

UPDATE ON TEACHER AND PRINCIPAL EVALUATION PROCESSES

TUSD GOVERNING BOARD MEETING

December 11, 2012

Dr. Maria L. Menconi, Deputy Superintendent

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 percent 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.”*

PROCESS FOR 2011 AND 2012

- TUSD development process started in the Spring of 2011, the original committee did not have the Arizona Framework and worked for almost a year without it.
- The Arizona Framework was completed and authorized in April of 2012.
- Our Essential Elements of Instruction model did not line up cleanly with any of the resources available at that time
- Therefore, our committee of teachers took the mandated Standards and aligned them to EEI.

Tucson Unified School District Evaluation Framework

Oversight Committee

Phase 1: November- January

- Define district goals aligned to ADE
- Define “Effective” and “Highly Effective” teacher and principal
- Create a strategic communication plan

Phase 2: February- March

- Define the evaluation process/cycle
- Set framework for multiple measures
- Set levels of proficiency and weighted measures
- Define data infrastructure
- Define district wide process to ensure fidelity to the measure.

Phase 3: April-June

- Study trigger points for action in response to data
- Define recognition/compensation
- Create a system and timeline to evaluate the effectiveness of the evaluation process
- Analyze data for district-wide professional development needs
- Share data with school-level
- Make recommended changes from sub committees

Teacher Committee

Phase 1: November

- Define objectives aligned with goals
- Create purpose statement
- Align In-Tasc with Highly Effective and Effective definitions
- Create evaluation tool

Phase 2- March

- Align measures to InTasc
- Create classroom protocol to ensure fidelity to the measures
- Task analyze measure to determine what students need to master
- Task analyze how the measure is an indicator of effective instructional practice

Phase 3- May

- Look at trigger points in action in response to data
- Review system wide evaluation data
- Make recommendations to Oversight Committee

Principal Committee

Phase 1: November

- Define objectives aligned with goals
- Create purpose statement
- Align ISLLC with Highly Effective and Effective definitions
- Create evaluation tool

Phase 2- February

- Align measures to ISLLC
- Create school wide protocol to ensure fidelity to the measures
- Task analyze measures to determine what teachers need to master
- Task analyze how the measure is an indicator of effective administrative practice
- Train for rater reliability

Phase 3- May

- Look at trigger points in action in response to data
- Review school wide and system wide evaluation data
- Make recommendations to Oversight Committee



WAIVER DECISIONS

- July, 2012 Board approved waiver
- Pilot TUSD developed teacher and principal evaluation rubrics
- Gather and analyze student data to better understand how cut scores will affect the four performance categories

TEACHER & PRINCIPAL EVALUATION REQUIREMENTS

By law, the instrument the district uses has to be valid and reliable, these terms are now defined in the state framework. There are additional implications for teachers and principals in the new law:

- In 2013-2014 teachers and principals will receive a rating of ineffective, developing, effective, and highly effective.
- If a teacher or principal receives a rating of ineffective or developing they must be put on an intervention plan.
- If they receive a rating in the bottom two categories the second year, they may not be offered a contract.

DISTRICT RESPONSIBILITIES

- Requires the school district governing board to discuss at a public meeting at least annually the aggregate performance classifications of principals and teachers.
- Starting 2014-15 teacher performance classification will determine 33% of the Classroom Site Fund allocation (301).

IMPORTANT CONSIDERATIONS

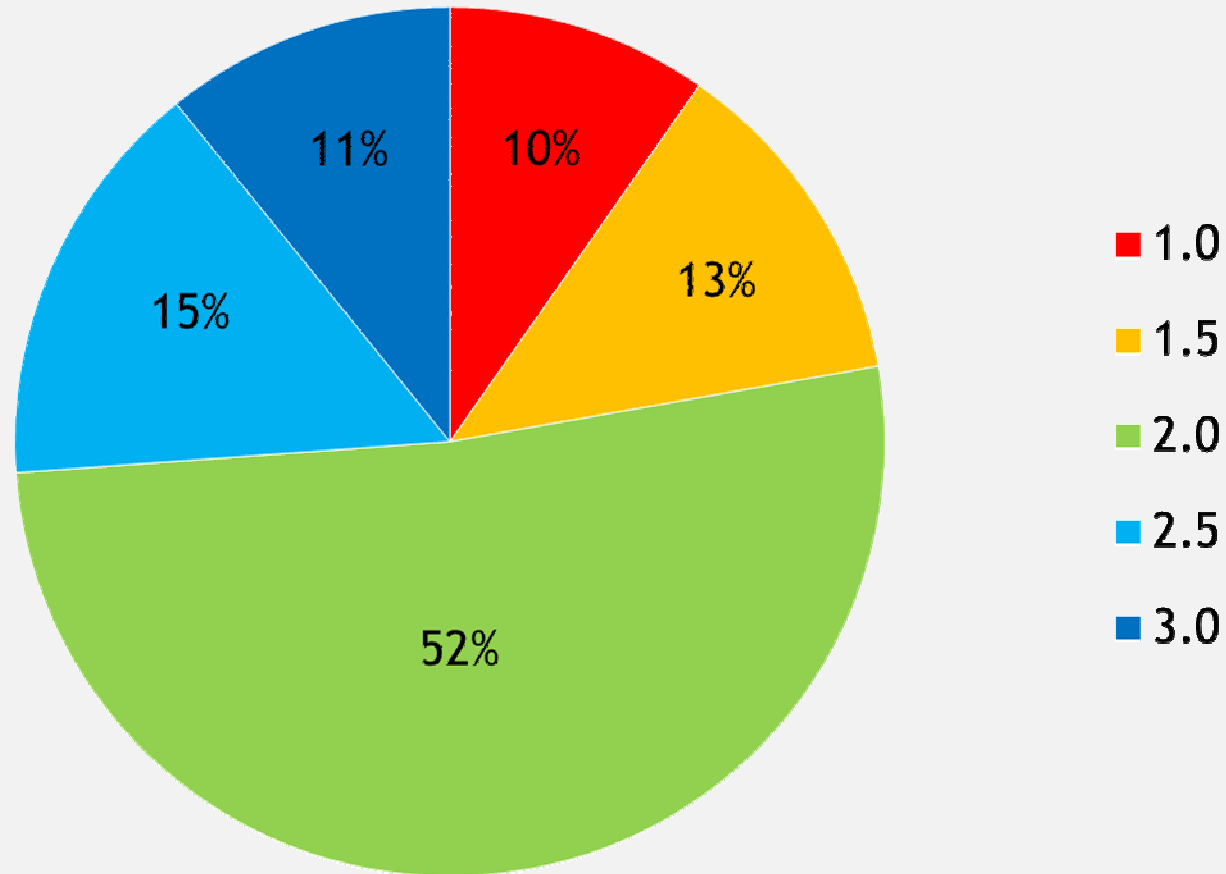
Watching other districts and their decisions, taking into account the high stakes of these evaluations and listening to the comments arising from both pilots, it is clear that we need to consider:

- The importance of a thorough field test
- The need for a well developed training package
- Management of student assessments and data
- Data storage and retrieval needs

DISTRIBUTION OF 2012-13 OPTION A/B TEACHERS VS. AVAILABILITY OF 2011-12 OPTION A/B GROWTH DATA

2012-13 Teachers			2011-12 Option A/B Growth Data				
Option	Number	Percent	Reading Only	Math Only	Reading and Math	Option B Data	<i>New Teacher in 2012-13</i>
A	1298	47%	163	152	363	436	184
			13%	12%	28%	34%	14%
B	1454	53%	-	-	-	1207	247
			-	-	-	83%	17%
Total	2752	100%	163	152	363	1643	431
			6%	6%	13%	60%	16%

PERCENTAGE OF 2012-13 TEACHERS RANKED BY 2011-12 STUDENT GROWTH RATING



FEEDBACK REGARDING THE TEACHER EVALUATION RUBRIC PILOT

- Training on the INTASC standards has been well received and valued (93% positive feedback)
- TUSD rubric does not align well with the INTASC standards (ex. student behaviors v teacher behaviors, significant pieces missing)
- Completed rubrics following an observation, indicate that the TUSD tool may over identify in the “developing” and “ineffective” categories
- A major question from many is whether a one year pilot will be sufficient time to pilot an instrument with this degree of importance; we are not staffed to validate which of our indicators ties best to effective teaching strategies
- We have heard numerous concerns about whether we have the in house capacity to develop, validate, train, and organize how to house the data. The question of “what are others doing” surfaces frequently.
- Can we ensure a “valid and reliable” instrument on our own?

FEEDBACK REGARDING THE PRINCIPAL EVALUATION RUBRIC PILOT

- A review by ELI indicates the following issues
 - Documentation excessive
 - Supervisors will have no time to verify documentation
 - Does not clearly identify growth or improvement areas
 - New and untested; no real opportunity to validate or check reliability
- Requesting that we purchase a research based, valid and reliable instrument

ADDITIONAL CHALLENGES

- Until we have multiple data points for all teachers, the data portion of their evaluation will be challenging
- Data analysis is a time consuming and exacting task requiring a great deal of time and effort from A and R (more work, less staff)
- Two complete observations are required for every teacher every year (4 for non-continuing teachers) Again, a greatly increased work load for both Principals and teachers, less staffing

NOW WHAT?

- A series of follow up meetings will be held with our teacher committee to explain current concerns and look at our options
- The question of whether or not to continue the current teacher and Principal rubric pilot should be resolved soon
- In concert with TEA we are planning how and when to hold teacher rubric discussions and what content to include. We are also working with ELI.
- RFP may be needed for teacher and principal documents and if so, we should look for a January completion target
- Want to stay on track for recommendations to the GB for April, 2013

QUESTIONS?