

**529 Teacher-Principal Evaluation Pilot**  
**Fiscal Year:** 10-11  
**Milestone:** **Substantially Approved** (Printed 9/2/2010)

**Organization Code:** 32801  
**ESD:** Educational Service District 101

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## Teacher and Principal Evaluation Project

### Eligibility Requirements/Assurances

To be eligible to participate in the pilot, local associations representing classroom teachers and principals must agree to collaborate with the district and to participate in the full range of development and implementation activities.

These activities include:

- Development of rubrics for the eight new principal and teacher evaluation criteria.
- Identification of or development of appropriate multiple measures of student growth.
- Development of evaluation forms.
- Participation in professional development for principals and classroom teachers regarding the content of the new evaluation systems.
- Participation in evaluator training.
- Participation in activities to evaluate the effectiveness of the new systems and support programs.
- Submission of evaluation data and all district collected student achievement, aptitude, and growth data regardless of whether the data are used in evaluations.
- Collaboration with other pilot districts, OSPI, WEA, AWSP and WASA during the pilot process.

School districts in the pilot will be required to simultaneously participate in both the principal and teacher evaluation pilots.

**Enter the following names to indicate support for participating in the pilot.**

<b>School District Superintendent:</b>	Michael Dunn
<b>School Board President:</b>	Gary Coe
<b>President of Local Teachers' Association:</b>	n/a

<b>President of Local Principals' Association:</b> (or principal representative)	n/a
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## Teacher and Principal Evaluation Project

### Application Questions

Please answer the following questions that will help us identify the Teacher and Principal Evaluation Pilot sites. Please be brief in your answers.

1. **Relationships with principal/teacher associations:** How would you characterize the district's current working relationship with the principal and teacher associations?

Working with NEWESD 101, eight small districts have formed a consortium to apply for the Teacher-Principal Evaluation Pilot. Each of the districts has a long history of collaborative working relationships with both their teachers' associations and their administrators' associations as evidenced in their commitment and support for being a part of the teacher and principal evaluation project. Many of the districts in our consortium have open collective bargaining agreements and use an "interest-based" approach for negotiations. Each district meets frequently with representatives from both collective bargaining groups to resolve issues as they arise. The relationships are characterized by trust and shared problem solving. We believe that this group of eight districts has the support of their principal and teacher groups to develop a dynamic, research-based evaluation process that will address the eight activities required in the pilot project. There is also a collaborative relationship based on trust with the ESD.

2. **Barriers:** What barriers need to be addressed in your district before new principal and teacher evaluation systems can be implemented in the district? What strategies are currently being discussed or implemented to overcome the identified barriers?

Each of the districts in the consortium has been involved in looking at the research on effective evaluation practices for teacher and principal evaluation tools; some for over 14 years. Senate Bill 6696 provides an incentive to move forward with our work so that we can share our best practices with each other with regard to each individual district's important work in this area. The greatest barrier that our districts in the consortium face is the time to meet, train and collaborate collectively on what sound, research-based evaluation tools for principals and teachers should look like. Strategies that have been discussed by the eight consortium districts include identifying a common site for holding professional development on effective principal and teacher evaluation, deciding on the delivery system for professional development and collecting sample instruments from other sources. We anticipate some anxiety to using student achievement data as an element of determining teacher and principal performance. However, some districts in the consortium have provided training to principals in "Crucial Conversations" around individual classroom data as part of the evaluation process. Many of the districts involved in this consortium have been involved in other projects as a consortium and all are knowledgeable with regard to the collaboration and

organization that needs to take place for a consortium of districts to be able to complete the requirements of the grant. The consortium arrangement allows districts to overcome the challenges and barriers presented when there is a lack of infrastructure and resources to work independently.

- 3. Collaboration:** How will your district develop a collaborative process in constructing the new evaluation systems? Who will be involved in this process? How will you get buy-in for the new evaluation systems?

Each of the districts in the NEWESD 101 consortium have knowledge and experience in operating as a professional learning community to develop common core standards and assessments and the development of a pyramid of interventions to improve teaching and learning. The process of using data in a learning community has promoted a safe environment for collaboration in the consortium districts and with NEWESD 101. Representatives from each of the eight districts in the consortium will meet on a regular basis both in person and using the video conferencing capacity of the NEWESD 101, to look at current research on best practice in the area of principal and teacher evaluation. Some of the districts have considerable knowledge in the research and implementation of teacher evaluation using the work of Charlotte Danielson's Framework for Teaching; Marilyn Simpson's Art and Science of Professional Teaching, Dr. Anita Archer and Dr. Madeline Hunter's work; and the work of Bob Algozzine's and James Ysseldyke's on effective instruction. In addition, some members of the consortium have either begun the process or developed some forms of teacher assessment that are beginning to look at student engagement along with teacher behaviors. There are members in the consortium who serve on the state PEABs for Whitworth University, Eastern Washington University and Washington State University and are extremely familiar with the ISLCC standards for principals and with the work of AWSP and NASP on principal evaluation. One of the superintendents in the consortium currently serves on the professional standards board for developing professional certification standards for principals. Using the expertise of teachers, principals and superintendents, the consortium districts will work together to digest the research on best practice, identify and deliver professional development needed to complete the pilot and take information back to the staff members in each respective district. These representative teachers and administrators will bring feedback from each district back to the consortium meetings. The committee, comprised of teacher, principal and superintendent representatives will develop a survey tool to gain additional feedback from all teachers and principals in each district. Once they have had the opportunity to view the evaluation, volunteers from each of the districts will have the opportunity to use each draft of the tool and provide valuable feedback as it is polished and fine-tuned.

- 4. Development and implementation phase:** How will you monitor the development and implementation phase of the new evaluation systems? How will you gather formative feedback during the development and implementation phase from principals and teachers who are not actually involved in the process?

The representatives from teacher, principal and superintendent groups from each district in the consortium will set short and long term goals with action plans for determining what each step in the process will look like, when it will be completed and the criteria used to determine completion. After each meeting and professional development opportunity, the representatives will provide the information and training back in their respective districts and will bring feedback on the process to the next meeting. The cycle will be one of

continuous improvement. As the processes and instruments are drafted, there will be multiple opportunities for volunteers in each district to pilot them and provide feedback to the large group.

5. **Progress towards a new evaluation system:** Do you now have, or are you currently making efforts to implement a non-traditional evaluation process in your district? Has your district adopted a particular model? If so, please describe your progress towards:

- Developing a four-level (multi-tiered) rating system;
- Developing strategies to manage evaluation data that is tethered to the new evaluation criteria outlined in E2SSB 6696;
- Transitioning to the eight new principal and teacher evaluation criteria listed in E2SSB 6696; and
- Using student growth data (classroom, school, district, and state) as part of the principal and teacher evaluation process.

Districts in the consortium are at various stages of developing a four-level rating system. One district developed the four-level rating system; however, on the advice of an attorney moved back to the traditional system. With the passage of Senate Bill 6696, the incentive for moving to a four-level rating system will assist each district in their efforts to move to this system. Each district in the consortium is also implementing a process for using student growth data as part of the evaluation process. Some districts have developed a process for using data to hold crucial conversations with individual teachers in order to improve teaching and learning. Each district is working to incorporate a formal process for using data in a timely and focused manner to influence teacher performance. Many districts in the consortium use the NWEA MAP testing and learning continuum to assist individual teachers in setting classroom goals for increasing student achievement in reading and math. Most districts in the consortium continue to use the established criteria in the WAC; however, many are using the eight evaluation criteria listed in 6696 as "look fors" for teacher observation and evaluation. Principal evaluations are consistent with the criteria in the WAC; however, many of the districts in the consortium have been involved in collecting and digesting the research on best practice in principal evaluation which include the eight new principal evaluation criteria in 6696. If the consortium was able to be a part of this pilot, it would allow us to have the time to collaborate and share our collective knowledge and study of best practices in teacher and principal evaluation to develop a model evaluation instrument that could be replicated by other districts in the state.

6. **Parent and community feedback:** What are your current methods for obtaining feedback from parents and school communities?

Each district in the consortium has multiple methods for obtaining parent and community feedback. Some districts use Survey Monkey, some use the Effective Schools Profiler which has a component for home/school/community relations. Some of the districts in the consortium have used private firms to obtain parent and community input. All districts in the consortium have a strategic plan and building improvement process that gathers parent, staff, student and community input on a regular basis.

- 7. **Why:** Why should your district be chosen as an E2SSB 6696 evaluation pilot site?

The NEWESD 101 consortium of eight small districts would include teachers, principals and superintendents with a wealth of knowledge and experience in best practices around teacher and principal evaluation. However, we do not currently have a process to share and build upon each other's expertise nor a method for studying and learning together to collaborate on a new teacher and principal evaluation tool. As a part of this pilot, we would be able to work collaboratively as a group to develop dynamic, research-based evaluation processes and tools that would address the eight new evaluation criteria in 6696. With the number of dedicated educators, we would be able to disseminate these processes and tool across the state. Additionally, other ESDs might adopt this consortia arrangement to serve the districts in their region.

**Please attach copies of your district's current principal and teacher evaluation procedures, processes, criteria, forms, tools, rubrics, and any other supporting documents you feel are important for us to understand your district's evaluation history, current status, and preferred future.**

**Upload supporting documents here. File names may *not* include symbols.**

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