



Arizona State Board of Education  
Teacher and Principal Evaluation Task Force

**NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Teacher and Principal Evaluation Task Force and to the general public, that the Task Force will hold a meeting open to the public as specified below. The Task Force reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Task Force may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Task Force may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. §38-431.03 (A)(2) and (3), the Task Force may vote to convene in executive session for discussion or consultation for legal advice from the Task Force's attorneys concerning any items on this agenda and/or for discussion or consideration of records exempt by law from public inspection, including the receipt of information that is specifically required to be maintained as confidential by state or federal law.

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DATED AND POSTED this 3rd day of September, 2015

By: \_\_\_\_\_

  
Christine Thompson  
Executive Director  
(602) 542-5057

**AGENDA**

ARIZONA STATE BOARD OF EDUCATION  
TEACHER AND PRINCIPAL EVALUATION TASK FORCE  
Tuesday, September 15, 2015  
9:00 AM  
Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
Room 311

AGENDA  
TEACHER AND PRINCIPAL EVALUATION TASK FORCE  
September 15, 2015  
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9:00 a.m. CALL TO ORDER

1. WELCOME & INTRODUCTIONS
  
2. TASK FORCE DISCUSSION OF FRAMEWORK REVISIONS TO:
  - Mission, Vision, Goals (Page-i)
  - Appendices A-I
  - Draft Technical Corrections
  
3. TASK FORCE DISCUSSION OF FRAMEWORK CHALLENGES REGARDING GROUP A VERSUS GROUP B TEACHERS
  
4. PRESENTATION AND DISCUSSION OF ASA's QUALIFIED EVALUATOR TRAINING
  - Deb Duvall, Executive Director, AZ School Administrators Association
  
5. DISCUSSION OF AGENDA ITEMS FOR NEXT MEETING: October 6, 2015
  
6. CALL TO THE PUBLIC
  
7. ADJOURN

## ARIZONA STATE BOARD OF EDUCATION 2010-2011 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 **teaching teacher and principal** performance so that students receive a higher quality education. Further, the work ~~here submitted~~ of the Taskforce reflects the belief that evaluations are ~~most effective as~~ **only** one part of a **larger** systemic approach to improving educator performance and student achievement.

It would be great to change the goal to include reflection and growth for teachers. This is more current and includes a growth mind set as opposed to just evaluative. This is more of a long-term approach to improving performance and student achievement.

### VISION

*"To improve student achievement, Arizona supports effective teachers and principals by developing a model framework that ~~can be incorporated into~~ **establishes the minimum expectations for a rigorous evaluation and feedback process that all Arizona LEA's [district and charter] evaluation instruments shall align and further ensures that valid and reliable student academic progress is a significant component in the teacher and principal evaluation process.**"*

I am a little confused by the first statement "to improve student achievement". In the bottom part of the vision statement, it states "student academic progress" Is there any way we can make those the same? Achievement is a very broad term and to many they may not know what the "academic progress" is (academic, social, emotional, all of the above) referring to. In the goals, the first bullet point says \* to enhance and improve student learning. It seems a bit confusing to use so many different terms.

### GOALS

- ~~To enhance and improve student learning;~~
- To use the evaluation process and achievement data to **facilitate effective mentoring and drive inform to drive teacher growth and development - professional development (\*keep) and support** to enhance teaching, leadership, and student performance.
- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all. **To utilize the teacher and principal evaluation system to create or enhance a school culture that promotes and embraces student learning**  
Can we add QFIC ( quality, fidelity, integrity and consistency?)  
Delete this bullet. Rationale: Half of it is garbled; we never really developed in the first framework a role for students in evaluation, other than the piloted Hupp survey, and most of this is redundant anyway. If we don't strike it altogether, we should curtail the wording.
- To use the evaluation process and **valid and reliable multiple data inputs** to improve teacher and principal performance; *Can we divide this one? The first part is similar to the last bullet point.*  
change - to increase data informed decision making for students, teachers and principals.

Delete this bullet. Rationale for the deletion: This is absolutely a restatement of the second goal, above.

- To ~~incorporate~~ ~~ensure~~ ~~promote~~ multiple measurements of ~~student~~ achievement ~~learning~~ and staff ~~performance~~ ~~are incorporated into the process~~;
- To ~~communicate~~ ~~identify~~ clearly defined expectations ~~of a rigorous process that supports continuous improvement~~;
- To allow districts and charters ~~to use local instruments to fulfill the requirements of the~~ ~~flexibility~~ ~~in aligning teacher and principal evaluations with the~~ framework;
- To reflect fairness, flexibility, and a ~~research-based approach~~ ~~in teacher and principal evaluation~~ ~~in the evaluation process~~;
- To create a ~~school~~ culture ~~in which student~~ ~~where data drives instructional~~ ~~data is a primary component of teacher and principal performance~~ decisions.  
Substitute: To enhance data-driven decision making in instructional decisions and policy.

**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 evaluations is to enhance educator reflection and growth so that students receive a higher quality education. Further, the work of the Taskforce reflects the belief that evaluations are only one part of a larger systemic approach to improving educator performance and student progress.*

**VISION**

*“To improve student academic progress, Arizona supports effective teachers and principals by developing a model framework that establishes the minimum expectations for a rigorous evaluation and feedback process that all Arizona LEAs' evaluation instruments shall align and further ensures that valid and reliable student academic progress is a significant component in the teacher and principal evaluation process.”*

**GOALS**

- To facilitate effective mentoring and data for more informed educator growth and development;
- 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 reflect fairness, opportunity and research in the evaluation process;
- To support continuous improvement;
- To embrace quality, fidelity, integrity and consistency in promoting student academic progress;
- To allow LEAs flexibility in aligning teacher and principal evaluations within the framework.

**Teacher and Principal Evaluation Task Force Meeting  
Summary of Meeting  
Conference Room 311 – Jefferson  
Tuesday, August 8, 2015, 9:00 a.m.**

<p><b>Members Present:</b> Amy Hamilton                    Ildiko Laczo-Kerr Roger Jacks                     Vicki Balentine Janice Palmer                  Dick Foreman Andrew Morrill                Tom Tyree Deb Duvall                      Rebecca Gau Denton Santarelli              Cecilia Johnson Wendy Miller                   Karen Sanders Ken Burbank(phone-in) Vicki Balentine</p>	<p><b>Members Absent:</b> Cheryl Rogers</p>
<p>9:15 AM Call to Order</p>	
<p>Agenda Item 1. Introductions Welcome</p>	
<p>Agenda Item 2. Presentation and Discussion of Evaluation Models</p> <ul style="list-style-type: none"> <li>• Flagstaff Unified School District</li> <li>• J.O. Combs Unified School District</li> <li>• Arizona State University</li> <li>• Maricopa County Education Service Agency</li> </ul>	<p><b>*See attachment from each panelist</b></p> <p><b><u>Flagstaff Unified School District:</u></b> Dr. Dietrich Sauer, Director of HR for FUSD, presented their model and addressed questions from the Task Force.</p> <p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• FUSD Teacher and administrator created model - Growth measurement involves both A &amp; B teacher, grade level collaboration– supports teacher retention</li> <li>• Teacher choice to break-up 33% into 2 common assessment choices – fosters teacher buy-in</li> <li>• Principal mock assessment calibration included in admin counsels – supports interrater reliability</li> </ul> <p><b>Answers Regarding Successes and Challenges</b></p> <ul style="list-style-type: none"> <li>• The Framework supports the work as the basis upon model was built</li> <li>• Hardest part of the Framework is determining growth - We targeted individual pre &amp; post scores.</li> <li>• Initially difficult for teachers to grasp having a portion of their evaluation tied to a single data point often out of their control. Collaborative teams and multiple choice growth measures helped mitigate apprehension. Teachers represent ½ of our committee. A pilot year supported the transition.</li> <li>• Targeted goal to move B teachers to A teachers through use of in-house common assessment</li> <li>• Regarding success of collaborative teams with various teachers sharing students and results: LY 90% of elementary teachers participated in collaborative teams. Principal evaluation is still individual.</li> <li>• Regarding what is done with evaluation data: rolls to principals and superintendent – drives Professional Development decisions. Ideally, we want to develop target PD that teachers can simply locate and click</li> </ul>

- according to their identified areas of opportunity.
- Is there something we can do in the Framework to better guide schools? A1: Encourage a behavioral approach (without specifics) A2: “If the guidance was: Create the best possible evaluation system that’s relevant to your school district that meets the goals of your district and your Board as well as a developmental tool for your teachers.”
  - Are you seeing academic shifts? In two years, data indicates that the tool is becoming familiar and scores are increasing.
  - What do you do in advance in the form of PD or training for evaluators? New administrators attend training in Phoenix with AZSA. Is there a standard? A: training attendance.

**J.O. Combs Unified School District:** Patty Rogers, Assistant Superintendent, overseer of curriculum and human resources, presentation and Q&A.

**Challenges:**

- Teachers pressured by implementation of tiered goals tied to performance ranking
- The use of one assessment to measure growth
- Proof of teacher effectiveness
- Use of last year’s school letter grade

**Successes:**

- Current use of four performance categories with rubric is more informative than previous evaluation
- Electronic evaluation documents – organized/simplified
- Tiered goals show growth
- Working conditions survey indicated improved support

**Arizona State University:** Dr. Ann Nielsen - brief overview of TAP, implementing in 59 schools across the state in 10 districts with 2100 teachers participating

- Aligned to the Framework
- Leadership team meets 4/yr. to improve inter-rater reliability
- Evaluator certification includes 9 days of initial training, online renewal and leadership calibration
- Evaluation rubric applied to 4 teacher observations (2 announced & 2 unannounced)/year, each followed by a post-conference
- On-going teacher PD & development of administrators

Dr. Nielsen introduced 2<sup>nd</sup> year teacher, Lorielle Haynes, Collier Elementary in Littleton ESD –ASU iTeach student:

- Felt college prepared her well to teach in the classroom with the 19 TAP indicators. The evaluation framework was helpful, facilitated conversations of improvement and provided support.

**Maricopa County Education Service Agency:** Amanda Jelleson, MCESA Field Specialist

- Comprehensive system focuses on teacher support, leader support, growth and retention
- Created in collaboration with AZ alliance districts
- Learning observation instrument – common language between leaders, teachers and stakeholders
- Qualified and certified evaluator training, on-going throughout the year including calibration, feedback and coaching

Teacher feedback indicates appreciation for:

- Content-specific peer evaluators provide feedback and resources
- Professional development and continuous improvement through educator Goal Plans related back to the elements in the rubric with a year-long action plan
- Reliable student data through custom assessments

Kendra Moreno – MCESA Cross District Field Specialist, primary role to support leaders in their observation instrument

- Allows leaders to demonstrate their strengths over multiple authentic settings
- Ability to help leaders look at their systems over time
- Continuous improvement action plans and professional development
- Focused on providing support for teacher retention
- Leadership team approach – coaching observation instrument – common shared language

**Questions to all panelists:**

- Would it be fair to say that there were challenges in the beginning but, for the most part, teachers and principals have embraced the evaluation system? Is that a fair statement?
- What could we do to help foster that improvement as we now look at this (Framework) five years later?

**Answers from panelists:**

- Don't change anything too drastically
- All teachers want to do better, they want to continue to improve but they are also working within a system. Be mindful of that.
- If there are changes, include examples within the Framework to help with clarity and to facilitate discussions for implementation
- Be respectful to the amount of time required for principals to apply changes and the amount of time required for teachers – we don't want them out of the classroom more than we have to – consider the resources needed whether it be funding or additional PD - we need to know in advance so we can budget

<p>Agenda Item 3. Presentation and Discussion of Research on Effective Evaluation Components</p> <ul style="list-style-type: none"> <li>• Dr. Edward Sloat</li> </ul>	<p><b>*See attachment of PowerPoint for overview of presentation</b></p> <p><b>Task Force Questions:</b> As a state, what do we care about? As a committee to create a policy framework, what can we control? What can we inform? What are the minimum expectations that we need all LEAs to incorporate into their framework? How do we provide a document that gives enough guidance to LEAs without making it a <i>shall do</i> vs. a <i>may do</i> framework? How do we balance this empirical information and/or additional guidance with local control?</p> <p><b>Task Force Discussion:</b> Perhaps we need language that states, <i>this is the framework but you are encouraged to go beyond</i>. We cannot legislate, regulate or frame a high performing culture in an LEA. We want to guide them and then get out of their way.</p> <p><b>Task Force Questions:</b> Is it the wording in the Framework document that might have caused some of the results that Dr. Sloat mentioned in his presentation or is it the statutes that came after the Framework document that have created some of the issues? How much of the Framework is the issue?</p> <p><b>Dr. Sloat:</b> I don't know how you get around the <i>Value Added</i> approach –it simply isn't reliable enough that you can use it heavily. You can let districts use different methods, get out of their way and let them put in other measures but it doesn't absolve the requirement of evidence to fire a teacher based upon data that is accurate. If you change the wording of the policy you might become more nebulous. Another research I have presented: same kids, same data, same teachers, same year – five different ways to approach the growth activity of percentiles (value added models, HOM models, FAME models). If you have a different way to approach it, you get five completely different answers on who is good and who's not. What is it that we are trying to measure? Articulate that and then let the methodologists and the districts build the systems that at least aligned to a well-articulated definition of what it is we are trying to measure.</p> <p><b>Task Force Comment:</b> It isn't necessarily what the score is but how that teacher is using the information to make adjustments in the classroom to create informed, qualitative decisions and how data translates into classroom practices and instructional planning.</p> <p><b>Task Force Question:</b> What do we do with a Group B teacher that is evaluated according to data? Acknowledging all the flaws and all the assumptions and all the weak correlations, how do we hold Group B teachers directly accountable for students they didn't instruct on the basis that they are simply part of the collective community responsibility?</p>

**Dr. Sloat:** Districts are dedicated to doing whatever it takes to make students successful. It's the attribution in the public policy to attribute and parcel out the instructional effect of an individual teacher that is causing so many methodological problems. Some would argue that we do not know methodologically how to do that quantitatively. How do you parcel out the absolute effect of the instructional number of the growth metric that's attributable to the classroom teacher and then separate to the instructional interventionist, growth coach, after school tutor, etc.? Many argue that it is an inappropriate application of a perfectly good method of measurement - to measure student growth over time on a population basis as it pertains to an entire district collectively impacting students. We all share it.

**Task Force Discussion:** There is nothing in the Framework that says you have to do it that way. The overall student achievement results are defined as 33-50% but an LEA has the flexibility to place the larger percentage on the collaborative team/grade level or school-wide performance. The more the teachers share the same attributes the less differentiation you have in terms of teacher performance and I know a lot less about that teacher individually. That individual score pulls a lot more weight on paper but there is nothing in the Framework document that delineates percentages, rather it is broadly defined. The challenge of the Task Force is how to provide clarity, justification and reasoning for effective practice of individuals under mandate of a policy. Is that the intent of the policy? The Framework itself is insufficient in a lot of ways because it does not create a picture of other attributes that are important in to an LEA, which doesn't make it bad, just incomplete and an LEA can spend time to incorporate those. Implementing the Framework in 700 different ways is problematic for teachers who can be labeled differently across the state simply because of the method by which they are being evaluated. Public policy can try to fix that by mandating a structure so that everybody is measured the exactly the same but that would need to be evaluated for reliability and validity. Mandating a one-size-fits-all may not be the right way to go. As we look at generalizability, let's consider equity and validity for LEAs statewide to ensure students at risk have high quality educators.

**Task Force Questions:** Do we want to articulate what we want to measure on page-i? Do we have the opportunity to promote legislative change? Do we have an obligation to try in order to create a better system?

**Task Force Discussion:** The less we define the better off we are. We create the framework for others to define. Adding recommendations without detailed specifics will allow for flexibility in the Framework. Let's make this part of September's conversation.

- Not addressed due to time constraint.

Agenda Item 4.  
Presentation and Discussion on

<p>Framework Revisions to:</p> <ul style="list-style-type: none"> <li>• Mission, Vision, Goals (Page-i)</li> <li>• Appendices A-I</li> <li>• Draft Technical Corrections</li> </ul>	
<p>Agenda Item 5. Discussion of Agenda Items For Next Meeting: September 15, 2015</p>	<p><b>Task Force Action Items:</b></p> <ul style="list-style-type: none"> <li>• Move Agenda Item 4 to September meeting</li> <li>• Discuss data as it pertains to Group B Teachers</li> <li>• Discuss flexibility, collaboration</li> <li>• Discuss ASA's Qualified Evaluator Training</li> </ul>
<p>Agenda Item 6. Call to the Public</p>	<p>No requests to speak.</p>
<p>12:47 PM Adjourn</p>	

**Next meeting: Tuesday September 15, 2015**  
**9 am to 12 pm**  
**1535 W. Jefferson Street**  
**Conference Room #311**



# 1535 W Jefferson

## Conference Parking Instructions

### Meeting Name and Date(s)

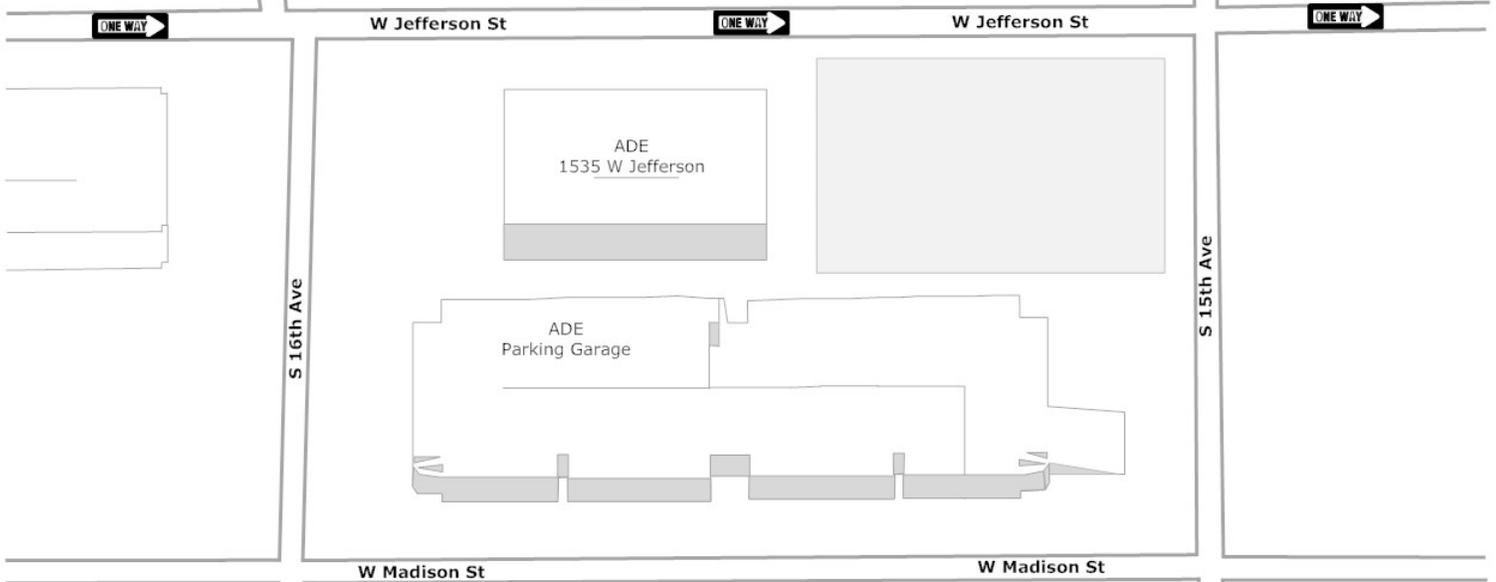
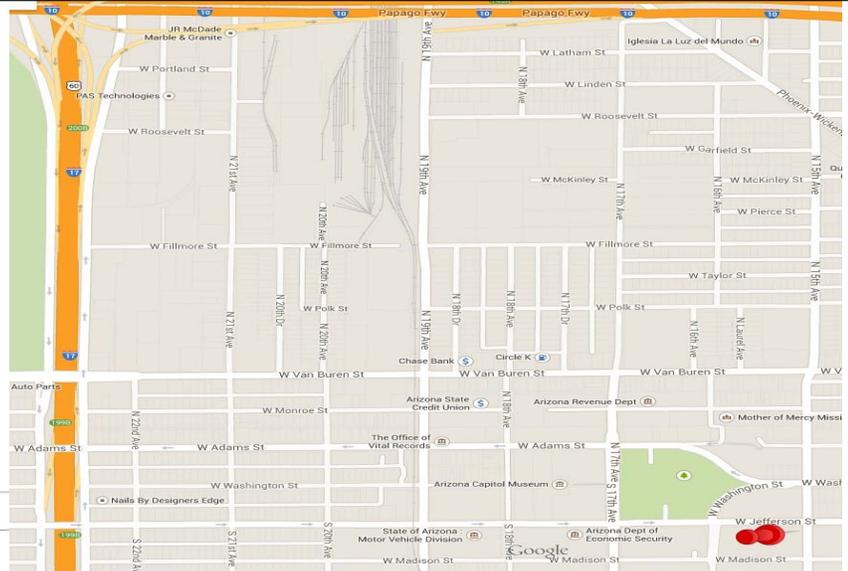
**MONDAY – FRIDAY 8am – 5pm**

Arizona Department of Education  
1535 W Jefferson  
Phoenix, AZ 85007

Conference rooms are located on the 3rd and 4th floors

**Please note:** All conference attendees are required to park on the roof of the garage. Alternate parking can be found in the Capitol Mall area all day parking. The Capitol Mall parking map can be found at:

<https://gsd.az.gov/sites/default/files/documents/files/Parking.pdf>



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