

TPEP ESD Assistant Sups Update April 12th, 2012

Below are the questions that I anticipate getting today. We can go through these during our time together and address others as they arise.

1. When will the Instructional Frameworks be available?

The instructional frameworks will be available on Monday, April 16th. We will get Dana the coded versions from our office by the end of the day on the 16th so his team can load into eVAL. eVAL availability yet to be determined.

The frameworks will have multiple pieces to begin with and more to add at a later date.

- Overview and FAQ: This document (that will be date stamped as more policy decisions are made based on legislative mandate) will contain the most recent information about the frameworks and their relation to the new teacher evaluation systems.
- Instructional Framework Overview: 1-2 pager aligning the IF to our Washington State criteria
- Instructional Framework Rubrics: 10-15 pages aligning just the rubrics to the Washington State criteria
- Instructional Framework Rubrics and Supporting Materials: 50-100 pages aligning the rubrics and supporting materials (i.e. observables, critical attributes, teacher and student examples) to the Washington State Criteria.

More that we will add:

- Instructional Framework and Evaluation Learning Progression: This guide will draw on the learning from the pilots to establish a common sense learning progression for districts to consider as they begin to implement their models. The instructional framework is just one piece of a much larger picture of the training and support.
- Instructional Framework Resource Guide: This guide will give districts an opportunity to explore the resources that support each of the three frameworks.

2. How should RIG districts create MOUs for the pilot?

Pilot districts created "hold harmless." mou's for their pilots. Provisional status teachers would retain the same provisional rights etc. that exist currently. It was suggested to pilots that teachers on a plan of improvement not be considered in the pilot selection process.

3. How should districts consider implementing their teacher and principal pilot?

ESDs will send out a template for RIG districts to fill out based on their hiring history, current staff numbers (including the number of provisional status and continuing contract teachers) and ratios of evaluator to evaluatee. Based on this district will propose the 20% of their staff (based on their plan).

4. How should RIG districts consider moving forward with a summative scoring methodology?

The TPEP steering committee has approved and sent a workbook that outlines the data that we will be collecting and analyzing this spring around two important aspects of the new evaluation law (ESSSB 5895):

- Student growth: The workbook asks the TPEP pilots to submit their recommendations around the three criteria. The TPEP steering committee has approved continuing with the state level taskforce around student growth, perception data and evaluator training and support. . It is the intent of the TPEP steering committee and OSPI to have some preliminary student growth guidance in the July 2012 OSPI report to the legislature and a final report to correspond to the summative scoring methodology report by Dec. 1, 2012.
- Summative Scoring Methodology: Last spring during our webinar <http://tpep-wa.org/april-21st-k-20-and-webinar/> we outlined several methods used in arriving at a summative score. We would suggest to RIG districts that they look over that powerpoint. It is the intent of the TPEP steering committee and OSPI to have some preliminary summative methodology information about the direction of the state in the July 2012 OSPI report to the legislature and final methodology information by Dec.1st, 2012.

5. What should we tell our RIGs about Professional Learning opportunities for RIGS?

As you know the legislature just finished up their budget and TPEP is funded in this coming year to continue to roll out of the pilot, RIG and all district's learning about the new evaluation system. We have created an FAQ that describes the Instructional and Leadership Criteria and Framework Feedback Specialist application and role.

All of the Instructional Framework training will be held August 13th-17th. Locations will be determined by Friday, April 13th

6. What do we know about the transition and the number of years a teacher would have to be on a comprehensive (long form) evaluation before moving to a focused (short form)?

I believe the confusion has been cleaned up with the current legislation (see the stricken language below).

After a certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations under subsection (1) of this section (~~(or has received one of the two top ratings for four years under subsection (2) of this section)~~), a school district may use a short form of evaluation, a locally bargained evaluation emphasizing professional growth, an evaluation under subsection (1) or (2) of this section, or any combination thereof.

Beginning in 13-14 (or before if the district chooses to transition earlier) a cycle of evaluation will begin in each district with teachers moving from the comprehensive to the focused (or focused to comprehensive) on a four-year cycle (one comprehensive evaluation required within a four-year cycle). This assumes the **"certificated classroom teacher or certificated support personnel has four years of satisfactory evaluations."**