



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, on **Tuesday, November 10, 2015, at 10:00 AM at the Arizona School Administrators Association**, 1910 W. Washington 85009. 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)(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.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 4th day of November, 2015

By: _____


Christine M. Thompson
Executive Director
(602) 542-5057

AGENDA

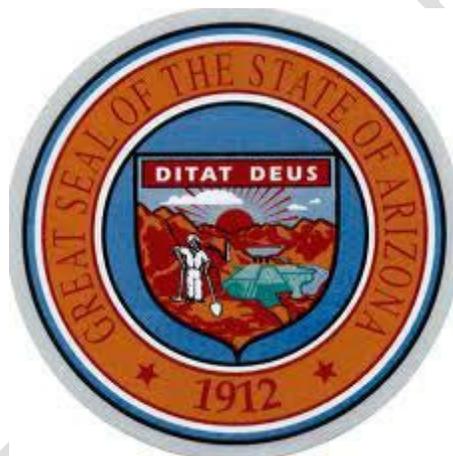
ARIZONA STATE BOARD OF EDUCATION
TEACHER AND PRINCIPAL EVALUATION TASK FORCE
Tuesday, November 10, 2015, 10:00 AM
Arizona School Administrators Association
1910 W. Washington 85009

10:00 AM CALL TO ORDER

1. PRESENTATION, DISCUSSION AND POSSIBLE ACTION REGARDING PROPOSED REVISIONS TO THE ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS
2. CALL TO THE PUBLIC
3. ADJOURN

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Effective Beginning the
2016-2017 School Year



The Arizona State Board of Education

Adopted April 25, 2011 and Amended May 19, 2014 and November 10, 2015

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 fairness, 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.

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**ESSENTIAL STANDARDS RELATING TO THE APPROPRIATE USE OF TESTS AND
OTHER TYPES OF ACHIEVEMENT DATA**

In reviewing this Framework for Measuring Educator Effectiveness, one should ~~continue~~ be reminded of the thoughtful decision making processes that will be required to ensure that evaluation systems are fair and accurate. In developing these systems ~~It is imperative that LEAs~~ districts and charters recognize that high stakes decisions about educator effectiveness ~~shall~~ should only be made using **multiple measures** of student learning that are both **valid and reliable**. To this end, this framework identifies several sources of data that may be used; however, districts and charters ~~LEAs~~ should recognize that the majority of teachers do not have a complete compliment of valid and reliable measures of student learning achievement data. 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~~ districts and charters begin the work of developing ~~continue to refine~~ or develop their own evaluation systems priority should be given to the creation of valid and reliable measures assessments in these high need areas.

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 development 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 many districts and charters (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.

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.

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 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.¹

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 available **valid and reliable classroom level student academic progress data**, as determined by ~~the state or LEA, multiple measure~~ classroom level student ~~achievement~~ **academic progress** data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Group B Teachers

Teachers with limited (~~lacking multiple measures~~) or **no without multiple measures of** valid and reliable, **classroom level student academic progress data**, as determined by ~~the state or LEA, multiple measure~~ classroom level student ~~achievement~~ **academic progress** data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

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.¹

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, a content area or a 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.¹

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.

SLOs - Student Learning Objectives

Student Learning Objectives, or SLOs, are a set of goals created by educators or educator teams that establish learning targets for groups of students based on available data; monitor student growth toward the targets; and, at the end of an agreed-upon time period, determine the degree to which students meet the targets for the purpose of measuring student academic progress.

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

Draft - October 2015

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

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 LEAs' their individual needs. While not required by the Board, LEAs may include the evaluation of Pre-Kindergarten teachers in the evaluation systems they adopt.

Due to the ~~disparity in availability of valid and reliable student academic progress achievement~~ data between teachers in various content areas, the framework is divided into two components: Group A and Group B. LEAs shall apply the Group A framework to all teachers with available ~~multiple measures of classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.~~ The Group B framework shall be applied to all teachers with limited or no available classroom level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

Because LEAs throughout Arizona have vastly different assessment ~~student academic progress~~ data available across multiple content areas it is not possible to impose strict rules on which teachers should use each framework. Therefore, LEAs must make local determinations regarding a teacher's status based on the availability of ~~valid and reliable~~ measures for the grade and/or content area. LEAs are strongly encouraged to examine their existing assessment systems and to develop new sources of ~~valid and reliable~~ classroom level student ~~academic progress~~ data where currently none, or very little, exist.

Upon the determination that multiple valid and reliable measures exist for a content area or grade that was previously considered ~~Group B~~ those teachers shall be considered ~~Group A~~ for the purpose of evaluation. Therefore, the LEA's ~~Group A~~ evaluation methodology shall be used for those teachers. For example, while some districts and charters may have developed several sources of classroom level student achievement data for their music teachers, others have not. Districts and charters are strongly encouraged to examine their existing assessment systems and to develop new sources of valid and reliable classroom level student achievement data where currently none, or very little, exist.

The table that follows outlines the evaluation framework for both Group A and Group B. 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:

Group A:

Academic Progress

- 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~~.
- Classroom level data elements shall account for ~~at least between 33% and 50%~~ of the ~~total~~ evaluation outcomes. LEAs may ~~increase set~~ 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. If **When** available and 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 classroom level data elements. LEAs may shall determine which additional classroom level data will be used and in what proportions.

- The use of **school level** data elements is optional for teachers using the Group A framework. If **school level** data are used the total weight of these data shall account for no more than 17% of the **total** evaluation outcomes. Additionally, the sum of school level data and classroom level data shall not exceed 50% of the **total** evaluation outcome.
- 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 **between two or more points in time**. The **Academic Growth** calculation shall comprise at least 20% of the **total** evaluation outcome. **Beginning in the 2015-2016 school year**, State assessment data **and/or student growth percentiles** must be a significant factor in the **Academic Growth** calculation. **The State Board of Education will define that significant factor prior to the start of the 2016-2017 school year after two years' consecutive growth data from the new assessment are available.**

Teaching Performance and Professional Practice

- The "**Teaching Performance and Professional Practice**" component of the evaluation shall be based upon classroom observations as required by ARS §15-537. **LEAs** District and charter evaluation instruments **developed or selected as meeting the needs of the LEA** shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The "**Teaching Performance and Professional Practice**" component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.

For example:

- If an LEA's evaluation system results in a final evaluation score ranging from 0-100 points; then student **academic progress** shall represent between 33 to 50 points, depending on the LEA's chosen proportions. Of those points, 20 points shall come from **measures of academic growth**. The remaining 50 to 67 points shall reflect **teacher professional performance and professional practice**.

Group B:

Academic Progress

- 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**.
- By definition, teachers using the Group B framework have **limited or no valid and reliable**, as determined by the state or LEA classroom level student **academic progress**.

~~data, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. either limited or no valid and reliable classroom-level student academic progress data that are aligned to Arizona's academic content standards and appropriate to individual teachers' content areas.~~

- ~~➤ In cases where limited (~~lacking multiple measures~~) **valid and reliable classroom-level data exist** LEAs shall incorporate these data into the final evaluation outcome; however, these data shall be augmented with the use of additional **school-level data**. **School-level data** may include aggregate school, grade, or team-level data. The sum of available **classroom-level data** and **school-level data** shall account for between 33% and 50% of the **total** evaluation outcomes.~~
- ~~➤ In cases where no valid and reliable classroom-level data exist school-level data shall account for at least 33% of the **total** evaluation outcomes. School-level data may include aggregate school, grade, or team-level data. 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.~~
- ~~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 and/or student growth percentiles must be a significant factor in the **Academic Growth** calculation. Districts and charters 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 between two or more points in time. The **Academic Growth** calculation shall comprise at least 20% of the total evaluation outcome.~~

Teaching Performance and Professional Practice

- ~~The “Teaching Performance and Professional Practice” component of the evaluation shall be based upon classroom observations as required by ARS §15-537. LEAs evaluation instruments developed or selected as meeting the needs of the LEA shall include rubrics for this portion of the evaluation that are aligned to the Professional Teaching Standards approved by the State Board of Education in Board Rule R7-2-602, available at: http://azsos.gov/public_services/Title_07/7-02.htm#Article_6. The “Teaching Performance and Professional Practice” component of the evaluation shall account for between 50% and 67% of the **total** evaluation outcomes.~~

~~For example:~~

- ~~If an LEA's evaluation system results in a final evaluation score ranging from 0-100 points; then student **academic progress** shall represent between 33 to 50 points, depending on the LEA's chosen proportions. Of those points, 20 points shall come from measures of **academic growth**. The remaining 50 to 67 points shall reflect **teacher professional performance and professional practice**.~~

Group	Classroom Level Data	School Level Data	Teacher Performance & Professional Practice
A (multiple, valid and reliable measures available)	<ul style="list-style-type: none"> • Required • 33-50% of total evaluation • 20% of total shall be based on Academic Growth from state assessments 	<ul style="list-style-type: none"> • Optional • No more than 17% of total evaluation (when combined with classroom level data) 	<ul style="list-style-type: none"> • Required • 50-67% of total evaluation
B (limited or no valid and reliable measures available)	<ul style="list-style-type: none"> • If limited measures are available incorporate within school level data proportions 	<ul style="list-style-type: none"> • Required • 33-50% of total evaluation • 20% of total shall be based on Academic Growth from state assessments 	<ul style="list-style-type: none"> • Required • 50-67% of total evaluation

Draft - October 2015

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

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 LEAs' individual needs. 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.

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.

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 Learning Data Decision Tree**).

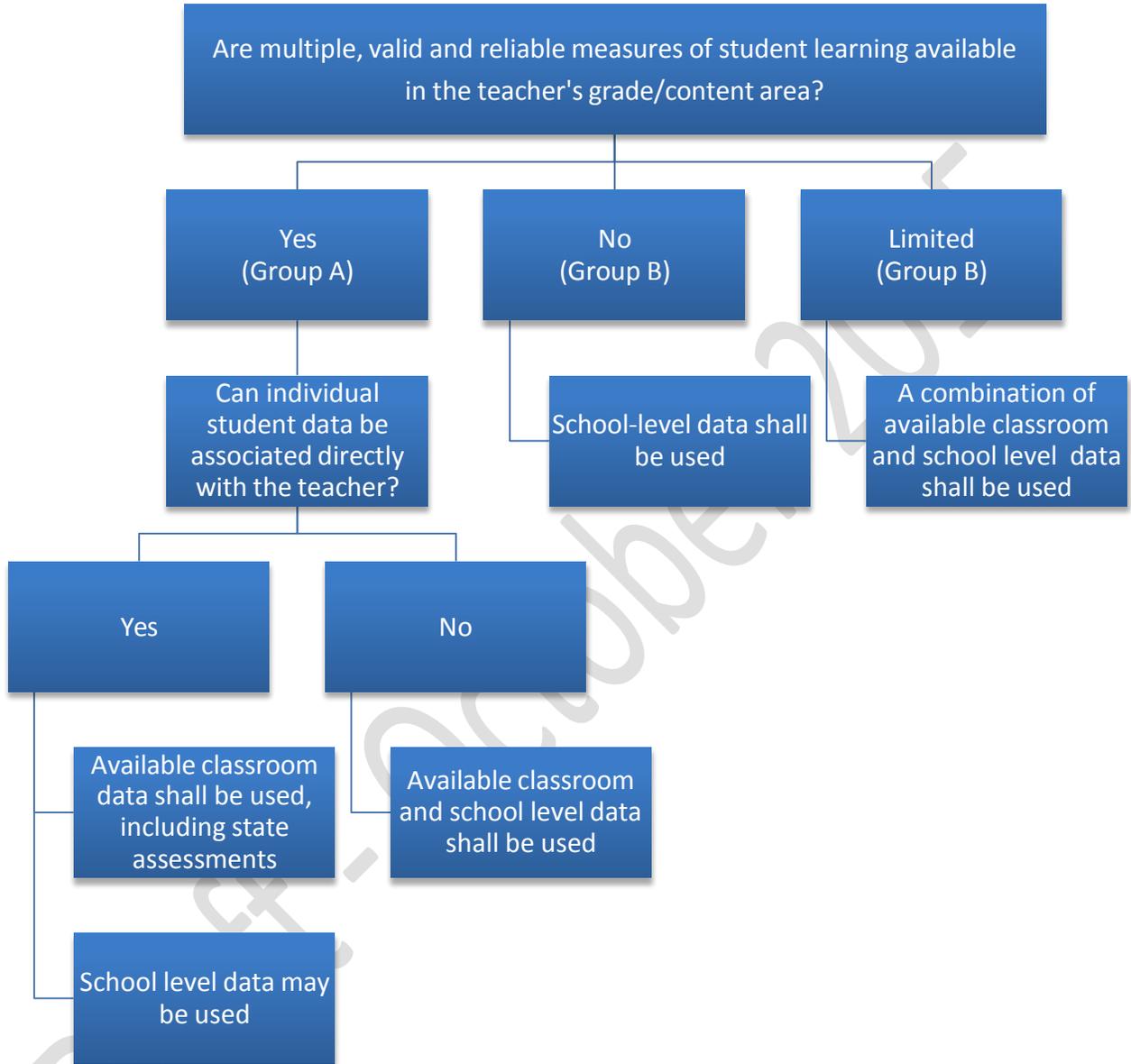
To this end, this framework identifies several sources of data that may be used; however, LEAs should recognize that the majority of teachers do not have a complete compliment of valid and reliable measures of student learning. This is particularly true for teachers in special needs areas and for those 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 and/or student growth percentiles must be a significant factor in the academic growth calculation.
- When available and 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 learning 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 Learning Data Decision Tree** to determine the use of classroom and school level data:
 - Group A: In cases where multiple, valid and reliable classroom level data are available, LEAs shall incorporate classroom-level data, including state assessment scores, into the final evaluation outcome.
 - 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 *limited* valid and reliable classroom-level data are available, which may include a lack of multiple measures, LEAs shall incorporate a combination of classroom-level and school-level data into the final evaluation outcome.
 - 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 Learning Data-Decision Tree



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

Draft - October 2015

FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

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 ~~data elements~~ 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 and/or 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 performance~~ 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 available at: http://azsos.gov/public_services/Title_07/7_02.htm#Article_6. The "Leadership" component of the evaluation shall account for between 50% and 67% of evaluation outcomes.

Group	School Level Data	System Level/Program Level Data	Principal Performance & Professional Practice
All Principals	<ul style="list-style-type: none"> • Required • 33-50% of total evaluation • 20% of total shall be based on Academic Growth from state assessments 	<ul style="list-style-type: none"> • Optional • No more than 17% of total evaluation (when combined with school level data) 	<ul style="list-style-type: none"> • Required • 50-67% of total evaluation

Draft - October 2015

Summary

~~As attention now turns to the implementation of this framework there will be a myriad of important matters for districts and charters LEAs to consider. In an effort to ensure the integrity of these evaluation systems there are a few central considerations that merit specific attention.~~

~~First, as previously mentioned,~~ It is critical that high stakes decisions regarding educator effectiveness be made using multiple measures that are both valid and reliable. The Task Force understands that ~~the necessary assessments and other student achievement data~~ **valid and reliable** measures of student **academic progress** do not exist for all teachers to be included in the Group A evaluation framework. Therefore, LEAs are strongly encouraged to begin the processes necessary to develop additional valid and reliable classroom-level data for all teachers. It should be the goal of every LEA to create the necessary data sources so that all teachers can be evaluated using the Group A framework.

~~Second,~~ To ensure the fairness and success of all evaluation systems, LEAs should take the necessary steps to align professional development offerings 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 development that meets the standards from Learning Forward to ensure that all professional learning for educators meets the highest standards of quality.

Draft - October 2016

ADDITIONAL INSTRUCTIONS AND RECOMMENDATIONS TO LEAs

- 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.
- 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.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observations – neither should stand alone.
- All evaluators should receive professional development in order to effectively implement their LEA's teacher evaluation system. ~~in the form of Qualified Evaluator Training.~~
- 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 development 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.

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APPENDICES

APPENDIX A

SAMPLE STUDENT ACHIEVEMENT DATA SOURCES

<u>ASSESSMENT DATA SOURCE</u>	<u>METHOD(S)</u>	<u>CRITERIA</u>
AIMS Spring '10 – '11 (select reading or math)	<p>Movement on the FAME scale</p> <p>MAP - School Achievement scale scores</p> <p>Percent correct for student below "Exceeds"</p>	<p>X percent of students will improve one FAME label; no more than X percent will drop from "Exceeds" to "Meets"</p> <p>X percent of students are predicted to pass AIMS in 2 years (criteria utilized in MAP)</p> <p>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 "Exceeds" category will remain the same (this is an example of differing subgroup performance and could be sued with other subgroups)</p>
LEA Criterion Assessments (given three times)	<p>Percent correct</p> <p>FAME Scale</p>	<p>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.</p> <p>The FAME equivalent score will improve one level or remains at "Meets" or "Exceeds"</p>
LEA Developed Pre-Post Tests	Percent of students who show growth (defined) from Pre to Post test	X percent of students will show X percent of growth from Pre to Post test
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)
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
DIBELS		<p>X percent of students scoring in the 'Intensive' category on the beginning- period DIBELS assessment will move to 'Strategic or Benchmark' by the end- period assessment.</p> <p>X percent of students scoring 'Strategic/Benchmark' at the beginning-period will not drop into the 'Intensive' category by the end of the year.</p>

APPENDIX B

The table below can serve as a roadmap for LEA movement from current to ideal practices in order to improve student achievement in Arizona.

Cross Analysis of Current and Ideal Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator	
Current Practices	Ideal Practices
1.0 Limited or non-existent Post-Observation Feedback for Teachers and Principals.	1.0 Ongoing use of Quality Post-Observation Feedback, plus Use of Data and Assessment Analysis to drive Increased Student Academic Progress and Achievement.
2.0 None to one Summative Teacher and Principal Evaluation per year.	2.0 Multiple Formative and Summative Teacher and Principal evaluations per year.
3.0 Limited Evaluator Inter-Rater Reliability for Teacher and Principal Evaluations.	3.0 Qualified and Certified Evaluator Inter-Rater Reliability for Teachers and Principals.
4.0 Limited or no use of Student and Teacher National Standards for the design of Observation Rubrics.	4.0 Extensive use of National Student and Teacher Standards for the design of Observation Rubrics.
5.0 Little to no alignment of Teacher and Principal Observation Instruments to Student Academic Progress and Achievement (Product)	5.0 Alignment of Teacher and Principal Observation Instruments for Increasing Student Academic Progress and Achievement (Product)
6.0 Limited or no use of Performance Levels for Teacher and Principal Competencies.	6.0 Multi-Levels of Teacher and Principal Performance Competencies.
7.0 Compliance driven Annual Teacher and Principal Evaluations as a “Have To”.	7.0 “Want To” conduct Annual Evaluations of Teachers and Principal for the purpose of Increasing Student Academic Progress and Achievement.
8.0 Use of Performance Improvement Plans (PIP) ONLY for Under-Performing Teachers and Principals.	8.0 Use of an Annual Educator’s Goal(s) Plan for All Teachers and Principals resulting with Increased Student Academic Progress and Achievement. .
9.0 Only Teachers are accountable for the Improvement of Student Academic Progress and Achievement.	9.0 All Teachers and Principals are Accountable for Improvement of Student Academic Progress and Achievement.
10.0 Use of a “checklist” for Teacher and Principal Performance.	10.0 Rubrics based on National Teacher, Principal and Student Standards with Indicators, Descriptors and Performance Levels are utilized.
11.0 Limited use of Teacher and Principal Evaluation Data to determine professional growth program for Increasing Student Academic Progress and Achievement.	11.0 Use of School and District Teacher and Principal Evaluation Data to determine allocation of staff; professional development; and resources for building capacities for Increasing Student Academic Progress and Achievement.

APPENDIX C

COMPONENTS OF EFFECTIVE EDUCATOR EVALUATIONS

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 New Teachers Assessment and Support Consortium (INTASC) Professional Teaching Standards that establish specific expectations for the skills and 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 Professional Administrative Standards from the Interstate School Leaders Licensure Consortium (ISLLC) 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.
- *National Staff Development Council Standards for Professional Development*—The Arizona State Department of Education has adopted Professional Development Standards 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 fairness and success of all evaluation systems is the professional development of staff to ensure the reliability and validity of the evaluation process.

It is also important to reinforce that effective evaluations of all educators should:

- Recognize quality instruction and improve instruction;
- Incorporate multiple measures;
- Focus on student learning;
- Create a path toward a professional improvement plan;
- Be summative and formative; and
- Include and encourage collaboration with other teachers, educational staff and school personnel.

APPENDIX D

SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL EVALUATION INSTRUMENTS

Sample School 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 fairness, 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 development 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 2012-2013 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 draft of 2012-2013 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>			

	<p>Pilot Conducted</p> <p>Feedback to Design Team</p> <p>Final Revisions</p> <p>Governing Board Review and Approval, <DATE></p>	
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APPENDIX E

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 progresses	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
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.

APPENDIX F

RECOMMENDATIONS TO THE ARIZONA STATE BOARD OF EDUCATION

- Ensure Arizona's Professional Teaching Standards align to national expectations (Interstate Teacher Assessment and Support Consortium - InTASC)
- Ensure Arizona's Professional Administrative Standards align to national expectations (Interstate School Leaders Licensure Consortium - ISLLC)
- Provide for periodic reviews of this evaluation framework and implementation and make any modifications deemed necessary based upon the best available data

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APPENDIX G

RECOMMENDATIONS TO THE ARIZONA DEPARTMENT OF EDUCATION

- Expand data and assessment resources to increase the number of teachers with associated student-level achievement data.
- Ensure review of Framework and implementation with districts and charters that are in Corrective Action or are identified as “persistently low achieving.”
- Develop and implement a communication plan that provides timely and consistent information to all stakeholders.
- Participate in the CCSSO States Consortium on Educator Effectiveness (SCEE) regarding this effort nationally.
- Focus training plans on developing capacity through County School Superintendents and/or Regional Support Centers.
- Provide a repository of Arizona school LEA evaluation instruments (observation rubrics, protocols, etc.) as well as qualified evaluator training utilizing best practices.
- Provide a repository (bank) of experts for consultation (available on request).
- Provide support for various users groups as instruments are developed.
- Provide a menu of reference materials on effective evaluation processes.
- Institute on-going professional development for teachers in the area of student assessment, analysis of student assessment/progress data, and instructional practices which link directly to increased student progress.
- Include in the state’s annual Federal reporting whether LEAs have classroom-level achievement data on each teacher and whether those data are used in their teacher evaluation instruments. This information should be used to ensure that districts and charters are constantly developing reliable classroom-level achievement data for teachers in non-core academic areas.
- Develop an Advisory Committee to review the effectiveness of the teacher and principal evaluation framework that is approved by the State Board of Education. The findings and recommendations of this committee should be reported to the State Board of Education for its consideration.

APPENDIX H

RECOMMENDATIONS TO ARIZONA COUNTY SCHOOL SUPERINTENDENTS

- Coordinate, with the Arizona Department of Education, the implementation and utilization of Statewide Longitudinal Data Systems for each County Local Education Agency.
- Assist County Local Education Agency Alliances with the development and implementation of Student Assessment Systems for Tested and Non-Tested areas of instruction.
- Facilitate, with County Local Education Agencies, the development and implementation of Classroom Teacher Observation and Principal Performance Instruments based on National Teaching, Student, and Principal Standards.
- Coordinate, with County Local Education Agencies, Professional Staff Development Programs that will assist each to develop and implement Training Programs that will increase the professional capacity for Teachers and Principals resulting with increased student academic progress and achievement.
- Assist County Local Education Agencies, through highly effective training programs, that will ensure Inter-Rater Reliability for Formative and Summative Classroom and Principal Performance Observations.
- Develop a County Cadre of Professional Experts who can assist Local Education Agencies to implement its Teacher and Principal Performance Based Evaluation System.
- Assist County Local Education Agencies with developing “Sustainability of Valid Fiscal and Human Resources” required for ensuring continuation of its Performance Based Evaluation Systems.
- Coordinate, with County Local Education Service Agencies, proposed public policies that will enhance and sustain its Performance Based Evaluation System.
- Assist County Local Education Agencies to design develop and submit public and private funded grants that will provide fiscal resources to research and validate ongoing improvements of its Performance Based Evaluation System.
- Provide County Local Education Agencies a repository of research; samples; and data required to validate a successful Performance Based Evaluation System.
- Facilitate countywide seminars and conferences for Local Education Service Agencies for ensuring effective development, implementation and evaluation of Performance Based Evaluation Systems as evidenced by statistically significant increases in [instructional performance](#) and student academic progress and achievement for all teachers.

APPENDIX I

RECOMMENDATIONS TO STATEWIDE EDUCATION ASSOCIATIONS

- Assist with training on state and national teaching and leadership standards
- Assist with training in the observation and evaluation of classroom teaching
- Assist with training in understanding data and its use for continuous student and school improvement
- Support opportunities for the development of region/LEA cadres of inter-rater reliable trained evaluators
- Work collaboratively with the ADE to develop repositories of observation and evaluation instruments
- Develop repositories of experts for consultation
- Collaborate to ensure availability of training opportunities throughout the state

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