



Washington State TPEP Criteria and the UnityWorks Summer Training Institute

For Principals (#1, 2, 3, 8)

Criterion 1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

Descriptor: An effective leader advocates, nurtures, and sustains a school culture and instructional program that promote student learning and staff professional growth.

UnityWorks: Improving school culture and student learning is the primary focus of the Summer Training Institute. See Training Objectives A-G (in box below). Also see list of [training topics](#) available online.

Criterion 2: Demonstrating commitment to closing the achievement gap.

Descriptor: Effective leaders who have a commitment to closing identified gaps in achievement between groups of students, monitor subgroup data and develop and encourage strategies to eliminate those gaps. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

UnityWorks: See UnityWorks Training Objectives C, D and G. The training includes specific sessions focused on understanding, identifying and eliminating achievement gaps, including:

- Defining the gap and examining research-based explanations for the gap
 - School experiences of mainstream and marginalized students
 - Disproportionate discipline and the school-to-prison pipeline
 - The effect of teacher expectations on student achievement
 - Institutional barriers to equity and achievement
 - Unconscious bias, intent vs. impact, and the Pygmalion Effect
 - Culturally responsive teaching to help reduce the gap
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Criterion 3: Providing for school safety.

Descriptor: An effective leader teams with the school's community to develop routines and expectations that create a physically and emotionally safe learning environment.

UnityWorks: Our focus is on creating a safe and inclusive learning environment for students from all backgrounds. See UnityWorks Training Objectives E and G. We also examine the differences between retributive and restorative justice, and our UnityWorks site teams are encouraged to include input from the wider community.

Criterion 8: Partnering with the school community to promote student learning.

Descriptor: An effective leader engages families and the community in ways that increase the success of students.

UnityWorks: The training includes examples and strategies for engaging with families and the wider community. In addition, our School Climate Survey includes tools for families and community members to offer their input and support.

For Teachers (#1, 2, 3, 5, 7)

Criterion 1: Centering instruction on high expectations for student achievement.

Descriptor: Expectations; the teacher communicates high expectations for student learning.

UnityWorks: See Training Objectives C, D and G. The theme for Day 4 of the Training Institute is “Equity, Expectations and Achievement.” (For details, see Principal Criterion #2.)

Criterion 2: Demonstrating effective teaching practices.

Descriptor: Instruction; the teacher uses research-based instructional practices to meet the needs of all students.

UnityWorks: Participants will not only read about and discuss, but will also experience a variety of research-based instructional practices designed to meet the needs of students with diverse backgrounds and learning styles. The course itself is structured around a sequence of integrated activities designed to address multiple learning styles. It includes icebreakers and trust-building exercises, demonstrations and role-plays, colorful PowerPoint lectures, videos, cooperative readings and worksheets, arts and crafts, music, poetry, movement activities, storytelling, group discussion, journaling and personal reflection, as well as time for socializing and food. Guest speakers serve to personalize the training content by sharing stories and answering questions about their own lives. Participants not only learn about best practices and instructional methods, but experience them as well.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Descriptor: Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

UnityWorks: See Training Objective B, and effective teaching practices (under Criterion #2 above). The training also discusses and models the value of differentiated instruction and assessment.

Criterion 5: Fostering and managing a safe, positive learning environment.

Descriptor: Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.

UnityWorks: See UnityWorks Training Objectives E and G, and Principal Criterion #3 for details.

Criterion 7: Communicating and collaborating with families and school community.

Descriptor: Families and community; the teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

UnityWorks: The training includes examples and strategies for engaging with families and the wider community. In addition, our School Climate Survey includes tools for families and community members to offer their input and support.

UnityWorks Training Objectives (From pre/post training survey)

- A. I have a good understanding of the key concepts, goals, approaches and current issues in the field of multicultural education.
- B. I can define culturally responsive teaching.
- C. I can explain the relationship between teacher expectations and student achievement.
- D. I can identify three or more institutional barriers to achievement.
- E. I know at least three things educators can do to make schools or classrooms more inclusive for all students.
- F. I am aware of specific resources, strategies and tools available to assist with our diversity efforts.
- G. My team has created or is in the process of creating a Diversity Action Plan designed to improve school culture and student learning.

An additional goal is for participants to become more aware of personal attitudes and behaviors, and to develop an increasingly multicultural perspective.

