



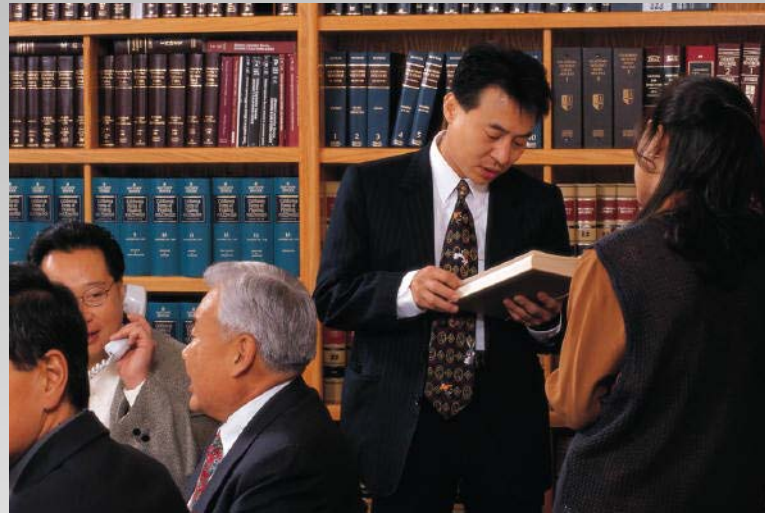
**OESD 114**

**TPEP** Regional Implementation Grant  
(RIG) Work Group Meeting  
January 20, 2012

- WASA
- AWSP
- WEA
- PTA
- OSPI

**Evaluation Steering Committee**





# Legislative and other Updates



# Things we Know for Sure

- Teacher and Principal Criteria
- 4-tiered system both Principal and Teacher evaluation systems
- Multiple Measures of Student Growth for both teachers and principals
- Solid Research-Based Instructional Framework for the Teacher Evaluation Model
- Statewide Implementation 2013-14 for both the teacher and principal evaluation.



# Yet to be Determined

- Implications of Student Growth Data
- Implications of Perception Survey Data and other evidence and measures outside of an observation
- Cost, Time and Resources needed for evaluator training and support
- How to get to a summative 4-tiered score for both teacher and principal evaluation systems.
- Tight-loose: What exactly will be determined at a state level and what will be left up to districts to bargain.



Decisions made by State	Decisions made by RIGs
Approved Three Frameworks	Decision-making method
Definitions of Teacher Criteria	Selection of one (or up to two) Instructional Frameworks
Definitions of Principal Criteria	Teacher participants
Labels of 4 Tiers	Measures, Evidence & Artifacts
Definitions of Tiers	District Initiatives
Indicators for 8 Criteria (TBD)	Contract Language/ MOU
Summative definitions, scoring and evaluation statements	Design of evaluation process (the "how")
Cut Score between 1 and 2	
Principal Rubrics/ aligned to AWSP document for RIGs	

**Which Decisions are ours (RIG) to make in the pilot?**

CRITERIA	1 UNSATISFACTORY	2 BASIC	3 PROFICIENT	4 DISTINGUISHED	Measures and Evidence
Criterion 1	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Distinguishable and Scored</div>	<div style="border: 1px solid red; padding: 5px; display: inline-block;">Cut score that promotes growth and prevents stagnation</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; transform: rotate(-15deg);">Solid/Research-based Instructional Framework</div>	<div style="border: 1px solid red; padding: 5px; display: inline-block;">Determined</div>	<ul style="list-style-type: none"> <li>Observation (Required) Teacher/ Principal Self-Assessment/ Reflective Practice (used by all TPEP sites)</li> </ul>
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					
Criterion 6					
Criterion 7					
Criterion 8					
<b>Final Summative Evaluation</b>	<b>1 UNSATISFACTORY</b>	<b>2 BASIC</b>	<b>3 PROFICIENT</b>	<b>4 DISTINGUISHED</b>	<b>Other measures under consideration:</b>
<div style="border: 1px solid red; padding: 5px; display: inline-block;">Determined</div> <b>Final Summative Descriptors</b>	Professional practice at Level 1 does not show evidence of understanding or demonstration of the concepts underlying individual components of the criteria. This level of practice is ineffective and may represent practice that does not contribute to student learning, professional learning environment, or effective teaching practice. This level requires immediate intervention and specific district support. Failure to show adequate growth is grounds for dismissal/nonrenewal.	Professional practice at Level 2 shows a developing understanding and demonstration of the concepts underlying individual components of the criteria but performance is inconsistent. This level may be considered minimally competent for teachers early in their careers or experienced teachers in a new assignment, but insufficient for more experienced teachers. This level requires specific and relevant support.	Professional practice at Level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teachers at this level thoroughly know academic content, curriculum design/development, their students, and a wide range of professional resources. Teaching at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching is strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.	Professional practice at Level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Teaching practice at this level shows evidence of learning that is student directed, where students assume responsibility for their learning by making substantial, developmentally appropriate contributions throughout the instructional process. Ongoing, reflective teaching is demonstrated through the highest level of expertise and commitment related to all students' learning, challenging professional growth, and collaborative leadership.	<ul style="list-style-type: none"> <li>Artifacts of Teaching/Leading</li> <li>Evidence of Professional Practice</li> <li>Impact on Learning</li> <li>Perception Data</li> </ul>

# Teacher Evaluation Development

Summative Rating	Evaluation Criteria	Rubric(s)	Evidence/Measures and Methodology
1	1. High Expectations	Rubrics based on evaluation criteria centered around district's instructional framework(s)	<ul style="list-style-type: none"> <li>•Classroom Observation</li> <li>•Self-Assessment</li> <li>•Student Surveys</li> <li>•Portfolios</li> <li>•Instructional Artifacts</li> <li>•Student Performance Measures</li> </ul>
	2. Effective Teaching Practices		
2	3. Recognizing Individual Student Learning Needs		
	4. Focus on Subject Matter		
3	5. Safe Productive Learning Environment		
	6. Use of Multiple Student Data Elements to Modify Instruction		
4	7. Communicating with Parents and School/Community		
	8. Exhibiting Collaborative and Collegial Practices		

# Principal Evaluation Development

Summative Rating	Evaluation Criteria	Rubric(s)	Evidence/Measures and Methodology
1	1. School Culture	Rubrics based on evaluation criteria centered around <b>AWSP's publication.</b>	<ul style="list-style-type: none"> <li>•School-based Observation</li> <li>•Self-Assessment</li> <li>•Perception Surveys</li> <li>•Portfolios</li> <li>•Instructional Artifacts</li> <li>•Student Performance Measures</li> <li>•School Improvement Plan</li> </ul>
	2. School Safety		
2	3. Using Data to Impact Achievement		
	4. Supporting Alignment of Curriculum, Instruction and Assessment to Standards		
3	5. Monitoring Effective Instruction and Assessment		
	6. Responsible Fiscal and Legal Practices		
4	7. Partnering with Parents and School/Community		
	8. Demonstrating Commitment to Closing Achievement Gap		

- **Additional Information**
  - All 8 criteria must be observed & Evaluated
  - Wide variety of PD models being considered
- **Calculation of the 20%**
  - Formula in handout



**RIG News contd.**



# RIG Framework Resources

- TPEP website is being updated, website to include district-developed documents. Most current documents are on OESD site:
  - MARZANO – Wenatchee
  - Danielson – North Mason
  - CEL - Anacortes



- Link to Anacortes

[http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/Anacortes\\_Pilot.pdf](http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/Anacortes_Pilot.pdf)

- Link to Wenatchee

[http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/Wenatchee\\_Pilot.pdf](http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/Wenatchee_Pilot.pdf)

- Link to North Mason

[http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/NMSD\\_Pilot.pdf](http://www.oesd.wednet.edu/1604101220142429563/lib/1604101220142429563/NMSD_Pilot.pdf)

**To View Models**

• Year at a glance . . .

Explore and align criteria

Teacher and Principal

Review and select frameworks

5 Dimensions (CEL)  
Danielson  
Marzano  
Rubrics (From frameworks)

Determine evidence

Observations  
Plans  
Artifacts  
Reflections  
Student Work  
other?

Summative Model

Progression  
Holistic  
Formula  
Raw Score  
Hybrid  
Conditions

Preparation

PD Plan  
Communication  
Tools and forms  
MOU  
Participants

What are our Next Steps?

