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An Implementation Plan for Teacher and Principal Evaluation

By **Dr. James Koval**, TPEP Director, OSPI

In response to the Washington State Legislature and specifically ESSB 5895, OSPI and the Teacher and Principal Evaluation Steering Committee considered multiple options for a statewide implementation plan based on feedback from educators and stakeholders. As a result, the Steering Committee is making implementation recommendations they believe align with state law—and just as important—provide school districts with a reasonable and common-sense implementation schedule.

As you begin planning for your school district’s implementation, the Steering Committee requests you remember ESSB 5895 requires the following:

1. School district board of directors adopt an implementation schedule beginning in 2013–14.
2. All provisional and probationary classroom teachers begin in 2013–14 on a comprehensive evaluation.
3. All principals in their first three consecutive years, those judged unsatisfactory in 2012–13, or those in their first year in a district begin 2013–14 on a comprehensive evaluation.
4. All classroom teachers, principals, and assistant principals will be evaluated under the revised systems no later than 2015–16.

While ESSB 5895 stipulates “all classroom teachers be evaluated under the new revised systems no later than 2015–16,” it does not require that classroom teachers have a comprehensive evaluation by 2015–16. Therefore, when considering this and the aforementioned feedback and ESSB 5895 requirements, the Teacher and Principal Evaluation Steering Committee recommends:

1. All certificated classroom teachers, principals, and assistant principals be evaluated on either a comprehensive or focused evaluation using the new state criteria beginning in 2013–14.
2. All certificated classroom teachers on a continuing contract complete a comprehensive evaluation by the end of 2016–17.

Finally, in an attempt to give school districts an idea as to what an implementation plan might look like, school districts are encouraged to use the below sample plan—not only to better understand the TPEP Steering Committee’s recommendations—but to also use as a guide to begin thinking about what a four-year implementation plan might look like in a school district.

View the sample plan at www.wasa-oly.org/sampleplan.

The following sample plan was developed using a medium-size district's teacher population. It is not intended to be a complete and detailed implementation plan, but one that gives a high level explanation of the TPEP steering committee's recommendation.

Sample District
Total Number of Classroom Teachers: 420
Total Student FTE: 8,423

	2013-14	2014-15	2015-16	2016-17
Provisional Classroom Teachers First Year	17 FTE Required: Comprehensive Evaluation	15 FTE Required: Comprehensive Evaluation	10 FTE Required: Comprehensive Evaluation	15 FTE Required: Comprehensive Evaluation
Provisional Classroom Teachers Second Year	16 FTE Required: Comprehensive Evaluation	17 FTE Required: Comprehensive Evaluation	15 FTE Required: Comprehensive Evaluation	10 FTE Required: Comprehensive Evaluation
Provisional Classroom Teachers Third Year	8 FTE Required: Comprehensive Evaluation	16 FTE Required: Comprehensive Evaluation	17 FTE Required: Comprehensive Evaluation	15 FTE Required: Comprehensive Evaluation
Total Provisional	41 FTE	48 FTE	42 FTE	40 FTE
Probationary Classroom Teachers	1 FTE Required: Comprehensive Evaluation	3 FTE Required: Comprehensive Evaluation	4 FTE Required: Comprehensive Evaluation	3 FTE Required: Comprehensive Evaluation
Non-Provisional or Non-Probationary Classroom Teachers (4 years of satisfactory evaluations)	Total: 378 FTE Comprehensive: 75 Focused: 303	Total: 369 FTE Comprehensive: 110 Focused: 259	Total: 374 FTE Comprehensive: 125 Focused: 249	Total: 377 FTE Comprehensive: 94 Focused: 283
Total classroom teachers on a Comprehensive:	117	161	171	137
Total classroom teachers on a Focused:	303	279	259	293