



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:**           **June 19, 2012**

**TITLE:**    **Review of New Legislation: House Bill 2823**

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**BACKGROUND:** This board item is presented to allow the Board to study the requirements of House Bill 2813: Schools, Teachers, Principals, Evaluation Systems; approved by the second regular session of the 50th Arizona legislature and signed by Governor Brewer on April 12, 2012.

In 2010, the Legislature required the State Board of Education (SBE) to adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress by December 15, 2011. The act required school districts and charter schools to annually evaluate teachers and principals by the 2012-13 school year.

The legislation applies specific requirements upon the State Board of Education (SBE); the Arizona Department of Education (ADE); School Principals and Teachers; and the Classroom Site Fund. Those provisions are delineated below:

*State Board of Education (SBE)*

- Requires the model teacher and principal evaluation framework adopted by SBE to include, on or before December 1, 2012, four performance classifications and guidelines for school districts and charter schools to use in their evaluation instruments. The four classifications must be designated as highly effective, effective, developing and ineffective.
- Permits SBE to periodically make adjustments to the model framework to align the teacher and principal evaluations with assessments or data changes at the state level.

*Arizona Department of Education (ADE)*

Requires ADE, by September 15, 2012, to identify and prominently post on their website the best practices for the implementation and assessment of principal and teacher evaluation systems.

- Specifies that the best practices posted by ADE must be from specific sizes of public schools:
- Adds that the best practices posted by ADE must include detailed information on the following:
  - the implementation process for teacher and principal evaluation systems;
  - the evaluation weightings;
  - the types of qualitative and quantitative elements used;
  - the methods in which the evaluations guide professional development; and
  - the types of decisions for which the evaluations are used.
- Allows ADE to develop an evaluation instrument that complies with the evaluation framework adopted by SBE for school districts and charter schools. This instrument may be pilot tested

in the school districts and charter schools that choose to participate in the pilot evaluation instrument in school year 2012-2013.

### Teachers

- Requires every teacher to make student learning the primary focus of the teacher's professional time.
- Permits a teacher who is beginning the teacher's fourth year of employment at a district and who has been designated in one of the two lowest performance level to be offered a contract for the next school year.
- Prohibits a teacher who has been employed by the school district for the major portion of three or more consecutive school years and who is designated in the lowest performance classification for two consecutive school years from being transferred as a teacher to another school in that school district unless the school district has issued a notice of inadequacy of classroom performance and approved a performance improvement plan for the teacher pursuant to statute and the governing board has approved the new placement as in the best interests of the pupils in the school. A teacher who continues to be designated in one of the two lowest performance classifications cannot be permitted to transfer to another school. A teacher cannot be transferred more than once.
- Prohibits a certificated teacher who has not been employed for more than the major portion of four consecutive school years by a district, but who is under a contract currently and has been designated in one of the two lowest performance classification from receiving a hearing on their dismissal from the governing board.

### Principals

- Requires school district governing boards to adopt at a public meeting where public comment is heard, and implement, by school year 2013-2014, policies for principal evaluations. The policies must describe:
  - the principal evaluation instrument, including the four performance classifications required by SBE adopted by the governing board;
  - alignment of professional development opportunities to the principal evaluations;
  - incentives for principals in one of the two highest performance classifications which may include: multiyear contracts pursuant to statute, and incentives to work at schools that are assigned a letter grade of "D" or "F"; and
  - transfer and contract processes for principals designated in the lowest performance classification.
- Allows a principal's term of employment to be for any period up to three years pursuant to the policies school district governing boards are required to adopt. If the contract is for multiple years, the school district cannot offer to extend or negotiate the contract until May of the year preceding the final year of the contract.

### Classroom Site Fund (CSF)

- Adds that beginning in school year 2014-2015, individual teacher and principal performance shall account for 33% of the 40% of CSF monies used for performance pay by a district.

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**RECOMMENDATION:** This item is presented for the Board's information only at this time. No action is required.

06/13/12 11:24 AM

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INITIATED BY:

*Todd A. Jaeger*

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Todd A. Jaeger, Associate to the Superintendent

Date: June 13, 2012

*Vicki Balentine*

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Vicki Balentine, Ph.D., Superintendent

