



School Board Briefing/Proposed

Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: September 7, 2016
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Clover Codd, Assistant Superintendent, Human Resources, 206-252-0027

I. TITLE

Acceptance of Teacher Principal Evaluation Program (TPEP) iGrant 664 **For Introduction:** November 16, 2016
For Action: December 07, 2016

II. WHY BOARD ACTION IS NECESSARY

The total amount to be received under this grant is \$250,557. Per Board Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grant funding in excess of \$250,000 per fiscal year requires School Board approval.

III. FISCAL IMPACT/REVENUE SOURCE

Funding will be received from the Office of Superintendent of Public Instruction (OSPI). The fiscal impact of this action will be the receipt of funds to pay for district-wide teacher training. The entire project would be paid through State dollars.

The legislature appropriated funds for the Teacher Principal Evaluation Program (TPEP) implementation during the 2016-17 school year. These funds support professional learning, research, and program development and maintenance.

Every district in the State of Washington is allocated an amount based on the percentage of the State’s total teachers employed in their district. For example, if a district has 0.79 percent of the State’s teachers (headcount, not FTE), then the maximum allocation a district can receive is 0.79 percent of the total appropriation. In 2016-2017, we are receiving about \$79 per teacher. This amounts to a total allocation of \$250,557.

The revenue source for this motion is Office of Superintendent of Public Instruction (OSPI).
Expenditure: One-time Annual Not Applicable

IV. POLICY IMPLICATION

Per Board Policy No. 6114, Gifts, Grants, Donations and Fundraising Proceeds, acceptance of grant funding in excess of \$250,000 per fiscal year requires School Board approval.

V. RECOMMENDED MOTION

I move that the School Board authorize the Superintendent to accept TPEP iGrant funding in the amount of \$250,557 to support teacher training initiatives as described in further detail in the attachments.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on October 10, 2016. The Committee moved this item forward to the full Board for consideration.

VII. BACKGROUND INFORMATION

In 2010, Seattle Public Schools (SPS) began using a 4-tiered system of evaluation that utilized the Charlotte Danielson Framework. Washington adopted a State-wide evaluation system (ESB 5895) that aligned to 8 evaluative criteria and utilizes student growth measures over the evaluation process. The State recommends 6 hours of professional development for all teachers in order to ensure familiarity of the evaluation framework and process.

If we receive the TPEP grant funds, they will go toward:

1. Providing substitutes for teacher release time during the school day
2. Salary and benefits for additional teacher/trainer time
3. Stipends for:
 - Teachers for additional teacher/trainer time
 - Consulting teacher to continue support of the TPEP PM with online video modules
 - Consulting teachers to support the eVal rollout
 - Cadre trainers to lead trainings, support staff in their school and help with projects
4. Purchased services
 - Conn McQuinn (PSESD) - training for teachers and principals on the implementation of eVAL
 - Scotland Nash – training teacher for TPEP Overview trainings
 - Books – “Framework for Teaching Evaluation Instrument 2013” and “Enhancing Professional Practice”
 - Print-outs and laminated “Smart Cards”
5. Travel to Education Service District (ESD) training

This proposal is aligned with the 2013-18 SPS Strategic Plan and directly supports the following:

1. The Mission of the District: Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.
2. The Vision of the District: Every Seattle Public Schools’ student receives a high-quality, 21st century education and graduates prepared for college, career and life.
3. Goal 1 of the Strategic Plan: Ensure educational excellence and equity for every student.
4. Elevate professional practice by investing in effective, culturally responsive teachers, staff and leaders.

TPEP Teacher Training funding was approved by the State Legislature. This is the fourth year that the funding has been available.

The TPEP Steering Committee strongly recommends all districts create a plan that assures all teachers who have transitioned to the revised system have the training they need to be effective participants in their own evaluation.

Priorities for this grant are:

1. Teachers new to teaching and/or new the district
2. Teachers being transitioned in 2016-17
3. Teachers transitioned in 2015-16, 2014-15 and 2013-14

For teachers who transitioned previously, 2016-17 training should deepen knowledge of the framework and enhance opportunities for application. A focus on evidence gathering, formative assessment, and student growth is encouraged.

VIII. STATEMENT OF ISSUE

Whether to accept this grant funding to support the implementation of TPEP.

IX. ALTERNATIVES

The alternative is to not accept the funding. This alternative is not recommended as programming provided by these grant funds will assist the District in addressing Goal #1 of the Strategic Plan: Ensuring Educational Excellence and Equity for Every Student and its metric category: Effective Teachers and School Leaders.

Seattle Public Schools is in partnership with the Seattle Education Association (SEA) to offer training opportunities this year, so not accepting the funding would disrupt the work already done to develop training offerings. Not accepting the grant funding will prevent TPEP teacher training projects planned for the 2016-2017 school year.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

Having the TPEP program manager in place for the 2015-16 created TPEP training opportunities that were previously not available, and accepting this funding will ensure more training opportunities are available to teachers.

The district has teacher cadre trainers who will offer building-based and regional trainings open to all teachers and administrators. New teachers will be strongly encouraged to attend at least 2 of 4 sessions offered this year (TPEP Overview and Goal Setting). New teachers also receive STAR mentors and training through STAR mentor program. Mentors will support them with eVal and TPEP in addition all other responsibilities related to teaching within the district.

The new teacher evaluation system and professional development are guided by State law. All school districts in the State are required to implement TPEP.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

If approved, TPEP grant funds would be used to support training during the 2016-17 school year.

XII. ATTACHMENTS

- iGrant664 Application
- iGrant664 Budget
- 2015-2016 TPEP Teacher iGrant Spending Overview

664 TPEP Teacher Training Funds**Fiscal Year:** 16-17**Milestone: Draft** (Printed 8/16/2016)**District:** Seattle School District #1**Organization Code:** 17001**ESD:** Puget Sound Educational Service District 121**LOCAL TRAINING**

With funding from OSPI, your ESD will offer opportunities to refine your understanding of the revised evaluation system and to connect the TPEP initiative with your work implementing Common Core standards. Contact your ESD for details.

Prioritize Your Training Dollars

Priorities for this grant are teachers new to teaching and/or new to the district's adopted instructional framework.

Keep in mind these teachers need:

- an introduction to the revised evaluation system and any local regulations or definitions that have been codified;
- a working knowledge of the district's chosen instructional framework and the dialogue process between teacher and evaluator as evidence accrues through the year;
- an understanding of the district's expectations concerning student growth goals and measures; and,
- an understanding about how the student growth components will be implemented in your district.

For teachers who have already transitioned to the revised system, 2016-17 training should deepen knowledge of the framework and enhance opportunities for application.

A focus on evidence gathering, assessment for learning, student growth, or other areas identified in the evaluation process is encouraged.

Answers are REQUIRED for all questions on this page.

1. How many teachers does your district have who are new to teaching or new to your instructional framework? If the answer is "0," skip to Question #4.

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2. If the answer to #1 is greater than 0, who will be providing training in the instructional framework (6 hours total recommended)?

- A framework specialist from our ESD
- A framework specialist in our district or hired by our district

- A "Teacher Overview Trainer" prepared by a framework specialist (new this year)
- The principal
- Other person designated by the superintendent (please specify):

We also have teacher cadre trainers who have been trained by the Danielson Group and the WEA. They will be offering many building-based and regional trainings open to all teachers and administrators. New teachers will be strongly encouraged (by the STAR new teacher program) to attend at least 2 of the 4 sessions offered this year (TPEP Overview and Goal Setting). New teachers also receive STAR mentors and receive training through the STAR mentor program. Mentors will support them with eVAL and TPEP in addition to all other things related to being a new teacher or new to the District.

3. If the answer to #1 is greater than 0, who will be providing training in the district's evaluation procedures? (2 hours total recommended)

- A framework specialist designated for this role by the district
- Another district designee
- The principal
- A member of the district teachers' association
- Other (please specify):

Training on our district's evaluation procedures is generally incorporated into our TPEP Overview trainings, reinforced through eVAL (which is required for all new teachers) and supported by principals, STAR mentors, etc.

4. Describe the other elements of your district plan for teacher training on the revised evaluation system for 2016-17. (See [Training Scenarios](#) for ideas from other districts.)

Select all that apply.

Audience:

- New teachers
- Grade-level teams
- Department teams
- Cross-district job-alikes
- Cross-content teams
- Mixed audience
- Other (please specify):

5. To implement this plan, for which of the following activities will funds from this grant be used? (See [New Allowable and Excluded Expenses](#)). Check all that apply and give a brief description.

- Substitutes for teacher release time during the school day:

Substitutes will be provided for the following initiatives:

- Teacher cadre teachers. Last year we had 4 all-day trainings where the cadre teachers were excused from their classrooms and received subs paid by the iGrant. This year we aren't planning to do a lot of day-long trainings, but we expect at least 1 or 2 days this year when we will do training and need to provide subs
- we are continuing to work with SEA and PASS (teacher and principal associations) to generate consistency around what "effective teaching" means in Seattle Public Schools. Last year we used part of the iGrant to pay for subs for teachers to be out of the classroom on days where both groups met to discuss ways we can bring greater consistency and supports to our evaluation process. We expect to continue this effort this year and would like to pay for release time for the teachers who engage in this work.

Salary/benefits for additional teacher/trainer time:

This will be a large budget item for us because we plan to pay teachers extra time for attending the TPEP trainings and intend to build capacity by with our implementation by paying teacher cadre teachers and consulting teachers to lead trainings and support specific projects. When we pay teachers extra time, salary and benefits are automatically included in the hourly rate. See below for more information about how we plan to spend iGrant funding for additional teacher/trainer time.

Stipends for additional teacher/trainer time:

As mentioned above, we plan to spend a large amount of our funding on additional teacher/trainer time. We will use that funding towards:

- Paying teachers who attend TPEP trainings after school
- Paying a consulting teacher to continue supporting the TPEP PM with the online video modules
- Paying consulting teachers to support the eVAL rollout (help materials, trainings, etc.)
- Paying cadre trainers to lead trainings, support staff in their school and help on ad-hoc projects

Purchased services – trainer:

1. This year we are rolling out eVAL to all of our evaluators and all of our teachers who are new to the District. Since this is a very large-scale launch in our district, a lot of our iGrant funding this year will go towards supporting our teachers and principals with eVAL. We only have so much internal capacity and so we plan to collaborate with Conn McQuinn at PSESD who is the eVAL trainer. He has already supported a couple of our trainings and we plan to purchase his time to continue to support our eVAL implementation.
2. We are also talking to Scottie Nash about training our teachers to be "Teacher Overview Trainers." We aren't sure if this program makes sense for us given our work with the WEA and already offering TPEP Overview trainings, but should we move forward with this, we'd be paying Scottie to support the effort.
3. We will also be working with the Danielson Group to train 2-3 employees to be State Framework Trainers, but that will be billed to iGrant 773, not 664.

Supplies:

We plan to purchase the following supplies:

- Framework for Teaching Evaluation Instrument 2013 (for all new teachers and teachers who attend trainings who don't already have them)
- Laminated and color-copied Smart Cards for all new teachers and any new teachers who come to trainings who don't already have them (these have been a HUGE hit in our district and so helpful. Teachers carry them around with them everywhere and love receiving them from their mentors!)
- Enhancing Professional Practice books for new teachers and teachers who attend trainings who don't have them
- Print-outs for all of the trainings we plan to do this year

Travel to training at the ESD/other venue:

6. Will the funding you are allocated through this grant fully support the activities described above?

- Yes
 No

If not, what is the additional amount that would be needed to fully support the activities described above? Please supply a dollar figure in the following box. If unknown, place a 0 in the box.

7. How might OSPI or your ESD support your district's implementation of TPEP?

We very much appreciate the support we've already gotten from OSPI and hope to continue to check in regularly to exchange ideas, get feedback and connect with resources statewide. We expect to continue attending the ESD TPEP roundtable to stay connected to the TPEP network in the area (as that has been very useful for us) and to work with the ESD to get extra support around eVAL.

8. How does your district use evaluation data to make human resource decisions for teachers? (This data is collected by legislative request per RCW 28A.405(8)(A)) Check all that apply:

- Granting continuous employment to teachers
 Teaching assignment transfer
 Recognition for distinguished teachers
 Extra-curricular activities
 Leadership opportunities
 Individual professional development
 District or school professional development
 Reduction in Force
 None of the above
 Other (please specify):

9. Estimate how much in local funding your district invested in evaluation training for teachers during the 2015-16 school year.

We were able to fund all of our evaluation training for teachers last year through the iGrant.
Thank you!

iGrant 664 Budget
2016-17

Supplies		
Item	Number	Estimated Cost
Smart Card - laminated	500	\$1,250.00
Training copies	N/A	\$3,000.00
Enhancing Professional Practice books	250	\$6,250.00
Chart paper for TPEP training	3 pack	\$120.50
Framework for Teaching Evaluation Instrument book	250	\$6,250.00
	Total	\$16,870.50
Salaries and Benefits		
Item		Amount
TPEP PD Specialist (1/2 of salary is being paid out of iGrant; other 1/2 will be paid out of other dollars)		\$45,000.00
Extra time for teachers		\$85,000.00
Extra time for cadre teachers		\$15,712.00
Extra time for consulting teachers to support extra projects		\$20,000.00
Subs for PAR and TPEP Cadre		\$15,000.00
	Total	\$180,712.00
Purchased Services		
Item		Amount
Contract with Conn at ESD to support eVAL (additional support will be paid for out of 773)		\$5,000.00
Media operations center - support with filming/video/revising online TPEP modules		\$25,000.00
	Total	\$30,000.00
Misc.		
Item		Amount
Software licenses - 2 licenses to Elucidat and professional services package		\$6,583.50
	Total	\$6,583.50
	Estimated Totals	\$234,166.00
Administrative Costs		
Item		Amount
(District takes 7% indirect rate to cover administrative costs for implementation)		\$16,391.00
	TOTAL	\$250,557.00

2015-2016 TPEP Teacher iGrant Spending Overview

In 2015-2016, we used the TPEP teacher iGrant (iGrant 664) to fund 5 main buckets of work:

- Online video modules for TPEP
- Face-to-face TPEP training for teachers and evaluators
- Peer Assistance and Review (PAR)
- Library of master coded videos
- Certificated non-classroom staff evaluation workgroup

Online video modules for TPEP

We set out to create a series of 5 interactive video-based modules to walk teachers and administrators through the TPEP process in Seattle (TPEP Overview, Goal Setting, Observations, Evidence & Artifact Collection, Summative Evaluation). Being that we are the largest district in the State, we have a unique need to offer online training as we don't have the capacity to reach all teachers and administrators in a face-to-face setting. We filmed the yearlong evaluation cycle at 3 schools: John Stanford International School, Aki Kurose MS and Seattle World School. In addition, we filmed many experts including Charlotte Danielson, Gary Kipp at AWSP, Sue Anderson at OSPI, Clover Codd at SPS and others. We are finalizing the development of these modules this year and plan to release them through Schoology as soon as they are ready.

Face-to-face TPEP training for teachers and evaluators

As part of the iGrant funding, we collaborated with WEA and SEA to build the initial stages of a TPEP Teacher Cadre. We have about 20 cadre members (including teachers and principals) who were jointly recruited by SEA and SPS. Cadre members receive in-depth training on Danielson and each of the 3 WEA modules (Goal Setting, Evidence & Artifacts, Formative Assessment). They then support their schools and regions with TPEP by offering the training modules. We supplemented these regional and school-based trainings with sessions held at the JSCEE and available to all teachers and administrators. Last year, after starting in January, we held 15+ trainings for over 540 participants in every region across the city.

Peer Assistance and Review

We convened partners from SEA, PASS and Central Office to explore the implementation of a peer assistance and review program in Seattle. We came together roughly 8 times last year to better understand the evaluation process in Seattle and to talk about our mutual interests in reforming it. We used iGrant funding to pay substitutes for teachers on the committee.

Library of Master Coded Videos

Last year we identified the need for scored videos of instructional practice that we could use to calibrate across our system. We hired the Danielson Group to master code and score one video per grade band for 7 months. We ended up with 21 videos and the associated evidence, scores and rationales for each. We used these videos to train the TPEP Cadre on the Danielson Framework and principals during LLDs. They are a tremendous resource that we will continue to utilize this year and beyond.

Certificated non-classroom staff evaluation workgroup

As part of the contract negotiations in 2015, we agreed to convene a workgroup to discuss the summative scoring process for certificated non-classroom staff. We convened the group, which included representatives from all of the ESA groups, 5 times and used the iGrant to pay extra time for workgroup participants.