



May 31, 2019

( X ) Action Required  
Due date: June 30, 2019  
( X ) Informational

**BULLETIN NO. 031-19 EDUCATOR GROWTH AND DEVELOPMENT**

**TO:** Educational Service District Superintendents  
School District Superintendents  
School District Business Managers  
School District Human Resource Managers

**FROM:** Chris Reykdal, Superintendent of Public Instruction

**RE:** Changes to Teacher and Principal Evaluation Processes and Required Survey

**CONTACT:** Sue Anderson, Director, Educator Effectiveness  
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**PURPOSE/BACKGROUND**

The 2019 Legislature made significant changes to [RCW 28A.405.100](#), the law governing the revised, four-level teacher and principal evaluation process (TPEP). These are captured in [Second Engrossed Substitute House Bill 1139](#) (Section 303), and in [Substitute Senate Bill 5689](#) (Section 4). These changes take effect immediately. In addition, the Office of Superintendent of Public Instruction (OSPI) is charged with collecting specific human resource information for a Legislative report. The survey link is provided below.

**EVALUATION AND CERTIFICATION CHANGES**

The following changes have been made to teacher and principal evaluation and certification processes:

- With the exception of provisional teachers, principals in their first three years of employment as a principal, and any teacher or principal who received a comprehensive performance rating of Level 1 or 2 in the previous year, classroom teachers and principals must receive a comprehensive evaluation at least once every six years (previously four). In any focused year, either the evaluator or the evaluatee may still request a comprehensive evaluation.
- The requirement of clock hours or professional growth plans specifically tied to TPEP for principal and teacher certificate renewal was removed.
- Language governing the roll-out of TPEP, now completed, was removed.
- The membership and tasks of the Steering Committee were renewed/updated.

- A teacher's evaluation may not be adversely impacted if the teacher chooses to use curriculum or instructional materials that address subject matter related to sexual orientation, including gender expression or identity, so long as the subject matter is age-appropriate and connected to the teacher's content area.
- OSPI was charged with reporting on the required district use of evaluation data as at least one factor in human resource decisions; reports are due to the Legislature on December 1, 2019 and 2020. (See below for the short survey.)

These changes take effect immediately. In addition, a reduction in funding for TPEP will result in lower grants to districts through iGrant Form Package 664. Updated allocations will be provided in June.

### **SHORT HUMAN RESOURCE PRACTICES SURVEY**

Per the changes in legislation cited above, OSPI is charged with reporting on district compliance with the requirement that TPEP evaluation scores be used as one of multiple factors in making human resource and personnel decisions (RCW 28A.405.100 (8)(a)). So that this report can be completed in a timely manner, Human Resource managers are asked to complete the short survey found at [HR and TPEP Survey](#) by June 30, 2019. This does not replace the School Employee Evaluation Survey (SEES), which will be released in a few weeks.

### **INFORMATION AND ASSISTANCE**

For questions regarding this bulletin, please contact Sue Anderson, Director, Educator Effectiveness, at 360-725-6116 or email [sue.anderson@k12.wa.us](mailto:sue.anderson@k12.wa.us). The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins and Memoranda](#) page of the OSPI website.

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