

Amphitheater Public Schools Teacher and Principal Evaluation

Proposed Implementation Timeline: DRAFT

September 4, 2012

Dates	ATPES Development	Professional Development	System Impact	Policy
March 2011-May 2012	Design Teams for principal and teacher evaluation meet and recommend revisions. 2011-Summer 2012.	The G.R.E.A.T. Manual is written to assist teachers in developing skills addressed by each indicator on the ATPES.	Data Department develops a new metric for student progress which encompasses multiple measures of student achievement and evidence of school quality. Data Department runs the new analysis for three (3) years of student data. Data department reviews reports to determine accuracy, etc.	
Summer 2012		Teachers begin the development of End of Course assessments for select middle and high school courses.	Data department reviews reports to determine accuracy, etc. (Continues)	
July-August 2012	Implement revised ATPES with the	All teacher evaluators are trained on the	Data department reviews reports	

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	inclusion of student progress data.	<p>revised instrument. (50+ staff members)</p> <p>Principals receive specific training on the "OWA" metric.</p> <p>All teachers are trained on the new teacher evaluation instrument and the new student progress metric "overall weighted average (OWA)". (850+ teachers)</p> <p>Principals distribute school level "OWA" reports to teachers and provide training to develop understanding. The "OWA" report is considered in overall school improvement planning.</p>	<p>to determine accuracy, etc. (Continues)</p> <p>Data department provides School Level "OWA" reports for distribution.</p> <p>Data department verifies all rosters for elementary and middle school teachers where students may have "switched" during the day for specific content instruction for final determination of Group A or Group B status for 2012/2013.</p> <p>Tyler SIS elementary school master schedule is reformatted to track teacher/student assignments in reading and mathematics. Registrars are trained in new</p>	

Dates	ATPES Development	Professional Development	System Impact	Policy
			procedure.	
September/October 2012		Principals meet with Group A teachers regarding their "OWA" ratings and discuss potential professional development needs.	Data department provides Classroom Level "OWA" reports for distribution. List of teachers deemed "Group A" and "Group B" for 2012/2013 is completed.	

<p>August 2012- May 2013</p>	<p>AZDOE posts best practices for implementation of teacher evaluation. Our system is reviewed against these recommendations.</p> <p>Determination for “Year One” performance classifications for the ATPES are determined (e.g., Highly Effective, Effective, Developing, and Ineffective)</p> <p>Data for teacher and principal evaluations must be stored electronically for the first time.</p>		<p>Human Resources Department must upgrade software and add components and fields to accommodate new data.</p> <p>Human Resources staff enters data from each teacher and principal evaluation into the data base.</p> <p>Data department completes analysis for assessment data as it becomes available.</p>	<p>Meet and Confer Process begins in October 2012 to discuss and propose modifications to Governing Board Policies to include mandated terms relating to performance classification s, incentives and transfer protections.</p>
<p>Spring Semester 2013/ Summer 2013</p>	<p>The ATPES is reviewed by stakeholder groups annually for the potential inclusion of new/different student progress data components.</p>	<p>Professional Development is tied to needs identified by ATPES observations.</p>	<p>Teachers continue the development of End of Course assessments for select middle and high school courses.</p> <p>Data from previously prepared and implemented assessments is stored electronically, analyzed and modifications are made based on the review.</p> <p>Data department</p>	<p>Governing Board studies and takes action upon policy recommendations from Fall 2012 Meet and Confer Process.</p>

			prepares analysis for the 2013/2014 school year.	
Fall Semester 2013-Spring/Summer 2014	"Year 2" of the revised ATPES is implemented.	<p>Professional Development is tied to needs identified by ATPES observations.</p> <p>Teachers receive training on all changes annually.</p> <p>Principals meet with Group A teachers regarding their "OWA" ratings and discuss potential professional development needs.</p>	<p>Data from previously prepared and implemented assessments is stored electronically, analyzed and modifications are made based on the review.</p> <p>Data department prepares analysis for the 2013/2014 school year.</p> <p>Teachers continue the development of End of Course assessments for select middle and high school courses.</p>	
Fall Semester 2014		<p>Design of the intervention process is developed for teachers in the lowest performance classifications.</p> <p>Teachers receive training on all changes annually.</p> <p>Principals meet with Group A teachers</p>	The District 301 Plan is re-written for implementation in 2015/2016 to reflect the new law for inclusion of individual teacher performance and performance pay distribution.	Meet and Confer Process begins in October 2014 to discuss and propose modifications to Governing Board Policies to included mandated terms relating to intervention and dismissal

		regarding their “OWA” ratings and discuss potential professional development needs.		based upon performance evaluation criteria.
Spring Semester 2015/Summer 2015	The ATPES is reviewed by stakeholder groups annually for the potential inclusion of new/different student progress data components.	Professional Development is tied to needs identified by ATPES observations.	Teachers continue the development of End of Course assessments for select middle and high school courses. Data from previously prepared and implemented assessments is stored electronically, analyzed and modifications are made based on the review.	Governing Board studies and takes action upon policy recommendations from Fall 2014 Meet and Confer Process.
2015-2016 and beyond	The ATPES is reviewed by stakeholder groups annually for the potential inclusion of new/different student progress data components. (YEARLY)	Professional Development is tied to needs identified by ATPES observations. (YEARLY) Teachers receive training on all changes annually. Principals meet with Group A teachers regarding their “OWA” ratings and discuss potential	Data from previously prepared and implemented assessments is stored electronically, analyzed and modifications are made based on the review.	Implementation of modified Board policies pertaining to interventions and dismissal protocols. Policies are reviewed as needed based on implementation needs.

		professional development needs.		
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