

ESSB 5895

Teacher and Principal Evaluation Decisions

(Current as of 6/3/12)

OSPI created this document to help district understand the new evaluation law for classroom teacher and principals (ESSB 5895). This law builds on the existing law E2SSB 6696 (RCW 28A.405.100).

The document contains the following:

- Evaluation Components
- Consequences or Outcomes of Evaluation
- Professional Learning

Evaluation Components

Items	Definitions	State Decisions	Local Decisions	Project Tasks
Criteria	8 New Teacher and Principal Criteria by which certificated classroom teachers, principals and assistant principals will be evaluated beginning 2013/14	Defined in legislation, 8 Criteria (Principal and Teacher) Must score the 8 criteria		
Criteria Definitions	Definitions developed by TPEP districts during pilot development to help clarify criteria and assist in determining evidence and measures	Defined by state		
Instructional/ Leadership frameworks	Research-based instructional/leadership framework with established definitions or rubrics	Three frameworks (Danielson, Marzano, UW CEL 5Ds +)	Decide on 1 of 3 frameworks. Must post selection on district web site.	OSPI to identify up to 3 preferred instructional and leadership frameworks by Sept. 1 st , 2012. RFQQ posted. Steering Committee Review May 16 th RFQQ closes (4:30pm) May 17 th Steering Comm receives applications and rubrics May 22 nd Steering Comm Review RFQQ decisions completed by June 6 th , 2012

Evaluation Components (continued)				
Items	Definitions	State Decisions	Local Decisions	Project Tasks
Modification or Adaptations to Instructional Frameworks	Minor modifications or adaptations to preferred instructional frameworks.		Local decision about any minor adjustments made to the framework	OSPI to establish a process for approving minor modifications or adaptations by Sept. 1 st , 2012. Proposed timeline: OSPI to include framework decisions in July report
Four Tiered System	Four tiers defined by state (Unsatisfactory, Basic, Proficient, Distinguished)	Defined by state (common labels for every district)		July 2012 report
Summative performance rating descriptors	Language that defines overall evaluation score based on development work of TPEP.	Draft submitted in July, 2011 legislative report		OSPI to adopt rules by Dec. 1 st , 2012. Proposed timeline: OSPI to include summative performance rating descriptors in July report
Final Summative Score	Common method for calculating the comprehensive and focused evaluation performance ratings for each of the preferred instructional frameworks. Giving appropriate weight to the indicators evaluated under each criteria and maximizing rater agreement among frameworks.	Required by the state. OSPI to prescribe a common method of calculating a final summative score.		OSPI to adopt rules by Dec. 1 st , 2012. Pilots submit summative rating data by May 10 th to OSPI/AIR Proposed timeline: OSPI to include common method in July report
Cut Line	Defines “not satisfactory” for principals and for the purpose of teacher probation: Level 1 or level 2 for those with more than 5 years of experience and rating is received for 2 consecutive years or 2 out of 3 years.	Cut Line between level 1 and 2 during the first five years and then moves to between level 2 and 3 after five years		

Evaluation Components (continued)				
Items	Definitions	State Decisions	Local Decisions	Project Tasks
Measures and Evidence	<p>Required: Observation, Student Growth</p> <p>Student input (teachers) and building staff input (principals) may also be included in the evaluation process.</p>	<p>Observation measures required by statute</p> <p>Student growth data guidance from OSPI/TPEP steering committee</p>	<p>Local decisions around goal setting, reflections, self-assessment, artifacts, professional contributions</p>	<p>Proposed timeline: OSPI to include measures and evidence recommendations in July report</p>
Student Growth Data	<p>See attached</p>			<p>Proposed timeline: OSPI to include student growth recommendations in July report</p>

Consequences or Outcomes of Evaluation				
Items	Definitions	State Decisions	Local Decisions	Project Tasks
Probation	<p>For teachers with cont. contract and 5+ years experience who receive level 1 for 2 consecutive years receive notification of discharge within 10 days of 2nd evaluation or May 15, whichever is earlier. Non “material” procedural errors do not invalidate the process.</p>	<p>If not deemed satisfactory, teacher is placed on probation. 60 days and completed before May 15.</p>	<p>Local decision: If teacher has 5+ years experience and scores at level 1, probationary period may be extended through the next year.</p>	
Removed from Probation	<p>Must be removed if final score is level 2 (if provisional or 5 or fewer years experience) and level 3 if over 5 years of experience.</p>	<p>Automatic triggers for removing employees from probation</p>		
Request for support	<p>If requested, shall be assigned by the ESD from a list of evaluation specialists compiled by the ESD</p>		<p>Probationer may request an additional evaluator. If requested, must be granted.</p>	
Reporting	<p>Reports started last year (2010-11 school year) for all employee groups.</p>	<p>Requires districts to report to OSPI aggregate evaluation data of current system for district employees (not just the principals and classroom teachers.)</p>		

Consequences or Outcomes of Evaluation (continued)				
Items	Definitions	State Decisions	Local Decisions	Project Tasks
Human Resource Decisions	Beginning in the 2015-16 school year, evaluation results must be used as one of multiple factors in making human resource and personnel decisions. Human resource decisions include, but not limited to: staff assignment, including consideration of an agreement to an assignment by appropriate teacher, principal or district administrator.		Local decision about the extent evaluation results are used in HR decisions. There is no definition of "factor." Not defined in percentages, not defined as equal weighting, local decision regarding definition.	Report to the legislature: Dec. 1 st 2013
Human Resource Decisions	A classroom teacher or principal may apply the focused evaluation professional growth activities toward the professional growth plan for professional certificate renewal as required by PESB.			
Professional Learning				
Items	Definitions	State Decisions	Local Decisions	Project Tasks
Support and Professional Development	School districts shall require each administrator, each principal or supervisory personnel who has responsibility for evaluating classroom teachers or principals to have training in evaluation procedures. Before school district implementation principals and admin who have eval responsibilities must engage in prof dev. designed to implement the revised systems and maximize rater agreement.	State to offer training on the new evaluation system. All principals must receive training before implementing the new evaluation system.	Decision made at the local level to decide on level of support, professional development and training	Meet with framework authors on April 25 th and 26 th to discuss plans for training and ongoing rater agreement plans. Meet with PLI ongoing
Calibration and Inter-rater reliability	Before school district implementation principals and admin who have eval responsibilities must engage in prof dev. designed to implement the revised systems and maximize rater agreement.	Inter-rater agreement training must be taken by principals before evaluating teachers	Decision made at the local level to decide how to calibrate scoring process and provide high quality training for principals and teachers	

TPEP 2012-2016			
<i>“In developing these recommendations the experiences of school districts and teachers during the evaluation transition phase must be considered. Recommendations must be reported by July 1, 2016, to the legislature and the governor.”</i>			
	Cluster #1 Impact on Student Learning	Cluster #2 Staffing Decisions	Cluster #3 Impact on Professional Learning
ESSB 5895 Statutory Responsibility Section 1 Subsection 7(e) I, ii	Reviewing emerging research regarding teacher and principal evaluation systems and the development and implementation of evaluation systems in other states	Reviewing emerging research regarding teacher and principal evaluation systems and the development and implementation of evaluation systems in other states	Reviewing emerging research regarding teacher and principal evaluation systems and the development and implementation of evaluation systems in other states
	Providing guidance regarding the use of student growth data to assure it is used responsibly and with integrity	Developing a report for the legislature and governor, due by December 1, 2013, of best practices and recommendations regarding how teacher and principal evaluations and other appropriate elements shall inform school district human resource and personnel practices. The legislature and governor are provided the opportunity to review the report and recommendations during the 2014 legislative session	Taking the new teacher and principal evaluation systems to scale and the use of best practices for statewide implementation
	Reviewing the impact that variable demographic characteristics of students and schools have on the objectivity, reliability, validity, and availability of student growth data	Developing recommendations regarding how teacher evaluations could inform state policies regarding the criteria for a teacher to obtain continuing contract status under RCW 28A.405.210	Refining evaluation system management tools, professional development programs, and evaluator training programs with an emphasis on developing rater reliability

How does Washington State create a system of support related to full implementation of the revised teacher/principal evaluation system within each region of the state?

What should be “must haves” What should be “nice to haves”? Who would deliver? How can we ensure quality? How is it connected to the clusters described above?

	MUST HAVES	State Training	District Guidance
Evaluator Training	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		
	Before school district implementation of the revised evaluation systems required under RCW <u>28A.405.100</u> , principals and administrators who have evaluation responsibilities must engage in professional development designed to implement the revised systems and maximize rater agreement.		

	Training Program	Mode
<p>Teacher Training Subject to funds appropriated for this purpose, the office of the superintendent of public instruction must develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. The program components may be organized into professional development modules for principals, administrators, and teachers. The professional development program shall include a comprehensive online training package.</p>	<p>MUST HAVES</p> <ol style="list-style-type: none"> 1. Introduction of the evaluation criteria for teachers and principals and the four-level rating system 2. Orientation to and use of instructional frameworks 3. Orientation to and use of the leadership frameworks 4. Best practices in developing and using data in the evaluation systems, including multiple measures, student growth data, classroom observations, and other measures and evidence 5. Strategies for achieving maximum rater agreement 6. Evaluator feedback protocols in the evaluation systems 7. Examples of high quality teaching and leadership 8. Methods to link the evaluation process to ongoing educator professional development 	<p>MUST HAVES</p> <p>Ref: ESSB 5895 Sec. 5 (p. 17-18)</p> <p>(3) To the maximum extent feasible, the professional development program must incorporate or adapt existing online training or curriculum, including securing materials or curriculum under contract or purchase agreements within available funds. Multiple modes of instruction should be incorporated including videos of classroom teaching, participatory exercises, and other engaging combinations of online audio, video, and print presentation.</p> <p>(4) The professional development program must be developed in modules that allow:</p> <ol style="list-style-type: none"> (a) Access to material over a reasonable number of training sessions; (b) Delivery in person or online; and (c) Use in a self-directed manner. <p>(5) The office of the superintendent of public instruction must maintain a web site that includes the online professional development materials along with sample evaluation forms and templates, links to relevant research on evaluation and on high quality teaching and leadership, samples of contract and collective bargaining language on key topics, examples of multiple measures of teacher and principal performance, suggestions for data to measure student growth, and other tools that will assist school districts in implementing the revised evaluation systems.</p> <p>(6) The office of the superintendent of public instruction must identify the number of in-service training hours associated with each professional development module and develop a way for users to document their completion of the training. Documented completion of the training under this section is considered approved in-service training for the purposes of RCW 28A.415.020.</p> <p>(7) The office of the superintendent of public instruction shall periodically update the modules to reflect new topics and research on performance evaluation so that the training serves as an ongoing source of continuing education and professional development.</p> <p>(8) The office of the superintendent of public instruction shall work with the educational service districts to provide clearinghouse services for the identification and publication of professional development opportunities for teachers and principals that align with performance evaluation criteria.</p>

Certification

Ref: ESSB 5895 Sec. 4 (p. 16)

(1) (a) After August 31, 2013, candidates for a residency principal certificate must have demonstrated knowledge of teacher evaluation research and Washington's evaluation requirements and successfully completed opportunities to practice teacher evaluation skills.

(b) At a minimum, principal preparation programs must address the following knowledge and skills related to evaluations:

(i) Examination of Washington teacher and principal evaluation criteria, and four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria;

(ii) Classroom observations;

(iii) The use of student growth data and multiple measures of performance;

(iv) Evaluation conferencing;

(v) Development of classroom teacher and principal support plans resulting from an evaluation; and

(vi) Use of an online tool to manage the collection of observation notes, teacher and principal-submitted materials, and other information related to the conduct of the evaluation.

(2) Beginning September 1, 2016, the professional educator standards board shall incorporate in-service training or continuing education on the revised teacher and principal evaluation systems under RCW [28A.405.100](#) as a requirement for renewal of continuing or professional level certificates, including requiring knowledge and competencies in teacher and principal evaluation systems as an aspect of professional growth plans used for certificate renewal.