

## HB 2823: Distinguishing District Responsibilities from Charter Responsibilities in Conducting Principal and Teacher Evaluations

This chart deals only with statutory changes enacted by HB2823 (Laws 2012, Ch. 259), and their application to district and charter schools respectively.

<b>Statute Element</b>	<b>Districts</b>	<b>Charter Schools</b>
By school year 2013-2014, adopt the 4 performance classifications (Highly Effective, Effective, Developing, Ineffective) in a public meeting and apply the performance classifications to the evaluation instruments in a manner designed to improve principal and teacher performance.	<b>X</b> (A.R.S. § 15-203(A)(38))	<b>X</b> (A.R.S. § 15-203(A)(38))
<b>Principal Evaluations</b>		
Requires annual evaluations.	<b>X</b> (A.R.S. § 15-203(A)(38))	<b>X</b> (A.R.S. § 15-203(A)(38))
Principal evaluation applies to the instructional leader(s) primarily responsible for overseeing academic performance at each school.		<b>X</b> (A.R.S. § 15-203(A)(38))
Adopt in a public meeting and implement by school year 2013-14 policies for principal evaluations. Before the adoption of these policies, the school district governing board shall provide opportunities for public discussion on the proposed policies.	<b>X</b> (A.R.S. § 15-341(A)(42))	
Policies must describe the principal evaluation instrument including the four performance classifications.	<b>X</b> (A.R.S. § 15-341(A)(42)(a))	
Policies must describe the alignment of professional development opportunities to the principal evaluations.	<b>X</b> (A.R.S. § 15-341(A)(42)(b))	
Policies must describe incentives for principals in the two highest classifications including multiyear contracts and incentives to work at D or F schools.	<b>X</b> (A.R.S. § 15-341(A)(42)(c))	
Policies must describe transfer and contract processes for principals in the lowest classification.	<b>X</b> (A.R.S. § 15-341(A)(42)(d))	
Requires a principal's evaluation and performance classification to be made available to other districts or charter schools for hiring purposes.	<b>X</b> (A.R.S. § 15-503(F))	
<b>Teacher Evaluation</b>		

Requires annual evaluations.	<b>X</b> (A.R.S. § 15-203(A)(38))	<b>X</b> (A.R.S. § 15-203(A)(38))
A certificated teacher beginning their 4 <sup>th</sup> year of employment and who is designated in the lowest performance classification may be offered a non-continuing contract	<b>X</b> (A.R.S. § 15-536)	
Adopt in a public meeting by school year 2013-14 policies for teacher evaluations. Before the adoption of these policies, the school district governing board shall provide opportunities for public discussion on the proposed policies.	<b>X</b> (A.R.S. § 15-537(B))	
Policies must describe: (1) incentives for teachers in the highest performance classification, including multi-year contracts not to exceed 3 years; (2) incentives for teachers in the two highest performance classifications to work in schools designated D or F schools; (3) protections for teachers transferred to schools designated D or F schools; and (4) protections if the principal of the school is designated in the lowest performance classification	<b>X</b> (A.R.S. § 15-537(B)(1)-(4))	
Policies must describe the following beginning in school year 2015-16: (1) support and consequences for teachers designated in the lowest performance classification; (2) an intervention option for teachers designated in the lowest performance classification that includes the use of a performance improvement plan that may be used only once for each teacher; (3) dismissal policies pursuant to the statutory process for inadequate classroom performance for teachers who continue to be designated in the lowest performance classification after intervention has been provided; and (4) dismissal policies pursuant to statute for teachers who are not provided intervention.	<b>X</b> (A.R.S. § 15-537(C)(1)-(4))	
Prohibits a teacher who has been employed by a school district for the major portion of three or more consecutive school years and who is designated in the lowest performance classification for two consecutive years from being transferred as a teacher to another	<b>X</b> (A.R.S. § 15-537(D))	

school in the school district unless the teacher has been given a notice of inadequacy of classroom performance, is subject to an improvement plan, and the governing board approves the new placement as in the best interests of the pupils in the school. A teacher may not be transferred more than once pursuant to this provision.		
Requires at least two actual classroom observations of the teacher each year as part of evaluation process.	<b>X</b> <b>(A.R.S. § 15-537(E)(1))</b>	<b>X</b> <b>(Framework)</b>
Requirements for the classroom observations include: (1) complete and uninterrupted lessons; (2) at least 60 calendar days between the first and last observations; and (3) written feedback to be provided to the observed teacher within 10 business days.	<b>X</b> <b>(A.R.S. § 15-537(E)(1))</b>	
Requires persons conducting observations and evaluations be trained and qualified to evaluate teachers.	<b>X</b> <b>(A.R.S. § 15-537(F))</b>	
Specifies that copies of a certificated teacher's evaluation report and performance classification retained by ADE are confidential and not a public record.	<b>X</b> <b>(A.R.S. § 15-537(I))</b>	
Allows a certificated teacher's performance evaluation report and performance classification to be shared with school districts and charter schools inquiring about employment.	<b>X</b> <b>(A.R.S. § 15-537(I)(3))</b>	
Requires teacher transfer policies to take into consideration current distribution of teachers across all performance classifications and the needs of the pupils in the school district.	<b>X</b> <b>(A.R.S. § 15-537(J))</b>	
<b>Classroom Site Fund</b>		
Beginning in 2014-15, requires an individual teacher's performance classification to be a component of the performance pay system required by Prop 301 and that the individual teacher performance component shall account for 33% of the 40% allocation for teacher compensation based on performance and employment related expenses.	<b>X</b> <b>(A.R.S. § 15-977(B) and (C)(2))</b>	

<b>Alternative Timeline</b>		
<p>Allows the postponement of the full implementation of the teacher and principal evaluation until 2013-14 school year; a district governing board or charter school's governing body must adopt a plan at a public meeting that includes:</p> <ul style="list-style-type: none"> <li>• Before 9/30/2012: a timeline to implement by 2013-14; a plan for engaging teachers and stakeholders; a plan to determine how the evaluations will guide professional development; and</li> <li>• Before 12/31/2012: an instrument or instruments considered for evaluation; the percentage of the outcome of the evaluation in accordance with the teacher-principal evaluation Framework.</li> </ul>	<p><b>X</b> <b>(HB2823, § 11)</b></p>	<p><b>X</b> <b>(HB2823, § 11)</b></p>