TPEP and Human Resources

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Welcome/Introductions

• Please introduce yourself
  • Name
  • District
  • Position … any other responsibilities?

• How has your role with the implementation of the teacher and principal evaluation system changed over time?
Intended Outcomes

• Understand the foundational elements of the evaluation system
• Plan for effective evaluation tracking systems
• Understand the importance of monitoring teacher and principal attrition
• Discuss emerging legal issues related to TPEP implementation
• Discuss emerging bargaining issues to TPEP implementation
• Plan for enhanced processes and practices based on new learnings
Take a Moment …

• What specific questions you were hoping to see addressed?

• Jot them down on the post-it notes.
Norms

• Create a safe, trusting environment so that we can have authentic conversations
Essential Question

• How does this information and discussion inform your processes and practices?
The legislature further finds that an evaluation system for teachers has the following elements, goals, and objectives:

(1) An evaluation system must be meaningful, helpful, and objective;

(2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement;

(3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and

(4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.
Scenarios: What if ... 

- Form groups of 2 or 3 people

- Consider each scenario

- How would you respond in each case?

- Use the FAQs, TPEP website, or the RCWs/WACs to help you

- Debrief as a large group
Legal Issues: What’s Keeping You Up at Night?

• Student growth
• Rater agreement
• Evidence of required professional development for evaluators
• Probationary status
• What are the legal requirements for conferencing between teacher and evaluator?
Bargaining Issues: What’s Keeping You Up at Night?

• Student growth goals
• Professional practice goals
• Use of teacher/principal self-assessments as part of summative score
• Use of professional dialogue as part of summative score
• Determination of summative score
  • Use of OSPI created scoring bands
  • Use of evaluator judgment?
• Evidence: Quantity/Quality
• Definitions of terms such as some, most, nearly all the time, etc.
What are the requirements for...

• ... the summative report?

• ... low student growth impact rating on a comprehensive evaluation?

• ...“1” in any SG rubric row?

• ... student growth inquiry plans
What if … educator is hired mid-year?

- All new hires are provisional so must be on comprehensive.
What if … educator leaves mid-year?

• If planned, evaluator and evaluatee mutually agree upon timeline for observations and summative conference.

• If unplanned and there is not enough evidence, note facts on summative form.
What’s in your contract?

- Principal calendars an observation for next week
- Principal spends 20 minutes observing unannounced
- Principal observes new teacher in December
Essential Question

• How does this information and discussion inform your processes and practices?
Tracking: Comprehensive or Focused Evaluation

• Provisional teacher: Comprehensive for three years
• Principal in first three years: Comprehensive
• Principal with experience but new to district: Comprehensive
• 1st year of Provisional: Observation within 90 days
• 3rd year of Provisional: 3 Observations
• Unsatisfactory or Basic prior year: Comprehensive
• At least once every 4 years: Comprehensive
• Basic 2/3 years with 5 years of experience: Unsatisfactory
Typical Teacher’s First 8 Years in TPEP

**Year 1**
- Provisional Status
- Comprehensive Evaluation
- Basic is OK
- 2 Observations 1 in First 90 Days

**Year 2**
- Provisional Status
- Comprehensive Evaluation
- Basic is OK
- 2 Observations

**Year 3**
- Provisional Status
- Comprehensive Evaluation
- Basic is OK Unless going to Focused
- 3 Observations

**Year 4**
- Non-Provisional Status
- Focused Evaluation
- Basic is OK

**Year 5**
- Non-Provisional Status
- Focused Evaluation
- Basic is OK

**Year 6**
- Non-Provisional Status
- Focused Evaluation
- Basic is NOT OK

**Year 7**
- Non-Provisional Status
- Comprehensive Evaluation
- Basic is NOT OK

**Year 8**
- Non-Provisional Status
- Focused Evaluation
- Basic is NOT OK
Typical Teacher’s First 8 Years in TPEP

RCW 28A.405.220 (1) (c) the school district superintendent may make a determination to remove an employee from provisional status if the employee has received one of the top two evaluation ratings during the second year of employment by the district.
Year 1
Provisional Status
Comprehensive Evaluation
Basic is OK
2 Observations 1 in First 90 Days

Year 2
Provisional Status
Comprehensive Evaluation
Basic is OK
2 Observations

Year 3
Provisional Status
Comprehensive Evaluation
Basic is OK Unless going to Focused
3 Observations

Year 4
Non-Provisional Status
Focused Evaluation
Basic is OK Unless going to Focused
2 Observations

Year 5
Non-Provisional Status
Focused Evaluation
Basic is OK Unless going to Focused
2 Observations

Year 6
Non-Provisional Status
Focused Evaluation
Basic is NOT OK
2 Observations

Year 7
Non-Provisional Status
Comprehensive Evaluation
Basic is NOT OK
2 Observations

Year 8
Non-Provisional Status
Focused Evaluation
Basic is NOT OK
2 Observations

Typical Teacher’s First 8 Years in TPEP
Monitoring Status

- First year teacher
- Provisional educator with P and D
- Provisional educator with B or U
- Experienced educator with P or D
- Experienced educator with B or U
- Educator with Low Student Growth Impact Rating
- Experienced educator with B and B
- Experienced educator with three previous Focused
Principal Evaluation Assignment Guide

Principal A

Years 1-3
or year 1
in a new district

- Year 1
  - Comprehensive Observation Within 90 days
- Year 2
  - Comprehensive
- Year 3
  - Comprehensive 3 Observations

Year 4 & 5

- Previous Rating 1 or 2
  - Comprehensive Basic Rating OK
- Previous Rating 3 or 4
  - Focused Basic Rating OK

Continuing

Year 6+

- Less than 4 years since last Comp.
  - Previous Rating 1 or 2
    - Comprehensive Basic Rating Not OK
  - Previous Rating 3 or 4
    - Focused Basic Rating Not OK
- 4th year since last Comp.
  - Comprehensive Basic Rating Not OK
Essential Question

• How does this information and discussion inform your processes and practices?
Tracking Systems

• Certificated Staff
  • District Considerations for Inclusion in System
    • Academically-focused instruction
  • Comprehensive/Focused
  • Formal Observations
  • Student Growth
  • Tiers of Performance

• Training of Evaluators
  • Required professional development
  • Ensuring high level of rater agreement
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<td><strong>• Who is responsible for tracking this information within your district?</strong></td>
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<td><strong>• What tools are you using?</strong></td>
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<td><strong>• What information is being retained? Where is it being retained?</strong></td>
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<td><strong>• How might you roll tracking evaluations as a separate spreadsheet into your more inclusive district system?</strong></td>
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<td>• Would that allow you to generate reports as necessary?</td>
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<td><strong>• What is going well?</strong></td>
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<td><strong>• What concerns do you have?</strong></td>
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<td><strong>• What help do you need?</strong></td>
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RCW 28A.405.120: Training for Evaluators

(1) School districts shall require each administrator, each principal, or other supervisory personnel who has responsibility for evaluating classroom teachers or principals to have training in evaluation procedures.

(2) Before school district implementation of the revised evaluation systems required under RCW 28A.405.100, principals and administrators who have evaluation responsibilities must engage in professional development designed to implement the revised systems and maximize rater agreement.
RCW 28A.405.130: Training in Evaluation Procedures Required

(1) No administrator, principal, or other supervisory personnel may evaluate a teacher without having received training in evaluation procedures.

(2) 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.
Stages of Training

Stage 1: Foundational Understanding of the BIG IDEAS in the Framework

Stage 2: Application of Framework as a Formative Tool for Growth

Stage 3: Summative Determination of Criterion Level Scores
Documenting Required Training

• Each district’s superintendent is responsible for assuring that all evaluators have completed required training

• Districts should retain this information as another piece of documentation regarding the training of evaluators

• Individuals should also retain documentation for their own records
Rater Agreement

Rater Agreement is the extent to which the scores between the raters have consistency and accuracy against predetermined standards. The predetermined standards are the instructional and leadership frameworks and rubrics that define the basis for summative criterion level scores.
Essential Question

• How does this information and discussion inform your processes and practices?
Final Thoughts…3,2,1 Protocol

• What are 3 things you learned?
• What are 2 things you found interesting?
• What is 1 question you still have?