ARIZONA STATE BOARD OF EDUCATION
TASK FORCE ON TEACHER/PRINCIPAL EVALUATION FRAMEWORK

The members of the Task Force on Teacher and Principal Evaluation conducted our work in service to the students in Arizona's public schools. We hold that the goal of both teacher and principal evaluation is to improve performance that yields higher quality education. Further, the work here submitted reflects our belief that evaluation is most effective as one part of a systemic approach to improving the performance that is critical to student success.

ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

RECOMMENDATIONS FOR IMPLEMENTATION

Submitted to the Arizona State Board of Education

APRIL 12, 2011

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

The State Board of Education shall…***"on or before December 15, 2011 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 per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."***

BACKGROUND

During the 2010 legislative session a law was passed that can change the culture of education in Arizona, and improve how many 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 data requirements established by the framework to annually evaluate individual teachers and principals beginning in the 2012 – 2013 school year.

The Arizona Framework for Measuring Educator Effectiveness detailed in this document complies with all legal requirements while also providing LEAs with as much flexibility as possible to develop evaluation systems that meet their individual needs.

For many LEAs, implementing a new or revised teacher and principal evaluation instrument/system that incorporates the Arizona Framework for Measuring Educator Effectiveness by the 2012 – 2013 school year will present significant challenges. The SBE understands these challenges and acknowledges that it may take time for LEAs to develop and implement truly robust systems. To assist schools during this transition the Arizona Department of Education (ADE) will provide a repository of evaluation instruments that comply with the Arizona Framework for Measuring Educator Effectiveness. The intent of this repository is not to require the use of any specific evaluation instrument or system, but rather to provide LEAs with additional guidance on how they might develop their own.

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 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 recognize that high stakes decisions about educator effectiveness should only be made using multiple measures that are both valid and reliable. 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 student 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 begin the work of developing their own evaluation systems priority should be given to the creation of valid and reliable assessments in these high need areas.

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VISION

"To improve student achievement by developing a model framework that can be effectively incorporated into all Arizona LEA evaluation instruments and ensures that student academic progress is a significant component in the teacher and principal evaluation process."

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 LEAs 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 teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

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DEFINITION OF TERMS

Academic Growth
A quantitative measurement that is based on, at minimum, two measureable reference points defined between two consecutive years (i.e. spring-to spring measures) or beginning-to-end instructional periods within a given school year (i.e. pre-post testing designs) *or* Continual Progress Monitoring measures.

Academic Progress
A measurement of student academic performance. These measurements can be either: 1) the amount of academic growth a student experiences during one school year; or 2) a single measure of academic performance, including, but is not limited to, formative or summative assessments, AZ LEARNS profiles, survey data, and IEP goals.

Classroom-Level Data
Data that are limited to student academic performance within an individual classroom or course. These may include AIMS scores, SAT 10 scores, district/school assessments, benchmark assessments, and other standardized assessments. Classroom-level data does NOT include teacher made quizzes or tests for a specific classroom.

Formative Assessment
Assessments used by teachers and students as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.

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 available classroom-level student achievement 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 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.

Reliability
The extent to which an assessment provides consistent measurements.

School-Level Data
Data that are limited to student academic performance within an individual school. These may include AIMS scores, SAT 10 scores, district/school assessments, other standardized assessments, and AZ LEARNS profiles.

Team
Any group of teachers that teach the same subject, students or grade levels.

Validity
The extent to which a test's content is representative of the actual skills learned and whether the test can allow accurate conclusions concerning achievement.

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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 the National Staff Development Council (NSDC) 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 progress,
- 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.

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FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

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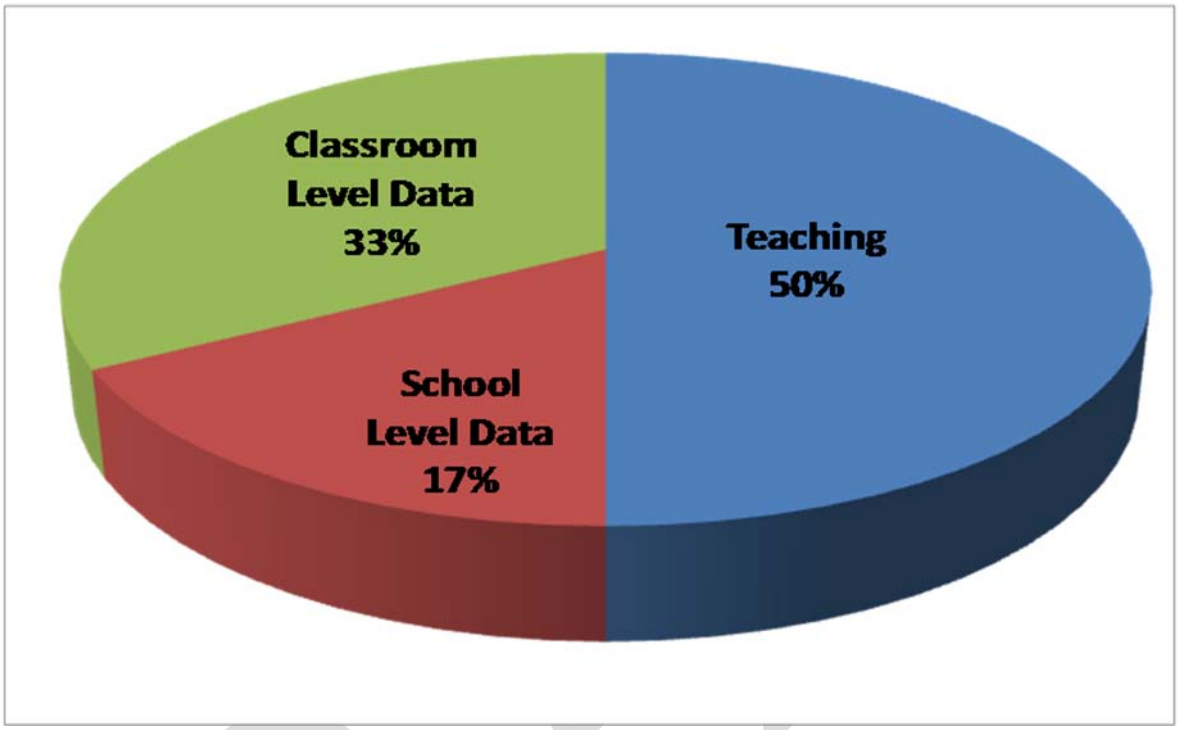
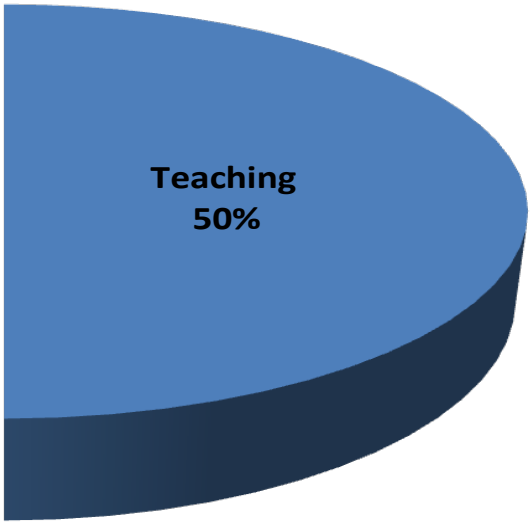
Framework for Teacher Evaluations
Group A Teachers



Teaching

InTASC Professional Teaching Standards:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Innovative Applications of Content
6. Assessment
7. Planning Instruction
8. Instructional Strategies
9. Reflection and Continual Growth
10. Collaboration



Learning

Classroom Level Data 33%

Possible Measures

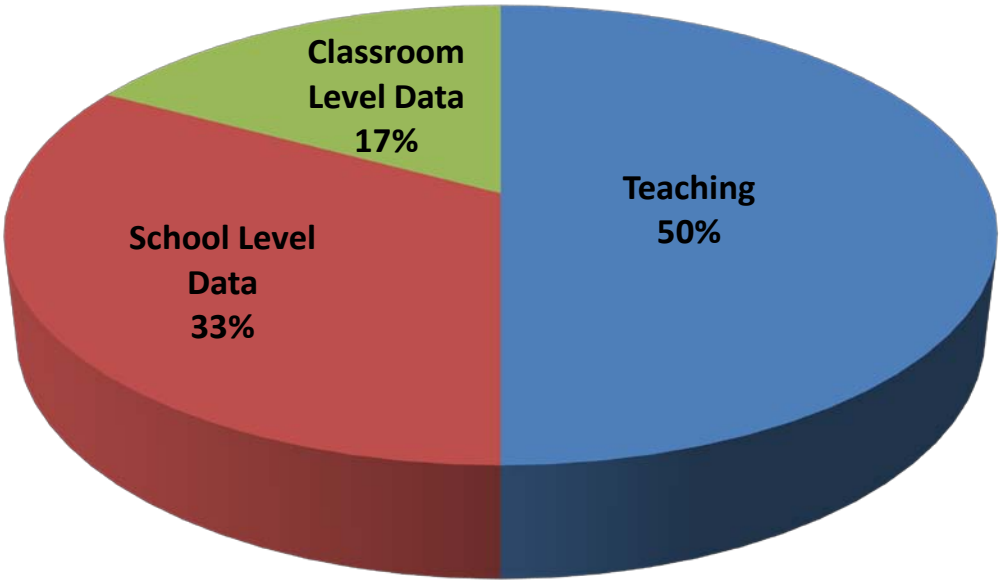
- AIMS
- Stanford 10
- AP, IB, Cambridge International, ACT Quality Core
- District/Charter-wide assessments
- District/School-level benchmark assessments
- Other valid and reliable classroom level data

School Level Data 17%

Possible Measures

- AIMS (aggregate school, department or grade level results)
- Stanford 10 (aggregate school, department or grade level results)
- AP, IB, Cambridge International, ACT Quality Core (aggregate school, department or grade level results)
- AZ LEARNS Profiles
- Survey data
- Other valid and reliable school level data

Framework for Teacher Evaluations
Group B Teachers



Teaching

InTASC Professional Teaching Standards:

1. Learner Development
2. Learning Differences
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4. Content Knowledge
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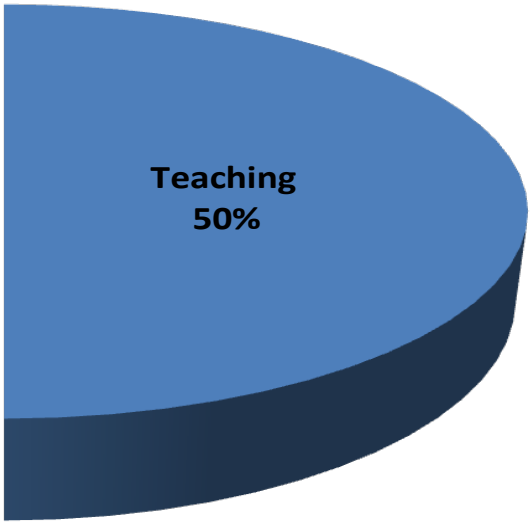
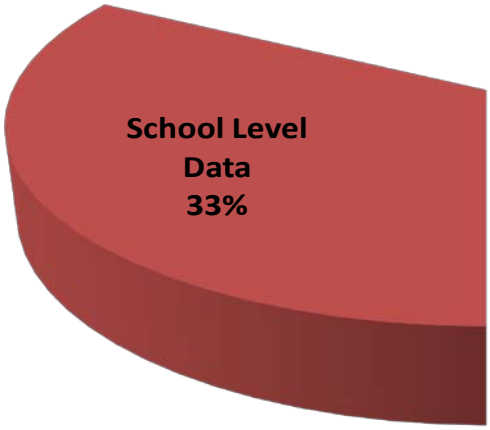
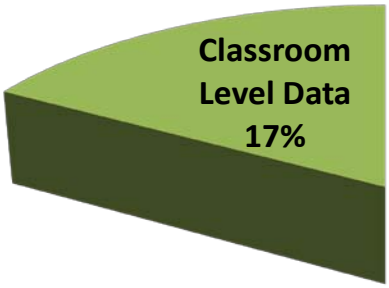
9. Reflection and Continual Growth
10. Collaboration





Possible Measures

- AIMS (aggregate school, department or grade level results)
- Stanford 10 (aggregate school, department or grade level results)
- AP, IB, Cambridge International, ACT Quality Core (aggregate school, department or grade level results)
- AZ LEARNS Profiles
- Survey data
- Other valid and reliable school level data



Possible Measures

- AIMS
- Stanford 10
- AP, IB, Cambridge International, ACT Quality Core
- District/Charter-wide assessments
- District/School-level benchmark assessments
- Other valid and reliable classroom level data

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	Classroom-level Data	Classroom Observation ("Teaching")	School-Level Data
GROUP A (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards and appropriate to individual teachers' content areas.)	• AIMS • Stanford 10 (SAT 10) • AP, IB, Cambridge International, ACT Quality Core • District/Charter-Wide Assessments • District / School Level Benchmark Assessments that are aligned with Arizona State Standards • Other valid and reliable classroom-level data ***<u>Required</u>*** ***Classroom-level elements shall account for at least 33% of evaluation outcomes.***	Evaluation instruments shall provide for periodic classroom observations of all teachers. LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education. ***<u>Required</u>*** ***Classroom observation results shall account for between 50 - 67% of evaluation outcomes.***	• AZ LEARNS Profiles • AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge International, ACT Quality Core (aggregate school, department or grade level results) • Survey data • Other valid and reliable school-level data ***<u>Optional:</u>*** ***School-level elements shall account for no more than 17% of evaluation outcomes.***
GROUP B (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.)	• District / School Level Benchmark Assessments that are aligned with Arizona State Standards • District/charter-wide assessments, if available ***If available, these data shall be incorporated in the evaluation instrument. The sum of available classroom-level data and school-level data shall account for at least 33% of evaluation outcomes.***	Evaluation instruments shall provide for periodic classroom observations of all teachers. LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education. ***<u>Required</u>*** ***Classroom observation results shall account for between 50 - 67% of evaluation outcomes.***	• AZ LEARNS Profiles • AIMS (aggregate School or grade level results) • Stanford 10 (aggregate school, department or grade level results) • Survey data • AP, IB, Cambridge International, ACT • Other valid and reliable school-level data ***<u>Required</u>*** ***The sum of available school-level data and classroom-level data shall account for at least 33% of evaluation outcomes.***

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FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

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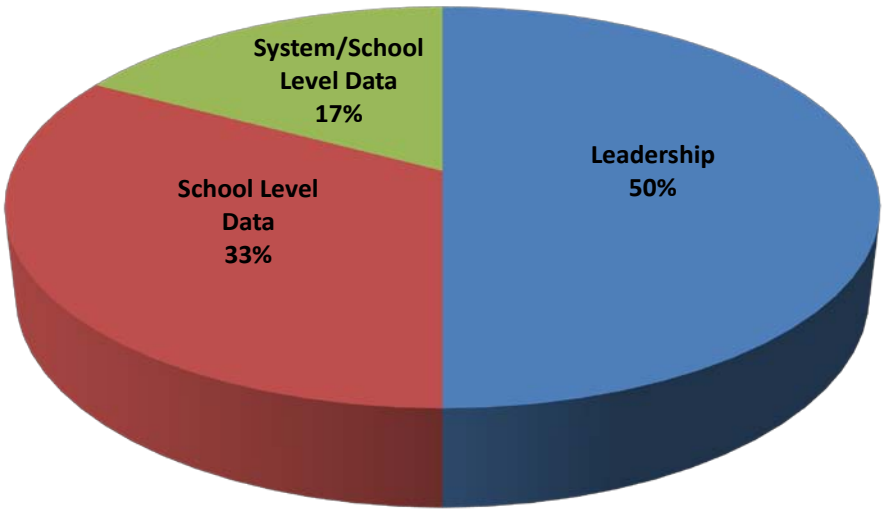
Framework for Principal Evaluations



IsLLC Standards

Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

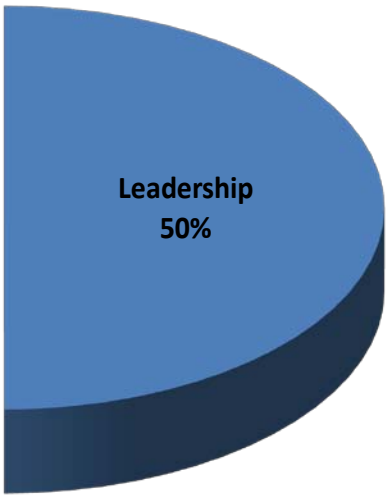
Standard 2
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

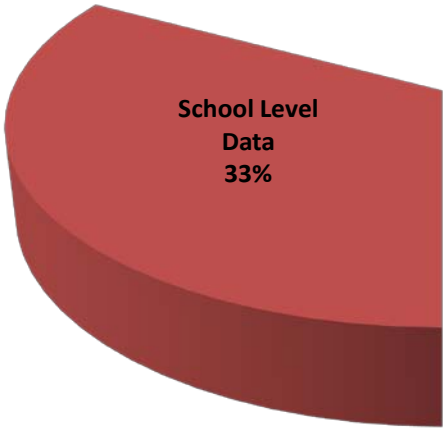
Standard 3
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6
A school administrator is an educational leader who promotes the success of all students by understand, responding to, and influencing the larger political, social, economic, legal, and cultural context.





Possible Measures

- AIMS (aggregate school or grade level results)
- Stanford 10 (aggregate school or grade level results)
- District / School Level Benchmark Assessments
- AP, IB, Cambridge International, ACT Quality Core
- AZ LEARNS Profiles
- Other valid and reliable data

System/School
Level Data
17%

Possible Measures

- Survey data
- Grade level data
- Subject area data
- Program data
- Other valid and reliable data

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FRAMEWORK FOR PRINCIPAL EVALUATION INSTRUMENTS

	School-Level Data	Observation ("Leadership")	School/System-Level Data
ALL PRINCIPALS	• AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge International, ACT Quality Core • District / School Level Benchmark Assessments that are aligned with Arizona State Standards • AZ LEARNS profiles • Other valid and reliable data ***Required:*** ***School-level elements shall account for at least 33% of evaluation outcomes.***	Evaluation instruments shall provide for periodic performance reviews of all principals. LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education. ***Required:*** ***Observation results shall account for no more than 50-67% of evaluation outcomes.***	• Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data ***Optional:*** ***These elements shall account for no more than 17% of evaluation outcomes.***

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SUMMARY

As attention now turns to the implementation of this framework there will be a myriad of important matters for 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 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 the National Staff Development Council (NSDC) to ensure that all professional learning for educators meets the highest standards of quality.

Finally, as implementation occurs during the next few years, the Task Force is strongly focused on reinforcing the need for a shared effort to support cultural change throughout the system. This change can only be accomplished if stakeholders at all levels work cooperatively to ensure that newly developed evaluation systems are fair, accurate and student focused.

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APPENDICES

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APPENDIX A

ASSESSMENT DATA SOURCE	METHOD(S)	CRITERIA
AIMS Spring '10 – '11 (select reading or math)	Movement on the FAME scale MAP - AZ LEARNS scale scores Percent correct for student below "Exceeds"	X percent of students will improve one FAME label; no more than X percent will drop from "Exceeds" to "Meets" X percent of students are predicted to pass AIMS in 2 years (criteria utilized in MAP) 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)
District Criterion Assessments (given three times)	Percent correct FAME Scale	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. The FAME equivalent score will improve one level or remains at "Meets" or "Exceeds"
District 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 (*AZ LEARNS standard)
IEP Goals	Percent of students who achieve an identified percentage of their goals	X percent of LD student will achieve 80% of their IEP goals
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		

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APPENDIX B

A SAMPLE PROCESS TO IDENTIFY DATA FOR TEACHERS

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APPENDIX C

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

Cross Analysis of Current and Desired Practices for the Improvement of Instruction through the Implementation of Arizona Framework for Measuring Educator Effectiveness	
Current Practices	**Desired 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.

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APPENDIX D

A SAMPLE PROCESS TO DEVELOP TEACHER AND PRINCIPAL EVALUATION INSTRUMENTS

Sample School District 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 LEAs 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:**	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	Implementation 2010/2013 To Governing Board for approval 4/2012	March 31st, 4-5:30 April 14th, 4-5:30 April 28th, 4-5:30 May 12th, 4-5:30 (Meeting dates set for Fall at this session)

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Facilitator:		progress to include on the Evaluation Instrument in order to comply with the new state mandate.		

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.	October 5th	

Evaluation Instrument Revision Meeting Schedule	Key Discussion Topics/Questions	Deliverables/Products
March 31st, 4-5:30 **April 14th, 4-5:30**	Background on Arizona State Board of Education Framework Review of Research Utilized for Framework (brief) 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?	Listing of quantitative measures in place (given) List of other assessment measures in place in various classrooms

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April 28th, 4-5:30	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	
May 12th, 4-5:30 (Meeting dates set for Fall at this session)	Design Phase: Develop new indicators Examine rating scale and make recommendations	
Fall 2011	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	
Fall 2011	To Governing Board for Pilot Approval, December 2011	
Spring 2012	Pilot Conducted Feedback to Design Team Final Revisions Governing Board Review and Approval, April/May 2012	

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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 the Sample School District 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/Email	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

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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	October 2011 April/May 2012 August 2012 (school opening meetings)	Presentation	All participants and interested others at each school
Teacher Survey/Principal Survey	To gather information from a wide audience	September 2011	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	January 2012	Presentation/One to one dialogue	Teachers/Principals
New Evaluation Instrument Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	April 2012	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.

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- 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

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APPENDIX F

RECOMMENDATIONS TO LEAs

- When available, state-level data shall be used to inform the evaluation process.
- All assessment data used should be aligned with Arizona State Standards.
- Evaluation instruments should integrate student academic progress data with data derived through classroom observation – neither should stand alone.
- Do not limit student achievement (growth) measures to reading and/or math. However, at minimum, LEAs shall include data in the areas of reading and mathematics.
- All evaluators should receive professional development in the form of Qualified Evaluator Training
- Provide for the ongoing development of classroom-level achievement data for teachers in non-core academic areas
- Develop/Provide professional development on the evaluation process, use of data to drive instruction, definitions, etc.
- Institute on-going professional development for teachers in the area of student assessment and analysis of student assessment/progress data
- Institute on-going professional development on instructional practices which link directly to increased student progress
- Institute on-going professional development for education on managing data and using data to improve student achievement

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APPENDIX G

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 H

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 LEAs 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 Technical Expertise Exchange Information 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 district and charter school 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 LEAs 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.

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APPENDIX I

RECOMMENDATIONS TO THE 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 conference for Local Education Service Agencies for ensuring effective development, implementation and evaluation of Performance Based Evaluation Systems as evidenced by statistically significant increases in student academic progress and achievement for all teachers.

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APPENDIX J

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/district 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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APPENDIX K

STATEWIDE COMMUNICATION PLAN

The revision of the Evaluation Instruments to meet the new requirements of Arizona State Law for teacher and principal evaluation provides 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	Responsible Organization
Updates/ Briefings	To demonstrate open communication regarding the development of the new components of the Evaluation Instruments.	Communication about the process and charge sent out in late April 2010 Progress information sent out by May 2010 TBA	Electronic Communication /Email	Teaching Staff, Principals, Senior Staff	
Administrative Team Updates	Dissemination to a wide number of departments.	As per scheduled meetings	Verbal with handouts as appropriate.	All LEAs	
Phone Calls	Handling individual concerns, etc.	Returned within 24 hours or less.	Individual	Individual	

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Communication Methods	Purpose	Timeline	Dissemination	Audience	Responsible Organization
Emails/Outlook	General updates, communication, Handling individual concerns, sending meeting appointments	Returned within 24 hours or less.	Individual/Staff	Individual/Staff	
Web Site	To disseminate information quickly to a broad audience		Currently internet, so, this will be general information	Unlimited	
LEA/School Presentations/Discussions	To provide clear and consistent information	October 2011 April/May 2012 August 2012 (school opening meetings)	Presentation	All participants and interested others	
Teacher Survey/Principal Survey	To gather information from a wide audience	9 - 2011	Electronic/ Survey Monkey	Teachers/Principals	
Governing Board Communication	To communicate effectively with superintendents /Governing Boards	Upon request	Emailed	Superintendents/Governing Board	

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Communication Methods	Purpose	Timeline	Dissemination	Audience	Responsible Organization
Pilot Study Process	To gather information on possible implementation issues as the instrument is tested with a small group of teachers and school administrators	January 2012	Presentation/ One to one dialogue	Teachers/Principals	
Framework Publication	To provide clear and consistent information to teachers, principals and teacher evaluators	April 2012	Print/Electronic Publication	All LEAs -- teachers and teacher evaluators	
Qualified Evaluator Training					

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