**Teacher and Principal Growth and Evaluation (TPEP) Guidance for 2020-2021**

**Guiding Principles**

* Understanding that during a year when the mode of teaching and leading may change quickly and multiple times, a formative stance will be most useful.
* Recognizing that the opportunities for providing/substantiating evidence in the usual ways may be restricted, and that with this, the absence of evidence for an indicator or component should not be cause for lowering a score.
* Acknowledging teachers’ and school leaders’ specific contexts (issues with internet access, health concerns, children at home) when working remotely, and the impacts these contexts have on their work.
* Honoring the importance of setting up (reasonable) expectations for teachers and school leaders at the outset, and then ensuring robust supports are provided for them to meet these expectations.

**Student Growth Goals:**

* The Student Growth rubrics for 3.1, 6.1 and 8.1 for teachers are unchanged. The rubrics for 3.2 and 6.2 are considerably modified to meet the goal of supporting reflection and growth in instruction and assessment practices.
* The Student Growth rubrics for 3, 5, and 8 for principals are being revised to support principal reflection. **Principal information will be posted in early October.**

**Changes:**

**Rubrics for 3.2 and 6.2**

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| **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| Teacher provides evidence of student progress from only summative assessments. Students are not involved in self-assessment. Teacher reflection minimally addresses learning experiences for students but does not provide analysis for different levels of progress. There is no evidence of use of student perceptions of their learning experiences to determine next steps to meet student needs regarding instruction and support. | Teacher provides evidence of student progress from only summative assessments. There is little evidence of student involvement in assessment of their own progress. Teacher reflection partially addresses learning experiences for students at all three levels of progress; it may be missing some components or levels. Teacher reflections on student perceptions of their learning experiences do not include adjustments in practices teacher might make to meet student needs regarding instruction and support. | Teacher provides evidence of student progress, which includes both formative and summative assessments. There is evidence of student engagement in assessment of their own progress. Teacher reflection addresses learning experiences for students at all three levels of progress, including success factors and barriers (where appropriate), and next steps. Teacher reflections demonstrate receptivity to student perceptions of their learning experiences, and ideas about next steps for instruction and support. | Teacher provides evidence of student progress, which includes both formative and summative assessments. There is evidence of significant and meaningful student engagement in assessment of their own progress. Teacher reflection thoroughly addresses learning experiences for students at all three levels of progress, including success factors and barriers (where appropriate), and next steps. Teacher intentionally gathers extensive student perceptions of their learning experiences and clearly uses them as a key factor in determining next steps for instruction, support, and their own professional learning. |

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| **Evaluation Status** | **Process** | **Growth Goals** |
| **Focused** | Proceed with regular focused evaluation process   * Guide goal selection with remote teaching and learning in mind. | One growth goal from 3.1, 6.1, or 8.1. |
| **Comprehensive – Year 3 and beyond** | * Decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. * Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. * If no previous scores, defaults to Basic (2). If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score. * Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392- 191A-120 and 392-191A-210. * Teacher/principal can be moved to regular Comprehensive cycle (all 8 criteria) if notified in writing by December 15. | Teachers choose one student growth goal from 3.1 or 6.1. Score the other two growth areas from most recent comprehensive eval. If no previous score, it defaults to Basic (2).  Principals choose one student growth goal from criteria 3, 5, or 8. |
| **Comprehensive – first and second year** | * Determine at least two criteria to be formally scored using evidence provided during the 2020–21 school year. * Remaining criteria to be scored “Basic” as default score. * On final evaluation, note the use of “default scores due to the circumstances of the COVID-19 pandemic” * Determination of the scored criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392- 191A-120 or 392-191A-210. * If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score. | Teachers choose one student growth goal from 3.1 or 6.1. Score the other two growth areas from most recent comprehensive eval. If no previous score, it defaults to Basic (2).  Principals choose one student growth goal from criteria 3, 5, or 8. |
| **Comprehensive for one year – first year in the district with at least two years of successful experience in another district** | * Decide on two criteria to be formally scored using evidence provided during the 2020–21 school year. * Remaining six criteria to be scored by assigning score received in most recent Comprehensive evaluation. * Determination of the two criteria may be made according to current negotiated process for choosing criterion for Focused evaluation, which must include approval by the teacher’s or principal’s evaluator, per WAC 392- 191A-120 and 392-191A-210. If adequate evidence that clearly indicates Proficient practice is provided for default criteria, evaluator may override the Basic score. * If no previous score, it defaults to Basic (2). | Teachers choose one student growth goal from 3.1 or 6.1. Score the other two growth areas from most recent comprehensive eval. If no previous score, it defaults to Basic (2).  Principals choose one student growth goal from criteria 3, 5, or 8. |
| **Teachers/principals or plan of improvement or probation** | * Will be handled on a case by case basis. |  |
| **Formative Evaluation** | * Proceed with the negotiated evaluation process. |  |
| **Summative Evaluation** | * Proceed with the negotiated evaluation process. |  |