

TPEP Update

Leadership Meeting
November 1, 2012

What this is really about...



From Compliance to Professional Growth

Connecting to Previous Learning

- ▶ Turn and Talk...What can you remember about:
 - The new teacher and principal evaluation criteria
 - Instructional Frameworks
 - Leadership Frameworks
 - Timeline for implementing TPEP

What we know...

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graph TD; A[What we know...] --- B[Already Decided]; A --- C[To Be Decided];
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Already Decided

- 8 new evaluation criteria for teachers and principals
- Change from a 2-tiered to a 4-tiered rating system
- **Timeline:**
 - Start implementing 2013-14
 - Full implementation in 2015-16

To Be Decided

- Which of 3 instructional frameworks our district will choose
- Which of 2 leadership frameworks our district will choose
- How we will implement professional development about the frameworks and evaluation system.

Since last we met...

Selection of TPEP
Advisory
Committee



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graph LR; A[Selection of TPEP Advisory Committee] --> B[TPEP Advisory Committee Meeting, Oct. 24]; B --> C[2nd TPEP Work Group in Anacortes, Oct. 29];
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TPEP Advisory
Committee
Meeting,
Oct. 24

2nd TPEP Work
Group in
Anacortes,
Oct. 29

Summary of Take-Aways

TPEP Advisory, Oct. 24

- ▶ Reviewed the TPEP legislation
- ▶ Compared the old and new evaluation criteria
- ▶ Next Steps: Share talking points with staff before Nov. 14th

TPEP Work Group, Oct. 29

- ▶ Reviewed and evaluated 3 instructional frameworks
- ▶ Learned more about eVAL—a web-based tool designed to manage the evaluation process and documentation.
- ▶ Next Steps: Gather more information about instructional frameworks

More than observation: Focus on Student Growth

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.



Turn and Talk

- ▶ What conversations are you already having with teachers about student growth based on formative assessment?
- ▶ What do we and our teachers need to learn about formative assessment?

More Than Observation: Digital Artifacts in eVAL

- ▶ <http://tpep-wa.org/resources/eval/eval-video-walkthroughs/>

Tickets Out

- »» What questions/concerns do you have at this point about TPEP?
- »» What do you want to learn more about?