



AMPHITHEATER

P u b l i c S c h o o l s

January 29, 2019

Teacher and Principal Evaluation System Recommendation Background and Rationale

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State Law Teacher Evaluation

ARS § 15-203 and ARS § 15-537

- Teaching performance and professional practice component of the evaluation shall account for between 50% and 67% of the total evaluation outcome.
- LEAs (Local Education Agency) shall use multiple measures of teaching performance to evaluate teacher.
- 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.
- Must result in a label of Highly Effective, Effective, Developing or Ineffective.



Student Progress Data

Group A Teachers: Teachers with objective student progress data on State and/or local standardized assessments

- Classroom Observations: 57%
- Classroom level student progress data: 20%
- School-level student progress data: 10%
- Other measures of effectiveness: 13%

Group B Teachers: Teachers who do not have student progress data based on State or local standardized assessments.

- Classroom Observations: 67%
 - School-level student progress data: 20%
 - School-level additional measures of effectiveness: 13%
- **NOTE:** In Amphitheater we use three years of data to look for trends before we attribute the data to the teacher's evaluation.



State Law on Principal Evaluation

- Multiple data elements must be used to calculate the portion of each principal's evaluation dedicated to student academic progress.
- Student academic progress shall account for at least 33% of evaluation outcomes, but must not exceed 50%.
- Academic progress must include an academic growth component.
- The "Leadership" component of the evaluation must align with the Arizona Professional Administrative Standards and will account for between 50% and 67% of the evaluation outcomes.
- Must designate a label of Highly Effective, Effective, Developing or Ineffective.



Our Current Practice

- Amphitheater Teacher Performance Evaluation System (ATPES)
 - Designing and Planning Instruction
 - Assessment and Analyzing Student Learning
 - Creating and Sustaining the Learning Environment
 - Implementing and Adjusting Instruction
 - Professional Responsibilities
 - Student Progress Data
- Amphitheater Principal Performance Evaluation System (APPES)
 - Leadership
 - Student Achievement
 - Relationships
 - Professional Growth
 - Management
 - Student Progress Data, Attendance Rate, Promoting and Marketing the School, Community Outreach



Student Academic Progress Data: OWA

Assessment/Measure	Grade Level	School	Classroom
Growth measures			
NWEA MAP	2-9, fall-spring growth	yes	yes
AzMERIT pass rate (3 years)	3-12	yes	no
AzMERIT growth	3-8	yes	yes
DIBELS Next	K, 1	yes	no
Other measures of school effectiveness			
ADE A-F school accountability label	All	yes	
District A-F school accountability label	All	yes	
AP testing, passing rates	High school	yes	
College/career readiness	High school	yes	



Committee Recommendation for Teacher Evaluation

The Framework for Teaching Evaluation Instrument
by Charlotte Danielson (2013)

- Rationale:
 - Research based
 - Recognized and utilized nationally
 - Rubrics are used as a guide for professional learning and align with the Arizona Professional Teaching Standards
 - Helps to guide professional conversations about teaching and furthering teacher practice
 - Closest to our current philosophy and practice



Danielson

- Domain 1: Planning and Preparation
 - Domain 2: The Classroom Environment
 - Domain 3: Instruction
 - Domain 4: Professional Responsibilities
-
- NEED TO ADD: Student progress data
 - NEED TO ADD: Performance classification labels



Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge
- Prerequisite relationships
- Content pedagogy

1b Demonstrating Knowledge of Students

- Child development
- Learning process
- Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources

- For classroom
- To extend content knowledge
- For students

1e Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments

- Congruence with outcomes
- Criteria and standards
- Formative assessments
- Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning

- Importance of content
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups
- Transitions
- Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations
- Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

- Accuracy
- Use in future teaching

4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c Communicating with Families

- About instructional program
- About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community

- Relationships with colleagues
- Participation in school projects
- Involvement in culture of professional inquiry
- Service to school

4e Growing and Developing Professionally

- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism

- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

3c Engaging Students in Learning

- Activities and assignments
- Student groups
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence



Committee Recommendation for Principal Evaluation

The Marzano Focused School Leader Evaluation Model

- Rationale:
 - Research based
 - Recognized and utilized nationally
 - Rubrics support principal professional learning for growth
 - Closest to our current philosophy and practice



The Marzano Focused School Leader Evaluation Model

- A Data-Driven Focus on School Improvement
- Instruction of a Viable and Guaranteed Curriculum
- Continuous Development of Teachers and Staff
- Community of Care and Collaboration
- Core Values
- Resource Management

NEED TO ADD: Student progress data

NEED TO ADD: Performance classification labels



DOMAIN
1

A Data-Driven Focus on School Improvement

Element 1:

The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

Element 2:

The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

Element 3:

The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

DOMAIN
2

Instruction of a Viable and Guaranteed Curriculum

Element 1:

The school leader provides a clear vision for how instruction should be addressed in the school.

Element 2:

The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

Element 3:

The school leader ensures that school curriculum and accompanying assessments align with state and district standards.

Element 4:

The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

Element 5:

The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

DOMAIN
3

Continuous Development of Teachers and Staff

Element 1:

The school leader effectively hires, supports and retains personnel who continually demonstrate growth through reflection and growth plans.

Element 2:

The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

Element 3:

The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.



DOMAIN
4

Community of Care and Collaboration

Element 1:

The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

Element 2:

The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

Element 3:

The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

Element 4:

The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

DOMAIN
5

Core Values

Element 1:

The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

Element 2:

The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

Element 3:

The school leader ensures that the school is perceived as safe and culturally responsive.

DOMAIN
6

Resource Management

Element 1:

The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

Element 2:

The school leader utilizes systematic processes to engage district and external entities in support of school improvement.

Element 3:

The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.



Links

Danielson

<https://www.danielsongroup.org/framework/>

Marzano Focused School Leader Evaluation Model

<https://www.marzanocenter.com/wp-content/uploads/2018/10/MCo7-02-Marzano-Focused-School-Leader-Eval-Model-1.pdf>



What would be required to make this change?

- Governing Board approval to move forward with contracting and training
- Preparation of evaluation tools
- Mandatory training for all evaluators of teachers and principals
- Mandatory training for all teachers and principals during beginning in June 2019



Questions?



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