Washington State Teacher and Principal Evaluation Project

Introduction to Teacher Evaluation in Washington
Welcome!

- Introductions
- Logistics
- Agenda

- Agenda
  - Introduction
  - Learning
  - Implementing
  - Reflecting
  - Wrap-Up
Overview of Outcomes

- Know the background, core principles, and purpose of TPEP and the TPEP core components
- Understand the multiple measures used to evaluate performance
- Understand the teacher evaluation criteria and descriptors and identify where these criteria are present in preparation programs
- Understand how growth of student learning is a measure of teacher performance
- Determine ways to inform candidates about how their preparation links with the evaluation process
Learning I: Context, Background, & Key Components

Know the background, core principles, and purpose of TPEP and the TPEP core components
TPEP Core Principles

“We Can’t Fire Our Way to Finland”

1. The critical importance of teacher and leadership quality
2. The professional nature of teaching and leading a school
3. The belief in professional learning as an underpinning of the new evaluation system
4. The understanding that the career continuum must be addressed in the new evaluation system
5. The system must determine the balance of “inputs or acts” and “outputs or results”
Influences on TPEP Development and Legislation

- TPEP Pilot Sites & Steering Cmte
- Instructional and Leadership Framework Authors
- E2SSB 6696 & Race to the Top

2010–12

- ESSB 5895
- ESEA Flexibility Waiver

2012

- Washington State Evaluation and Professional Growth System

2012
TPEP Steering Committee
In Washington...

A capital “G!” indicates that the guidance represents Washington state law (RCW) or rules (WAC).

A lower-case “g” indicates that the guidance represents research-based best practice but is not mandated by law or rules.
# Before & After: A Snapshot

<table>
<thead>
<tr>
<th>Before</th>
<th>Component</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binary – Satisfactory/Unsatisfactory</td>
<td>Tiers</td>
<td>Four Tiers – Professional growth &amp; development system</td>
</tr>
<tr>
<td>Developed over 25 years ago</td>
<td>Criteria</td>
<td>Describes effective teaching &amp; leadership – developed by stakeholders in 2010 legislative session</td>
</tr>
<tr>
<td>Two years (prior to SY 2009–10)</td>
<td>Provisional Status</td>
<td>Three years</td>
</tr>
<tr>
<td>No existing requirement</td>
<td>Educator Evaluation Data</td>
<td>Evaluation data must be submitted to OSPI, beginning SY 2010–11, for all employee groups</td>
</tr>
</tbody>
</table>

**RCW 28A.405.100**
A Culture Shift: Evaluation Measures Previous vs. Current

<table>
<thead>
<tr>
<th>Previous Evaluation System</th>
<th>Current Evaluation System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation: YES</td>
<td>Observation: YES</td>
</tr>
<tr>
<td>Student Growth: NO</td>
<td>Student Growth: YES</td>
</tr>
<tr>
<td>Other Evidence: NO</td>
<td>Other Evidence: YES</td>
</tr>
</tbody>
</table>
Changes in Teacher & Principal Evaluation Criteria

**Previous Teacher Evaluation Criteria**

1. Instructional skill
2. Classroom management
3. Professional preparation and scholarship
4. Effort toward improvement when needed
5. Handling of student discipline and attendant problems
6. Interest in teaching pupils
7. Knowledge of subject matter

**New Teacher Evaluation Criteria**

1. Centering instruction on high expectations for student achievement
2. Demonstrating effective teaching practices
3. Recognizing individual student learning needs and developing strategies to address those needs
4. Providing clear and intentional focus on subject matter content and curriculum
5. Fostering and managing a safe, positive learning environment
6. Using multiple student data elements to modify instruction and improve student learning
7. Communicating with parents and school community
8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning
Five Themes Are Embedded in Criteria

**teachers**
- Centering instruction on high expectations
- Exhibiting collaborative and collegial practices
- Communicating with parents and school community
- Using student data to modify instruction
- Fostering a safe, positive learning environment
- Individualizing instruction
- Demonstrating effective teaching practices

**principals**
- Creating a culture
- Closing the gap
- Ensuring school safety
- Planning with data
- Aligning curriculum
- Improving instruction
- Managing resources
- Engaging communities

Culture  Data  Content  Instruction  Community
Learning II: Instructional Frameworks and Criteria Alignment

Understand the multiple measures used to evaluate performance.

Understand the teacher evaluation criteria and descriptors and identify where these criteria are present in preparation programs.
Educator Evaluation Measures: It Takes Many Pieces…

- Self-Assessment & Reflection
- Student Work Samples
- Student Learning/Achievement Data
- Peer Evaluation
- Portfolio Assessments
- Planning
- Classroom Observation
- Perception Survey Data
Observation Rubrics

All include measures of the TPEP criteria, and also include an evaluation item related to content knowledge, which is not named specifically in the criteria.

- **Framework for Teaching by Charlotte Danielson**
  - Four domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities
  - 22 components inside these, and multiple elements inside the components

- **5D+ Teacher Evaluation Rubric by Center for Educational Leadership at UW**
  - Five dimensions of teaching: Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, Classroom Environment and Culture

- **Marzano Teacher Evaluation Model**
  - Four domains: Classroom Strategies and Behaviors, Preparing and Planning, Reflecting on Teaching, Collegiality and Professionalism
  - 60 elements in the four domains
Instructional Frameworks in Washington

Number of District Selections by Framework

- CEL 5D+ Teacher Evaluation Rubric 2.0
- Danielson's Framework for Teaching
- The Marzano Teacher Evaluation Model

Map of Framework Selections for 2013-14
Where Are the New Criteria in Our Program?

- Discussion: Identifying where in our preparation programs teacher candidates encounter criteria
  - Likely in many places
  - Different labels and names for the same thing
  - Looking for overlap

Let’s look at the criteria again.
New Criteria for Teacher Evaluation

- Centering instruction on high expectations for student achievement.
- Demonstrating effective teaching practices.
- Recognizing individual student learning needs and developing strategies to address those needs.
- Providing clear and intentional focus on subject matter content and curriculum.
- Fostering and managing a safe, positive learning environment.
- Using multiple student elements to modify instruction and improve student learning.
- Communicating and collaborating with parents and the school community.
- Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
Instructional Frameworks and Criteria Crosswalk

- Includes
  - Definitions of the criteria
  - Architecture of the three instructional frameworks
  - Crosswalk of the criteria to three instructional frameworks
  - Background of how this document was developed

| Criterion 7: Communicating and collaborating with parents and school community. |
| Key word: FAMILIES AND COMMUNITY |
| **Definition:** The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning. |

<table>
<thead>
<tr>
<th>Danielson</th>
<th>CEL 5D+</th>
<th>Marzano</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 4: Professional Responsibilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Collaboration &amp; Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PCC3</strong>: Parents and guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PCC4</strong>: Communication within the school community about student progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Component 7.1:</strong> Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Component 7.2:</strong> Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning III: Understanding Student Growth Measures

Understand how growth of student learning is a measure of teacher performance
Defining Key Terms

- **Student Achievement**: The status of subject-matter knowledge, understandings, and skills at one point in time.
- **Student Growth (Learning)**: The growth in subject-matter knowledge, understandings, and skill over time.

It is student growth, not student achievement, that is relevant in demonstrating impacts teachers and principals have on students.
Both E2SSB 6696 and ESSB 5895 contain language around student growth, including:

- 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 means the change in student achievement between two points in time.

Changes…

- 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.

- 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

- Includes multiple measures of student learning—not just test scores.
- Teachers and principals work together to set appropriate baseline scores and achievement goals.
- Goals can be based on grade level, subject area, classroom context.
- Measures must demonstrate student learning of content.
- Includes measure of collaborative effort to raise achievement across several classrooms, subject areas, grade levels.
- Must be aligned with curriculum, measured in a specific time frame, and related to state, district, and school goals.
Student Growth Data Means…

Formal Tests in Core Subjects Only

Knowledge and Learning That Can Be Measured

All Classroom Learning

District and School-Based Tools

State-Based Tools

Classroom-Based Tools
Establishing Student Growth Goals

- Goals:
  - Measure “a change in student achievement between two points in time” RCW28A.405.100
  - Focus on important learning within the scope of the teacher’s responsibility

- Growth is expected for all students.

- Student growth goals are established from multiple sources of data:
  - Classroom-based tools
  - School-based tools
  - District-based tools
  - State-based tools
The TPEP Steering Committee organizations approved statewide rubrics for student growth to ensure consistency in implementation of the evaluation system across Washington State.

- The rubrics for student growth describe both goal setting and outputs of student learning.

- OSPI has provided student growth rubrics for each of the three criteria.
  - Teachers: 3, 6, and 8
Using District, School, and Classroom-Based Data (Teachers)

- Five Student Growth Criteria
  - 3.1 Establish Student Growth Goals
    Re: individual or subgroups of students (achievement/opportunity gap)
  - 3.2 Achievement of Student Growth Goals
    Re: individual or subgroups of students (achievement/opportunity gap)
  - 6.1 Establish Student Growth Goals using Multiple Student Data Elements
    Re: whole class based on grade-level standards and aligned to school and district goals
  - 6.2 Achievement of Student Growth Goals
    Re: whole class based on grade-level standards and aligned to school and district goals
  - 8.1 Establish Team Student Growth Goals
    Re: Teacher as part of a grade-level, content area, or other school/district team
The Student Growth Rubric for Use in 2013–2014

**Washington State Criteria Student Growth Rubrics**
For Use in the 2013-14 School Year – Version 1.2

**Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.**

<table>
<thead>
<tr>
<th>Student Growth 3.1: Establish Student Growth Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsatisfactory – 1</strong></td>
</tr>
<tr>
<td>Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</td>
</tr>
</tbody>
</table>

| **Basic – 2** |
| Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |

| **Proficient – 3** |
| Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |

| **Distinguished – 4** |
| Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). |
Implementing: Linking Preparation and TPEP

Determine ways to inform candidates about how their preparation links with the evaluation process
Explicitly Integrating TPEP

Discussion:

- Review where TPEP criteria are present in teacher preparation
  - Check list from our discussion

- Integrate aspects of TPEP not included in preparation:
  - Establishing student growth goals for individuals and groups
  - Creating a personal improvement plan
  - Participating in an evaluation conference with a principal or administrator
  - Other?
Reflecting
3-2-1

- 3 – key points to remember
- 2 – places of application
- 1 – lingering question you have before leaving
TPEP Reports and Studies

OSPI TPEP bulletins and memos
TPEP Legislative Reports
AIR reports and case studies
Presentations
Data

Using IE and not seeing images above? Find out how to fix it here.
Thank you!

Presenter Name
xxxxxxxxxxxxx@xxx.xxx