

ESSB 5895

Teacher and Principal Evaluation Decision Matrix

OSPI created this document to help district understand the new evaluation law and rules for classroom teacher and principals (ESSB 5895). This law builds on the existing law E2SSB 6696 (RCW 28A.405.100). The rules are currently in draft and are set to be in effect by December 2012.

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Criteria	8 New Teacher and Principal Criteria by which certificated classroom teachers, principals and assistant principals will be evaluated beginning 2013-14.	Criteria- Law Criteria Definitions- WAC <ul style="list-style-type: none"> • 8 Criteria Certificated Classroom Teachers • 8 Criteria Principals & Assistant Principals RCW 28A.405.100 (Sec. 1(2b)&(Sec.5(b))		School Board must adopt new criteria within 6 months of final rule adoption.
Criteria Definitions	Definitions developed by TPEP districts during pilot development to help clarify criteria and assist in determining evidence and measures.	Criteria Definitions – Adopted in WAC		
Certificated Classroom Teacher	A certificated employee who provides instruction to students and holds one or more of the certificates pursuant to WAC 181-79A-140 (1) through (3) and (6)(a) through (e) and (g).	Definition of certificated classroom teacher Adopted in WAC	Those that provide “academically-focused instruction to students” should be considered in the new evaluation system. Consideration and discussion at a local level should focus on the roles/responsibilities of the employee as it relates to the new criteria and frameworks. Particular consideration for: Teacher-Librarians Instructional Coaches	Determination of employees under the new evaluation system.
Certificated Principal and Assistant Principal	A person who is employed to supervise the operation and management of a school as provided by RCW 28A.400.100 and holds certificates pursuant to WAC 181-79A-140 (4)(a) or (6)(h)	Definition of certificated principal and assistant principal Adopted in WAC	Consideration and discussion at a local level should focus on the roles/responsibilities of the employee as it relates to the new criteria and frameworks. Particular consideration for: Deans of Students Athletic Directors	Determination of employees under the new evaluation system.

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Instructional & Leadership Frameworks	Research-based instructional/leadership framework with established definitions or rubrics aligned to the 8 teacher or principal evaluation criteria.	Instructional Frameworks <ul style="list-style-type: none"> • CEL 5Ds + University of Washington • Danielson - Framework for Teaching (2011) • Marzano- Teacher Evaluation Framework Leadership Frameworks <ul style="list-style-type: none"> • AWSP Leadership Framework • Marzano Leadership Framework 	Districts must decide on 1 instructional and 1 leadership framework.	School Districts must post framework selections to district website.
Modification or Adaptations to Instructional Frameworks	Minor modifications or adaptations to preferred instructional frameworks.	Instructional and Leadership Framework Rubrics may not be modified. Any modifications will be done by the framework authors and OSPI will notify districts.	Local decisions can be made regarding adding: <ul style="list-style-type: none"> • UW CEL 5Ds + <i>Possible teacher observables</i> <i>Possible student observables</i> • Danielson Framework for Teaching (2011) <i>Critical attributes</i> • Marzano Instructional Framework <i>Possible teacher evidence</i> <i>Possible student evidence</i> Any additions to the frameworks should be carefully considered at the local level.	
Four Level Rating System	The continuum of performance that indicates the extent to which the criteria have been met or exceeded.	1-Unsatisfactory 2-Basic 3-Proficient 4-Distinguished RCW 28A.405.100 (Sec. 1(2c))		
Comprehensive Evaluation	All eight criteria must contribute to the overall summative evaluation and must be completed at least once every four years. The evaluation must include an assessment of the criteria using the instructional framework rubrics and the superintendent of public instruction's approved student growth rubrics.	Teachers & Principals Overall Summative Scoring Methodology using the OSPI summative scoring band. (see definition below) Adopted in WAC	Teachers & Principals Criterion-level Scoring Methodology Guidance from Instructional Framework Authors coming in January. (see definition below)	

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Focused Evaluation	<p>One of the eight criterion and must be assessed in every year that a comprehensive evaluation is not required.</p> <p>The selected criterion must be approved by the teacher or principal's evaluator.</p> <p>Must include an assessment of the criterion using the instructional or leadership framework rubrics and the superintendent of public instruction's approved student growth rubrics.</p>	<p>Teachers</p> <p>The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6 or 8 are selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5, or 7 is selected, evaluators will use criterion 6 student growth rubrics.</p> <p>Adopted in WAC</p> <p>Principals</p> <p>The focused evaluation will include the student growth rubrics selected by the principal or assistant principal and approved by the principal's evaluator.</p> <p>Adopted in WAC</p>		
Summative Performance Rating Descriptors	<p>Description of summative performance at each of the 4 levels based on the work of the TPEP pilot districts.</p>	<p>Summative Performance Rating Descriptors for both Certificated Classroom Teachers, Principals and Assistant Principals</p> <p>Adopted in WAC</p>		
Criterion Level Scoring Methodology	<p>Method for scoring the criterion-level scores using the instructional framework rubrics and student growth rubrics.</p>		<p>Local Decisions must be made regarding the assessment of the criteria using the instructional framework rubrics and the superintendent of public instruction's approved student growth rubrics.</p> <p>Guidance from Framework Authors will be provided in January upon completion of the WACs</p>	
Final Summative Scoring Methodology	<p>Common state-wide 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.</p>	<p>OSPI to prescribe a common method of calculating a final summative score.</p> <p>Adopted in WAC</p>		

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Observation (Teacher Only)	<p>The gathering of evidence made through classroom or worksite visits for the purpose of examining evidence over time against the instructional or leadership framework rubrics pursuant to this section.</p>	<p>Comprehensive: At least twice each school year in the performance of their assigned duties. One must be for a period of thirty minutes. Total time of no less than sixty minutes during each school year. Provisional Districts must observe new employees at least once for a total observation time of thirty minutes during the first ninety calendar days of the new employee's employment period. Provisional (3rd Year) At least three times in the performance of their assigned duties. The total time must not be less than ninety minutes during the school year. Focused: If the evaluation of the certificated classroom teacher includes an assessment of a criterion that requires observation: At least twice each school year in the performance of their assigned duties. One must be for a period of thirty minutes. Total time of no less than sixty minutes during each school year. RCW 28A.405.100</p>	<p>Additional observations may be determined at a local level.</p>	
Student Growth & Student Growth Data	<p>Student Growth The change in student achievement between two points in time. Student Growth Data The relevant and available multiple measures using classroom-based, school-based, district-based, and state-based tools.</p>	<p>Teachers & Principals OSPI approved student growth rubrics must be used in criterion level scoring. More than one measure of student growth data must be used in scoring the student growth rubrics. Must be determined by an analysis of evidence. Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher, principal or assistant principal's student growth impact rating. The student growth impact rating will be determined by the superintendent of public instruction's student impact rating scoring band. A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating. Evaluators must analyze the student growth score in light of the overall summative score and determine outcomes. Adopted in WAC</p>	<p>Determination of available and relevant multiple measures. A understanding of assessment literacy and research should be considered. Guidance from TPEP Steering Committee will be provided in January upon completion of the WACs</p>	

