


HB 2823 Re: Teacher and Principal Evaluation Systems

2012 Session Laws, Chap.
259, Signed April 12

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In General

- ◆ Adds to the previously passed requirements for teacher and principal evaluation instruments that use quantitative data on student academic progress for determination of 33 to 50% of the evaluation outcomes.
 - ◆ Sets new requirements at state and local level.
 - ◆ Changes existing personnel law in several respects.
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4 Categories Specified

- ◆ Requires State Board's model evaluation framework to now include 4 performance classifications:
 - Highly Effective
 - Effective
 - Developing
 - Ineffective
- ◆ Classifications required by 12/2012

New Classifications Applied

- ◆ By school year 2013-2014, at a public meeting, school districts/charters must adopt definitions for the SBOE performance classifications
- ◆ Districts/charters must apply the classifications to their evaluation instruments in a manner designed to improve performance of teachers/principals.
- ◆ School district governing boards must also publicly discuss, at least annually, aggregate district performance classifications of principals and teachers, i.e., "100% of our principals are highly performing...."


Protection of Identifiable Info

- ◆ Modifies existing requirement that resumes of all current and former employees who provide instruction to pupils at a school be available to public.
- ◆ (This existing requirement states that resumes must include an individual's educational and teaching background and experience in a particular academic content subject area).
- ◆ School districts must inform parents of the availability of the resume information and shall make the resume information available for inspection.
- ◆ Bill clarifies that law shall not be construed to require any school to release personally identifiable information

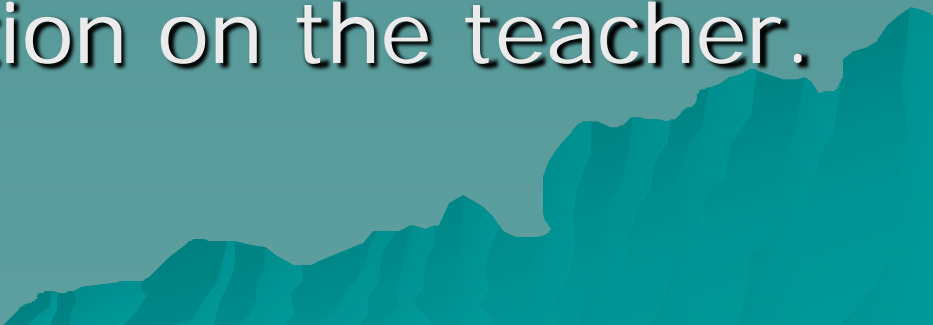
Principal Evaluation Policies

- ◆ Requires Governing Boards to publicly adopt and implement policies for principal evaluations by school year 2013-2014.
- ◆ Before adoption of these policies, Boards must provide opportunities for public discussion of proposed policies.
- ◆ The policies shall describe:
 - The principal evaluation instrument, including the four performance classifications
 - Alignment of professional development opportunities to the principal evaluations.
 - Incentives for principals in one of the two highest performance classifications (Highly Effective and Effective)
 - Transfer and contract processes for principals in the lowest performance classification (ineffective).


Incentives for Highly Effective and Effective Principals

- ◆ Multiyear contracts pursuant to section 15-503 (up to three years).
 - ◆ Incentives to work at schools that are assigned a letter grade of D or F pursuant to section 15-241.
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Other Sharing of Info

- ◆ Adds a requirement that school districts and charters must share the performance classification of a principal for whom a reference check from another district or charter is received.
 - ◆ Allows for disclosure of teacher evaluations to districts seeking reference information on the teacher.
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Duties of Teachers

- ◆ Adds to the statutory duties of teachers.
 - ◆ Requires teachers to make student learning the primary focus of the teachers' professional time.
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Changes to Continuing Status

- ◆ Currently, a teacher who has taught the major portion of three consecutive years on a full time basis obtains continuing status at the start of the fourth year.
 - ◆ Adds new provision that denies protections of continuing status at start of fourth year if the teacher's performance classification is developing or ineffective.
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Teacher Evaluation Policies

- ◆ Governing boards must publicly adopt teacher evaluation policies by school year 2013-2014, after first providing opportunities for public discussion of the proposed policies. The policies shall describe:
 - Incentives for teachers in the highest performance classification, (highly effective) including multiyear contracts not to exceed three years. Multiyear contracts do not preclude dismissal on grounds; teachers may request 1 year contracts in lieu of multiyear without penalty.
 - Incentives for highly effective and effective teachers to work at schools assigned a letter grade of D or F by ADOE and protections for those who do
 - Protections for teachers if the principal of their school is in the lowest performance classification.


Teacher Evaluation Policies

- ◆ By 2015-2016, the teacher evaluation policies must describe:
 - Support and consequences for teachers designated in the lowest performance classification.
 - An intervention option for those in the lowest classification that provides for a performance improvement plan, such option (improvement plan) only being used once for each teacher.
 - Dismissal procedures for teachers who remain in lowest performance classification after application of a performance improvement plan.
 - Dismissal procedures for teachers not provided the improvement plan option.
 - Policies must require that governing boards initiate preliminary notice of inadequacy no later than second consecutive year that teacher is designated in lowest performance classification (ineffective).


Transfer Limitations

- ◆ Bars school districts from transferring teachers who have been designated in the lowest performance classification for two consecutive school years unless the school district has issued a notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher and the governing board has approved the new placement as being in the best interests of the pupils in the new school of assignment.
- ◆ A teacher who continues to be designated in one of the two lowest performance classifications after such a transfer shall not be permitted to transfer to another school. (A teacher shall not be transferred more than once).
- ◆ Transfers must take into account the distribution of teachers by performance classification across the District and the relative needs of District students.


Specific Evaluation Requirements

- ◆ Specifies that teacher evals be based on at least 2 actual classroom observations of the teacher demonstrating teaching skills in a complete and uninterrupted lesson
 - ◆ Requires there be at least 60 calendar days between the first and last observations.
 - ◆ Requires written FEEDBACK to the teacher within 10 days of each observation.
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Other Provisions

- ◆ Requires that governing board definitions of inadequacy of classroom performance align with the 4 classifications.
 - ◆ Requires AZDOE to post evaluation best practices by September 2012.
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Tied to Performance Pay

- ◆ By 2014-2015, individual teacher performance classification must be used as a component of teacher for Prop 301 teacher performance pay.
 - ◆ Individual performance must account for 33% of the teacher's qualification for 301 performance pay.
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