

TPEP and Human Resources

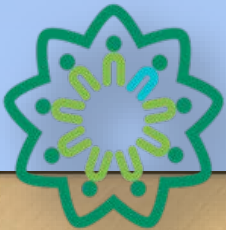
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AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

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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?

RCW 28A.405.110: Evaluations - Legislative Findings

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

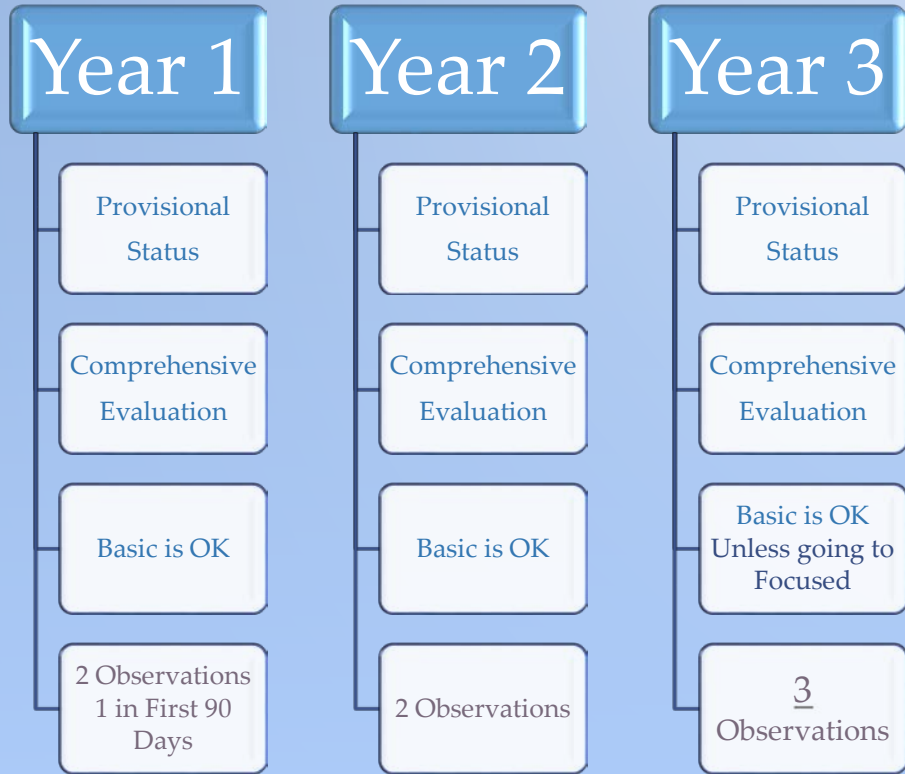
Essential Question

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Tracking: Comprehensive or Focused Evaluation

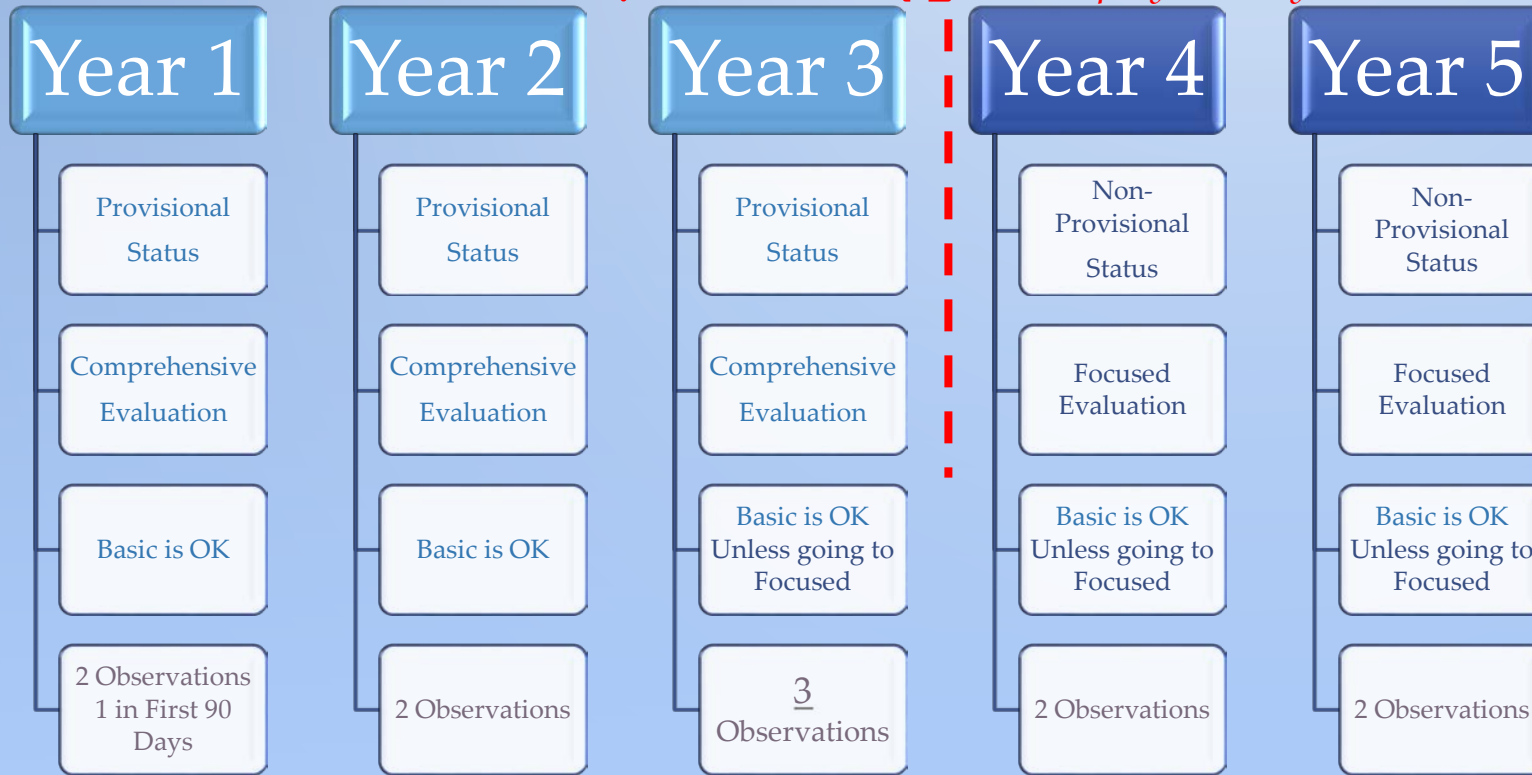
- Provisional teacher: Comprehensive for three years
- Principal in first three years: Comprehensive
- Principal with experience but new to district: Comprehensive
- 1st year of Provisional: Observation within 90 days
- 3rd year of Provisional: 3 Observations
- Unsatisfactory or Basic prior year: Comprehensive
- 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

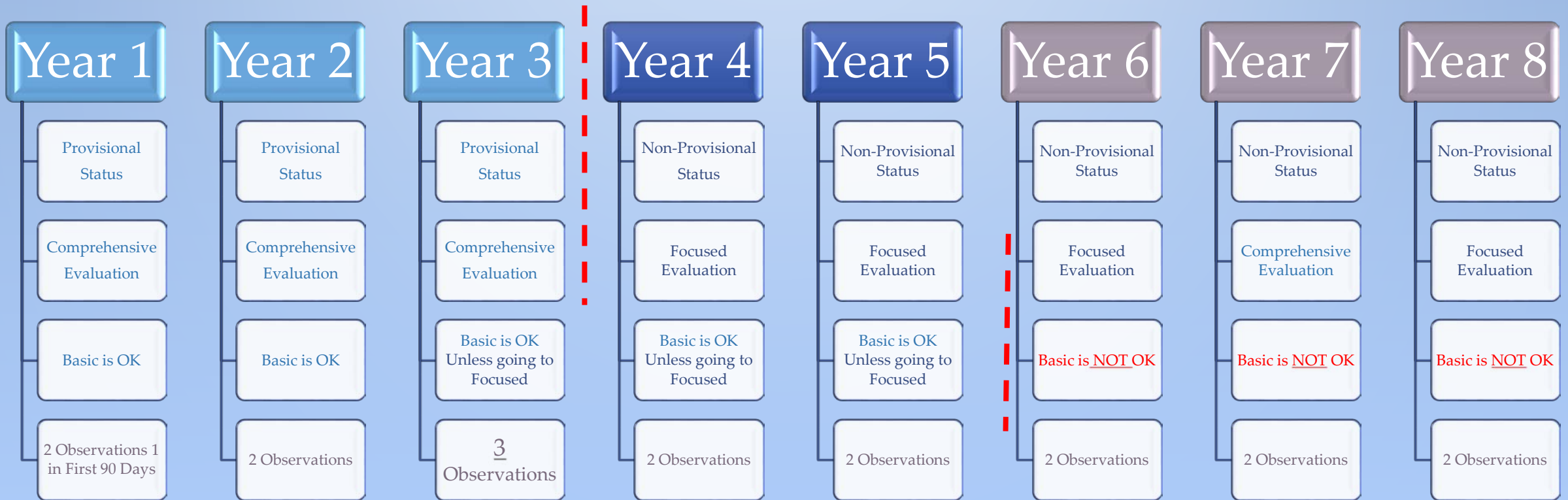


Typical Teacher's First 8 Years in TPEP

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.



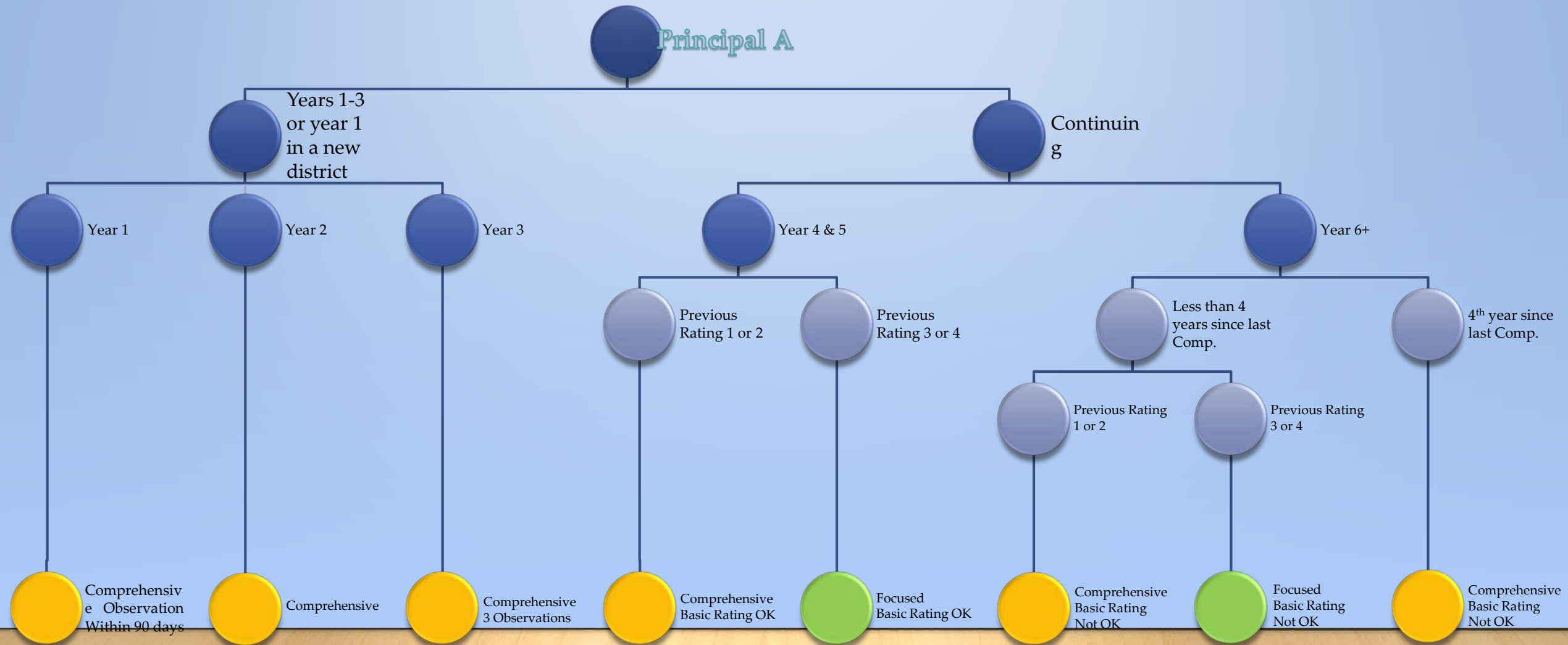
Typical Teacher's First 8 Years in TPEP



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



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

Contract Status 2015-16	Name	Assignment	Building	FTE	14-15	15-16	16-17	17-18	Staffing Notes	Multi
Prov 1		1 Counselor	Briarcrest	1.00	New Hire	Long Form P1	Long form P2	Long form P3	12/9/15 start date	N
		2 Music-Elementary Band	Briarcrest	1.00	Focused	Comp-M	Focused Y1	Focused Y2	PW, MP BC, HT, RC Eval@BC	Y
		3 Grade 4	Briarcrest	1.00	Focused	Comp	Focused Y1	Focused Y2		N
Prov 1		4 Grade K	Briarcrest	1.00	New Hire	Comp-P1	Comp-P2	Comp-P3		N
		5 PE	Briarcrest	0.40	Focused	Focused	Comp-M	Focused Y1		N
Prov 1		6 PE	Briarcrest	0.60	New Hire	Comp P1	Comp P2	Comp P3		N
Prov 1		7 Grade 6	Briarcrest	1.00	New Hire	Comp P1	Comp P2	Comp P3		N
		8 Grade 4	Briarcrest	1.00	Focused	Focused	Comp-M	Focused Y1	Pilot	N
		9 Grade 3	Briarcrest	1.00	Focused Y1	Focused Y2	Focused Y3	Comp-M		N
		10 Grade 6	Briarcrest	1.00	Focused	Comp-V	Focused Y1	Focused Y2		N
Prov 3		11 Grade K	Briarcrest	1.00	Comp-P2	Comp-P3	Focused Y1	Focused Y2		N
		12 Grade 5	Briarcrest	1.00	Focused	Focused	Comp-M	Focused Y1		N
LOA-Partial		13 Title 1	Briarcrest	0.50	Focused	Focused	Comp-M	Focused Y1	w/Tru (5 LOA)	N

Building Administrator

Name	Assignment	Building	14-15	15-16	16-17	17-18	Notes
1	Assistant Principal	Elementary	Comp Y2	Focused Y1	Focused Y2	Focused Y3	Two years on comp
2	Principal	Elementary	Comp M	Focused Y1	Focused Y2	Focused Y3	
3	Assistant Principal	Middle	Comp M	Focused Y1	Focused Y2	Focused Y3	
4	Principal	HS	Comp M	Focused Y1	Focused Y2	Focused Y3	
5	Assistant Principal	HS	Comp Y2	Focused Y1	Focused Y2	Focused Y3	Two years on comp
6	Principal	Elementary	New Hire	Comp Y1	Comp Y2	Focused Y1	Two years on comp
7	Principal	Middle	Comp Y2	Comp Y1	Comp Y2	Comp Y3	
8	Principal	Elementary	Comp Y3	Focused Y1	Focused Y2	Focused Y3	
9	Assistant Principal	Middle	New Hire	Comp Y1	Focused Y2	Focused Y3	

Table Talk

- Who is responsible for tracking this information within your district?
- What tools are you using?
- What information is being retained? Where is it being retained?
- How might you roll tracking evaluations as a separate spreadsheet into your more inclusive district system?
 - Would that allow you to generate reports as necessary?
- What is going well?
- What concerns do you have?
- What help do you need?

TPEP Website

www.tpep-wa.org

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.

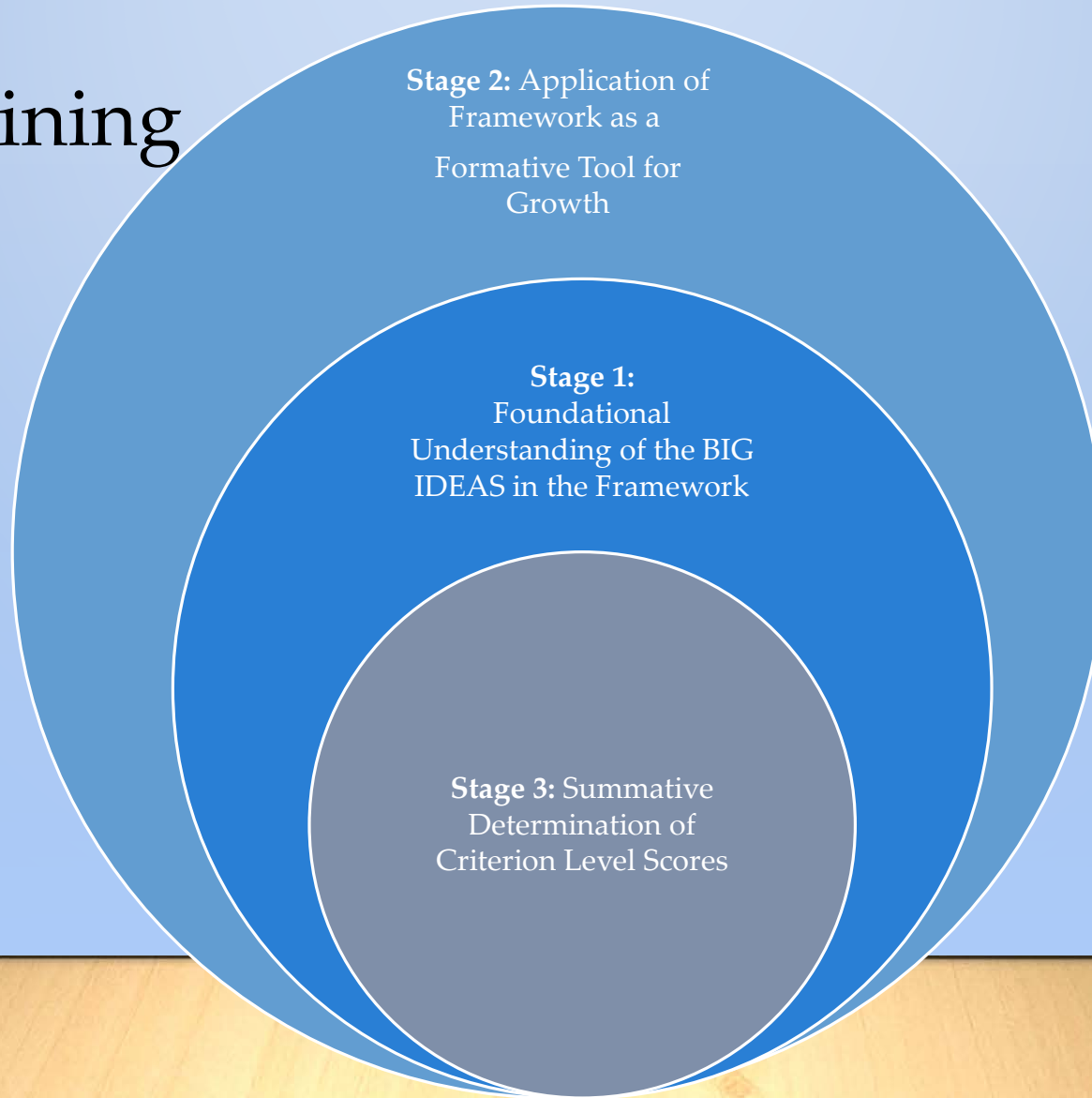
(2) Before school district implementation of the revised evaluation systems required under RCW [28A.405.100](#), principals and administrators who have evaluation responsibilities must engage in professional development designed to implement the revised systems and maximize rater agreement.

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



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?