCW 28A.405.210) with more than five years of teaching experience, and overall rating of Level 2 has been received for two consecutive years or for two years within a consecutive three-year time period.”*

### **Has the PGO (Professional Growth Option) gone away?**

Teachers rated proficient for four years may move from a comprehensive evaluation to a focused evaluation (formerly known as PGO). This includes performance assessment based on one of the eight criteria and also student growth measures. The criterion chosen for evaluation must be approved by the teacher’s evaluator.

### **Will evaluation results for teachers and principals be shared?**

As currently required by the state, evaluation results are reported to the Office of the Superintendent of Public Instruction as a group of summative scores, not by individual summative scores, and not by name.

### **Will there be PD opportunities before being evaluated on the new system?**

Yes. All teachers and principals required to participate in the new evaluation system will receive side-by-side professional development both before and during the first year of implementation. Most of this training will be provided by consultants from the University of Washington Center for Educational Leadership (CEL). They will focus on the five dimensions of the instructional framework, and implementation of the new evaluation system through examining a problem of practice within the cycle of inquiry. Training in the 5D Instructional Framework will also be available for staff who are not required to participate in the new evaluation system.

Professional development opportunities will be ongoing, varied and replicable for those joining in the process during years 2 and 3 of new evaluation implementation.