

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Criteria	Criteria by which certificated classroom teachers, principals, and assistant principals will be evaluated beginning 2013-14.	Eight criteria for Certificated Classroom Teachers and eight criteria for Principals & Assistant Principals Criteria: RCW 28A.405.100(Sec. 1)(2)(b) & (Sec.5)(b)		School boards must adopt new criteria by Sept. 10, 2013.
Criteria Definitions	Definitions developed by TPEP districts during pilot development to help clarify criteria and assist in determining evidence and measures.	Criteria Definitions: WAC 392-191A-030.		
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: WAC 392-191A-030.	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 should be given for Teacher-Librarians and 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: WAC 392-191A-030.	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 should be given to Deans of Students, Athletic Directors, and those with split Superintendent/Principal roles.	Determination of employees under the new evaluation system.

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Instructional & Leadership Frameworks	<p>"Instructional framework" means one of the approved instructional frameworks adopted by the Superintendent of Public Instruction to support the new evaluation system pursuant to RCW 28A.405.100.</p> <p>"Leadership framework" means one of the approved leadership frameworks adopted by the Superintendent of Public Instruction to support the new evaluation system pursuant to RCW 28A.405.100.</p>	<p>Instructional Frameworks</p> <ul style="list-style-type: none"> • CEL 5Ds + University of Washington • Danielson - Framework for Teaching FFT (2011) • Marzano- Teacher Evaluation Framework <p>Leadership Frameworks</p> <ul style="list-style-type: none"> • AWSP Leadership Framework • Marzano School Leadership Evaluation Model 	Districts must decide on one instructional and one leadership framework.	School districts must post framework selections somewhere on the district website.
Modification or Adaptations to Instructional Frameworks	Minor modifications or adaptations to preferred instructional frameworks.	<p>The structure and text of frameworks and rubrics may only be changed by OSPI.</p> <p>With the framework authors, OSPI will create a process for reviewing and authorizing minor modifications or adaptations. Details will be available in the Spring of 2014. RCW 28A.405.100 (Sec. 1)(2)(e)</p>	<p>Local decisions can be made regarding adding possible teacher observables and possible student observables to the 5D+ rubric, critical attributes to the Framework for Teaching, and possible teacher evidence and possible student evidence to the Marzano Teacher Evaluation Model.</p> <p>Any additions to the frameworks should be carefully considered at the local level.</p>	
Four Level Rating System	The continuum of performance that indicates the extent to which the criteria have been met or exceeded.	<p>1-Unsatisfactory 2-Basic 3-Proficient 4-Distinguished RCW 28A.405.100 (Sec. 1)(2)(c)</p>		

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Comprehensive Evaluation	<p>All eight criteria must contribute to the overall summative evaluation and must be completed at least once every four years.</p> <p>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.</p>	<p>Teachers & Principals Overall Summative Scoring Methodology using the OSPI summative scoring band. (see definition below) WAC 392-191A-080 WAC 392-191A-090 WAC 392-191A-140 WAC 392-191A-160</p>	<p>Teachers & Principals Criterion-level Scoring Methodology is a local decision.</p> <p>Guidance on Criterion Scoring Methodology from the framework authors: http://tpep-wa.org/wp-content/uploads/Criterion_Scoring_Methodology-All_IFs.pdf</p>	
Focused Evaluation	<p>One of the eight criterion 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 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 3 or 6 student growth rubrics. WAC 392-191A-120</p> <p>Principals The focused evaluation will include the student growth rubrics selected by the principal or assistant principal and approved by the principal's evaluator. WAC 392-191A-190</p>		
Summative Performance Rating Descriptors	<p>Description of summative performance at each of the four 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. WAC 392-191A-140</p>		

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Criterion Level Scoring Methodology	Method for scoring the criterion-level scores using the instructional framework rubrics and student growth rubrics.		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. <i>Please see guidance from Framework Authors and OSPI regarding student growth in the modules. http://tpep-wa.org/trainingpd/tpep-training-modules/student-growth-module/.</i>	Utilize the Training Modules: http://tpep-wa.org/trainingpd/tpep-training-modules/ .
Final Summative Scoring Methodology	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.	OSPI prescribes the common method of calculating a final summative score in WAC 392-191A . WAC 392-191A-080 WAC 392-191A-090 WAC 392-191A-140 WAC 392-191A-160		

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
<p>Observation (Teacher Only)</p>	<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. Total time of no less than sixty minutes during each school year.</p> <p>Comprehensive (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.</p> <p>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.</p> <p>Focused: At least twice each school year in the performance of their assigned duties. Total time of no less than sixty minutes during each school year. <i>(Observation is required for a focused evaluation only if the evaluation is on an observable criterion.)</i></p> <p>RCW 28A.405.100 (Sec. 1)(3)(a) WAC 392-191A</p>	<p>Additional observations may be determined at a local level.</p>	

Teacher and Principal Evaluation Decision Matrix: State Decisions, Local Decisions, and District Tasks

Evaluation Components

Items	Item Definitions	State Decisions	Local Decisions	District Tasks
Student Growth & Student Growth Data	<p>Student Growth The change in student achievement between two points in time.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>WAC 392-191A</p>	<p>Determination of available and relevant multiple measures.</p> <p>An understanding of assessment literacy and research should be considered.</p>	<p>During 2013–14, each ESD will host regional opportunities to learn about student growth and plan for local implementation. Contact your ESD for details.</p>
Perception Data	<p>Student or building staff input.</p>		<p>Student input may be included in the (teacher) evaluation process: RCW 28A.405.100 (Sec. 1)(2)(g).</p> <p>Building staff input may be included in the (principal) evaluation process: RCW 28A.405.100 (Sec. 1)(6g).</p>	