ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Effective Beginning the

2016-2017 *School Year*

The Arizona State Board of Education

Adopted April 25, 2011
Amended May 19, 2014, January 25, 2016, and April 25, 2016 and August 27, 2018

ARIZONA STATE BOARD OF EDUCATION
2015-2016 TASK FORCE ON TEACHER AND PRINCIPAL EVALUATIONS

The 2015-2016 Task Force on Teacher and Principal Evaluations conducted its work in service of the students in Arizona's public schools. The Task Force members hold that the goal of both teacher and principal evaluations is to enhance performance so that students receive a higher quality education. Further, the work here submitted reflects the belief that evaluations are most effective as one part of a systemic approach to improving educator performance and student achievement.

VISION

"To improve student learning, Arizona supports effective teachers and principals by developing a model framework that is flexible in its application and establishes the expectations for a comprehensive evaluation and feedback process, to which all Arizona Local Education Agency (LEA) evaluation instruments shall align."

GOALS

- To allow local educational agencies (LEAs) flexibility in aligning teacher and principal evaluations within the framework;
- To reflect equity, opportunity, and research in the evaluation process;
- To create a framework that supports continuous improvement;
- To increase data-informed decision making to foster a school culture of continual student learning and progress;
- To incorporate multiple measures of student academic progress in the evaluation process;
- To ensure that valid and reliable measures of student academic progress and professional practice are significant components of the evaluation process;
- To facilitate and inform educator growth through mentoring and professional learning;
- To provide for periodic review of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data.

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ARIZONA REVISED STATUTES § 15-203(A)(38)

ARS §15-203(A)(38), first adopted in 2010 and subsequently amended, requires the State Board of Education to -*" adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty percent of the evaluation outcomes."* The statute requires the Board to include four performance classifications in the framework, and adopt best practices for professional learning and evaluator training.

BACKGROUND

Outstanding teachers and principals make a difference. Great classroom teaching and principal leadership are the strongest predictors of student development and achievement. Based on this reality, in 2010 Arizona legislators initially passed a law intended to change the culture of education in Arizona, and improve how local educational agencies (LEAs) evaluate their teachers and principals. Specifically, this law requires the State Board of Education (SBE) to develop a framework for teacher and principal evaluations that includes quantitative data on student academic progress that accounts for between 33% and 50% of each evaluation outcome. LEAs will be required to use an instrument that meets the requirements established by the framework to annually evaluate individual teachers and principals.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing districts and charters with as much flexibility as possible to develop evaluation systems that meet their individual needs. The local control of LEAs to create, implement and revise, as needed, within this guidance framework is paramount to building effective, locally relevant evaluation systems. To that end the framework should be used to guide local decisions and does not constitute a "one size fits all" evaluation system. Each LEA is ultimately responsible to develop systems and policies that align to their specific needs.

To ensure the equity and success of all evaluation systems, LEAs should take the necessary steps to align professional learning to evaluation outcomes. The Task Force recommends that teachers and principals remain focused on Arizona's Professional Teaching and Administrative Standards. These will serve as key components in all evaluation systems. In addition, LEAs should develop and/or participate in professional learning that meets the standards from Learning Forward to ensure that all professional learning for educators meets the highest standards of quality.

Technical assistance for implementing your evaluation system is available by contacting the Effective Teachers and Leaders Unit of the Arizona Department of Education.

DEFINITIONS

Academic Growth
The change in student achievement students experience between two or more points in time. For the purpose of evaluation state assessment data and/or student growth percentiles must be a significant factor in the calculation.

Academic Progress
Measurement of student's learning of grade level content standards; these measures shall include the amount of academic growth students demonstrate and their academic proficiency. These measures may be calculated using data from, but not limited to, state administered assessments, SLOs, LEA benchmark assessments, formative or summative assessments, and school achievement profiles.

Alternative Performance Evaluation Cycle
Pursuant to A.R.S. § 15-537, an evaluation cycle that LEAs may establish for teachers who have been evaluated and designated as highly effective for at least three consecutive years by the same LEA

Benchmark Assessments
Used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Benchmark assessments are usually administered periodically during a course or school year.

Classroom-Level Data
Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Classroom Observations
Used to generate measures of teaching performance and professional practice through observable classroom processes including specific teacher practices, aspects of instruction, and interactions between teachers and students; Classroom observations can measure broad, overarching aspects of teaching or subject-specific or context-specific aspects of practice.

Formative Assessment
A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course; these data are intended to provide feedback needed to adjust ongoing teaching and improve learning outcomes.

Framework
A general set of guidelines that comprise the basic elements that shall be included in all teacher and principal evaluation instruments utilized by Arizona LEAs.

Group A Teachers
Teachers with multiple measures of valid and reliable classroom-level student academic progress data, as determined by the LEA. These data shall align to Arizona's content standards, and be appropriate to individual teachers' subject areas.

Group B Teachers
Teachers not meeting the requirements for Group A Teachers.

Multiple Measures of Student Learning
The use of various types of measures of student learning, for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

New Teacher
A teacher new to the profession or with less than three years of teaching experience.

Newly Reassigned Teacher
A teacher who has been newly assigned to a grade, content area or school.

Nontested Grades and Subjects
Refers to the grades and subjects for which state level assessments do not exist because they are not required to be tested under the Elementary and Secondary Education Act or Arizona law.

Parent Surveys
Questionnaires that seek information from parents regarding their perceptions of their teacher, principal and/or school.

Pre- and Post-Tests
Tests that measure the content of the curriculum of a particular course or grade that are taken at the beginning of a time period (usually a semester or year) and then toward the end of that period to obtain a measure of academic growth.

Reliability
The degree to which an assessment tool produces stable and consistent results.

School-Level Data
Data that relates to student academic progress within an individual team, grade, or school. These may include scores on state administered assessments, district/school assessments, benchmark assessments, standardized assessments, SLOs and other measures of student learning.

SLO - Student Learning Objective
A Student Learning Objectives, or SLO, is a classroom-level standards-based measure relevant to the content area taught during the current school year that is specific and measurable, written to measure academic growth and mastery, and assesses all or the most important standards within the course. See the Arizona Department of Education guide, The Student Learning Objective Handbook, for more information.

Student Surveys
Questionnaires that seek information from students regarding their perceptions of their teachers, principal and/or school.

Summative Assessment
Assessments used to determine whether students have met instructional goals or student learning outcomes at the end of a course, program, or academic year.

Teacher or Principal Performance and Professional Practice
An assessment of teacher or principal professional performance and practice that is based upon multiple observations and evaluation instruments which contain rubrics aligned to the appropriate professional standards approved by the State Board.

Team
A group of teachers that teach the same subject, students or grade levels that are expected to collaborate to impact student learning and or school outcomes.

Validity
The extent to which a test measures what it is purported to measure and therefore the results of the test allow for accurate conclusions to be made about student academic progress.

Veteran Teacher
A teacher, who is not new or newly reassigned, with three or more years of teaching experience.

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

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Arizona's Framework for Measuring Educator Effectiveness is designed to provide LEAs with as much flexibility as possible to create and implement evaluation systems for teachers of Kindergarten through grade 12 that fit the individual needs of each LEA. While not required by the Board or statute, LEAs may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

LEA evaluation systems shall include teaching performance and professional practice measures (ARS §15-537) and academic progress measures (ARS §15-203 (A)(38)). These measures shall apply to all teachers. Each LEA is encouraged to develop or refine evaluation systems so that these systems provide valuable information to support and improve teacher performance.

Pursuant to ARS § 15-537, LEAs may use an alternative performance evaluation cycle for teachers who have been evaluated and designated as highly effective for at least three consecutive years by the same LEA. LEAs shall adopt policies for an expedited performance review during the years in which a teacher is not undergoing a formal performance evaluation. The expedited performance review policies may classify teacher performance in categories that include teamwork and support for lower-performing teachers. If an expedited performance review determines the teacher in not in the highest performance classification, the teacher shall be removed from the alternative performance evaluation cycle and be reviewed on the formal evaluation system.

Teaching Performance and Professional Practice
- The teaching performance and professional practice component of the evaluation shall account for between 50% and 67% of the total evaluation outcome.

- LEAs shall use multiple measures of teaching performance to evaluate teachers.

- LEA evaluation instruments developed or selected as meeting the needs of the LEA shall include rubrics that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602.

- LEAs are encouraged to evaluate the alignment of rubrics, or portions thereof, to determine the indicators that provide essential evidence of effective teaching performance and professional practice.

Components of Effective Educator Evaluations and Best Practices

To assist LEAs as they work to revise their teacher and principal evaluation instruments to meet the requirements of the Arizona Framework for Measuring Educator Effectiveness, the Task Force recommends a focus on the following key components of effective educator evaluations for teachers and principals:

- **Arizona's Professional Teaching Standards** – The Arizona State Board of Education has adopted professional teaching standards from the Interstate Teachers Assessment and Support Consortium (InTASC) that establish specific expectations for the skills and

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knowledge that all Arizona teachers should possess. These standards should serve as key components in any teacher evaluation system.

- **Arizona's Professional Administrative Standards** – The Arizona State Board of Education has adopted principal leadership standards that establish specific expectations for the skills and knowledge that all Arizona principals should possess. These standards should serve as key components in any administrative evaluation system.

- **Learning Forward's** *Standards for Professional Learning* —The Arizona State Department of Education has adopted the *Standards for Professional Learning* from Learning Forward that establish specific expectations to ensure that all professional learning for educators meets the highest standards of quality.

- **Evaluator Training to Ensure Inter-Rater Reliability** – Critical to the equity and success of all evaluation systems is the professional learning of staff to ensure the reliability and validity of the evaluation process.

The list below serves as suggestions for ideal practices in order to improve student achievement in Arizona.

- Ongoing use of quality post-observation feedback, plus use of data and assessment analysis to drive increased student academic progress and achievement;
- Multiple formative and summative teacher and principal evaluations per year;
- Qualified and certified evaluator inter-rater reliability for teachers and principals;
- Extensive use of national student and teacher standards for the design of evaluation rubrics;
- Alignment between teacher and principal observation instruments for increasing student academic progress and achievement;
- Multi-levels of teacher and principal performance competencies;
- Develop a campus climate conducive to conducting annual evaluations of teachers and principals for the purpose of increasing student academic progress and achievement;
- Use of an annual educator's goal(s) plan for all teachers and principals resulting with increased student Academic Progress and achievement;
- All teachers and principals are accountable for improvement of student Academic Progress and achievement;
- Rubrics based on national teacher, principal, and student standards;
- Use of LEA educator evaluation data to determine allocation of staff, professional learning, and resources for building capacities for increasing student academic progress and achievement;
- Facilitate and inform educator growth through mentoring and professional learning.
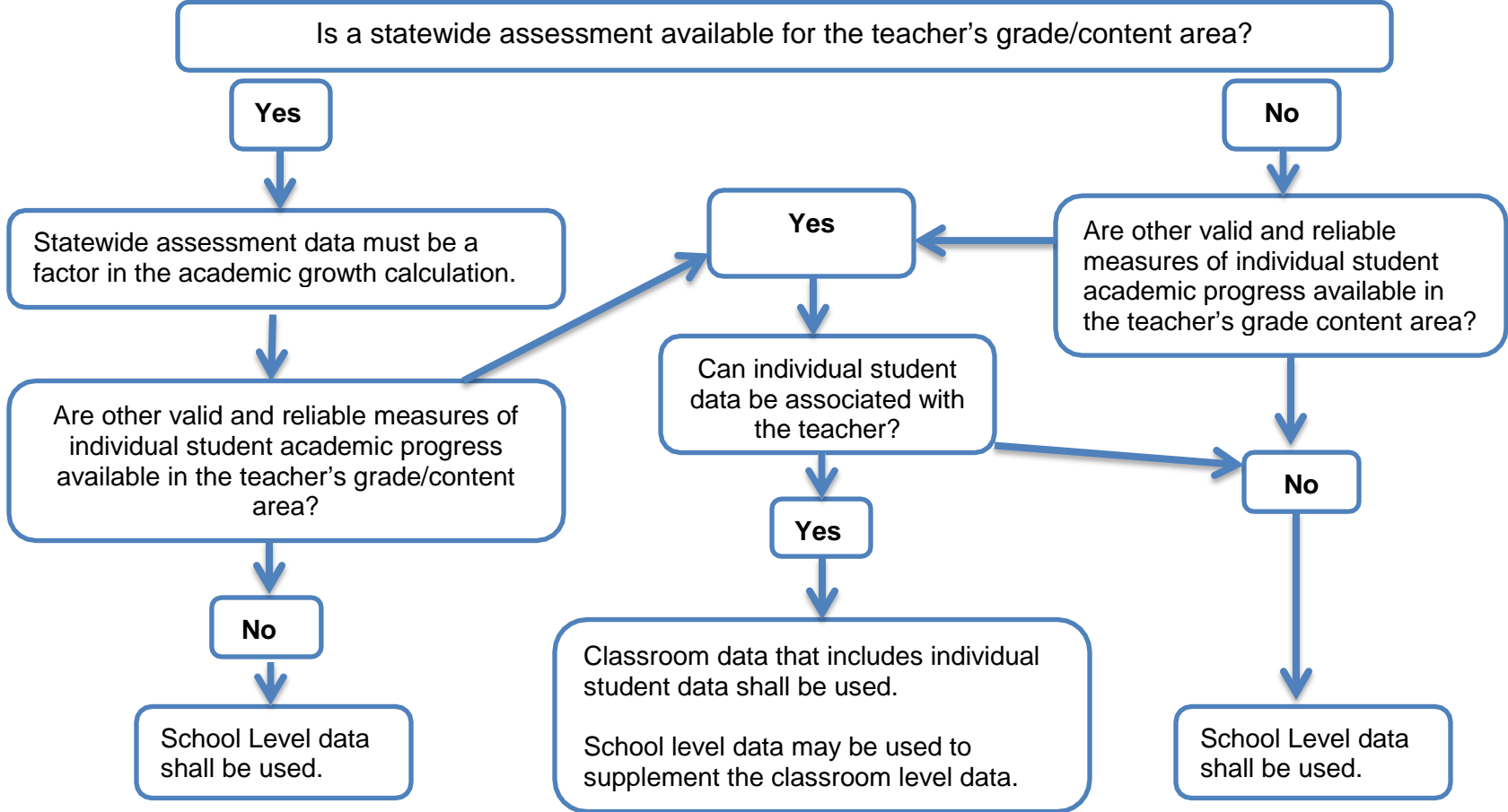
Academic Progress

High stakes decisions about educator effectiveness shall be made using multiple measures of student learning that are both valid and reliable. Because LEAs throughout Arizona have vastly different student academic progress data available across multiple content areas, it is not possible to impose strict rules on which data should be used for all teachers. Therefore, LEAs must make local determinations regarding a teacher's status, Group A or Group B, based on the availability of multiple, valid and reliable measures for the grade and/or content area for individual teachers (see **Use of Student Academic Progress Data Decision Tree**).

To this end, this framework identifies several sources of data that may be used; however, LEAs should recognize that many teachers do not have multiple, varied, valid and reliable measures of student learning. This is particularly true for teachers in special needs areas and for those in grades and subjects where statewide assessments are not required. As LEAs continue to refine or develop their own evaluation systems, priority should be given to the creation of valid and reliable measures in these high need areas.

- Student academic progress data shall account for between 33% and 50% of the total evaluation outcomes. LEAs may set the weight of all data elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome.

- LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress.

- LEAs shall ensure that academic progress calculations include measures of academic growth.
  - The academic growth calculation shall comprise at least 20% of the total evaluation outcome.
  - State assessment data including student growth percentiles must be a significant factor in the academic growth calculation.

- When appropriate to a teacher's grade and/or content area, data from state administered assessments shall be used as at least one of multiple measures of academic progress.

- The use of classroom-level and school-level data elements and the proportion they contribute to the evaluation of academic progress for Group A and Group B teachers shall be determined by the LEA.

- LEAs should determine the relative proportion of student academic progress measures based on the evaluation of the:
  - alignment of measures to the school's mission, vision and/or culture;
  - availability of multiple, valid and reliable measures;
  - availability of state assessment data in the grade/content area;
  - attribution of individual students' learning measures to their teachers.

- LEAs should refer to the **Use of Student Academic Progress Data Decision Tree** to determine the use of individual student, classroom, and school-level data:
  - Group A: In cases where valid and reliable classroom-level data are available, LEAs shall incorporate classroom-level data into the final evaluation outcome, including statewide assessment.
    - These data may be combined with school-level data. School-level data may include aggregate team, grade, or school-level data.
  - Group B: In cases where *no* valid and reliable classroom-level data exist, school-level data shall account for at least 33% but shall not exceed 50% of the total evaluation outcome.
    - School-level data may include aggregate team, grade, or school-level data.

Use of Student Academic Progress Data Decision Tree

Is a statewide assessment available for the teacher's grade/content area?

Yes

No

Statewide assessment data must be a factor in the academic growth calculation.

Are other valid and reliable measures of individual student academic progress available in the teacher's grade content area?

Yes

Are other valid and reliable measures of individual student academic progress available in the teacher's grade/content area?

Can individual student data be associated with the teacher?

No

No

Yes

School Level data shall be used.

Classroom data that includes individual student data shall be used.

School level data may be used to supplement the classroom level data.

School Level data shall be used.

Academic Progress
A measurement of student academic performance. These measurements shall include the amount of academic growth students experience between two or more points in time, and may also include other measures of academic performance, including, but not limited to, state administered assessments, district/school formative and summative assessments, and school achievement profiles.

Classroom-Level Data
Data that are limited to student academic progress within an individual classroom or course. These may include scores on state administered assessments, district/school assessments, interim/benchmark assessments, standardized assessments, Student Learning Objectives (SLOs) and other measures of individual student learning.

Multiple Measures of Student Learning
The use of various types of measures of student learning, for the purpose of evaluating teachers' and principals' effectiveness. For example, state level assessments, value-added or growth measures, curriculum-based tests, SLOs, pre/post-tests, capstone projects, oral presentations, performances, or artistic or other projects.

LEAs may consider the development or identification of other measures to supplement those teachers with only minimal data available.

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Calculating total evaluation outcome:
LEAs must combine the score derived from the teaching performance and professional practice portion with the academic progress score to determine the total evaluation outcome. LEAs shall determine the weights of these two portions, adhering to the requirements described above.
For example, if an LEA's evaluation system results in a total evaluation outcome score ranging from 0-100 points; then student academic progress shall represent between 33 and 50 points. Of those points, 20 points shall come from measures of academic growth (leaving 13 to 30 points to be determined by other measures of academic progress). The remaining 50 to 67 points shall reflect the measure of teacher professional performance and professional practice.

The total evaluation outcome shall be used to determine each teacher's teacher performance classification. LEAs are responsible for determining the points associated with each classification rating.

Teacher Performance Classifications:

As prescribed in A.R.S. § 15-203, LEAs shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's instructional performance is exceptional and her/his students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

- **Effective:** An *effective* teacher consistently meets expectations. This teacher's instructional performance is effective and her/his students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by classroom observations as required by ARS §15-537.

- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's instructional performance is mixed and her/his students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's instructional performance is ineffective and her/his students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by classroom observations required by ARS §15-537.

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

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Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

The table that follows outlines the evaluation framework for principals. It also includes the types of student achievement data that may be used. As LEAs use this framework to develop or refine their own evaluation instruments they shall adhere to the following requirements:

- LEAs shall ensure that multiple data elements are used to calculate the portion of each principal's evaluation dedicated to student academic progress.

- Measures of Academic Progress at the school-level shall account for at least 33% of evaluation outcomes. LEAs may increase the weight of these elements as they deem appropriate; however, the total weight of these data shall not exceed 50% of the total evaluation outcome. Data from state administered assessments shall be included as at least one of the school-level data elements. LEAs may determine which additional school-level data will be used and in what proportions.

- LEAs shall ensure that the total measure of Academic Progress (classroom-level and/or school-level) includes a calculation of the amount of Academic Growth students experience. The Academic Growth calculation shall comprise at least 20% of the total evaluation outcome. State assessment data including student growth percentiles must be a significant factor in the Academic Growth calculation.

- LEAs may choose to incorporate other types of system/program-level data into principal evaluations that focus on student academic progress in specific programs, grade-levels, and subject areas. For example, LEAs may determine that their principal evaluations will include Academic Progress data related to third grade reading proficiency rates. If other types of system/program-level data are used the total weight of these data shall account for no more than 17% of evaluation outcomes. Additionally, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome.

- The "Leadership" component of the evaluation shall be based upon observation of a principal's performance. LEAs' evaluation instruments shall include rubrics for this portion of the evaluation that are aligned to the Professional Administrative Standards approved by the State Board of Education in Board Rule R7-2-603. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

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<u>ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAs</u>

- LEAs shall ensure that multiple measures of student academic progress are used to calculate the portion of each teacher's evaluation dedicated to student academic progress;

- LEAs shall include all students for whom valid and reliable data exists;

- When available, data from statewide assessments shall be used to inform the evaluation process;

- All assessment data used in educator evaluations shall be aligned with Arizona State Standards;

- LEAs shall include student achievement data for reading and/or math as appropriate. However, student achievement data should not be strictly limited to these content areas;

- LEAs are encouraged to use SLOs when statewide assessment data are not available for the individual teacher;

- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone;

- All evaluators should receive professional learning in order to effectively implement their LEA's teacher evaluation system;

- LEAs should provide for the development of classroom-level achievement data for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework;

- LEAs should develop and provide professional learning on the evaluation process and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education;

- As required by ARS § 15-537, LEAs shall develop with stakeholder input:

  o Incentives for teachers in the highest performance classification, which may include multiyear contracts not to exceed three years;
  o Incentives for teachers in the two highest performance classifications to work at schools that are assigned a letter grade of D or F;
  o Protections for teachers who are transferred to schools that are assigned a letter grade of D or F;
  o Protections for teachers if the principal of the school is designated in the lowest performance classification;
  o Performance improvement plans for teachers designated in the lowest performance classification; and
  o Dismissal or nonrenewal procedures for teachers who continue to be designated in the lowest performance classification.

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APPENDICES

POSSIBLE RESOURCES FOR ARIZONA LEAs TO ASSIST IN THE PREPARATION AND
IMPLEMENTATION OF AN EDUCATOR EVALUATION SYSTEM

ASSESSMENT DATA SOURCE	METHOD(S)	EXAMPLE
AZELLA	Percent of students testing English proficient	With the exception of pre-emergent and emergent students, 30%* of ELL students will test out of ELD (*A-F School Achievement standard)
AzMERIT (select reading, math, or science)	Movement on the measurement scale	X percent of students will improve one measurement label; no more than X percent will drop from the highest performance level
	MAP - School Achievement scale scores	X percent of students are predicted to pass AzMERIT in 2 years (criteria utilized in MAP)
	Percent correct for student below the highest measurement level	60% of ELL students will increase by X percentage points on the Reading test; X percent of non-ELL students will increase by X percentage points; the percent of students in the highest category will remain the same (this is an example of differing subgroup performance and could be used with other subgroups)
District Benchmark Assessments (given three times)	Percent correct	X percent of students will increase from the first to the third benchmark by at least X percentage points. Using a vertically equated scale the growth in scale scores across each benchmark will increase a minimum of X scale points
End of Course Assessment (no pretest)	Percent of students who achieve an identified percentage of items	X percent of students will achieve 80% on the end of course exam
SLO Process Student Learning Objective: <u>Achievement Goal</u>	Percent of students who demonstrate proficiency on the end-of-course assessment	Example: 80% of students will score at least a 75% on the end-of-course exam. 80% of students will score a 3 on a 4 point rubric
<u>Growth Goal</u>	X number of students who show at least a 50% increase of the potential growth from baseline assessment to end-of-course assessment for each Level of Preparedness Group (High, Adequate, Low Group)	Average baseline score+ [(100-average baseline score) x 50%] = SLO Growth Score for each Level of Preparedness Group (High, Adequate, Low Group)
	Number of students who move one category over on a 4 or 5 point rubric	X number of students will show growth of one category on a 4-5 point rubric

SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL
EVALUATION INSTRUMENTS

Sample LEA Teacher and Principal Performance Evaluation System Design Team

Statement of Role of the Evaluation Instrument Design Team: To develop recommendations to the Administration under the auspices of the Governing Board regarding the inclusion of at least 33% of the teacher and principal evaluation instruments to include student academic progress. All recommendations will be thoughtfully considered and researched by the appropriate individuals before finalizing any policy or procedure.

Purpose: To improve achievement of students in Sample Public Schools by implementing a teacher and principal evaluation instrument which ensures that student academic progress is a significant component of the performance evaluations of teachers and principals.

Goals:
- To enhance and improve student learning;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow districts and charters to use local instruments to fulfill the requirements of the framework;
- To reflect equity, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions;
- To use the evaluation process and achievement data to drive professional learning to enhance student performance;
- To increase data-informed decision making for students and evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Design Team Composition: Teacher Evaluation Instrument
Teachers in tested and non-tested areas (Sp. Ed., STEM areas, CORE etc.), Administrators, etc.

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Evaluation Instrument Design Team Members: Facilitator:	To advise the district with specific recommendations for indicators of student academic progress for the purposes of teacher evaluation	Identify the best data available by grade/content areas for use with both tested and untested groups. List of specific objective indicators of student academic progress to include in the Evaluation Instrument in order to comply with the new state mandate.	Implementation <DATE> To Governing Board for approval <DATE>	<DATES>

Design Team Composition: Principal Evaluation Instrument
Principals (elementary, middle, high school, if appropriate)
Assistant Principals (middle and high school, if appropriate)

Design Team	Specific Objective	Deliverables/ Products	Deadline	Meeting Dates/Location
Principal/ Assistant Principal Members: Facilitator:	To advise the district with recommendations for specific objective indicators of student academic progress to be included on the principal and assistant principal evaluation instrument.	List of specific objective indicators of evidence of student academic progress for inclusion on the principal and assistant principal evaluation instrument.	<DATES>	<DATES>

Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions	Deliverables/ Products
<DATES>	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework What are the quantitative measures that we currently have in place? What are other assessment measures in place in classrooms? What does the data look like from these measures?	List of quantitative measures in place List of other assessment measures in place in various classrooms
	Review of current practice on collecting student achievement information (connection to last meeting) Brainstorming session to form possibilities for achievement data collection Review of current Evaluation Instrument (examine areas where indicators could be added/moved/deleted/rewritten)	
	Design Phase: Develop new indicators Examine rating scale and make recommendations	
	Review Evaluation Instrument Conduct teacher/principal survey Conduct school based discussions led by principals Review Evaluation Instrument and revise as needed	
	To Governing Board for Pilot Approval, <DATE>	
	Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, <DATE>	

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SAMPLE LEA COMMUNICATION PLAN

The goals of the Teacher and Principal Evaluation Design Communication Plan are as follows:
1. Establish a regular and timely communication process as we revise the Evaluation Instrument to include at least a 33% focus on student academic progress.
2. Raise the awareness and understanding of student assessment and measures of student academic progress with all teachers and administrators.
3. Garner support for the new teacher and principal evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation.

Purpose: The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides LEAs the opportunity to increase awareness of the importance of student assessment, to foster comprehensive analysis of the available quantifiable student achievement data and to tie this information to the development of a highly skilled teaching and administrative staff. The following communication framework is suggested:

Communication Methods	Purpose	Timeline	Dissemination	Audience
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments	Communication about the Design Team process and charge sent out in late April 2010 Progress information sent out by May 2010 TBA as the Design Team	Electronic Communication/E mail	Teaching Staff, Principals, Senior Staff
Administrative Team Updates	Dissemination to a wide number of departments	As per scheduled meetings at the request of senior staff	Verbal with handouts as appropriate	All school and department administration
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less	Individual	Individual
Emails/Outlook	General updates, Design Team communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/ Design Team/Staff	Individual/ Design Team/Staff

Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
Social Media	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited
School Presentations/ Discussions	To provide clear and consistent information to all teachers	<DATES>	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	<DATES>	Electronic/ Survey Monkey	Teachers/Principals
Governing Board Communication	To communicate effectively with the superintendent and Governing Board	Upon request	Emailed	Superintendent/ Governing Board
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school administrators	<DATES>	Presentation/One to one dialogue	Teachers/ Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	<DATES>	Print/Electronic Publication	All teachers and teacher evaluators

Evaluation:

Establish a regular and timely communication process as we revise the Teacher and Principal Evaluation Instruments to include at least a 33% focus on student academic progress.

- Evidence of ease of transition;
- Evidence of teacher and principal understanding of the new requirements;
- Raise the awareness and understanding of student assessment and measures of student achievement with all teachers and administrators;
- Evidence of training conducted at school sites on student assessment and student achievement data;
- Garner support for the new evaluation system. Establish understanding of new Arizona State Law requirements regarding teacher and principal evaluation;
- Moderate concern or lack of concern about new requirements;
- Questions raised are detail and implementation oriented.

2015 TASK FORCE MEMBERS

Amy Hamilton, Task Force Chair, Arizona State Board of Education Member, and District Teacher

Roger Jacks, Task Force Vice Chair, Arizona State Board of Education Member, and District Superintendent

Vicki Balentine, University of Arizona

Ken Burbank, Charter School Teacher

Deb Duvall, Arizona School Administrators (ASA)

Dick Foreman, Arizona Business Education Coalition (ABEC)

Rebecca Gau, Stand For Children Arizona

Cecilia Johnson, Arizona Department of Education (ADE)

Ildiko Laczko-Kerr, Arizona Charter Schools Association

Wendy Miller, Charter School Principal

Andrew Morrill, Arizona Education Association (AEA)

Janice Palmer, Arizona School Board Association (ASBA)

Cheryl Rogers, District Teacher

Karen Sanders, District Principal

Denton Santarelli, District Superintendent

Tom Tyree, Yuma County Superintendent of Schools