

TPEP 2014-2015

Richland School District

August 19, 2014



Serving Richland and
West Richland, Washington

Learning Targets for Today

1. TPEP 101 – the Who, What, When
 - Review of the Legislation – What is TPEP and how will the District comply?

2. Comprehensive and Focused Evaluations
 - What are they?
 - How are they scored?
 - What are the timelines?
 - What are the components?
 - How does student growth factor into the evaluation process?

3. Specifics of the 14-15 TPEP implementation
 - Who is required to go to the TPEP model?
 - Who can volunteer to transition to TPEP?
 - What is the implementation plan?

4. Training & Support
 - Induction for staff on the TPEP model
 - Opportunities at this PLC/RTI Institute
 - Specific Building issues
 - How to get questions answered
 - Minor changes to Section IV of the REA contract



TPEP 101: WHO, WHAT, WHEN

RSD TPEP ORIENTATION

August 19, 2014

TPEP Core Principles

- Quality teaching and leading is critically important.
- Professional learning is a key component of an effective evaluation system.
- Teaching and leading is work done by a core team of professionals.
- Evaluation systems should reflect and address the career continuum.
- An evaluation system should consider and balance “inputs or acts” with “outputs or results.”
- Teacher and principal evaluation models should coexist within the complex relationship between district systems and negotiations.

Mandated Evaluation Changes - Teachers

1. New Evaluation Criteria were developed
2. Each evaluation criteria requires a 4-tiered rubric to evaluate
 - Unsatisfactory – Basic – Proficient – Distinguished
 - *These are required terms from the State and we cannot change them*
3. New evaluation describes teacher performance along a continuum
4. New evaluation generates one overall score for each evaluation
 - Called the “**summative score**”
5. By state law, this only applies to “classroom teachers”
 - Must have a group of kids to track achievement data
 - Counselors/Itinerant Specialists (SLP, OT, Psychologists, etc.)? No.
 - These certificated staff members are called “Certificated Support Personnel” by the state
 - Librarians? Possibly, depending on assignment – do they teach a group of kids?

Evaluation Criteria: Teacher

CURRENT

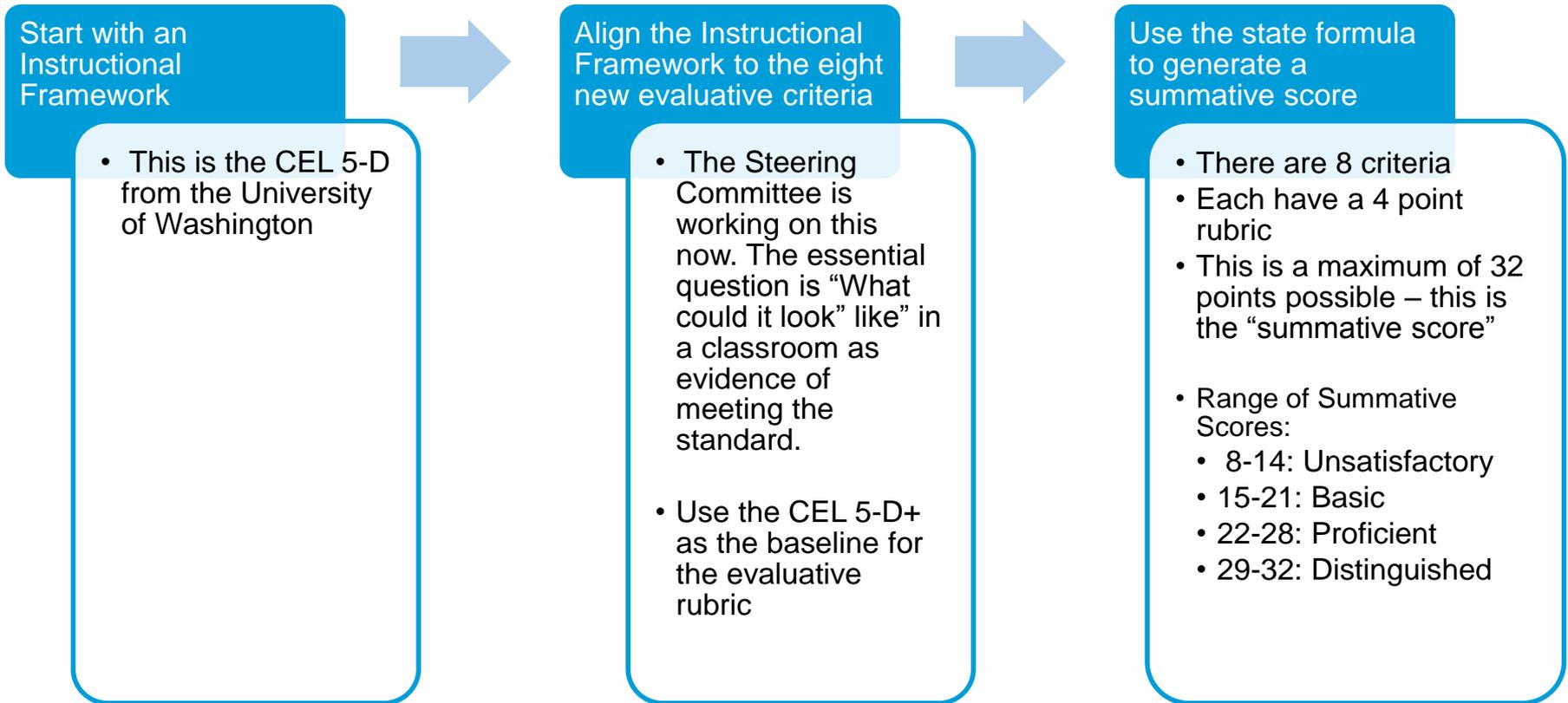
1. Instructional Skill
2. Classroom Management
3. Professional Preparation and Scholarship
4. Effort Toward Improvement When Needed
5. Handling of Student Discipline and Attendant Problems
6. Interest in Teaching Pupils
7. Knowledge of Subject Matter
8. Communication



NEW

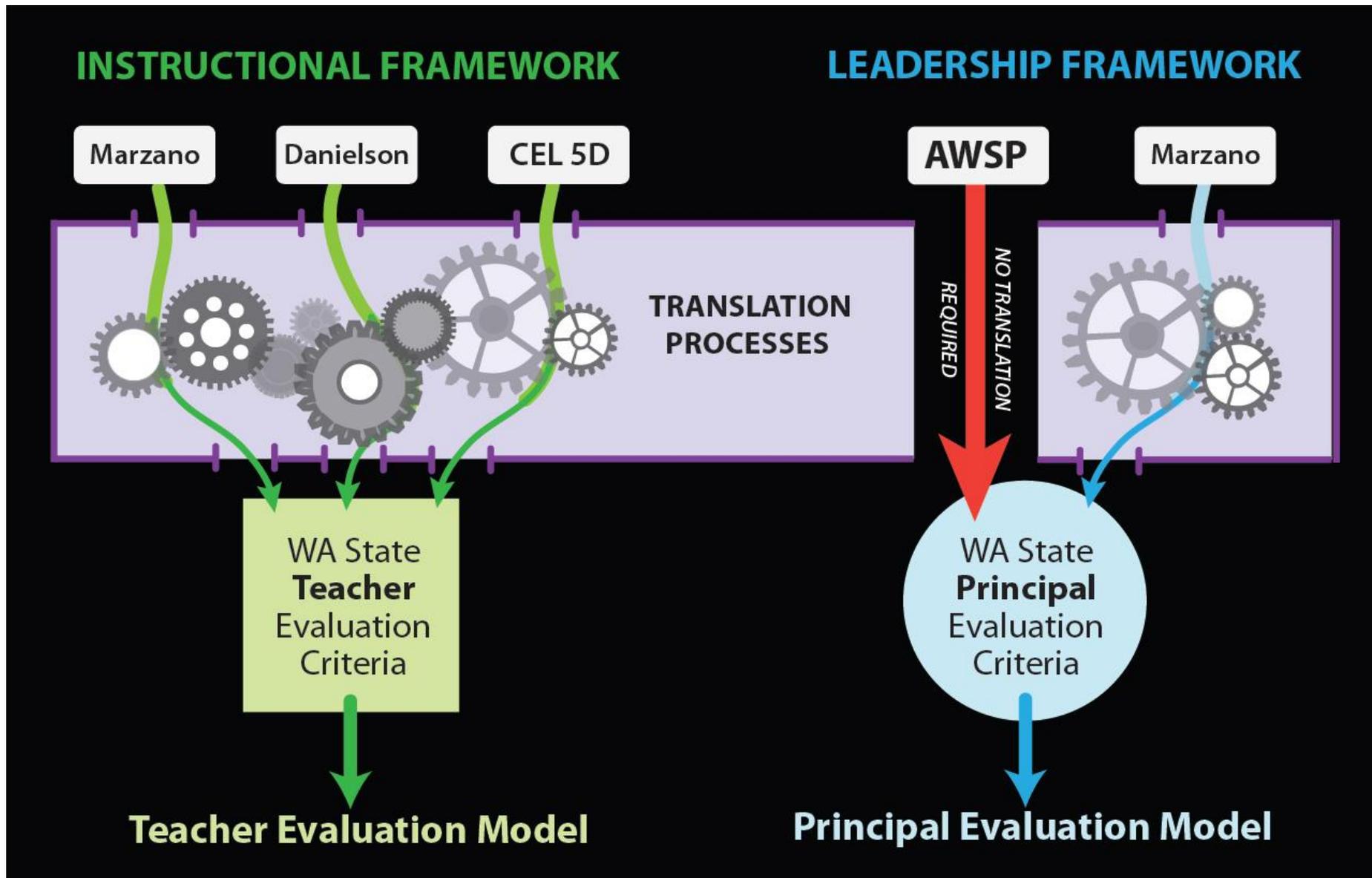
1. Centering Instruction on High Expectations for student achievement
2. Demonstrating effective teaching practices
3. Recognizing individual student learning needs and developing strategies to address those needs
4. Providing clear and intentional focus on subject matter content and curriculum
5. Fostering and managing a safe, positive learning environment
6. Using multiple student data elements to modify instruction and improve student learning
7. Communicating with parents and school community
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

How the concept works:



CEL 5-D: Instructional Framework

CEL 5-D+: Evaluative Rubric Based on Instructional Framework



Who?

- **What are the definitions of a “certificated classroom teacher?”**
- WAC 392-191A-030 states:
- “Certificated classroom teacher” and “teacher” mean a certificated employee who provides **academically-focused 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).

Who?

- **Who is included in “certificated classroom teachers?”**
- The revised evaluation system is built around the criteria in [RCW 28A.405.100](#); reviewing the criteria and instructional frameworks is advised.
- A certificated employee who is providing academically focused instruction to students, regardless of the size of the class, should be considered a “classroom teacher.” Classroom teachers typically include:
 - **Core Content Area** (English L/A, Mathematics, Science, History/Social Studies)
 - **Physical Education**
 - **Music**
 - **Art**
 - **Special Education**
 - **Other electives**
- Certificated classroom **teachers may also include librarians** and instructional coaches/TOSAs, *if they provide academically-focused instruction to students.*
- *Note: The above list provides some examples and is not a definitive list that includes every possible subject or elective area.*

The “Exempt” – who the law excludes

- Counselors
- Psychologists
- SLP’s
- Nurses
- OT’s
- Librarians
- Other Itinerant Staff

- ~55 total employees

- The evaluation process for these staff members does not change for 2014-2015 (traditional forms and processes)

When?

- All staff must be transitioned to TPEP by the 2015-2016 school year.
 - RSD will allow for a staggered transition for certificated staff with ***more than three years of state seniority.***
 - All teachers with *less than three years of state seniority* or *have been newly hired to the RSD for this school year* **will automatically transition to the comprehensive TPEP evaluation** beginning with the 2013-2014 school year.
 - Once you're transitioned to TPEP you cannot go back to standard forms.
 - For 14-15: 2/3 of District Teachers must be transitioned to TPEP

Student Growth

- **What is the definition of student growth?**
- [RCW 28A.405.100](#) defines student growth as the
- “change in student achievement between two points in time.”

- **What measures can be used to determine student growth?**
- Using the OSPI approved student growth rubrics, districts must use **more than one** of the following relevant measures to determine student growth:
 - classroom-based tools
 - school-based tools
 - district-based tools
 - state-based tools

Student Growth

- **What measures can be used to determine student growth?**

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The Bottom Line...

- TPEP is designed to be a growth model.
- If you had good conversations with your principal prior to TPEP, you will continue to have good conversations with your principal.
- It's all about evidence – the rubric demands evidence.
TPEP is less about opinion and more about evidence.



COMPREHENSIVE VS. FOCUSED

RSD TPEP ORIENTATION

August 19, 2014

Evaluations Now and TPEP

Traditional Evaluations

- **LONG FORM**
 - 2 Pre/Post Conferences
 - 2 Formal Observations
 - Write-Up
- **PROFESSIONAL GROWTH (PGP)**
 - Goal Setting
 - No observations
 - Student Data (typically)
 - Based on individual or group interest

TPEP

COMPREHENSIVE

- Self-Assessment
- At least 2 Formal Observations
- Goal Setting (Criteria 3, 6, 8)
- Student Data

COMPREHENSIVE = LONG FORM + PGP
All 8 Criteria

Evaluations Now and TPEP

Traditional Evaluations

- **SHORT FORM**
 - 1 or 2 Formal Observations
 - Write-Up (Sometimes)
- **PROFESSIONAL GROWTH (PGP)**
 - Goal Setting
 - No observations
 - Student Data (typically)
 - Based on individual or group interest

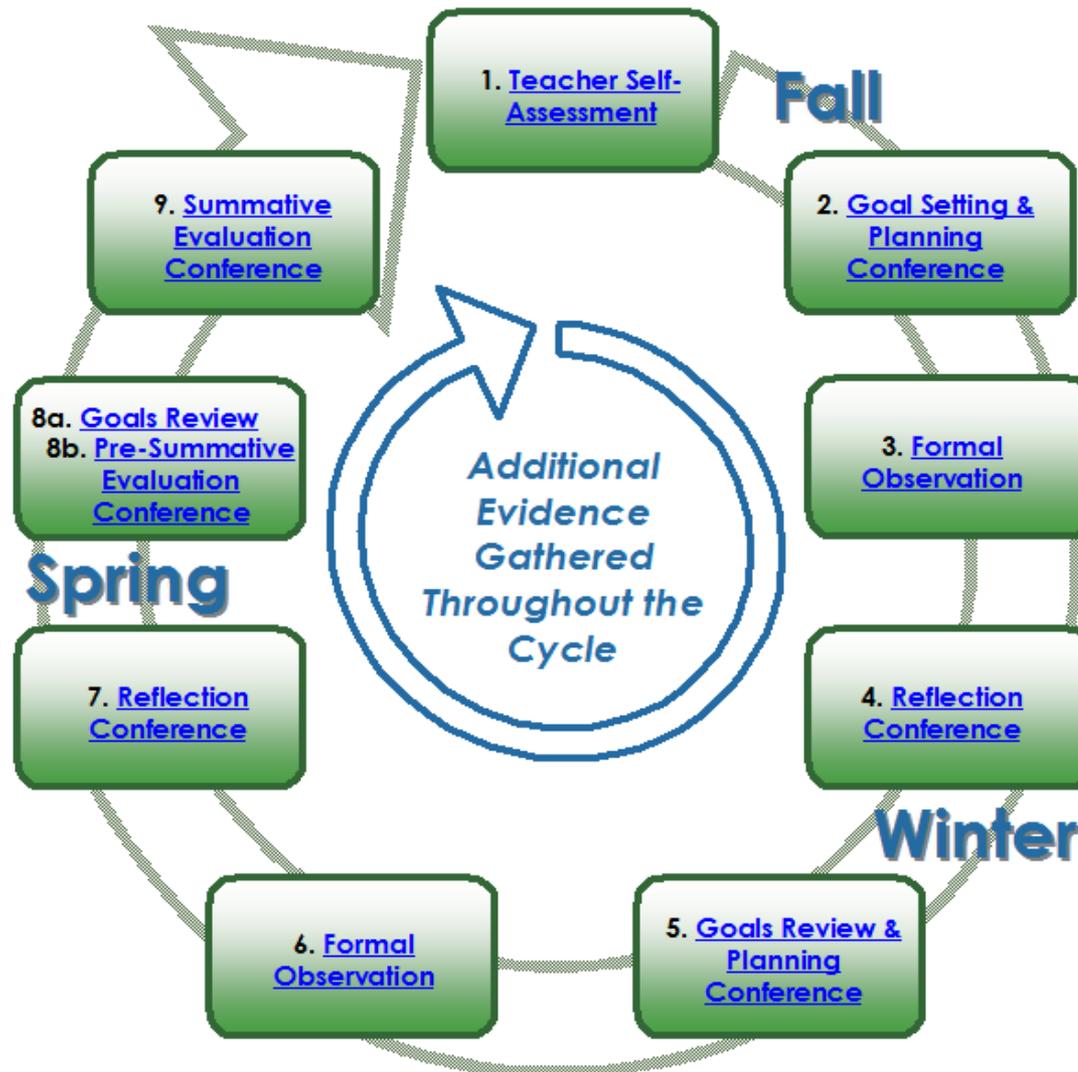
TPEP

FOCUSED

- Self-Assessment
- At least 2 Formal Observations
- Goal Setting (3, 6, and 8)
- Student Data

FOCUSED = OBSERVATIONS + PGP
1 criteria only

The TPEP Cycle



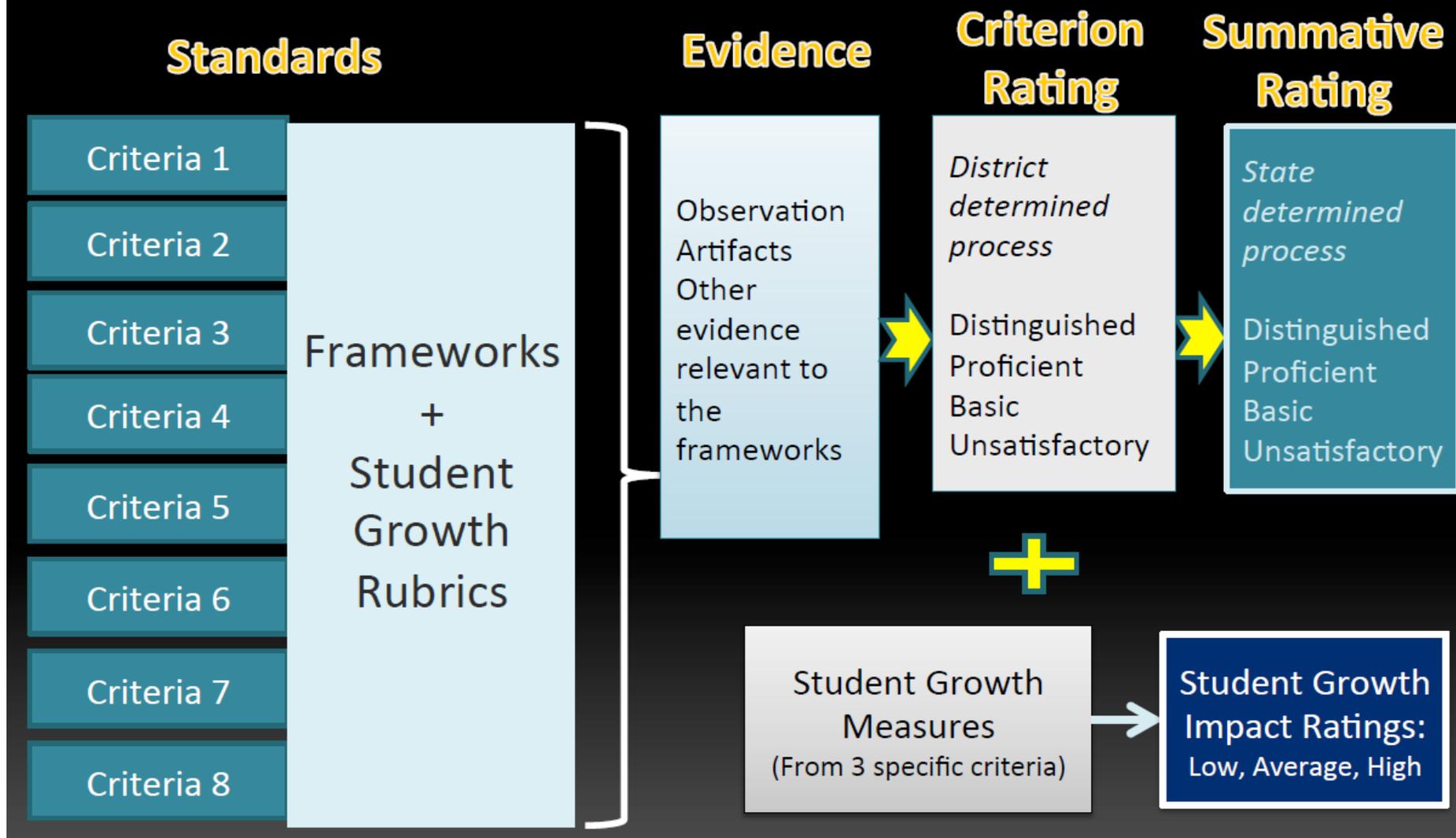
Two types of TPEP evaluation

- **What is a comprehensive evaluation?**
- A comprehensive evaluation assesses **all eight evaluation criteria** and each of the criteria contribute to the comprehensive summative evaluation performance rating. [RCW 28A.405.100](#)(12)(a).
- **What is a focused evaluation?**
- A focused evaluation includes an assessment of **one of the eight criteria** selected for a performance rating plus professional growth activities specifically linked to the selected criteria. [RCW 28A.405.100](#)(12)(c)(i).

Comprehensive Evaluation

- Covers all eight evaluative criteria for the state
- Required:
 - Self-Assessment (Teachers may or may not share)
 - Requires at least two formal observations totaling 60 minutes (unless third year provisional = 3/90)
 - Requires at least four informal “walk-throughs”
 - Requires at least two confidential meetings between evaluator and teacher.
- Think PGP + LONG FORM

Evaluation Summative Scoring Process



The RAW Score Model

Teaching Criteria * Indicate Criterion embedded with student growth rubrics	Overall Criterion Scores
Criterion 1: Centering instruction on high expectations for student achievement	3
Criterion 2: Demonstrating effective teaching practices	4
*Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs	3
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	2
Criterion 5: Fostering and managing a safe, positive learning environment	3
*Criterion 6: Using multiple student data elements to modify instruction and improve student learning	2
Criterion 7: Communicating and collaborating with parents and school community	3
*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	2
Total Summative Score	22

OSPI Approved Summative Scoring Band

8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

Evaluators place teachers into *preliminary* summative rating categories based on score bands. As illustrated above, this teacher would receive a *preliminary* overall summative rating of **Proficient**.

	Activity	When?	Schedule by
1	Self-Assessment	Form made available after 9/9/13	Early October
2	Goal Setting Conference	After Completion of Self-Assessment	Mid October
	Pre-Conference #1	Within 5 days of Goal Setting Conference (Paperwork only; face-to-face recommended but not required)	Mid-to-late October Self-Assessment/Goal Setting must be completed prior
3	Formal Observation #1	Within 5 days of Pre-Conference	
4	Reflection Conference #1	Within 5 days of Formal Observation	
	Informal Walk-Throughs	2 times between Formal Obs. #1 and Winter Break	End of December
5	Goals Review	Mid-Year (January)	January
	Pre-Conference #2	Within 5 days of Goal Setting Conference (Paperwork only; face-to-face recommended but not required)	Mid-to-late February Goals Review must be completed prior
6	Formal Observation #2	After 2/3/14	
7	Reflection Conference #2	Within 5 days of Formal Observation	
	Informal Walk-Throughs	2 times between Formal Observation #2 and 4/30/14	End of April
8A	Goals Review	May be combined into one meeting	Mid-May
8B	Pre-Summative Conference		
9	Summative Evaluation	By last day of school	Goal Review/Pre-Summative Conference must be completed prior

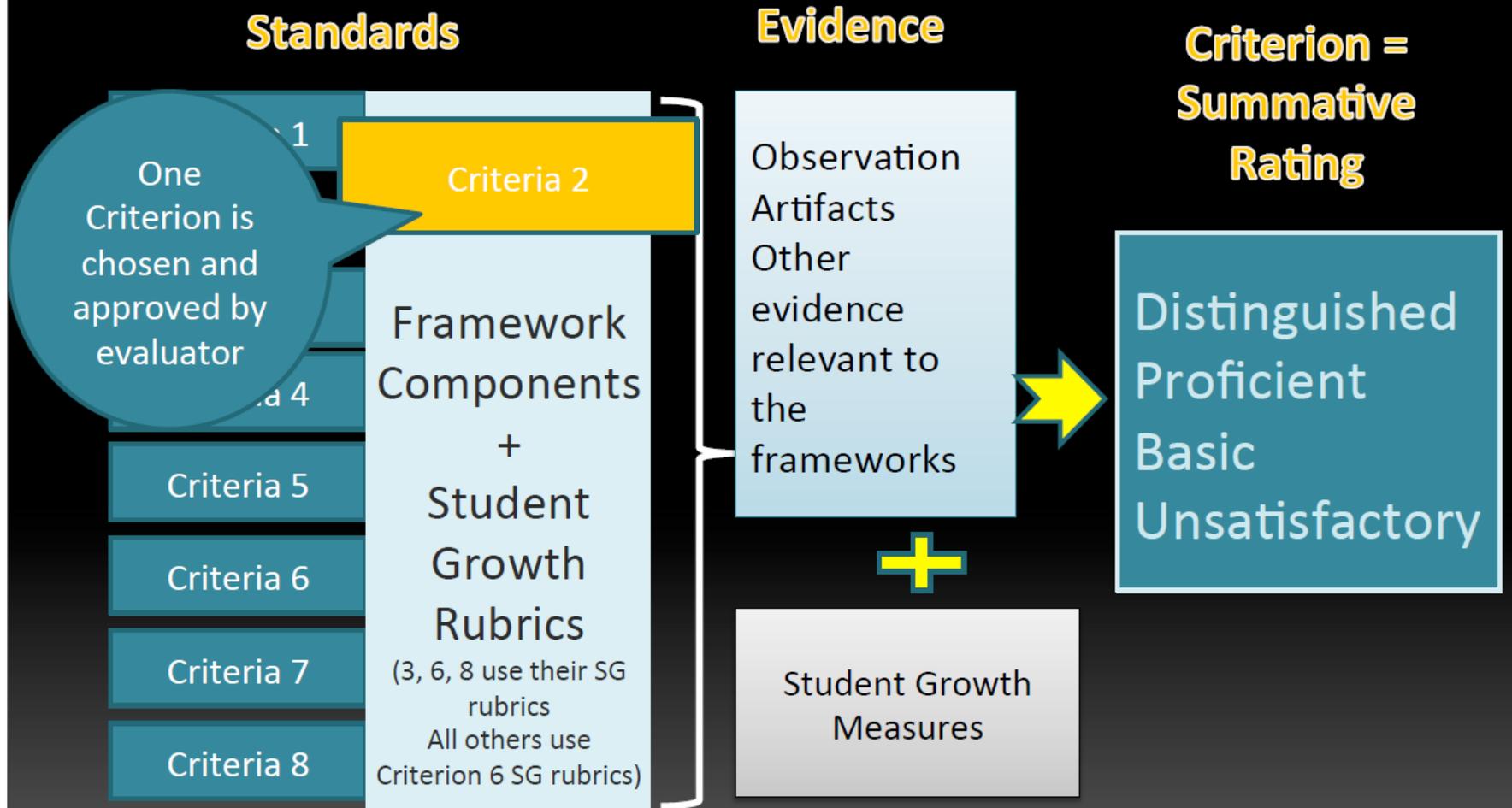
Focused Evaluation

- Covers one of the eight criteria if #3, #6, #8
 - Covers two of the eight criteria if others are chosen
 - RSD recommends criteria #8 for first focused evaluation (***Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning***) and using the work you are already doing as a PLC as evidence.
- Required:
 - Self-Assessment (Teachers may or may not share)
 - At least two formal observations (60 total minutes)
 - At least two confidential meetings between evaluator and teacher
 - For student growth, goals need to be written for #3, #6, AND #8
- Remember:
 - Like a traditional “Short Form”, all other evaluative criteria besides the one covered in the Focus are considered proficient
 - Student Growth must be a component (per the law)
- Think OBSERVATIONS + PGP

Writing Student Growth Goals

- Nested Concept
 - Criterion #8 = Write a goal as a PLC
 - Criterion #6 = Take the goal from the PLC and adapt it to your classroom
 - Criterion #3 = Take the classroom goal and adapt it to a subgroup of your students
- Example:
 - PLC Goal (#8): 10% more fifth grade students **in the whole school** will reach the 80th percentile on the Spring MAP test from the Fall MAP test.
 - Class Goal (#6): 10% more fifth grade students **in my classroom** will reach the 80th percentile on the Spring MAP test from the Fall MAP test.
 - Subgroup Goal (#3): 10% more fifth grade students **in my classroom that are identified as ELL** will reach the 80th percentile on the Spring MAP test from the Fall MAP test.

Focused Evaluation Summative Scoring Process



	Activity	When?	Schedule by
1	Self-Assessment	Form made available after 9/9/13	Early October
2	Goal Setting Conference (one criteria only)	After Completion of Self-Assessment	Mid October
	Pre-Conference #1	Within 5 days of Goal Setting Conference (Paperwork only; face-to-face recommended but not required)	Mid-to-late October Self-Assessment/Goal Setting must be completed prior
3	Formal Observation #1	Within 5 days of Pre-Conference	
4	Reflection Conference #1	Within 5 days of Formal Observation	
5	Goals Review (one criteria only)	Mid-Year (January)	January
	Pre-Conference #2	Within 5 days of Goal Setting Conference (Paperwork only; face-to-face recommended but not required)	Mid-to-late February Goals Review must be completed prior
6	Formal Observation #2	After 2/3/14	
7	Reflection Conference #2	Within 5 days of Formal Observation	
8B	Pre-Summative Conference (OPTIONAL)	Final Goal Review prior to Summative Evaluation	Mid-May
9	Summative Evaluation	By last day of school	Goal Review/Pre-Summative Conference must be completed prior

STUDENT GROWTH COMPONENT

RSD TPEP ORIENTATION

August 19, 2014

Defining Key Terms

- **Student Achievement:** The status of subject-matter knowledge, understandings, and skills at one point in time.
- **Student Growth (Learning):** The growth in subject-matter knowledge, understandings, and skill over time.

What is the definition of student growth?

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“change in student achievement between two points in time.”

What measures can be used to determine student growth?

Using the OSPI approved student growth rubrics, districts must use more than one of the following relevant measures to determine student growth:

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- state-based tools

RSD Specific...

- The Steering Committee will be working on this aspect of the TPEP implementation this fall
- More detail coming for all staff in October
- For now...
 - SMART Goals
 - Student Growth is a change between two moments in time
 - Can be subsets of a class setting



SPECIFICS OF THE 2013-2014 ROLLOUT

RSD TPEP TEACHER KEYNOTE

August 20, 2013

Rotation On TPEP

- When a teacher has a comprehensive evaluation is dependent on when their last traditional, long form evaluation took place.
- For 13-14 and 14-15 there will be a blend of Comprehensive/Focused and Long/Short/PGP (the old and the new) available for staff with more than three years of state seniority (and aren't new to the district this fall)
- All TPEP for all staff (except exempts) in 15-16
- *The TPEP Legislation says that teachers must be evaluated on a comprehensive evaluation once every four years. Once a teacher converts to TPEP, the four-year clock begins.*

Richland School District TPEP Implementation Plan

(For teachers with 3.0 years or more of state seniority)

YOUR EVALUATION HISTORY		CHOICE FOR THIS YEAR	PATTERN OF EVALUATION FOR THE FUTURE				
11-12	12-13	13-14 LAST YEAR	14-15 Now	15-16 ALL ON TPEP	16-17	17-18	18-19
Doesn't Matter	Long	<i>Short Form/PGP</i> OR <i>Focused</i>	<i>Short Form/PGP</i> OR <i>Focused</i>	Focused	COMP	Focused	Focused
Long	Short Form or PGP	<i>Short Form/PGP</i> OR <i>Focused</i>	<i>Short Form/PGP</i> OR <i>Focused</i>	COMP	Focused	Focused	Focused
Short Form or PGP	Short Form or PGP	<i>Short Form/PGP</i> OR <i>Focused</i>	Long OR COMP	Focused	Focused	Focused	COMP
Short Form or PGP	Short Form or PGP	Long OR COMP	<i>Short Form/PGP</i> OR <i>Focused</i>	Focused	Focused	COMP	Focused

Examples:

Q. I had a long form evaluation last year. What are my choices for this year?

A. You can choose between a traditional Short Form or a PGP, or transition to a Focused TPEP evaluation.

Q. I had a long form evaluation last year. I decide to transition to a Focused TPEP evaluation for this upcoming school year. What are my options for 2014-2015?

A. Once you transition to a TPEP evaluation, you cannot go back to the traditional formats. For 2014-2015 you will remain on a Focused TPEP evaluation and have your first Comprehensive TPEP evaluation in the 2016-2017 school year.

Richland School District TPEP Implementation Plan

(For teachers who have worked for RSD for three years or less)

Your Evaluation History		CHOICE FOR THIS YEAR	PATTERN OF EVALUATION FOR THE FUTURE				
11-12	12-13	13-14 <i>LAST YEAR</i>	14-15 <i>THIS YEAR</i>	15-16 <i>ALL ON TPEP</i>	16-17	17-18	18-19
Hired to start in 13-14 New to State Seniority		COMP	COMP	COMP (*)	Focused	Focused	Focused
Hired to start in 12-13	Long Provisional	COMP	COMP (*)	Focused	Focused	Focused	COMP
Long Provisional	Long Provisional	COMP (*)	Focused	Focused	Focused	COMP	Focused

How will this work? Your principal has this document, specific to your school

	Last Name	First Name	Building	Assn	State Seniority	2012	2013	2014	2015	In-Dist Xfer	New Hire?
					As of 8/1/14						
1			Spaulding	1st Grade	N/A	X	X	X	COMPREHENSIVE TPEP		X
2			Spaulding	1st Grade	N/A	X	X	X	COMPREHENSIVE TPEP		X
3			Spaulding	1st Grade	N/A	X	X	X	COMPREHENSIVE TPEP		X
4			Spaulding	1st Grade	1.00	X	X	COMP	COMPREHENSIVE TPEP		
5			Spaulding	3rd Grade	1.68	X	X	COMP	COMPREHENSIVE TPEP		
6			Spaulding	BESST	3.35	LONG	LONG	COMP	FOCUSED TPEP		
7			Spaulding	DD PreSchl	3.83	X	X	COMP	FOCUSED TPEP		
8			Spaulding	Music	4.39	LONG	LONG	COMP	FOCUSED TPEP		
9			Spaulding	PE	7.12	SHORT	LONG	COMP	FOCUSED TPEP		
10			Spaulding	Structured	10.77	LONG	SHORT	FOCUS	FOCUSED TPEP		
11			Spaulding	1st Grade	7.10	PGP	PGP	SHORT	LONG FORM OR COMPREHENSIVE TPEP	X	
12			Spaulding	2nd Grade	12.00	PGP	SHORT	LONG	SHORT FORM, PGP, OR FOCUSED TPEP		
13			Spaulding	2nd Grade	12.19	LONG	SHORT	SHORT	SHORT FORM, PGP, OR FOCUSED TPEP		
14			Spaulding	3rd Grade	12.63	X	SHORT	LONG	SHORT FORM, PGP, OR FOCUSED TPEP		
15			Spaulding	3rd Grade	13.69	X	LONG	SHORT	SHORT FORM, PGP, OR FOCUSED TPEP		
16			Spaulding	4th Grade	15.00	SHORT	SHORT	SHORT	LONG FORM OR COMPREHENSIVE TPEP		
17			Spaulding	4th Grade	17.96	LONG	PGP	LONG	SHORT FORM, PGP, OR FOCUSED TPEP		
18			Spaulding	5th Grade	18.99	LONG	SHORT	SHORT	SHORT FORM, PGP, OR FOCUSED TPEP		
19			Spaulding	Art	21.22	LONG	SHORT	PGP	SHORT FORM, PGP, OR FOCUSED TPEP		
20			Spaulding	Intervention Sp.	22.84	LONG	SHORT	SHORT	SHORT FORM, PGP, OR FOCUSED TPEP		
21			Spaulding	Kindergarten	23.97	LONG	SHORT	SHORT	SHORT FORM, PGP, OR FOCUSED TPEP		
22			Spaulding	Kindergarten	23.99	LONG	SHORT	PGP	SHORT FORM, PGP, OR FOCUSED TPEP		
23			Spaulding	Resource	31.76	LONG	LONG	PGP	SHORT FORM, PGP, OR FOCUSED TPEP		

New Staff to RSD
OR
< 3 yrs Seniority
OR
Already on TPEP

2/3 of 23 teachers = 16 teachers (rounding up)

16 total teachers must be on TPEP for 14-15

10 already are, which means 6 of the white group will be on TPEP

Volunteers first, then by seniority (starting with teacher #11)

Strategic and Transparent

- Objective is to avoid the balloon payment
- Some buildings based on their evaluation history have a “balloon payment” coming
- This may cause an issue at specific buildings unless there is strategy developed at the building level
- This may cause dialog between principals and faculties



TRAINING AND SUPPORT PLC/RTI INSTITUTE AND BEYOND

RSD TPEP ORIENTATION

August 19, 2014

PD/Staff Development

- \$\$ provided by the state for TPEP implementation
 - 8-9 hours of time per teacher for comprehensive evaluations
 - Built into monthly modules starting with the pre-assessment in September
 - Designed for both teacher and evaluator participation
 - Staff on focused evaluations invited as appropriate
- Built into modules starting with the pre-assessment in September

PD Schedule for 14-15

- September:
 - Forms, State 8 Criteria, Scripting & Coding, Possible Observables
- October:
 - Student Growth (Nested Goals), Summative Process Overview
- December
 - Refining Growth Goals, Collective Evidence, Mid Year Goals Review
- February
 - Q & A Session
- April
 - Summative End-Of-Year Process

Language Considerations in REA Contract

- 4.C.D.1: Change (4) years of satisfactory evaluations for short form/PGP to three (3) years
 - *This matches the four year cycle and eliminates a number of required comprehensive evaluations in the fourth year for new hires.*
- 4.C.F.8: Suspension of the 4th and/or 5th year of the Professional Growth Option
 - *All staff has a long form or comprehensive TPEP evaluation every fourth year per the WAC.*
- *Refer to Section IV of the REA contract for more information*

Readiness to Benefit – In Summary

- Professional Learning Communities
 - Response to Intervention
 - Instructional Frameworks
 - Formative and Summative Assessment Work
 - Alignment to Common Core Transition
 - School Improvement Plans
 - PBIS & Student Management Programs
 - AVID
 - And so on...
-
- *The work we are already doing aligns directly with the TPEP initiative*
 - *TPEP evaluations should reflect some of the good discussions you are already having...*