

October 1, 2015

Communication from OSPI regarding igrant 664-TPEP funds

The #1 priority for the use of the funds is to provide teachers new to the system or to the framework with an overview of the framework and the process. This framework author-approved training takes a total of about six hours, and can be done by an approved framework specialist, the district's own "Cohort 3" specialist, or the ESD's "Cohort 3" specialist. It can be chunked in any number of ways. This ensures uniformity across the state in the message about both the individual frameworks and the evaluation model itself. Should there be future questions about a nonrenewal, one issue that will undoubtedly surface is the quality of the training that a teacher (and evaluator) received in the framework and the process.

When districts are using the word "before," if they mean it chronologically, that is not correct; Priority #1 does not have to be completed first in time, before they can do any other 664-funded activities. If they are using "before" to mean that they first plan for the costs of Priority #1, and then plan for the remaining monies to support other TPEP-related activities, then they are correct; that is exactly how they should be thinking about the 664 grant.

The remaining funding may be used for a variety of activities that will deepen the understanding of elements of each framework, as well as student growth goal-setting. Bulletin 038-15, available at <http://www.k12.wa.us/BulletinsMemos/bulletins2015.aspx> , details examples of the kinds of things that districts might choose to use funds to support:

POSSIBLE SCENARIOS

- District hosts a series of voluntary sessions on evidence gathering or formative assessment.
- District offers after school or Saturday sessions aimed at specific topics such as "Introduction to Focused Evaluation" or "Student Measures in the Arts" and teachers submit that time on Time, Responsibility and Incentive (TRI) forms.
- Districts participating in Education Service District (ESD) work related to TPEP/Common Core State Standards (CCSS) coherence offers sessions for teachers based on information gleaned in regional work.
- Teachers meet to create common assessments, analyze data from those assessments, and create instructional plans that respond to student learning needs.
- Teachers learn skills to enhance questioning across the curriculum.
- Teachers work together to learn collaborative strategies for improving student learning.
- A group of teachers on Comprehensive evaluations meet monthly to discuss various aspects of the process, share successes, and address common challenges.
- District plans and facilitates release days for professional development, spaced throughout the year, connecting CCSS math practices and the instructional framework.
- District training focuses on a subset of teachers with particular needs, such as provisional teachers or those selecting a focus on, for example, Criterion 3.
- School chooses a focus on Criterion 7; teachers on Focused meet regularly to share successful strategies for connecting with families and community.

- Team of teachers attends ESD open-enrollment learning opportunities focused on learning the instructional framework, the revised evaluation process, measures of student growth, or connections to WA standards and assessments.
- School hosts a day in August to review the framework and select areas of school-wide focus based on school improvement plan.
- Teachers meet in study groups regularly through the year—by grade level or content area—to discuss student growth goal setting, performance measures, and plan for collaborative monitoring.
- School or district sponsors book study for a group of teachers collaborating to learn more about a specific topic for Focused evaluations.