



Teacher and Principal Evaluation Coordination

Washington state, like some other states, approached the revision of teacher evaluation and principal evaluation regulations simultaneously. While work was done by different groups of people, having it done at the same time—and embedded in the same statutes—caused AWSP to wonder about the relatedness of the two new systems.

AWSP knew that over time, the professional expectations of teachers and principals had evolved in response to initiatives or expectations that affected both teachers and principals alike. Since the new evaluation work was an effort to catch up to those new professional expectations, AWSP decided to analyze the teacher evaluation criteria and principal evaluation criteria to see if there were connections worthy of calling out.

What AWSP found were five themes of mutual accountability that connected the teachers' work to the principals' work and visa versa. These themes are likely at play in most states. Certainly the principal's job is different from the teacher's job, but interestingly enough, the principal and the teacher are accountable for the same things.

The following two pages show the five themes of mutual accountability at play in Washington state, and AWSP encourages other states to make a similar analysis. When teachers and principals realize the similarities between their responsibilities, the dynamic changes for the better. Page 57 shows a comparison of actual language from the statute describing the evaluation criteria for both teachers and principals, organized by the five themes.

Five Themes of Mutual Accountability

1

Creating a Culture of Learning. Both teachers and principals are responsible for creating a culture of learning. Managing spaces, creating protocols, reinforcing behaviors, and interacting with each other all serve to create a culture. Because schools' missions are learning-centered, their cultures need to foster that mission. Principals are responsible for creating the school's culture and reinforcing classroom cultures that support it. Teachers are responsible for creating the classroom culture and reinforcing the school's culture.

2

Using data to make decisions. In today's world of education, data analysis is a key professional expectation. Teachers are expected to use data to make instructional decisions and principals are expected to use data to make leadership decisions. When they do this together, better decisions are made.

3

Linking content to standards and expectations. Both teachers and principals play a role in ensuring that the right content is taught in a way that helps students to understand, and helps students see the connections to other learning experiences.

4

Linking the school to the community and the community to the school. Student learning is no longer isolated to the school's classroom, and the teacher is no longer the sole dispenser of knowledge. Today's principals and teachers have a responsibility to link student learning experiences to the larger community and treat members of the community as partners in the education of students.

5

Increasing teaching effectiveness. This is the primary job of today's principals as they are expected to be instructional leaders. Teachers also play a critical role in their own improvement, using the district's instructional framework as a foundation. We have condensed the teacher evaluation criteria for this theme to read *"Implementing the instructional framework."* Added to that concept is today's expectation that teachers improve their practice by collaborating with their colleagues.

Creating a CULTURE of learning

Teachers

"fostering and managing a safe, positive learning environment."

"collaborative and collegial practices focused on improving instructional practice and student learning."



Principals

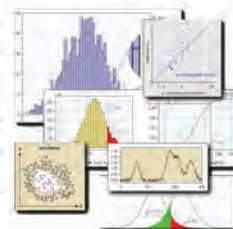
"creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff."

"providing for school safety."

Using DATA to make decisions

Teachers

"using multiple student data elements to modify instruction and improve student learning."



Principals

"development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements."

Linking CONTENT to standards

Teachers

"providing clear and intentional focus on subject matter content and curriculum."



Principals

"assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals."

Linking the school to the COMMUNITY

Teachers

"communicating and collaborating with parents and school community."



Principals

"partnering with the school community to promote learning."

Increasing TEACHING effectiveness

Teachers

Implementing the instructional framework



Principals

"monitoring, assisting, and evaluating effective instruction and assessment practices."