EVALUATION SYSTEM ELEMENT 1: DISTRICT LEADERSHIP

The Educator Evaluation System Toolkit is a project of the Office of Superintendent of Public Instruction, the TPEP Steering Committee and the Center for Strengthening the Teaching Profession. While statutes, rules, and collective bargaining agreements guide the overall implementation of TPEP, the actual district and school practices taking place within these guidelines determine the positive impact on individual and system growth. This document is designed to capture key elements and indicators of robust evaluation systems in a format that allows district, school, and classroom leaders to see their program strengths and develop possible next steps. The complete document, including examples, vignettes and other resources can be found at: http://cstp-wa.org/teacher-leadership/resources/. This "At a Glance" provides a quick overview of the key indicators for all four elements of the system.

District leadership sponsors and supports evaluation work.
- The district's strategic goals, improvement plans and budget reflect a priority for teacher and administrator growth through a rigorous evaluation system implemented with integrity.
- A district-level leader is identified to facilitate and lead the district's teacher and principal evaluation work.
- District leadership ensures that evaluators of principals and teachers receive required and on-going training as described in Elements 2 and 3.
- District leaders have a thorough understanding of the **instructional** framework adopted by the district.
- District leaders have a thorough understanding of the leadership framework adopted by the district.
- District leaders continually build evaluators' capacity to have learning-focused conversations and crucial conversations.

The organization is committed to educator growth and has moved beyond ritual compliance.
- The district's vision for teacher and principal growth is well articulated and is accompanied by policies that support educators to implement that vision.
- The district communicates its expectation that all individuals within the community—students, teachers, and leaders at all levels—are constantly learning and growing over time.

The district and association conduct a regular review of the teacher and principal evaluation processes and results.
- The district actively seeks and responds to feedback from all stakeholder groups about the evaluation system.
- District leadership leads and engages in regular and ongoing professional development and calibration on the instructional and leadership frameworks across the district, guided by data from the previous year.

District, school and association leaders regularly review educator data to assure there is no implicit bias in the evaluation procedures, collection of evidence or attribution of scores.
- Leaders disaggregate criterion-level and summative evaluation data with an equity lens (including racial equity).
- District and school leaders review assignment and workload decisions, looking for unintended consequences.

District administration and associations have a strong partnership.
- District administrators and association leaders meet on a regular basis for the purpose of improving instructional practice and increasing student learning.
- District administration and association leaders actively seek and respond to feedback.

District and school leaders use student and educator data to guide district and school professional learning and support for teachers and principals.
- District leaders expect principals to use educator and student performance data to design professional development that meets the teachers' needs.
- District ensures principals and teachers have access to actionable data and opportunities to plan and use data.
- District ensures resources, structures and systems are available to teachers and principals to meet in collaborative teams about student growth.

EVALUATION SYSTEM ELEMENT 2: PROFESSIONAL LEARNING - TEACHERS

New teachers and teachers new to an instructional framework receive initial training to acquire knowledge of the framework.
- New teachers and teachers new to the instructional framework will:
  - Participate in 6 hours of initial training focused on the framework as a tool for growth more than on a tool for evaluation, spread through the year and led by a Framework Specialist or other trained district designee
  - Complete a self-assessment and develop a professional growth goal with their evaluator.
  - Receive training at appropriate times through the year on tools such as eVAL, student perception survey, etc.

Teachers new to the district receive training in district and school evaluation procedures.
- New teachers and teachers new to the district receive training on the conduct of the comprehensive evaluation, including state and locally-determined procedures, documentation, evidence collection and timelines.
- Teachers engage in reflective conversations about their practice and the instructional framework.

Districts/schools provide ongoing professional learning to all teachers, to dive more deeply into the instructional framework.
- School districts use regular assessments to clarify teacher learning needs and offer, or partner with other entities to offer, a variety of ongoing, timely training throughout the school year aligned to the state's Professional Learning Standards and the instructional framework (whole group, one-on-one, in PLCs).
- Sessions are designed to improve instructional practice to increase student growth and align to the state's Professional Learning Standards.
- School districts have knowledge of and utilize available resources to facilitate a variety of learning sessions. Examples include:
  - TPEP coordinators
  - Framework Specialists
  - Instructional Framework Trainers of Trainers
  - ESD offerings
  - Online TPEP modules and other online OSPI resources
- School districts provide opportunities for ongoing professional collaboration and reflective conversations around instructional practices, using the framework and student evidence to determine levels of student learning.

Districts provide training and support in setting student growth goals, matched with key teacher learnings, all aligned with the instructional framework.
- Teachers attend training on setting student growth goals. Teachers write goals with the intention of using student data to measure student growth.
- Teachers receive coaching in writing and monitoring student growth goals when requested. Individual coaching is available on request.
- Principals meet with teachers to review goals.
- Throughout the school year, teachers and principals monitor student growth using artifacts and evidence.
- Student growth goal-setting is connected to the work of PLCs and, where appropriate, to school improvement plans.
- Principals and teachers look at student growth data through an equity lens (disaggregate by SES, race, ELL, SpEd, etc).
- Principal and teacher meet for a final student growth conference using artifacts and evidence.
- For students struggling to meet student growth goals, teachers are encouraged to identify non-academic supports that might be needed (both school/district-based and community based) in addition to academic supports.

EVALUATION SYSTEM ELEMENT 2: PROFESSIONAL LEARNING - TEACHERS

The Focused evaluation provides an opportunity for teachers to be supported in working on a challenging area (criterion).
- Using the results of the comprehensive evaluation, teachers and their evaluators collaboratively select/suggest criterion of focus. Selection carefully considers student needs.
- Teachers have opportunities for professional development, coaching, peer observation, etc….) to support their growth.
- Collaborative groups of teachers working on a common criterion may be led by the principal, a teacher with expertise in that area, instructional coach, etc.
- Evaluators of teachers utilize their skills to engage in learning-focused conversations.
- Evaluators of teachers carefully consider decisions to transition a teacher on a Focused evaluation to Comprehensive, providing support instead if the teacher is clearly working hard to grow in the chosen criterion.

The school/district makes use of teacher leaders when possible to assist in leading professional learning on the framework or system development.
- Teacher leaders participate in the "Teacher Overview Training of Trainers" to gain the capacity to provide foundational training on the framework to teachers new to the district/school.
- Teacher leaders serve on teams/committees that monitor and improve school-wide and district-wide practices for teacher evaluation.

EVALUATION SYSTEM ELEMENT 3: PROFESSIONAL LEARNING - PRINCIPALS AND THEIR SUPERVISORS

KEY INDICATORS OF QUALITY PRACTICE – PRINCIPALS:

All principals have a deep knowledge of their district's instructional framework for teachers.
- Principals new to the district and new to the role participate in Stage I Training (Foundational Stage) that consists of framework orientation and aligning evidence.
- Principals new to the district and new to the role participate in Stage II Training (Application Stage) that consists of training on scoring, calibration, and best practices.

All principals have opportunities to engage in professional learning that results in increased rater agreement and calibration to the Instructional Framework.
- Principals engage in collaborative activities that develop common understandings of levels of performance in the Instructional Framework (i.e., rater agreement.)
- Principals engage in ongoing professional learning that increases the calibration of ratings (Stage 3 per the Framework authors.)
- Principals engage in rater anti-bias training that reviews, extends, and deepens previous learning in this area.

All principals have the skills to conduct feedback conversations that promote teacher reflection and growth.
- Principals have professional learning opportunities on effective feedback conversations.
- Principals have ongoing coaching and practice in developing skills in collaborative feedback conversations.
- Principals work with teachers to develop collaborative relationships and encourage a growth mindset.
- Principals engage in collaborative conversations with teachers that promote reflection and growth.

All principals have opportunities for ongoing, differentiated, job-embedded professional learning.
- All principals are afforded equitable growth opportunities and professional development to prepare them for advancement.
- Principals receive training for electronic tools for teacher evaluation (e.g., eVAL).
- Principals have opportunities to professionally collaborate to refine their practice on a regular, ongoing basis (monthly calibration, reflection, & learning walks).
- Principals receive regular input on their feedback to teachers.
- Principals continually update their skills and knowledge in classroom observation as it relates to the framework.

All principals are supported to effectively guide teachers in developing and monitoring student growth and learning.
- Principals promote systems that support teachers in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning.
- Principals provide teacher growth and leadership opportunities.
- Principals facilitate professional collaboration for vertical, horizontal, or other teams.

All principals receive training and support for the Leadership Framework and their own evaluation.
- All new principals and assistant principals receive training in the Leadership Framework (may occur with their evaluators.)
- All administrators receive ongoing training in the Leadership Framework (deeper dive)

EVALUATION SYSTEM ELEMENT 3: PROFESSIONAL LEARNING - PRINCIPALS AND THEIR SUPERVISORS

KEY INDICATORS OF QUALITY PRACTICE - PRINCIPAL SUPERVISORS:

All principal supervisors have a deep knowledge of the AWSP leadership framework.
- All principal supervisors participate in a two-day training in the Leadership Framework.
- All principal supervisors refresh their knowledge of the leadership framework regularly.

All principal supervisors have opportunities to engage in professional learning that results in increased rater agreement and calibration to the AWSP Leadership Framework.
- Principal supervisors engage in collaborative activities that develop common understandings of levels of performance in the Leadership Framework (e.g., rater agreement.)
- Principal supervisors engage in professional learning that ensures their ratings are calibrated to the Framework.

All principal supervisors have the skills to conduct feedback conversations that promote principal reflection and growth.
- Principal supervisors learn and apply strategies for effective feedback conversations (learning-focused supervision, cognitive coaching, etc)
- Principal supervisors have ongoing coaching and practice in developing skills in collaborative feedback conversations.
- Principal supervisors work with principals to develop collaborative relationships and promote a growth mindset.
- Principal supervisors engage in collaborative conversations with principals that promote reflection and growth.
- Principal supervisors provide or assure equitable mentoring/coaching opportunities for all principals.

All principal supervisors are supported to effectively guide principals in developing and monitoring student and teacher growth and learning.
- Principal supervisors promote systems that support principals in setting and monitoring appropriate and meaningful student growth goals and ongoing student learning.
- Principal supervisors provide principal growth and leadership opportunities.
- Principal supervisors facilitate professional collaboration for vertical, horizontal, or other teams.

EVALUATION SYSTEM ELEMENT 4: FOUNDATIONAL AND ROUTINE PROCEDURES

District procedures and forms support learning conversations and professional growth.
- Practices are aligned to district policy/ procedures, state law, and the State's TPEP Steering Committee recommendations.
- Collective Bargaining Agreements comply with RCW and WAC and correctly portray the intent of a professional growth mindset and system, including:
  - Timelines and Evaluation Process
  - Training
  - Guidelines for pre/post observations and feedback conversations

Tools and processes offer structures to reduce ambiguity and uncertainty and allow for the system to be efficient and relevant.
- Tools are appropriately and consistently utilized for teachers and principals to allow for the organization and tracking of methods to support educator evaluation. Below are steps in the process that may require tools and/or tracking methods:
  - Student Growth Goals (setting and measuring)
  - Observation cycle
  - Annual list of Focused/Comprehensive assignments
  - Collection of Evidence/Artifacts

Clearly defined roles and responsibilities provide a foundation for the system.
- District designee is responsible for:
  - Tracking annual list of Focused/Comprehensive evaluations, provisional/continuing status, and assigned evaluators
  - Analyzing system-wide evaluation data (ex: summative scores, criterion scores, criteria chosen for Focused)
  - Maintaining training records and assuring teachers and administrators attend required trainings

Clear, aligned, and consistent communication with all stakeholders is present to support teacher and principal evaluation.
- District designee assures:
  - Adherence to the required timelines, with appropriate notification
  - Website specifies district's instructional framework as required by RCW RCW28A.405.100(2)(f)
  - Continuous professional growth is emphasized as the vision and purpose of educator evaluation
  - School board members, certificated staff, association leaders, school administrators, central office administrators and families have access to RCW, WAC, forms, processes and framework updates, matching content to audience
  - Building and district staff have clear lines of responsibility

Supervisors partner with those they evaluate to collaboratively engage in the evaluation process, resulting in a sense of shared ownership.
- Supervisor and evaluatee reflect on evidence gathered and levels of performance, first individually and then collaboratively.
- Supervisor provides feedback that helps promote and sustain professional growth.
- Evaluatee reflects on evidence collected and level of performance as measured by the framework to set new goals.
- Supervisor supports/provides targeted feedback and assistance with goals that emerge.