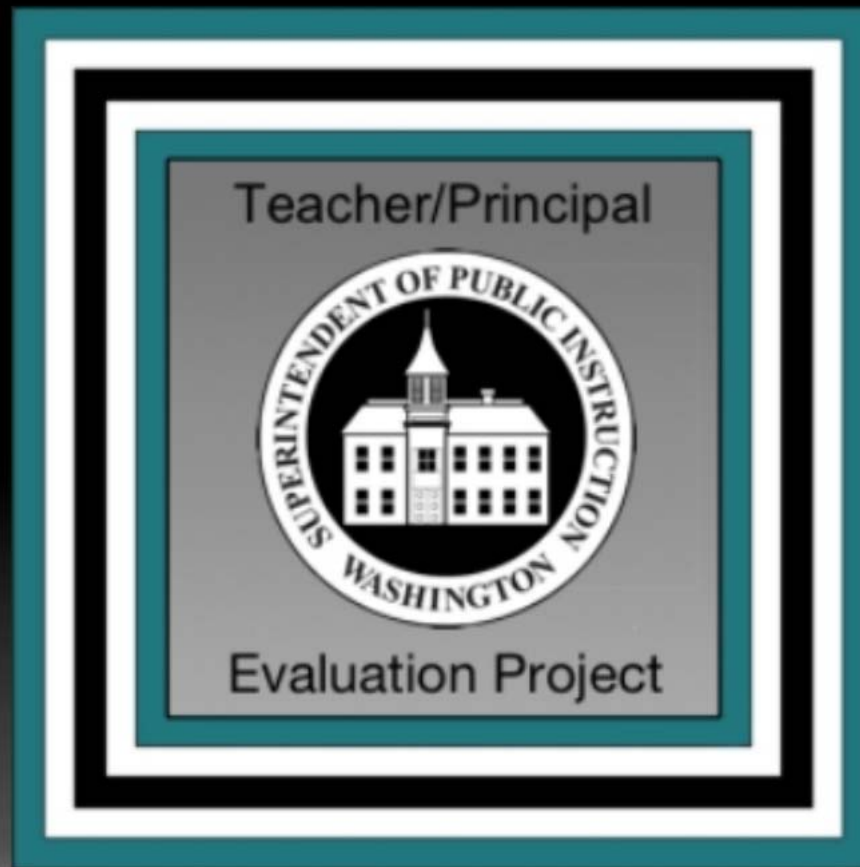


# Washington State Teacher and Principal Evaluation Project Update



# “Certificated Classroom Teacher” Definition

- Designed for “classroom teachers”
- Built around the criteria in RCW
- *Teachers who provide academically-focused instruction to students may be considered in the new evaluation system.*
- Districts are encouraged to review the criteria and instructional frameworks for best fit.

# Classroom Teacher

## Classroom Teachers

## Non-Classroom Teachers

Staff who provide academically-focused instruction to students

### Includes:

English LA  
Math  
Special Education  
Music  
PE  
Art  
CTE

### May Include:

Teacher-Librarians  
Instructional Coaches

### ESA

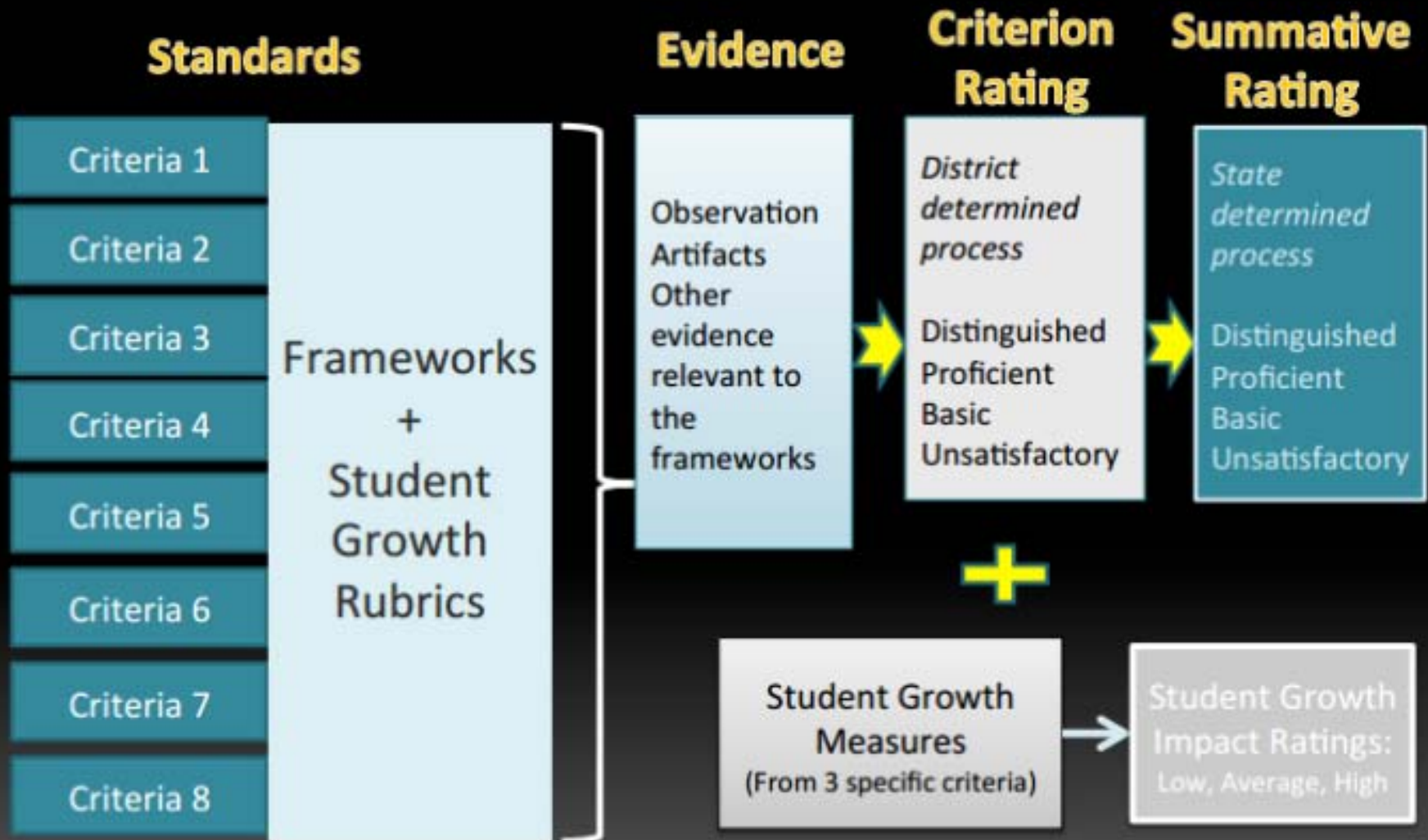
School Counselors,  
SLP, OT, PT, School  
Nurses

Districts may consider creating four-tiered systems for non-classroom teachers, but are advised to consider the design and implementation of new evaluation systems are considerable.

# Comprehensive Evaluation Teachers

- Assesses all 8 evaluation criteria.
- All criteria contribute to the comprehensive summative evaluation rating.
- Student Growth Rubrics embedded in Criterion. (3, 6, 8)
- All provisional classroom teachers and any classroom teacher not on level 3 or level 4 receive Comprehensive evaluation.
- All classroom teachers shall receive a comprehensive summative evaluation at least once every four years.

# Evaluation Summative Scoring Process





# The RAW Score Model

Teaching Criteria * Indicate Criterion embedded with student growth rubrics	Overall Criterion Scores
Criterion 1: Centering instruction on high expectations for student achievement	3
Criterion 2: Demonstrating effective teaching practices	4
*Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs	3
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	2
Criterion 5: Fostering and managing a safe, positive learning environment	3
*Criterion 6: Using multiple student data elements to modify instruction and improve student learning	2
Criterion 7: Communicating and collaborating with parents and school community	3
*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	2
<b>Total Summative Score</b>	<b>22</b>

OSPI Approved Summative Scoring Band			
8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

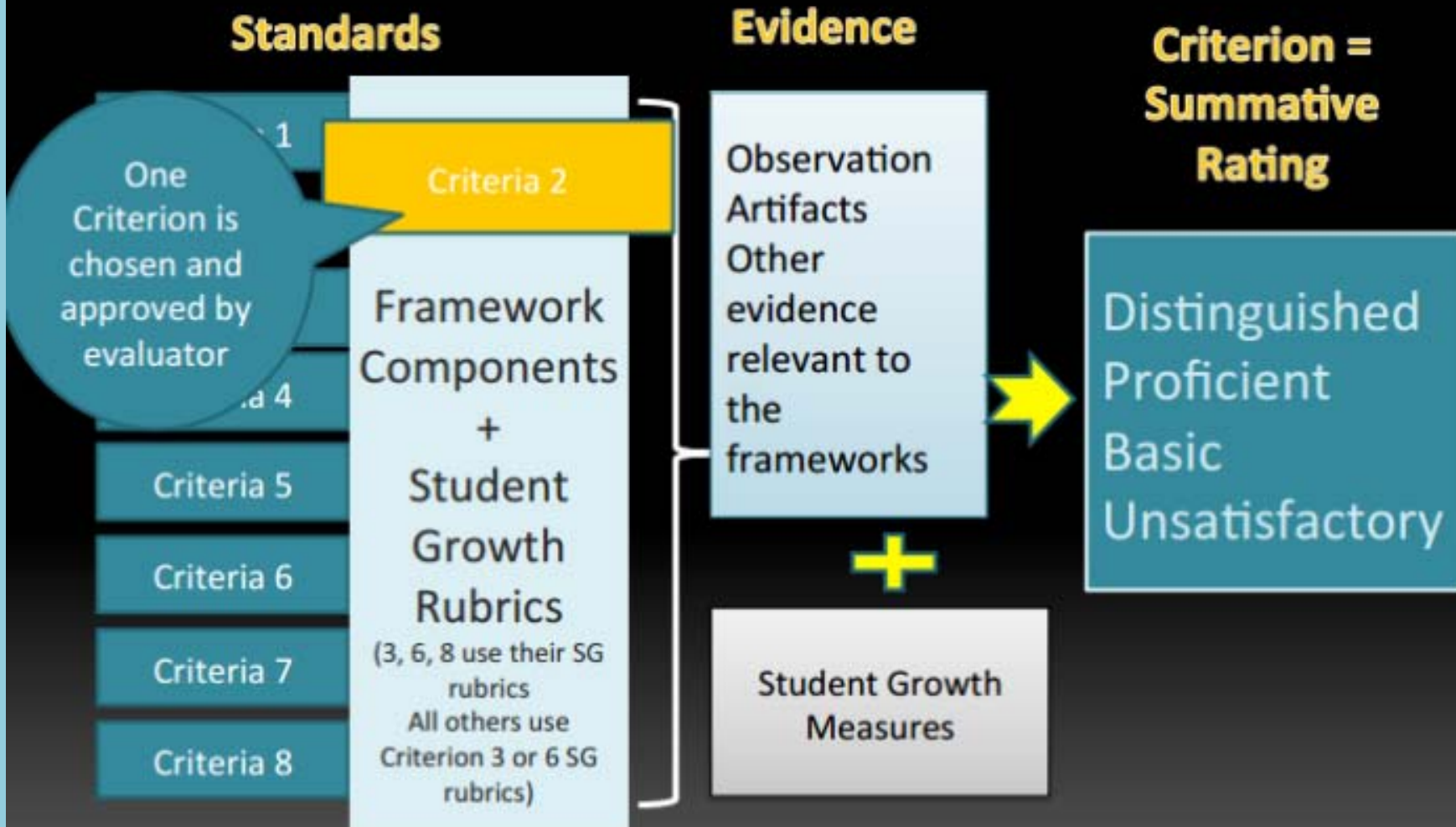
Evaluators place teachers into *preliminary* summative rating categories based on score bands. As illustrated above, this teacher would receive a *preliminary* overall summative rating of Proficient.

# Focused Evaluation

## Certificated Classroom Teachers

- Includes an assessment of one of the eight criterion.
- Student Growth Rubrics from one of the three criterion
  - *If a teacher chooses 3,6 or 8; their accompanying student growth rubrics will be used.*
  - *If a teacher chooses Criterion 1,2,4,5,7, the accompanying student growth rubrics from **Criterion 3 or 6** will be used.*
- Approved by the teacher 's evaluator.
- A focused evaluation must be performed in any year that a comprehensive evaluation is not scheduled.

# Focused Evaluation Summative Scoring Process





# ESSB 5895 Establishes New Definitions Around Student Growth Measures

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.

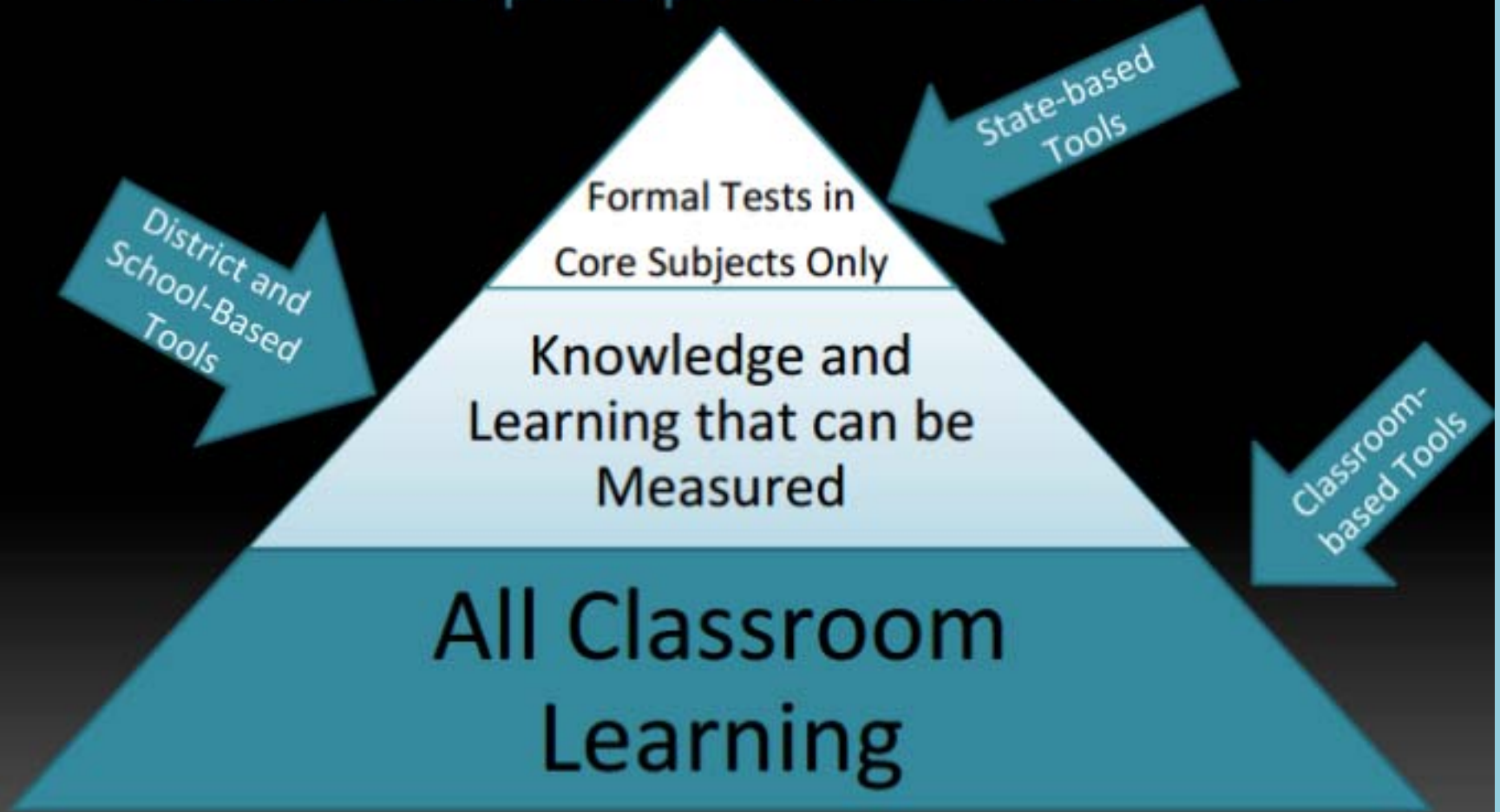
## Changes...

- 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.

## 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 teacher and principals have on students.





# Student Growth Rubrics

- 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 criterion
  - Teachers #3, #6, and #8
  - Principals #3, #5, 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

# Four Year Implementation Plan

	2013-14	2014-15	2015-16	2016-17
<b>Provisional Teachers First Year</b>	Comprehensive	Comprehensive	Comprehensive	Comprehensive
<b>Provisional Teachers Second Year</b>	Comprehensive	Comprehensive	Comprehensive	Comprehensive
<b>Provisional Teachers Third Year</b>	Comprehensive	Comprehensive	Comprehensive	Comprehensive
<b>Probationary Classroom Teachers</b>	Comprehensive	Comprehensive	Comprehensive	Comprehensive
<b>Non-Provisional or Non-Probationary Classroom Teachers (4 years of satisfactory evaluations)</b>	25% on Comp 75% on Focused	25% on Comp 75% on Focused	25% on Comp 75% on Focused	25% on Comp 75% on Focused