

## Areas of Need

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1. Ensure the alignment of evaluation instruments to all levels of Arizona's Framework for Measuring Educator Effectiveness in order to provide more reliable data surrounding teacher effectiveness and to be able to train administrators on the effective use of such data in human talent management decisions.
2. Increase the number of effective and experienced teachers by employing appropriate retention and recruitment strategies.
3. Identify and reduce the lack of resources that serve as barriers to teaching in high need areas.

## Theories of Action

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**1. If** educators are properly trained and understand the structure of *Arizona's Framework to Measure Educator Effectiveness*, **Then** LEAs can develop an evaluation instrument correctly aligned to the Framework.

**If** an evaluation system is aligned and implemented with fidelity, **Then** observation data will be reliable.

**If** data is reliable, **Then** it is possible to calculate a valid and reliable effectiveness rating.

**If** a valid and reliable effectiveness rating is available, **Then** an LEA can make appropriate human talent management decisions.

**If** an LEA makes an appropriate decision that results in effective educators being accessible to high need students, **Then** the *Equity Gap can be reduced*.

**2. If** an effective induction and mentoring program is established as a retention and recruitment strategy and sets up a system of support, **Then** teachers are more likely to remain in the profession or at a given LEA.

**If** more teachers remain in the profession or at their LEA, **Then** opportunities can be provided to improve their effectiveness.

**If** educators become more effective, **Then** they can be more accessible to high need students, thereby *closing the Equity Gap*.

**3. If** the public perception of the profession can be improved, **Then** more prospective educators will be attracted to the profession.

**If** more prospective educators are attracted to the profession, **Then** traditional and non-traditional preparation programs will have the leverage to improve their training and support and can implement strategies to properly prepare more applicants.

**If** applicants receive improved training and support, **Then** educators will improve their overall effectiveness.

**If** educators are overall more effective, **Then** the *Equity Gap can be reduced*.

# Belief Statements, Performance Objectives, and Suggested Actions

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## **1: Ongoing professional training for administrators and evaluators**

We believe that the current teacher and principal evaluation systems used across Arizona have not had sufficient time to mature with practice and that current self-reported scores may not necessarily be an accurate depiction of classroom instruction. Some schools in Arizona with C, D or F labels still report having a majority of effective and highly effective teachers. There should be a correlation between the two levels but that is not currently seen from all districts. Such a correlation will help LEAs make better staffing decisions and provide targeted professional learning opportunities in order to close the equity gaps.

### **Performance Objectives**

- By January 1, 2016, ADE will publish a calendar of professional learning opportunities to support administrators in effective implementation of their LEA's observation/evaluation instrument. (Accomplished through EMS and roundtable discussions with stakeholders and through qualified evaluator training).
- By June 30, 2017, ADE will develop a plan to support LEAs in conducting a gap analysis to assist with the alignment of their educator evaluation instruments and evaluation training for administrators and teachers.
- By June 30, 2017, twenty-five percent (25%) of Arizona LEAs will have conducted district-level Human Capital Management Systems (HCMS) policy scans and gap analyses to gauge the comprehensiveness and alignment of their educator effectiveness policies, with the assistance of an ADE team if needed.
- By June 30, 2018, seventy-five percent (75%) of Arizona LEAs will have conducted district-level Human Capital Management Systems (HCMS) policy scans and gap analyses to gauge the comprehensiveness and alignment of their educator effectiveness policies, with the assistance of an ADE team if needed.

### **General Stakeholder Suggestions**

1. Provide specific guidelines for defining teacher effectiveness. Such guidelines could include examples of instruction and student achievement at each effectiveness level, or a form of measurement to determine the overall effectiveness of an observation instrument.
2. Provide enhanced professional learning opportunities for administrators and evaluators with sufficient practice time prior to the start of the evaluation process.
3. Provide additional guidance and support in the choice and implementation of an effective observation tool and data collection instrument.

4. Implement a reporting tool to improve data reporting, analysis, and validity.
5. Develop and present, either in districts as requested, in person at ADE, or via webinar, opportunities to learn the components of an effective evaluation tool and how to implement it with fidelity in the field.
6. Assist LEAs with information and guidance on evaluation instruments and data reporting systems.
7. Develop a rubric to assist LEAs in measuring the effectiveness of their evaluation instrument.

## **2: Human Capital Management Systems for Teacher Retention and Recruitment**

We believe every student deserves a highly effective teacher and every school deserves an effective leader with systemic continuity. We believe that increasingly consistent and meaningful support for all educators will result in higher retention and recruiting results. We believe that systems need to be established to draw the right candidates into traditional and nontraditional career pathways, support the candidates through effective induction and mentoring programs, increase salaries, increase the opportunities and resources available for teachers to work in hard to fill subjects and hard to fill areas.

### **Performance Objectives**

- By June 30, 2017, ADE ERR will collaborate with Arizona higher education institutions, parent associations, educators rising and community organizations to develop plans and incentives for promoting the profession and increasing the number of candidates seeking certification.
- By June 30, 2017, ADE will partner with LEAs, outside agencies, parent associations and community organizations to develop a legislative awareness program for implementation in SY 2017-18.
- By June 30, 2018, all LEAs will address professional learning with an emphasis on retention opportunities, support for improved climate and culture and individualized training based on need in the LEA and School Continuous Improvement Plans.
- By June 30, 2018, ADE will reduce by ten percent (10%) the number of teachers leaving the profession in their first two years by working collaboratively with representative LEAs from large and small districts and charter schools to create a Beginning Teacher Mentoring Model that will be available to all LEAs in the state. This model will include recognized best practices in mentoring and funding options for mentor stipends.

### **General Stakeholder Suggestions**

1. Provide greater professional learning and support through mentoring/coaching for all leaders, including superintendents, principals, school level instructional coaches and classroom teacher-leaders.

2. Implement a new teacher/new leader induction and mentoring program that lasts the full year, has research-based, job-embedded learning opportunities, sufficient funding for stipends and sustainability and networking opportunities.
3. Continue to align purposeful professional learning opportunities. Give LEAs the tools to analyze their own effectiveness or partner with an outside agency for resources.
4. Develop a leadership alliance to model, network, support effective district and school systems.
5. Increase Salaries – Make teaching a viable career to keep them in the classroom.
6. More collaboration between state universities/institutes and LEAs and other state education departments in terms of evaluation - measurement would be teacher evaluation.
7. New administrators and teacher-leaders participate in AZ LEADS leadership coursework or Teach to Lead initiative. Develop refresher course for current leaders.
8. Assist LEA leadership in creating a culture of support.
9. Advocate for increased school funding.

### **3: Change the perception of the profession**

We believe that current legislative decisions, reduced funding with greater accountability, media scrutiny, and societal perceptions have produced a negative perception of the education profession causing additional challenges to retaining and recruiting highly effective educators and leaders.

#### **Performance Objectives**

- By June 30, 2016, ADE Certification Unit will have online application services available for all new certification and re-certification applicants.
- By June 30, 2016, ADE will investigate ways to increase the positive perception of the education profession by working with parent groups, state business leaders, education groups, and other interested parties to create a marketing plan highlighting the positive characteristics of teaching and education in general in Arizona targeted toward high school students and the general public through social media.
- By July 1, 2017, ADE and institutes of higher education will develop a research based teacher leadership program.
- By November 1, 2017, ADE will seek sponsorship for legislation that creates a competitive market for teachers in Arizona by reviewing the current funding formula in order to increase teachers' salaries to the national average over a three year period. This bill will also support research-based professional learning and incentivize pursuing National Board Certification.

### ***General Stakeholder Suggestions***

1. Foster a collaborative environment with local business community leaders.
2. Increase teacher salaries through a dedicated legislative appropriation in order to meet or exceed national averages within three years.
3. Increase per-pupil funding through the development of a new funding formula.
4. Develop and implement an effective one to two yearlong mentoring/coaching and induction program with sufficient funding for incentives, stipends, and resources.
5. Improve university supported training of “Master Teachers” for student teachers/interns including a rigorous selection process and funding for stipends.
6. Legislative authorization and funding for career-ladder style opportunities to encourage teacher-leaders to remain in the classroom and increase overall awareness of effective, data-driven instructional best practices.
7. Legislative appropriations for National Board Certification and dedicated funding for professional learning.